

PROGRAMME SPECIFICATION – POSTGRADUATE COURSES

1	Awarding institution/body <i>University of Worcester</i>
2	Teaching institution <i>University of Worcester and MTL partners/schools</i>
3	Programme accredited by <i>N/A</i>
4	Final award <i>MTL - Masters in Teaching and Learning</i>
5	Programme title <i>Masters in Teaching and Learning</i>
6	Pathways available <i>Single</i>
7	Mode and/or site of delivery <i>University of Worcester and MTL partners (including schools)</i>
8	Mode of attendance <i>Part Time</i>
9	UCAS Code <i>N/A</i>
10	Subject /Professional Benchmark statements <i>TDA MTL Framework at: http://www.tda.gov.uk/upload/resources/pdf/m/mtl_national_framework_and_glossary.pdf</i>
11	Date of Programme Specification preparation/revision <i>December 2010</i>
12	<p>Educational aims of the programme</p> <p><i>The MTL is a new opportunity to take a national masters level qualification developed specifically for practising teachers. In the West Midlands this has been developed by Teach West Midlands. Teach West Midlands is a consortium made up of Schools, Local Authorities and Higher Education Institutions in the West Midlands involved in ITT who have come together to provide the new Masters in Teaching and Learning.</i></p> <p><i>Those entitled to study the MTL in 2009/10 will be NQTs in National Challenge Schools, and in other secondary schools facing challenging circumstances. From September 2010 this will include new heads of departments in National Challenge Schools.</i></p> <p>Please note TWM MTL refer to all participants on the programme as Associates.</p> <p>What is distinctive about this programme?</p> <p><i>The Masters in Teaching and Learning (MTL) is a Government-funded, classroom-based qualification developed to help teachers extend their teaching skills and abilities. This will benefit the children and young people they teach.</i></p> <p><i>TWM MTL is a partnership consisting of schools, Local Authorities, all eight West Midlands Higher Education Institutions involved in teacher training, SCITTS operating in the West Midlands Government Office Region, subject associations and some specialist agencies. TWM MTL is based on the extensive and growing regional collaboration between the partners.</i></p> <p><i>The TWM MTL programme is based upon the MTL National Framework. This can be viewed at http://www.tda.gov.uk/teachers/mtl.aspx The MTL will enable associates to develop an open and questioning mindset through an enquiry and practice-based approach which will enable associates to embrace change, challenge and opportunity. This takes place in the classroom, in school, in real time. World class teaching is characterised by a sophisticated understanding of effective classroom practice, highly skilled professional expertise and high quality engagement with children, young people and their parents and carers. The MTL will develop and build on these characteristics.</i></p>

The MTL will draw on what is known about the conditions for effective professional learning for the teacher – support and professional challenge from a coach, expert input and opportunities to improve teaching through learning from and with others.

TWM MTL – Vision and Values

TWM MTL, with its emphasis on providing excellence in the professional development of all teachers, echoes the issues raised in Being the Best for Our Children (DCSF 2008). Our commitment to the TDA vision for MTL is encapsulated within the TWM MTL vision and values.

- *TWM MTL values collaboration and emphasises the development of Associates learning in order to maximise the impact on children and young people*
- *TWM MTL is committed to continuing improvement and rooted in a concept of partnership, which incorporates professional respect and promotes learning at all levels*
- *TWM sees MTL as a highly effective way of ensuring that new teachers and HoDs are supported and equipped to meet the current and future needs of their learners*

Aims of the programme are:

- *To build on previous professional learning*
- *To enable Associates to take increasing responsibility for their own professional development through Personalised Learning Programmes that draw appropriately on each of the TDA content areas, while making connections between Associates strengths and achievements.*
- *To develop Associates professional attributes, knowledge, skills and understanding together with enquiry skills in practice with particular reference to the subject(s) and phase taught.*
- *To develop skills of enquiry and the use of evidence, in relation to the impact of Associate's practice on the outcomes of children and young people within the work context.*
- *To be at the forefront of professional practice in a specialist field in a subject, phase or aspect of teaching and be able to demonstrate effective professional practice, with elements which are exemplary, enabling children and young people to make good progress.*
- *To 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.*
- *To become a proactive member of a wider group of experts in their chosen specialism.*

