Course Specification

Course Summary Information		
1	**Course Title**	Master of Arts in Education – Leadership in Learning
2	**Course Code**	PT1275
3	**Awarding Institution**	Birmingham City University
4	**Teaching Institution(s)** (if different from point 3)	N/A
5	**Professional Statutory or Regulatory Body (PSRB) accreditation** (if applicable)	N/A

6	**Course Description**
	The Masters award is available to ambassadors of the LDP (The LDP is the Leadership Development Programme). The LDP is a leadership programme, facilitated by Teach First colleagues that runs alongside the PGDE, which Teach First Participants engage with during their initial 2 years. The award is open to all participants who have completed the Teach First PGDE and includes two full academic years of teaching in a Teach First partner school. The Masters content builds on the structure and content of the LDP and the PGDE.
	The Professional Practice Enquiry module is the culmination of your Masters in Leadership in Learning. It provides you with the opportunity to develop a systematic understanding of research, national and international frameworks, and practical knowledge in relation to your chosen area, and to develop your professional practice. You are encouraged to use self-direction and originality in pursuing your development focus through professional enquiry. The module provides you with opportunities to: act autonomously in designing and planning a master's level, practice-based enquiry; to investigate the relationships between theoretical, practical and research knowledge and to consider the actual and potential impact on practice. Your chosen development focus for the module will be based on personal, professional and subject/ phase priorities. It may build on work carried out in earlier modules, or address an entirely different or new aspect of professional practice. The expectation is that this work is underpinned by a leadership focus, which will demonstrate your skills as a leader and your ability to demonstrate impact.
	In addition, the Professional Practice Enquiry aims to address:
	- The role of research, scholarly activity and evidence-based practice as an important part of professional development. - Current issues, initiatives and developments in education and educational practice aimed at extending skills, knowledge and understanding in your subject/ phase area. - Principles that underpin and inform practice-based enquiry approaches to educational research. - Research methodologies and ethical considerations in relation to appropriateness, effectiveness, and resource implications of enquiry. - Knowledge, skills and techniques in research methods and approaches appropriate to the professional workplace context, development of leadership and chosen enquiry.

7	Course Awards		
7a	**Name of Final Award**	**Level**	**Credits Awarded**
	Master of Arts in Education Leadership in Learning	*Level 7*	*60 credits*
7b	**Exit Awards and Credits Awarded**		
	Not applicable	n/a	n/a

8	Derogation from the University Regulations
	Not applicable

9	Delivery Patterns			
	Mode(s) of Study	**Location(s) of Study**	**Duration of Study**	**Code(s)**
	Part-time	Online	1 year	PT1275

10	Entry Requirements
	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk, or may be found by searching for the course entry profile located on the UCAS website: Teach First PGDE (120 credits)

11	Course Learning Outcomes
	Learning outcomes are statements that identify what learners will have gained as a result of their learning;
1	Apply critical analysis of professional leadership practice to the design of an enquiry in a chosen field, which explores relationships between theoretical and practical knowledge and their impacts on practice.
2	Apply a comprehensive understanding of research, policy, literature and practical knowledge in relation to a chosen field appropriately to develop practice.
3	Critically examine relevant research methodologies and ethical considerations, analyse workplace evidence gathered using suitable and well-justified data collection methods and discuss implications for future practice.
4	Critically reflect on the findings of your research and their impact for your future practice using a logically structured, well-presented and clearly written format appropriate for a professional audience, accurately using the Harvard referencing system.

12	Course Requirements
12a	**Level 7:** ***In order to complete this course a student must successfully complete all the following CORE modules (totalling 60 credits):***

Module Code	Module Name	Credit Value
EDU 7394	Professional Practice Enquiry: Leadership in Learning	60

12b   Structure Diagram

Level 7

Semester 1	Semester 2
EDU7394 – Professional Practice Enquiry: Leadership in Learning	

13 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 7

Workload

XX% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	30
Directed Learning	230
Private Study	340
Total Hours	600

Balance of Assessment

Assessment Mode	Percentage
Coursework	100%
Exam	
In-Person	