



BIMM
INSTITUTE

MA Learning & Teaching in the Creative Industries

Course Handbook



2019
2020
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1. Introduction

Welcome!

This MA provides an opportunity for you to develop significantly as a creative teacher, whilst gaining both a valuable postgraduate qualification and eligibility for professional certification via QTLS.

Our team are committed to providing the best possible teaching and support in your studies - and will do our utmost to help you achieve your aspirations for personal, professional & career development.

Postgraduate studies are challenging, but deeply rewarding for those committed and focused in their approach to their learning. We do expect you to take ownership of your learning - your interests, goals and energies - whilst on the course. But don't forget that we are here with you through it, so ask for help when you need it and take advantage of the wonderful MA community and institutional resources.

We're excited to work with you this year. Good luck and enjoy the journey!

Supporting documents:

Please note that while this course handbook is the primary document for students, it should be used in conjunction with several key sources of information. The course is delivered at BIMM University, part of BIMM University.

- **Module Specifications**

Each module on this MA has its own separate guidance document. Students should consult their module specifications for: aims and intended outcomes; module structure and teaching schedule; indicative content, preparation and further reading; and assessment information.

Module specifications can be found [here](#).

- **BIMM University Academic Regulations & Policies**

Further information on key institutional frameworks and regulations underpinning this MA course (such as assessment policies regarding plagiarism, word counts, extensions etc.) can be found on the BIMM University website:

<https://www.bimm.ac.uk/academic-regulations-bimm>.

- All student-facing policies can be found here, under "[Student Policies and Regulations](#)".
- Procedures relating directly to student complaints and appeals can be found [here](#).

- **BIMMStudents.com**

bimmstudents.com is a one-stop portal for all key electronic resources and services students will require during their studies including the following:

- BIMM University's Virtual Learning Environment ([Canvas](#))
- Microsoft Office 365 (including emails, cloud storage and apps)
- Virtual Library ([EBSCO](#))
- Room bookings
- IT Support and resources
- [BIMM Player](#)
- BIMM e-Books
- BIMM Extra – optional extracurricular courses
- Creative Industries Guests & Careers - Masterclasses and Career development
- BIMM Connect - Student networking

- **Canvas VLE**

Canvas is BIMM University and Performers College's Virtual Learning Environment (VLE). It is an online space containing materials and tools to support and enhance students' learning experience. This platform is an integral part of the student experience. It is not only an online extension of the classroom but is also the place where students will submit digital assignments and receive grades and feedback.

It also contains a wealth of valuable guidance to support students during their studies. It hosts important information on assessment deadlines, guides to each module on the course, and student services information. Each module on the course has a dedicated space where students can access materials used in class and additional study resources.

2. Student Responsibilities

Attendance

As a postgraduate student, you are expected to attend all classes and submit work for assessment, as well as engaging in self-directed study as part of your modules and in pursuit of your own developmental goals.

If for any reason you have to miss a session or online activity, please ensure you let the session tutor know in advance. Modules are organised as one coherent whole, so that no session can easily be missed. You are expected to catch up on any missed work independently and with your peer group, before seeking support through tutorial.

Choosing modules

You will choose an optional module for the second (spring) trimester. Information regarding each of the three optional modules will be made available during the first trimester.

You should identify your chosen module to your Course Leader by the end of trimester one.

Preparation and study

Preparation is an essential component of every module, and tutors assume that you come to each session having done the preparatory tasks (usually selected readings) thoroughly. Participants who don't prepare are likely to miss important insights made during conversations, and also inhibit other members of the group from extending their thoughts as widely as otherwise. A thorough study of every preparatory task is a minimum requirement for all modules.

Library resources are supplied through the BIMM University electronic library and dedicated physical reading rooms, and students are expected to use these resources in their own time.

Holding on to your learning

Most of us have experienced not being able to remember a thing about a discussion a week after it happened. If, week by week, your seminars disappear into this sort of rosy haze, you will have missed an opportunity. One way to avoid this is to keep a learning journal.

