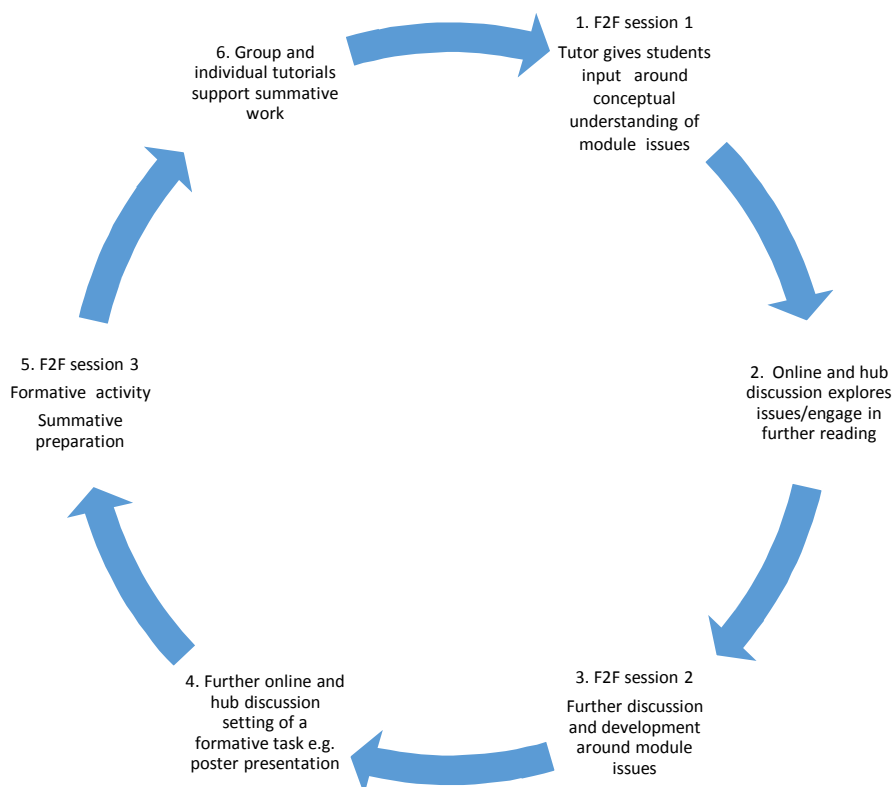
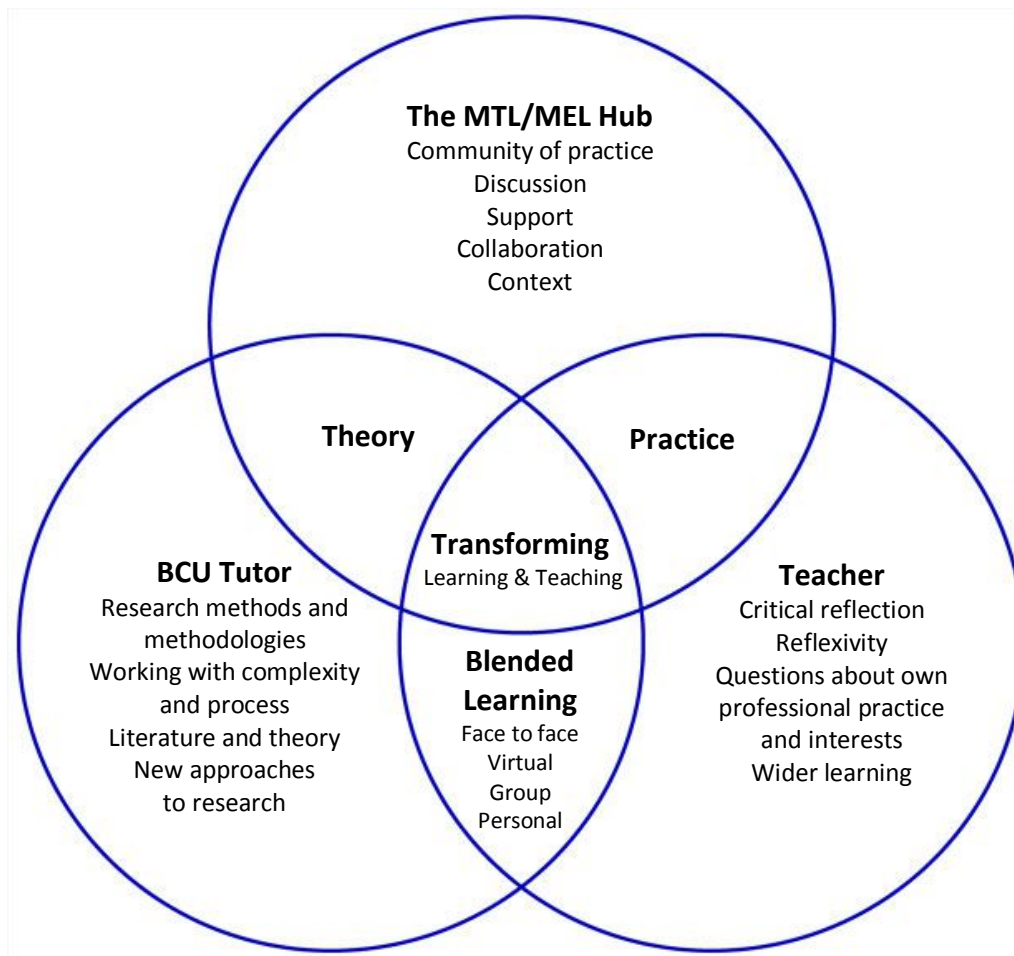