13 Intended learning outcomes and learning, teaching and assessment methods

Associates will be able to demonstrate that they:

1. *have developed professional attributes, knowledge, skills and understanding in their practice so that teaching is consistently effective and there is an increasingly positive impact on the outcomes of the children and young people they teach*
2. *can identify personalised professional learning needs*
3. *can draw on and critique a knowledge base*
4. *can undertake a critical, analytical and enquiry-based approach to their professional practice so that it continuously impacts effectively on the outcomes*

for children and young people

5. have self-direction and originality in tackling and solving problems, and the ability to act autonomously in planning and implementing tasks at a professional level
6. have a systematic understanding of research, national frameworks and practical knowledge in relation to the four content areas, drawn on appropriately to develop their practice
7. be able to demonstrate a command of the subject, specialism or curriculum area in professional practice

Knowledge and understanding:

have developed professional attributes, knowledge, skills and understanding in their practice so that teaching is consistently effective and there is an increasingly positive impact on the outcomes of the children and young people they teach

have a systematic understanding of research, national frameworks and practical knowledge in relation to the four content areas (see programme overview below), drawn on appropriately to develop their practice

Examples of learning, teaching and assessment methods used:

Module 3 (MEDD4162) - Learning and teaching definitions and theories will be considered alongside teaching skills, pedagogies and the craft of teaching. National Strategies, frameworks and associated research will be reviewed. A range of teaching and learning strategies, including pedagogies of personalisation and intervention; and specific approaches to personalisation of teaching and learning will be investigated. This will enable associates to review suitable learning challenges for all children/young people and respond to their diverse backgrounds, abilities and learning needs. Assessed for example through a written report based on the evaluation and analysis of elements of the module content, and the impact of these on learning and teaching.

Cognitive and intellectual skills:

can draw on and critique a knowledge base

can undertake a critical, analytical and enquiry-based approach to their professional practice so that it continuously impacts effectively on the outcomes for children and young people.

Examples of learning, teaching and assessment methods used:

Module 2 (MEDD4161) - an introduction to thinking critically about education and explore the following:

- Reading critically in education
- Analysing arguments
- Structuring and writing arguments
- Reflection and the reflective practitioner
- The place of critical incidents in developing professional practice
- Action planning
- Monitoring progress
- Measuring personal professional impact on associate and young people and children

Assessed through a Mini Enquiry – 2000 words equivalent

<p>Practical skills relevant to employment:</p> <p><i>be able to demonstrate a command of the subject, specialism or curriculum area in professional practice</i></p>	<p>Examples of learning, teaching and assessment methods used:</p> <p><i>Module 4 (MEDD4163) focuses on the development of a systematic knowledge and understanding of subject, specialism or curriculum area, and consideration of the impact on this on children and young people's learning progress and achievement and the Associates professional development. Associates will be expected to show a critical awareness of current legislation, guidance, research, professional practice and initiatives in relation to a subject, specialism or curriculum area in professional practice. Associates will investigate a range of subject, specialism or curriculum area teaching and learning strategies, within the classroom, and in learning contexts beyond the school. Associates will utilise, review and analyse specific approaches to subject, specialism or curriculum area teaching, learning and assessment strategies, and evaluate and analyse the impact of these. Associates will disseminate and communicate subject, specialism or curriculum area knowledge and skills to make learning accessible to children/young people of different ages and abilities, including those with SEN and disability.</i></p> <p><i>Assessed for example through a reflection involving evaluation and analysis of a critical incident in relation to an individual's or a group's progress and achievement.</i></p>
<p>Transferable/key skills:</p> <p><i>can identify personalised professional learning needs</i></p> <p><i>have self-direction and originality in tackling and solving problems, and the ability to act autonomously in planning and implementing tasks at a professional level</i></p>	<p>Examples of learning, teaching and assessment methods used:</p> <p><i>Module 1 (MEDD4160) - undertake a series of professional learning opportunities (see module outline) which focus on aspects of professional practice, addressing individual needs and developing skills of enquiry and the use of evidence. The assessment for this module requires the production of a portfolio of evidence related to professional practice. Associates will also undertake an audit and action plan.</i></p>