Your journal can usefully hold notes on what you've read, and on your general preparations (see above) for the session. It can also include any seminar handouts. But the most useful thing to include is your own summary of the discussions, written up very soon after the event. You should record your own thoughts and ideas related to the topic/s, but you might also find it helpful to include a straightforward account of ideas that with which you disagree with. Additionally, you can use the journal to note matters or readings which that you plan to follow up.

Keeping a journal of this sort gives you practice in expressing yourself in writing on matters related to the module concerned and this will be a great help later. Some people also find it useful to vocalise their thoughts -- talking aloud to yourself about the topic can be a useful practice. You can record these as a form of audio journal.

3. Course Summary

The MA Learning & Teaching in the Creative Industries aims to enable new and experienced teachers to develop significantly as creative, thoughtful and collaborative educators. Through the course you will learn powerful skills and knowledge for teaching effectively, as well as develop high-level literacies in using educational theory and conducting research.

We take a highly person-centred approach on the MA, offering a range of engaging practical workshops & seminars, expert 1-to-1 tuition & mentoring, and guided independent study that will support you to develop greater agency and autonomy as a learner. Our main pedagogical approach is that of 'co-construction', guiding you and your peers to construct high-level practical, conceptual and personal knowledge & understanding. In this, we will guide you to engage critically with existing theory from post-compulsory creative education sector, to apply and practice in your own teaching contexts, and ultimately to reflect on and reconceptualise your understanding of your teaching practice, students and subject. Together, we aim to build a shared 'community of practice', with student-educators at all different levels supporting each other to learn and grow.

The MA Learning & Teaching in the Creative Industries is offered in two distinct pathways:

- The **'Initial Teacher Education' (ITE)** pathway is intended for early and pre-career teachers, focusing on developing their practical and reflective skills, in line with typical requirements of initial teacher training programmes for post-compulsory educational levels (e.g. QTLS). Students on this pathway undertake a teaching placement and receive developmental mentoring and supportive teaching observations in order to develop their teaching practice. This pathway is offered both full-time over one calendar year (3 trimesters) and part-time over two calendar years.
- The **'Experienced Educator' (EE)** pathway is intended for those either already qualified as a teacher and/or with at least three-years teaching experience. It extends students' existing teaching practice, building deeper theoretical and pedagogic knowledge, and develops new competencies in innovation, change-making and leadership. This pathway is offered part-time over two calendar years to more easily accommodate work schedule for professional educators.

The course design utilises an outcomes-based framework, with four 30 credit modules, and a final 60-credit research dissertation. As a practice-based course, both pathways expect students to spend regular time practicing in an educational setting, with placement opportunities provided on the ITE pathway. The course culminates in the curation of a final portfolio, drawn from previously assessed work, which provides the final grade of the MA.

4. Key Course Staff

In line with BIMM University's strategic aims, all staff contributing to this MA are highly experienced practitioners, most with postgraduate qualifications and often their own research publications. Those responsible for leading particular modules have academic and/or professional backgrounds in those subjects.

Course teams

Contact details for core management and module staff can be found on each campuses' course homepages on SharePoint:

- [BIMM University Brighton](#)
- [BIMM University Bristol](#)

Communications to students by the course team are normally made either by a group announcement on the Canvas VLE or directly by email. It is important to note that any communication will be automatically sent to the **student email address** given at enrolment (@bimmstudents.com). Students should ensure that they check this regularly.

