

# Teaching and Learning - MTL This programme is no longer recruiting

<b>Final award</b>	MA
<b>Intermediate awards available</b>	N/A
<b>UCAS code</b>	N/A
<b>Details of professional body accreditation</b>	N/A
<b>Relevant QAA Benchmark statements</b>	N/A
<b>Date specification last up-dated</b>	December 2013

## Profile

### The summary - programme advertising leaflet

#### Programme content

The Masters in Teaching and Learning is designed specifically for Newly Qualified Teachers and new Heads of Department in the London Region working in National Challenge Schools or Schools facing Challenging Circumstances. While this programme is initially targeted at Newly Qualified Teachers and new Heads of Departments, it will, subject to National roll out, be aimed at a wider audience including NQTs across London.

The programme will engage participants in key educational processes underpinning the development of learning and teaching:

- critical analysis, reflection and enquiry;
- evidence informed practice;
- collaborative learning.

Engagement in these processes will enable participants to:

- Develop their understanding of current thinking in relation to research and professional policy and practice;
- Develop their ability to analyse, critique and develop their own and others' practice;
- Develop intellectual, organisational, personal, communication and professional skills; and
- Develop their practice to improve the outcomes for all children and young people
- Plan and sustain their professional development throughout their career

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- Develop their understanding of current thinking in relation to research and professional policy and practice;

- Develop their ability to analyse, critique and develop their own and others' practice;
- Develop intellectual, organisational, personal, communication and professional skills; and
- Develop their practice to improve the outcomes for all children and young people
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## **MA in Teaching and Learning at UEL**

[About The Masters in Teaching and Learning](#) | [Programme Summary](#) | [Programme Outline](#)  
| [FAQ's](#) | [Partners](#) | [How to Apply](#)

### **Admission requirements**

Applicants must:

- have a degree (normally honours, normally 2:2) awarded by a UK University or a recognised degree-equivalent qualification
- have Qualified Teacher Status
- be working within a London Region National Challenge School or School facing Challenging Circumstances

### **Accreditation of Certificated Learning (ACL)**

The protocols on how much credit can be brought into the MTL are summarised below. They have been determined by the TDA national Development team to retain the coherence of the MTL.

Phase 1 – only 30 M credits, almost certainly from a PGCE that they have just done

Phase 2 – possibly ACL 20 credits against any one of the phase 2, 20 credit modules. This may be subject to any source of the 20, ( i.e. another programme delivered by a HEI in conjunction with DCSF such as primary maths specialist programme) being vetted and approved as matching MTL phase 2 module learning outcomes

Phase 3 – possibly ACL'ing 30 credits only against module 7 on proviso that previous learning directly relates to the foci of the participants action research activities for phase 3 as a whole , i.e. the learning from whatever was ACL'ed for module 7 directly led to and supported the school-based work done in module 8

The above scenarios are also subject to an overall limit of ACL'ing as follow:

- Only a maximum of 60 credits in total can be ALC'ed
- No more than one module can be ACL'ed at any phase
- In Phase 1 only module 1 can be ACL'ed
- In phase 2 any module can be ACL'ed
- In Phase 3 only module 7 can be ACL'ed

The exception to these processes is where credit is being ACL'ed from another MTL programme. In this case up to 120 credits, i.e. Phases 1 and 2 can be ACL'ed.

The accreditation of prior experiential learning (AEL) is not permitted on this programme.

It is the role of the Assessment Board to recognise credit awarded by another UK Higher education institution.

## **Programme structure**

The MTL Programme enables the Professional Standards for Teachers to be addressed, while being personalised to meet teacher's individual needs in the context of their schools. Therefore, the professional learning opportunities are focused on the four content areas below which will be covered by the end of the programme:

### **Content area 1**

- teaching and learning, with particular attention to personalisation and applied learning (in the light of 14-19 developments)
- assessment for learning, diagnostic skills, including the use of performance data for pupil tracking

### **Content area 2**

- subject knowledge for teaching
- curriculum and curriculum development, literacy, numeracy, 14-19 developments and ICT

### **Content area 3**

- how children and young people develop, how they learn, and the management of their behaviour
- managing additional needs and inclusion, including socio-economic background, disability, G&T, SEN, BME, EAL, narrowing achievement gaps and contributing to social mobility

### **Content area 4**

- leadership and management, including for subjects or curriculum areas
- working with others, collaboratively, in and beyond the classroom – the school workforce, employers and the children's workforce, including FE and working with parents and carers

The MTL programme is structured in three phases:

#### **Phase 1: Developing**

- builds on ITT, or previous professional learning
- for NQTs, aligns with induction
- develops the teacher's professional attributes, knowledge, skills and understanding, in relation to the four content areas, together with enquiry skills in their practice
- prepares participants to move on to the next phase in the programme

#### **Phase 2: Broadening and embedding**

- builds on Phase 1
- where applicable for NQTs, aligns with induction
- continues to be based on the four content areas, enabling the participant to broaden

and embed their professional attributes, knowledge, skills and understanding, together with their enquiry skills, in their practice

### **Phase 3: Deepening**

- builds on Phase 2
- gives the participant opportunities to:
  - develop their specialism(s), drawn from the content areas
  - link with specialist networks, providing a basis for the next stage in their professional development.