The teaching aims for the award are designed to:

- *encourage Associates to take responsibility for their own learning and to understand their learning styles*
- *facilitate learning by seeking to make available a range of learning methods, including classroom contact and study packs*
- *encourage the use of critical friends, tutors and their coach to maximise educational experience*

The MTL seeks to integrate learning and experience. One route to achieve such integration is to make the learning as active as possible. This entails Associates carrying out tasks (rather than being passive recipients of knowledge) which are designed to help them reflect on their experience in an educational organisation, providing alternative ways of looking at events and circumstances and prompting thinking towards alternatives for future practice. The use of case studies and work-based assignments enables such experiential learning. Associates are expected to:

- *use the opportunities provided by the 'input sessions', support materials and library access to familiarise themselves with alternative theories and practice which are relevant to their participation in education*
- *be willing to review judgements about 'good practice' in the light of evidence from their own experience, evidence from the experience of others and ideas which have been developed to analyse practice in education and elsewhere*
- *collaborate with colleagues in developing and reviewing alternative solutions to problems and alternative explanations of events*
- *seek advice from others as they develop capability - in particular Associates are expected to take the initiative in seeking advice from their coach and the university tutor in their choice of assignment and the development of its structure and content.*

Through the sessions and the support materials Associates will be introduced to methods that have been used in collecting and analysing data in research. These examples will be used to inform assignments, which will bring a wealth of practical experience and detailed knowledge of specific contexts to share with others. The MTL therefore will provide practical contexts for the analysis of contemporary issues and problems of a practical nature. Associates will be able to link this to their practice, reflect on values, practices, assumptions and policies and demonstrate ability in the full range of transferable skills.

The teaching strategies include:

- *lectures and presentations;*
- *seminars and workshops to generate discussion, reflection and exchange of ideas;*
- *guided reading, supported self-study and independent study to enable participants to engage with relevant and appropriate debates;*
- *individual tutorials to support development of understanding;*
- *practical workshops for the analysis and discussion of issues, documents and materials;*
- *case-study activities to establish connections between the workplace and issues raised by the programme;*
- *critical feedback from peers and tutors on presentations, workplace experiences and standpoints taken on issues raised in taught sessions;*
- *Work Related Learning - the opportunity to link theoretical perspectives to practice. It will enable participants to reflect on values, practices, assumptions and policies;*
- *work with others, which enables participants to develop interpersonal skills, the*

capacity to plan, to share goals and work as a member of a team, communicate and present oral and written arguments;

- Information and Communication Technology, including word processing, data bases, internet communication, information retrieval and on-line searches. VLE (Blackboard) will be used to facilitate exchange of ideas and access to specific resources and activities. Participants will be required to use word processing, data bases, internet communication, information retrieval and on-line searches throughout their studies

The Role of the Coach and Tutor

Associates will have a coach in school and a named TWM MTL tutor to support them on their MTL journey. The TWM MTL tutor is there to support Associate's academic development whilst the coach will support their learning journey in school. A detailed coach specification can be found in the MTL coach handbook available at <http://www.tda.gov.uk/teachers/mtl.aspx>

14 Assessment Strategy:

Associate's tutor, as part of the introduction to each module, will outline the assessment tasks. Assessment tasks are designed to support all associates to reflect meaningfully on their own practice and experience in the light of insights gained from the process of critical encounter with contemporary theory, models and concepts. Each assessment task will demonstrate their ability to maintain a critical position by managing the dynamic interplay of these elements:

- depth of research and understanding;
- applications to and derivations from practice;
- conceptual challenge and justification;
- argument, dialogue and defence.