Further contacts

- itsupportbrighton@bimm.co.uk – IT support for the Brighton campus
- itsupportbristol@bimm.co.uk – IT support for the Bristol campus
- financeenquiries@bimm.co.uk – for guidance on fees and student finance
- admissions@bimm.co.uk – for applications and pre-enrolment enquiries
- enrolmentsupport@bimm.co.uk – specific help when enrolling on to the course

5. Course Specification

Full Title of Course & Award:	<ul style="list-style-type: none"> MA Learning and Teaching in the Creative Industries
Mode of Attendance:	<ul style="list-style-type: none"> Blended
Length of Course:	<ul style="list-style-type: none"> 1 year, full-time 2 years, part-time
Start Date:	<ul style="list-style-type: none"> Initial validation: 2019 First cohort intake: 2019/20
Awarding Institution:	1. BIMM Limited
Teaching Institution:	2. BIMM University/Performers College
Language of Study	3. English
Final Award:	<p>Final Award</p> <ul style="list-style-type: none"> MA Learning and Teaching in the Creative Industries <p>Exit Awards</p> <ul style="list-style-type: none"> Postgraduate Certificate (60 credits at Level 7) Postgraduate Diploma (120 credits at Level 7)
FHEQ Level:	<ul style="list-style-type: none"> 180 credits at Level 7
Reference Points:	<p>QAA reference points:</p> <ul style="list-style-type: none"> FHEQ (The framework for higher education qualifications in England, Wales and Northern Ireland) – 2008 Masters degree characteristics – 2010 UK Quality Code for Higher Education (Parts A and B) - 2014 Subject Benchmark Statement: Education Studies – 2015 <p>Higher Education Academy:</p> <ul style="list-style-type: none"> UKPSF (The UK professional standards framework for teaching and supporting learning in higher education) – 2011 <p>The Education and Training Foundation reference points:</p> <ul style="list-style-type: none"> Professional standards for teachers and trainers in education and training – 2014 (professional standards for teachers in FE and the life-long learning sector)
Minimum Period of Registration:	<ul style="list-style-type: none"> 1 year (Full Time)/2 years (Part Time)
Maximum Period of Registration:	<ul style="list-style-type: none"> 2 years (Full Time / 3 Years (Part Time)
Admissions Criteria:	A good degree (normally 2.2 or above) or significant professional experience in the creative arts/industries. Applicants portfolio may also be requested for Recognition of Prior Learning (RPL)
Date of Course Specification:	<ul style="list-style-type: none"> August 2019

6. Course Aims

The overarching purpose of the MA Learning & Teaching in Creative Industries is to help its students develop into confident, effective, thoughtfully reflective, well-informed teachers.

More specifically, the MA aims to enable each student to develop:

- Their ability to integrate theory and practice, such that each sheds a critical light on the other.
- Their ability to take a rigorously evidence-based approach to their professional practice.
- Their ability to reflect systematically on their own practice and thereby to improve it.
- Their ability to investigate important issues in learning, teaching and education using high-level research skills.
- Their critical understanding of the current state of knowledge in post-compulsory creative education.
- Their critical appreciation of how such knowledge has been arrived at, and of the methodological issues involved in professional and educational research.
- Their ability to act effectively in a variety of professional contexts; to self-manage; to be resilient; and to work constructively with others.
- Their ability to communicate their findings clearly and persuasively to a variety of audiences orally and in writing.
- Their ability to take responsibility for, and to manage, their on-going personal and professional development.

Through developing the course, it is our social vision to:

- Support new and existing contemporary music industry teachers, and enable them to navigate the profession as capable, reflective practitioners.
- Develop the advanced, higher-level skills of contemporary creative industries teachers to meet the needs of our burgeoning education sector.
- Contribute to raising professional standards in contemporary creative industries education.

7. Course Learning Outcomes

The course learning outcomes below are split according to several key areas, in line with the [2016 SEEC 'credit level descriptors'](#).

- **Setting**

As a graduate from the course, you will be able to:

A1. Investigate the challenges and complexities of your professional setting and wider educational contexts.

- **Knowledge and Understanding**

As a graduate from the course, you will be able to:

B1. Engage critically with subject and pedagogic literature and examine the links between these and your practice.

- **Cognitive skills**

As a graduate from the course, you will be able to:

C1. Analyse and critically evaluate the effectiveness of learning, teaching and research practices.

- **Performance & Practice**

As a graduate from the course, you will be able to:

D1. Demonstrate professional competence as an educator, designing and utilising a range of creative and differentiated strategies in the support of learning.