Masters in Teaching and Learning			
<b>Stage 1</b> (60 Credits) Leading to <b>PG Cert in Education</b>	<b>Introduction to Masters Level Study</b> (20 credits)	<b>Reflecting on the Workplace</b> (20 credits)	<b>Curriculum Matters</b> (20 credits)
	<b>Accredited Prior Certificated Learning (APCL) or Accredited Prior Experiential Learning (APEL) can be used to replace one or two introductory modules.</b>		
<b>Stage 2</b> (60 Credits) Leading to <b>PG Dip in Education</b>	<b>Reflecting on the Workplace</b> (20 credits): To identify enquiry focus	<b>Curriculum Matters</b> (20 credits) Literature Review	<b>Masters Level Research</b> (20 credits) Methodology and Ethics
	Alternatively an <b>enquiry process</b> can be prioritised: (particularly for <b>SCITT trainees</b> who wish to progress to a <b>PG Dip</b> ):		
	<b>Masters Level Research</b> (20 credits) Methodology & Ethics	<b>An Enquiry Module</b> (40 Credits): Pilot enquiry based on the realities of practice	
<b>Stage 3</b> (60 Credits) Leading to <b>Masters in Teaching and Learning</b>	<b>Dissertation:</b> Extended enquiry to challenge and transform practice. Literature, methods and ethics will be embedded into the research process to enhance research depth, quality and integrity. Colleagues at this stage would join our other Masters students and receive 12 hours tutorial time with a designated tutor.		

**The MTL Learning process:** (5 hours seminar + 1 hour tutorial for each 20 credit module)



**MTL: A Genuine Partnership:**



**The MTL programme aims to enable you to:**

- build on previous professional learning and workplace practice;
- take increasing responsibility for your own professional development through personalised and collaborative learning that draws appropriately on agreed content areas and workplace priorities;
- develop professional attributes, knowledge, skills and understanding together with practice-based enquiry skills in relation to the subject(s) and phase taught;
- develop skills of enquiry and the use of evidence, in relation to the impact of professional practice on the outcomes for learners within the work context;
- be at the forefront of professional practice in a specialist field in a subject, phase or aspect of teaching and/or leadership and be able to demonstrate effectiveness in enabling learners to make good progress;
- exhibit the characteristics of a confident and effective professional learner, able to stimulate and support a collaborative learning culture among immediate colleagues and within a wider professional community;
- become a proactive member of a wider group of experts in the chosen specialism.

**Contact details:**

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