The ability to synthesise these mutually interactive elements is regarded as the essential characteristic of study at Masters level. The range of assessment tasks for each phase include the following:

Phase One:

MEDD4160 (30 Credits)

- TWM MTL audit / action plan
- Portfolio of evidence based on 3 critical incidents (3000 word equivalent) plus reflective account of 500 words¹

MEDD4161 (10 Credits)

- Mini Enquiry – 2000 words equivalent

Phase Two:

In phase two, Associates will undertake an audit of their professional practice at the beginning of each phase 2 module and create an action plan which outlines how they will address identified development areas. Associates will also undertake assessment related to the learning identified on their action plan. Associates are expected to choose one mode of assessment for each module. Each mode of assessment, approximately 4000 words equivalent, should be the most appropriate form of assessment agreed between Associate, tutor and school based coach.

¹ NQTs with 30 M level credits from Initial Teacher Training qualifications are not required to submit the portfolio.

Associates must choose a different assessment mode for each module in phase 2.

Associates cannot submit work for modules 3,4,5,6 using the same assessment mode.

Assessment Modes

Written Report - A report based on the evaluation and analysis of elements of the module content, and the impact of these on learning and teaching.

Critical incident reflection - Evaluation and analysis of a critical incident in relation to an individual's or a group's progress and achievement.

Lead a staff development session - Presentation to staff in school, based on the implementation of specific strategies or module content and the impact of these (to include presenter notes, handouts, analysis of data and reflective commentary).

Presentation - Presentation to MTL peers and tutors based on the development and implementation of specific strategies in a subject, specialism or curriculum area in professional practice, and the impact of these.

Data Collection Methods

In order to complete the chosen assessment for each module in phase 2 Associates should choose one of the following data collection methods for each assessment.

Associates must choose a different data collection method for each module. Associates cannot submit work for modules 3,4,5,6 using the same Data Collection Method. Due regard must be given to the ethics of the data collection method chosen.

Diary (video or written) and Reflection - Video/record diary extracts based on the use of strategies or content development, and reflective analysis of the impact of these on learning and teaching.

Portfolio of workplace evidence and commentary - Portfolio of evidence based on the implementation of specific strategies or content and a commentary based on the analysis of these.

Lesson observation, plan, recording and reflective commentary - Lesson plan in a subject, specialism or curriculum area in professional practice, including teaching, learning and assessment strategies to be used, recording of evidence and evaluation and analysis of achievement.

Interviews and action points - Interviews with staff/students/other adults based on a focus content area, transcribed and action points developed

Phase Three:

MEDD4166: Planning Evidence Based Practice Report (10,000-word equivalent) to include:

- Aims and intentions of the Professional Practice Enquiry
- Literature Review

- Methodological issues and considerations
- Ethical issues and considerations
- Presentation of draft proposal to coach, tutor, peers and response to issues/questions raised.

MEDD4167: Evaluating Evidence Based Practice Enquiry (identified in Module 7) (10000 words equivalent)

In addition associates will be required to disseminate their findings from enquiry in 2 of the following forms:

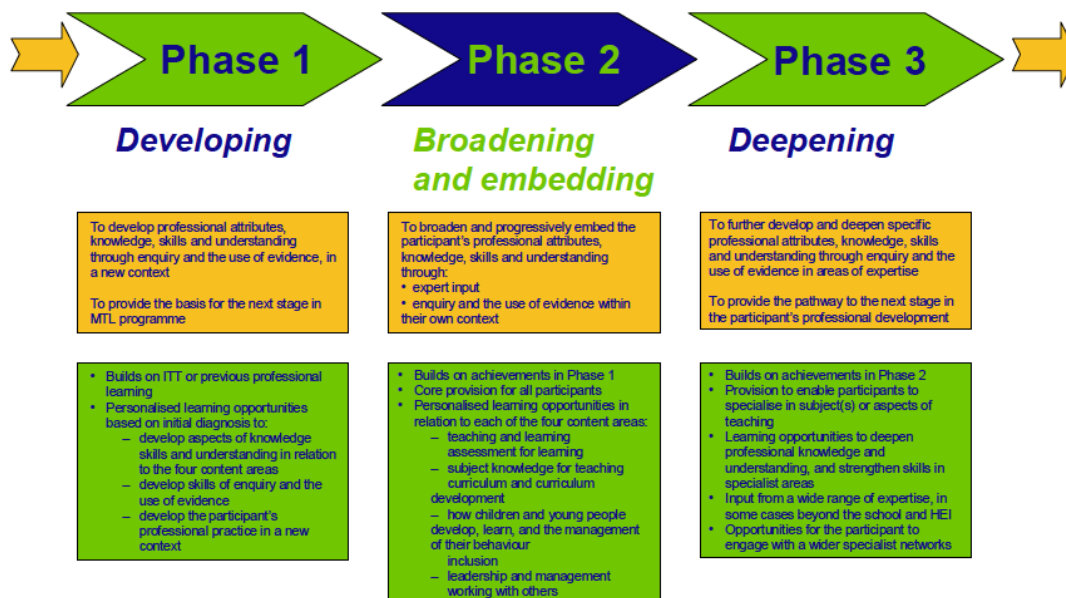
- Staff meeting
- Written information sheet
- Poster
- Conference presentation
- Viva