D2. Assess learning in a variety of creative educational contexts and give appropriate developmental feedback.

D3. Plan, undertake and justify educational research responsibly and ethically, and disseminate your findings.

- **Personal & enabling skills**

As a graduate from the course, you will be able to:

E1. Communicate and collaborate effectively across a variety of mediums, demonstrating awareness of the diverse needs of others.

E2. Undertake professional development both independently and collaboratively, through reflective and research-informed practices.

8. Course Structure

The course structure has been designed to maximise flexibility and access to the programme (by offering both one-year full-time and two-year part-time routes). Two pathways are offered (ITE and EE) which give clear, logical and developmentally appropriate routes for participants coming from different backgrounds.

- Both pathways comprise of four 30-credit taught modules and one 60-credit dissertation.
- Most modules are core but students will select one of three optional modules in trimester two.
- All modules run for a single trimester other than the dissertation which runs over two.
- All modules on MALTCl are FHEQ Level 7 (Master’s level).

Initial Teacher Education (ITE) Pathway

The ITE pathway is more focused towards development of foundational & early-career teaching competencies, and includes requirements for teaching practice.

The table below details the split of modules by trimester of delivery for both full- and part-time:

- Full-time students will take both a trimester’s modules at the same time.
- Part-time students take one module per trimester over the two years.

ITE	Full-time / Part-time year 1				Full-time / Part-time year 2				
	Trimester	Code	Module Title	Core / Option	Credits	Code	Module Title	Core / Option	Credits
T1	MLT711	Teaching, Learning and Assessment (TLA)	Core	30	MLT712	Investigating Learning and Teaching (ILT)	Core	30	
T2	MLT716	Curriculum and Instructional Design (CID)	Option	30	MLT714	Dissertation (DISS)	Core	60	
	MLT717	Education, Ideology and Society (EIS)	Option	30					
	MLT718	Coaching and Mentoring (CAM)	Option	30					
T3	MLT713	Creative Educational Practice (CEP)	Core	30					
Total Credits								(180)	

Both pathways will undertake teaching practice throughout their studies (see section 16. on ITE course requirements for placements & observations).

Note: BIMM University teaching placements run over trimesters 1 and 2.

Experienced Educator (EE) Pathway

The EE pathway, while having similar modules to ITE, is more focused towards educational research and leadership. The pathway begins with MLT712 in order to focus students' learning on engaging with educational research/scholarship and giving them maximal time to prepare topics for their dissertations.

The table below details the split of modules by trimester of delivery for both full- and part-time:

- Full-time students will take both a trimester's modules at the same time.
- Part-time students take one module per trimester over the two years.

EE	Full-time / Part-time year 1				Full-time/ Part-time year 2			
Trimester	Code	Module Title	Core / Option	Credits	Code	Module Title	Core / Option	Credits
T1	MLT712	Investigating Learning and Teaching (ILT)	Core	30	MLT715	Leading Educational Change (LEC)	Core	30
T2	MLT716	Curriculum and Instructional Design (CID)	Option	30	MLT714	Dissertation (DISS)	Core	60
	MLT717	Education, Ideology and Society (EIS)	Option	30				
	MLT718	Coaching and Mentoring (CAM)	Option	30				
T3	MLT713	Creative Educational Practice (CEP)	Core	30	Total Credits			(180)

In lieu of a teaching placement, we expect students on the EE pathway to apply their learning into practice through their own professional work as teachers, academics and/or leaders.

9. Module Information

MLT711 Teaching, Learning & Assessment – core for ITE pathway

This first module offers a thorough introduction to the core professional activities you will undertake as teachers in the contemporary further and higher education sectors - such as lesson planning, teaching & facilitating, assessment & grading, and giving high-quality feedback. Throughout the module, you will learn powerful tools & ideas to apply within your own teaching practice, and reflect on how you've used them in order to gain insights about your own personal strengths and areas for future development. In this way, we will explore how the underpinning principles of good educational practice will manifest themselves in different ways depending on the teaching and learning context. As an introductory module, no prior teaching experience is assumed.