### **Learning environment**

Participants will have the opportunity to engage in face to face seminars, workshops and lectures as well as collaborative activities and discussions in a virtual learning environment.

### **Assessment**

All 20 credit modules are assessed by the submission of a single portfolio of 4,000 words or equivalent.

All 30 credit modules are assessed by the submission of a single portfolio of 5,000 words or equivalent.

All modules are marked on a pass/fail basis and a Pass in the Masters in Teaching and Learning will be awarded on successful completion of all modules within the programme. All modules are core and there are no optional modules.

### **Relevance to work/profession**

This is a TDA funded programme for Newly Qualified Teachers and new Heads of Department working in National Challenge schools or School facing Challenging Circumstances. Module design and content focuses on national priorities for professional development for teachers in schools.

### **Thesis/Dissertation/project work**

The Masters in Teaching and Learning offers opportunities to develop skills of enquiry and evidence informed practice. Participants will be able to develop their knowledge, understanding and practice in an area that is relevant to their role in their school and to engage with this in depth, through research and enquiry, in modules 7 and 8.

### **Added value**

The Masters in Teaching and Learning supports development and demonstrates achievement in relation to:

- General Teaching Council for England (GTCE) Teacher Learning Academy;
- Induction standards;
- Performance threshold standards.

### **Your future career**

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### **How we support you**

Academic support is provided by module tutors whilst the participants are undertaking each module. The Programme Leader can also offer academic guidance about the programme and progression.

Participants will also be supported with their independent and directed-tasks by school-based coaches. These colleagues will not be responsible for the provision of the academic elements of the participants' overall experience but will provide support in identifying how these materials can be used effectively within the participants working context. In addition, case studies and exemplar materials that are age phase and subject related will support individual context-related learning and assessment needs.

### **Bonus factors**

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## **Outcomes**

### **Programme aims and learning outcomes**

#### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

- provide opportunities for participants to develop their professional knowledge and understanding in relation to their current and developing roles in the workplace;
- engage participants in key educational processes underpinning development and action, such as critical analysis, reflection and enquiry;
- provide opportunities for collaborative learning with and from others, in and beyond the school;
- to support participants to identify the next steps in their professional development.

#### **What will you learn?**

It is expected that by the end of the programme participants will have the ability to:

#### **Knowledge**

1. demonstrate critical engagement with a range of relevant sources and practice;

2. draw on and critique a knowledge base, related to the four content areas of MTL: teaching, learning and assessment; subject knowledge for teaching; child development and inclusion; leadership, management and working with others
3. demonstrate a systematic understanding of relevant research, approaches to enquiry, national frameworks and practical knowledge in relation to the four content areas of the MTL drawn on appropriately to develop their practice

### **Thinking skills**

4. demonstrate an open and questioning mindset, recognising the need to subject different sources of evidence, including their own thinking and practice, to critical scrutiny
5. systematically establish links between relevant research, literature and personal learning needs
6. demonstrate an ability to critically reflect on and analyse the impact on outcomes for children and young people through their developing practice as classroom teachers and in their other professional roles
7. demonstrate critical engagement with school, local, and national contexts;

### **Subject-Based Practical skills / Skills for life and work (general skills)**

8. undertake a critical and enquiry-based approach to their professional practice so that it continuously impacts effectively on the outcomes for children and young people
9. demonstrate an ability to critically reflect on and analyse the impact of different teaching learning strategies on different groups of children and young people
10. develop professional attributes, knowledge, skills and understanding through enquiry and the use of evidence, in a new context
11. demonstrate an open and questioning mindset in developing professional practice in the four MTL content areas
12. identify personal professional learning needs in relation to improved outcomes for pupils;
13. communicate their conclusions clearly to specialist and non-specialist audiences;

## **Structure**

### **The programme structure**

#### **Introduction**

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare participants for year one of an undergraduate degree programme

- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

### **Credit rating**

The overall credit-rating of this programme is 180 credits.