The final piece of assessment requires associates to engage in a critical reflection on MTL. This is a 360 degree review process requiring input from their coach and others in their professional context (500 words equivalent). A more detailed briefing for each assessment is included in the relevant module specification.

15 Programme structures and requirements

Within the MTL there are three phases.

Professional Learning Phases in MTL



Programme Overview

Phase 1	MEDD4160 (30 Credits)	MEDD4161 (10 Credits)
Developing	Reflecting on Professional	Developing Professional Enquiry

	practice		Skills	
Phase 2 Broadening & Embedding	MEDD4162 (20 Credits)	MEDD4163 (20 Credits)	MEDD4164 (20 Credits)	MEDD4165 (20 Credits)
	Teaching and learning personalisation and assessment for learning	Subject knowledge and curriculum development	Child development and Inclusion	Leadership and management, working with others
Phase 3 Deepening	MEDD4166 (30 Credits)		MEDD4167 (30 Credits)	
	Professional Practice Enquiry 1 – Planning Evidenced Based Practice		Professional Practice Enquiry 2– Evaluating Evidence Based Practice	

All modules are mandatory

It is expected that most Associates will complete their MTL in three years. Eligible Associates have up to **five years** to complete their award. The award is funded by the Training and Development Agency for Schools (TDA).

Phase 1 Developing

Module 1 (MEDD4160) – 30 Credits Reflecting on Professional Practice

In this module associates will undertake a series of professional learning opportunities which focus on aspects of professional practice, addressing their individual needs and developing skills of enquiry and the use of evidence. The assessment for this module requires associates to produce a portfolio of evidence related to their professional practice². Associates will also undertake their audit and action planning.

Module 2 (MEDD4161) – 10 Credits - Developing Professional Enquiry Skills

In this module associates will have an introduction to thinking critically about education and explore the following:

- Reading critically in education
- Analyzing arguments
- Structuring and writing arguments
- Reflection and the reflective practitioner
- The place of critical incidents in developing professional practice
- Action planning
- Monitoring progress
- Measuring personal professional impact on associate and young people and children

² If associates are an NQT with 30 M level credits (gained from associates' Initial Teacher Training qualification only) associates will be exempt from the assessment associated with this module.

Phase 2 – Broadening & Embedding

Module 3 (MEDD4162) – 20 Credits - Teaching and learning personalisation and assessment for learning

This module focuses on learning, teaching and assessment and the inter-relationship between these, in order to ensure children and young people's progress and achievement. Learning and teaching definitions and theories will be considered alongside teaching skills, pedagogies and the craft of teaching. National Strategies, frameworks and associated research will be reviewed. A range of teaching and learning strategies, including pedagogies of personalisation and intervention; and specific approaches to personalisation of teaching and learning will be investigated. This will enable associates to review suitable learning challenges for all children/young people and respond to their diverse backgrounds, abilities and learning needs.