MLT712 Investigating Learning & Teaching – core

This module will grapple with a variety of real-world theories and practices of research used to investigate education and the creative subjects. You will explore and use different methodologies of qualitative and practitioner research, in order to better understand learning and teaching within the creative industries. For the module's assessment you will generate a research proposal, including conducting a short trial study, which can be used for your final research dissertation/project.

MLT713 Creative Educational Practice – core

What is creative education – education in creative subjects, a more creative approach to education in creative subjects or a more creative approach to all education? Can we learn to be more creative? Can we teach and assess in creative ways? Would that be a good thing? What are the challenges of teaching and assessing creative subjects? Is being creative generally a solitary or collaborative activity? This module invites you to explore some of those questions in the context of your own professional and creative practice, through engagement with theories of creativity and contemporary perspectives on creativity in education.

MLT714 Dissertation – core

This module provides you with the opportunity to engage in sustained scholarly work of an innovative and independent nature, in an area of professional interest relating to learning and teaching in creative higher education. You will be able to demonstrate knowledge and expertise of an area in creative higher education, drawing on the theories, knowledge of methodologies and skills developed throughout the course to produce a research led dissertation. The focus of the dissertation is self-devised and the approach to and content of the dissertation are negotiable, with your supervisor working closely alongside you to ensure that areas of personal professional and academic interest can be explored effectively whilst also meeting the aims and outcomes required by this module specification.

MLT715 Leading Educational Change – core for CPD pathway

This module explores the theory and practice of leadership within contemporary education, adopting an individualised approach in helping you to both 'learn to lead' and 'lead to learn'. We take a broad view of leadership, distinct from management, as a practice and not a role. You will develop and reflect on different styles and approaches of leadership, relating these

to your own professional contexts and working within a supportive and critical peer learning group. As the final taught module of the Continuing Professional Practice pathway, you are encouraged to utilise knowledge and skills from previous modules, and to instigate real change and innovation in your professional work using them.

MLT716 Curriculum & Instructional Design – *optional choice*

This module allows you the opportunity to develop a short course of study for use in a chosen academic and/or professional context. We explore a variety of approaches and philosophies to curriculum design, including examining digital and blended learning applicable to courses on- and off-line, as well as managing individual and collaborative learning. Module topics include curriculum aims, outcomes and values; the knowledge vs skills debate; approaches to structure curricula, such as spiralling and interleaving; designing assessment of and for learning; creative design methods for constructing and aligning curricula; inclusivity and differentiation; online and digital curriculum-making; course design across professional and corporate settings; and the future of curriculum-making in the context of internationalisation and globalisation of learning.

MLT717 Education, Ideology & Society – *optional choice*

This module will investigate range of critical positions on education and the curriculum, exploring what, how and why we teach. You will explore the variety of objectives and ideologies at play within education and learn to critically engage with ideas in analysis and debate, and to use these languages to engage in your own educational practice more deeply. This module will also draw on literature and research from the social sciences, psychology and education and examine the current cultural and ideological, agendas driving current policy and practice in the academy. Assessment will be focussed on the development of criticality using theory as a lens through which to analyse practice.

ML718 Coaching & Mentoring – *optional choice*

This module aims to facilitate your development as an effective coach and/or mentor, moving from 'the sage on the stage' to become 'a guide by the side'. You will explore a variety of person-centred techniques and approaches for partnering with learners in one-to-one settings to support their development and empower them as individuals. As part of the module, you will identify volunteers to work with in authentic coaching/mentoring relationships, applying module concepts & skills in order to deepen your learning. You will participate in critical and reflective learning-in-action, and will receive regular professional supervision tutorials from a highly-skilled coach.