### **Typical duration**

The typical duration of this programme is a minimum of 3 years and a maximum of six years, part time.

### **How the teaching year is divided**

The teaching year is divided into three terms following the school year. Participants may begin the programme in either the autumn or summer term.

### **NQT enrolling April 2010, 2011**

April	Modules 1	Hand-in 1	September
	Module 2	Hand-in 2 (presentation)	July
Sept	Module 3 (20 credits)	Hand-in	Jan
Jan	Module 4 (20 credits)	Hand-in	Easter
Easter	Module 5 (20 credits)	Hand-in	Sept
Sept	Module 6 (20 credits)	Hand-in	Jan
Jan	Module 7 (30 credits)	Hand-in	Sept
Sept	Module 8 (30 credits)	Hand-in	Easter

9 terms

### **NQT and HoD enrolling Sept 2010**

Sept	Modules 1	Hand-in 1	Jan
	Module 2	Hand-in 2 (presentation)	Dec
Jan	Module 3 (20 credits)	Hand-in	Easter
Easter	Module 4 (20 credits)	Hand-in	Sept
Sept	Module 5 (20 credits)	Hand-in	Jan
Jan	Module 6 (20 credits)	Hand-in	Easter
Sept	Module 7 (30 credits)	Hand-in	Easter
Easter	Module 8 (30 credits)	Hand-in	Jan

9 terms

## What you will study when

The MTL programme modules are all core modules and are engaged with on the order outlined below:

<b>Phase 1</b>	<b>Module 1 30 credits</b>		<b>Module 2 10 credits</b>	
	Reflecting on professional practice		Developing professional enquiry skills	
<b>Phase 2</b>	<b>Module 3</b>	<b>Module 4</b>	<b>Module 5</b>	<b>Module 6</b>
	Teaching and Learning, personalisation and assessment for learning	Subject knowledge and curriculum development	Child development and Inclusion	Leadership and management, working with others
<b>Phase 3</b>	<b>Module 7</b>		<b>Module 8</b>	
	Professional Enquiry 1		Professional Enquiry 2	

## Requirements for gaining an award

In order to obtain a Masters, you will need to obtain 180 credits at Level M.

## Masters Award Classification

The award will be made on a pass basis.

## Assessment

### Teaching, learning and assessment

#### Teaching and learning

Each module requires group contact time which could be face to face, online, or a combination of both. In addition learning will also be undertaken in the workplace through specified tasks as well as through independent study which will bring the total learning hours for M level modules to 300 hours for 30 credits.

Teaching and learning strategies may include:

- Practical workshops - enabling experimentation and the analysis and discussion of issues, documents and materials;
- Lectures – providing the opportunity for the presentation of an extended and coherent line of argument;
- Seminars - to generate group and individual creativity, discussion and reflection
- Work based activities – to allow participants to undertake enquiry and/or development work;



- Conferences – to facilitate the opportunity to share ideas and to experience research and enquiry undertaken in areas outside the participants’ immediate professional spheres;
- Guided reading and independent study - to enable participants to engage with relevant and appropriate debate;
- Supported self study using relevant materials - to promote individual enquiry and development;
- Supported collaborative tasks – to promote learning from each other and critical professional challenge
- Individual tutorials - to enable a more extended, in-depth analysis and support of self study;
- E-learning opportunities – involving the use of interactive packages and virtual learning environment.

## **Assessment**

Assessment will vary between modules but is likely to include a mixture of

- critical engagement with research and current thinking in Education
- critical engagement in professional work-based tasks
- critical reflection
- enquiry and action planning

All modules will be assessed by through the submission of a portfolio.

## **Quality**

### **How we assure the quality of this programme**

#### **Before this programme started**

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

### **How we monitor the quality of this programme**

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### **The role of the programme committee**

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

### **The role of external examiners**

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

### **Listening to the views of Students**

The following methods for gaining student feedback are used on this programme:

- Module evaluations
- Student representation on programme committees (meeting 6 times year)
- Student representation on the London Reach focus group

Students are notified of the action taken through:

- circulating the minutes of the programme committee
- providing details on UELplus or through other on-line learning environments

### **Listening to the views of others**

The following methods are used for gaining the views of other interested parties:

- Representation from all stakeholders on the London Reach executive committee
- Liason with school based coaches

## **Further Information**

### **Where you can find further information**

Further information about this programme is available from:

- [The UEL website](#)
- The student handbook
- Module study guides
- [UEL Manual of General Regulations](#)
- [UEL Quality Manual](#)
- [Regulations for the Academic Framework](#)
- [School Web Pages](#)
- London Reach website