Module 4 (MEDD4163) - 20 Credits - Subject knowledge and curriculum development

This module focuses on the development of a systematic knowledge and understanding of subject, specialism or curriculum area, and consideration of the impact on this on children and young people's learning progress and achievement and the Associates professional development. Associates will be expected to show a critical awareness of current legislation, guidance, research, professional practice and initiatives in relation to a subject, specialism or curriculum area in professional practice. Associates will investigate a range of subject specialism or curriculum area teaching and learning strategies, within the classroom, and in learning contexts beyond the school. Associates will utilise, review and analyse specific approaches to subject, specialism or curriculum area teaching, learning and assessment strategies, and evaluate and analyse the impact of these. Associates will disseminate and communicate subject, specialism or curriculum area knowledge and skills to make learning accessible to children/young people of different ages and abilities, including those with SEN and disability.

Module 5 (MEDD4164) - 20 Credits - Child development and Inclusion

In this module associates will explore relevant theory and practice in relation to how children/young people develop and learn, and the management of their behaviour. This will include an exploration of the factors that affect individual children and young people's learning, behaviour and well being including:

- social, physical, emotional, psychological, cognitive, language, creative, cultural and moral development – years 0 to 19;*
- the ECM context;*
- barriers to learning; learners' motivation;*
- theories of learning and development, and their application in teaching;*

Associates will also explore the Inclusion of all children and young people within education analysing cultures and beliefs and attitudes towards diversity and inclusion and understand the legislation and guidance on equality and inclusion (including on special educational needs and disability) that shapes their work.

Module 6 (MEDD4165) - 20 Credits - Leadership and Management – Working with Others

*In this module Associates (whether NQTs or HoDs) will review **relevant** theory and*

practice in relation to leadership and management appropriate to their role, in particular looking at how strategies impact on the performance of others, particularly on teaching and learning. Associates will also explore relevant legislation, policy and national frameworks. The module will also develop their leadership and management skills, including collaboration, consultation, communication and challenge.

Phase 3 – Deepening

Module 7 (MEDD4166) - 30 Credits - Professional Practice Enquiry 1- Planning Evidence Based Practice

This module encourages associates to critically analyse current issues; initiatives and developments in a specialist field in order to extend contextual understanding of educational settings, policy and practice. Associates will critically review relevant issues and initiatives, policy and practice, and identify an appropriate focus area for an evidence-based enquiry. Associates will investigate and develop a practical understanding of how established techniques of research and enquiry can be used to create and interpret knowledge in education and professional practice. Associates will develop conceptual understanding in order to critically evaluate current research and practice, and to evaluate methodologies in relation to an enquiry based proposal. The complexities of researching educational issues; the need to systematically make appropriate judgements and the ability to articulate intentions; and ethical considerations, in terms of evidence based enquiry, will be reviewed. Associates will be encouraged to engage in professional discussion and collaborative dissemination of information; whilst demonstrating the ability to be autonomous in planning and justifying an enquiry based proposal. The assessment for this module requires associates to engage with the underpinning theoretical perspective that inform their chosen specialist area and plan a school based enquiry related to this specialist area.

Module 8 (MEDD4167) – 30 Credits - Professional Practice Enquiry 2 –Evaluating Evidence Based Practice

In this module Associates will undertake the empirical work associates planned in module 7. This will enable Associates to demonstrate that they can undertake a systematic enquiry which draws on research and national frameworks and practical knowledge in relation to their specialist field. Associates will show that they have the skills of self-direction and originality in tackling and solving problems, and the ability to act autonomously in planning and implementing tasks at a professional level. The assessment for this module also requires Associates to make their research available to others.

16 QAA Academic Infrastructure:

The MTL programme has been written adhering to the National Framework for the Masters in Teaching and Learning published by the TDA. In addition this programme has been written to take account of the QAA infrastructure, the Codes of Practice and the Framework for HE Qualifications.

17 Support for students:

The University has an [Equal Opportunities Policy](#), together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity

Committee.