10. Graduate Attributes

Graduates of the MA Learning and Teaching in the Creative Industries will be prepared to work as teaching practitioners, academic administrators, educational & curriculum developers, and change-leaders in the field of creative arts education. Graduates will be qualified to work institutionally at Further Education and Higher Education levels and will possess the skills and self-sufficiency required for self-employed and entrepreneurial work in education. From their studies, graduates will have developed the professional, academic and personal and enabling skills to allow them to work professionally and continue to grow as successful educators.

Educational leaders

MALTCI graduates will be leaders of their and others' learning, working collaboratively to identify and navigate complex developmental challenges.

Professional practitioners

MALTCI graduates will be professionally competent educators, providing consistently high-quality learning experiences and able to both give and receive appropriate developmental feedback.

Creative and curious

MALTCI graduates will be creative in their approach to learning and teaching, demonstrating curiosity, reflexivity and innovation.

Critical and rigorous

MALTCI graduates will be questioning and thoughtful with the ability to examine and question the principles, practices and boundaries of creative education.

Academically confident

MALTCI graduates will be independent and confident researchers able to generate new insights into theory and practice.

Globally Aware

MALTCI graduates will have awareness of international contexts and practices within creative education.

Socially Responsible

MALTCI graduates will be purposeful and value-driven in working to enhance the wellbeing of others.

Self-Aware

MALTCI graduates will demonstrate qualities that enable them to be reflective and independent lifelong learners.

11. Higher Education Strategy

BIMM University is committed to providing high quality teaching and support for its students. The Institute aims to address the differentiated needs of individual learners and ensures that all students have equal and fair access to learning resources.

For more information see [BIMM University's Higher Education Strategy](#).

MA Learning & Teaching Strategy

Our strategy for learning and teaching on this MA is informed by particular conceptions of learning, curriculum and pedagogy. We seek to encourage transformative learning, moving through a process of acquiring knowledge, processing and practicing it, and then transforming both the knowledge and our view of ourselves. Our curriculum consists of a broad range of knowledges, involving not just declarative knowledge-content ('know what'), or functioning skills-knowledge ('know how') - although these are important - but also the development of dispositions referring to deep self-knowledge of how we are in the world, such as our ethical duty of care as teachers our patience and passion, our sensitivity and awareness to situations, and our kindness and compassion towards students.

Subject knowledge is important for teachers; however, we do not accept that good teaching is entirely subject-specific. Our approach focuses on supporting each participant in encountering, learning and practicing generalisable theories, tools and techniques, and to undertake a critical examination of how these look in their own disciplinary contexts. While we do not teach subject areas specifically, we do place an emphasis on students to localise, specialise and personalise their knowledge within their areas of speciality.

For us, learning is a complicated and messy process, often involving uncertainty and discomfort - before the satisfaction and fulfilment of realising our progress. Deep learning also involves loss, in that stepping into new knowledge of ourselves and the world means we leave behind simpler and perhaps more comfortable views of these things. In navigating this particular kind of learning, relationships with others - involving trust, support and appropriate challenge - are vitally important.

As endorsed by BIMM University's Learning and Teaching Strategy, we employ inclusive and collaborative approaches to pedagogy that seek to establish and nurture an active community of practice (Lave and Wenger, 1991). Our MA Tutors are flexible and open in their approaches, acting as experts in their subject, but also as guides or facilitators and as co-creators (McWilliam, 2008). Teaching practice will aim to make learning visible to both teacher and students (Hattie, 2009) and create an open and supportive environment where there are frequent opportunities to critique practice and theory. We also recognise that feedback, properly utilised is one of the most powerful influences on learning (Hattie & Timperley 2007) and this has informed our approach to assessment across the course, allowing students to make every opportunity to use formative feedback to improve their work.

Our approach to digital and blended learning

As heart, this is an experiential course. Where asynchronous digital and blended learning is used, it is designed to support and bolster the creative process that happens in our synchronous sessions. While we believe that learning to teach effectively is best done with people, as part of a learning community, it is self-evident that digital communities and online interaction is increasingly important for teachers both personally and professionally. Our MA

takes a flexible approach to digital learning, with each module incorporating digital and blended methods to best suit their purpose and ethos, detailed in their individual documentation. Some modules explicitly utilise digital and online technologies, some explore the use of these to inform teaching and course design, and some address the social and cultural issues concerning the use of technology. At a course level, learning and teaching resources are stored and shared on our Canvas Virtual Learning Environment (VLE), including extracurricular resources. We do also move beyond using our VLE as a static resource, with most modules involving some form of online interaction, such as the use of blogs, webinars, e-portfolios or online tutorials. In addition to the Canvas VLE, students may be required to engage with additional free online platforms specific to each module, in order to give them experience of using a variety of professionally relevant digital tools.

12. Assessment Information

The ethos behind BIMM University is a college that is deeply connected to the wider creative industries, and the design of the curriculum and the assessment of learning outcomes is guided by this principle. Assessment strategy and design aims to echo 'real world' scenarios alongside the academic skills of research, analysis and critique required for a qualification at Masters-level.

For more information see <https://www.bimm.ac.uk/academic-regulations-bimm>

MALTCI Assessment Strategy

Our aim is to offer our course participants opportunities for authentic assessment, which allow them to demonstrate their achievement of the module learning outcomes in the contexts of their own professional work and scholarship, and of their own personal / professional development.

As is appropriate for Masters-level work, students have considerable autonomy in choosing what to focus on in their assessments, and are offered plentiful formative peer and tutor feedback (in person and online) as they prepare their work. It is our aim that every participant puts forward a piece of work that fully reflects their professional achievement and of which they will feel proud.

The assessment calendar for the course is provided at the end of this handbook.

Assessment verification

All assessments are subject to verification following BIMM University's standard guidelines.

Student work is typically assessed and marked by the module tutor(s). A range of work is then 'double-marked' or moderated by the module leader or a second tutor. This process is finally verified by our External Examiners who are appointed for each course.

Feedback on assessment

Alongside a mark, assessed work will be given developmental feedback (typically an audio-recorded commentary) that details the areas of strength and development, and explains how the work could be improved. The depth and supportiveness of this feedback has been praised consistently by both students and External Examiners.

We encourage students to track and use all feedback throughout the course (both formal and informal; and from tutors, assessors and peers) to inform their ongoing development. Students are invited to book a 1:1 tutorial with their assessor to talk through feedback received, and how to best use it to improve for future academic assignments and professional practice.

Assessment literacy is a key skill for teachers, and we endeavour to guide students through understanding how assessment decisions are made, both to inform their academic improvement and your practical knowledge to use assessments effectively in their professional work.

Late submissions

To reflect the expectation that work will be submitted on time, the Institute operates a system of graduated penalties for lateness, which will be applied as follows:

- if the assessment is late **up to twenty-four hours** from the deadline, ten percentage points will be deducted from the mark awarded;
- if the assessment is late **up to seven days** from the deadline, it will be capped at the pass mark;
- if the assessment is late **over seven days** from the deadline, the work will not be marked, and the student will receive a mark of 0%.

Exceptional circumstances, extensions and mitigation

If students have a legitimate reason for needing more time to complete and submit their assignments (such as a registered disability or significant unexpected disruption to study), they should speak to their Student Support Team.

Please see Section 8 of the BIMM Academic Regulations for more details:

<https://www.bimm.ac.uk/academic-regulations-bimm>

Final Classification

The final MA award classifications (Pass, Merit or Distinction) is derived from a mathematical (mean) average of module marks from 120 of the total 180 credits for the course. This includes the final double weighted project/dissertation plus 60 credits from the two highest-graded modules achieved.