Student Services

Student Services is the central department that provides non-academic support of students. The department includes the following:

Careers

Chaplains

Community Development and Residential Support

Counselling and Mental Health

Disability and Dyslexia Service

Student Wellbeing Centre

Welfare and Financial Advice

For further information about any of these services, see the 'Life Support' section on the Associates [SOLE page](#).

The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis. In addition, Student Services specifies [appropriate arrangements that can be made for students with disabilities](#)

Additionally, Associates will receive induction onto the programme at the beginning of the first module, receiving input from the library services in particular about the resources available.

Personal Development Planning

Associates may find the following document useful in shaping your thinking about your professional development across the programme:

<http://www2.worc.ac.uk/registry/pdf/PDPMasters.doc>

Department of Information and Learning Services

The Department of Information and Learning Services (ILS) supports students and staff using library, IT and media services. ILS is based in the Peirson Building, and provides books, journals, online resources, IT and study spaces. UW students automatically become members of the library. Further information on ILS, including up-to-date opening times, can be found at: <http://www.worc.ac.uk/ils/>

18 Admissions policy, criteria and procedures

The MTL is a national programme. Entry criteria are set by the TDA and are outlined in the MTL Operations manual available at <http://www.tda.gov.uk/teachers/mtl.aspx>. Currently in the West Midlands this programme is available to all NQTs in National Challenge Schools and schools facing challenging circumstances. From September 2010 this programme will also be available to new Heads of Department in these schools.

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*An associate may claim **Up to 30 Credits against Phase 1 (gained from recent ITT) Or 20 Credits at Phase 2 (mapped to learning outcomes of one module only)**. In addition associates may also claim **30 credits at Phase 3 against Module 7 only**.*

Up to 120 credits can be transferred between providers of the MTL.

Associates cannot transfer in phase 3
Associates cannot transfer mid module

19 Methods for evaluating and improving the quality and standards of teaching and learning

We take very seriously the quality of the associate's experience across the programme and we collect evidence of this from them in different ways across the programme:

- *Informally in professional dialogue: 'how is it going?'*
- *End of module and end of programme evaluations.*
- *Course representation on the MTL Local Management Committee and Regional Steering Group.*
- *Course representation on the PEP programme.*
- *External examiner comments.*
- *The annual evaluation of programme report for the MTL.*

All feedback is listened to, audited and responded to as appropriate.

20 Regulation of assessment

The MTL programme complies with the Postgraduate Regulatory Framework with some variation as noted below and as required by the Training and Development Agency for Schools (TDA) for this national programme:

Students are assessed by coursework. The minimum pass mark is 50% for each module.

1. The following awards will be available to students who meet the following requirements:

Award	Requirement
<i>Masters in Teaching and Learning</i>	<i>180 credits at Level 7 including the Professional Practice Enquiry</i>

2. *There are no interim awards within the MTL, however associates may use the credits gained to achieve a Postgraduate Diploma or Postgraduate Certificate in Education through the Postgraduate Education Programme.*
3. *In accordance with other postgraduate programmes all assignments are marked using a % scale although the MTL is awarded on a pass/fail basis only.*
4. *There is only one resubmission attempt per module and there is no compensation on the Award.*

As required by the PGRF, Institute-level Examination Boards review and confirm results for modules, and the Scheme Examination Board considers candidates' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

The University requires Institutes and/or course teams to have a formally stated policy for internal and external verification and moderation of marking which meets the requirements of the [University Assessment Policy](#) .

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is 50% for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at 50% unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module, which will incur payment of the module fee.
- For full details of submission regulations see Postgraduate Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A student who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

21 Indicators of quality and standards

In November 2005, the University was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

In 2008 the University achieved a Grade 1 (Outstanding) for the quality of its Initial Teacher Training and has been commended on its work in partnership with schools. The University will be audited next in 2011.

22 Career Opportunities & Links with Employers

This programme is intended for those already employed within schools in the West Midlands. Schools and LAs form an important part of the MTL partnership. The MTL is intended to be the vehicle for the development of a Masters level profession in education.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical associate might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the Course can be found in:

The Associate Handbook

<http://www.tda.gov.uk/teachers/mtl.aspx>

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