Once the final mark has been calculated and rounded up or down to the nearest whole number, the classification of the award shall be made according to this scale:

Master's Award	Less than or equal to	Greater than or equal to
Distinction	n/a	70% threshold plus 50% of credits contributing to the classification of the award at 70 or above
Merit	70%	60% threshold plus 50% of credits contributing to the classification of the award at 60 or above
Pass	60%	50%

13. Assessment Criteria

Marking

The process for assessing and grading work will be discussed as part of the MA course. In brief, the assessed work will first be considered against the module learning outcomes and assessment criteria, in order to ascertain if the work meets the minimum threshold standards to pass. Next, the work is graded according to the Postgraduate Marking Scheme (detailed on the next page) which details particular levels of quality, and receives a percentage (%) mark as a result.

Please consult individual module guides for specific module learning outcomes & assessment criteria.

Generic criteria

There are several general assessment criteria that all successful written work at Masters-level should demonstrate:

- a critical and analytical engagement with the material being discussed.
- a critical awareness of the relationship(s) between theories / models studied and the participant's own professional practice.
- an ability to critique personal professional practice, identify areas for improvement, and justify plans for future action.
- a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning
- and work will also be well-presented, well-written and thoroughly proof-read.

Referencing – The Harvard Referencing System (HRS)

When researching a topic for any written assignment (e.g. essay, report or dissertation), students are expected to make use of a variety of sources including books, journal articles, newspaper articles, web pages and audio-visual material.

At BIMM University we use the Harvard Reference System. According to this system, we acknowledge our sources within text (in-text citations) and by including a Reference List at the end of the work.

Please see the BIMM University's Harvard Referencing Guide for further details on how to reference work.

14. Postgraduate Categorical Marking Scheme

We use a categorical system of postgraduate marking, meaning that marks are awarded in 5% bands based on the quality of evidence demonstrated for each assignment submission.

Categorical Grade	Equivalent Classification	Assessment Scheme
95 90 85 80 75 70	Distinction	Exceptional Evidence Outstanding Evidence Excellent Evidence
65 60	Merit	Very Good Evidence
55 50	Pass	Satisfactory Evidence
45 40 35 15 0	Fail	Little or No Evidence

15. BIMM Assessment Rubric

BIMM's generic assessment rubric identifies the six critical aspects of student work that we value across the spectrum of creative and academic work. These six assessment fields (or criteria) are used to measure achievement based on the quality of evidence in a student's work.

These fields are used selectively against each specific assessment task (most assessment will be marked using three to four fields).

Grade> Assessment fields:	90,95	80,85	70,75	60,65	50,55	40,45	0,15,35
Investigation/ contextualisation Informed through comprehensive critical analysis and evaluation of complex and diverse concepts, theories and practices	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Insufficient evidence	Little or no evidence
Knowledge/ideas Through the articulation of creative vision and/or the critical evaluation of conceptual, practical, technical and theoretical information	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Insufficient evidence	Little or no evidence
Development/process Realisation through experimentation, risk taking, critical reflection, evaluation and problem solving in complex emergent contexts	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Insufficient evidence	Little or no evidence
Communication/articulation Of complex and contradictory arguments and theories that is in depth, critical, insightful and appropriately pitched for the intended audience	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Insufficient evidence	Little or no evidence
Production/realisation That fully meets the expectations of relevant professional and academic standards	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Insufficient evidence	Little or no evidence
Technical/technique The quality and utility of the technical features of the product and the skills with which it is produced or delivered	Exceptional evidence	Outstanding evidence	Excellent evidence	Very good evidence	Good evidence	Insufficient evidence	Little or no evidence

16. ITE Course Requirements and QTLS

In addition to the module assessments, candidates studying the Initial Teacher Education (ITE) pathway should also have successfully completed **two** practical requirements:

- **100 hours** of logged **teaching practice**.
- **8** successful **teaching observations**.

These requirements are set to ensure adequate time is spent practising teaching, applying course content in real scenarios, and making significant progress in professional learning.

Furthermore, these are the two primary requirements defined by the [Society for Education & Training \(SET\)](#), that provide eligibility for pursuing Qualified Teacher Learning & Skills (QTLS): the qualified status for post-compulsory educators in the UK. QTLS has legal equivalency with Qualified Teacher Status (QTS), allowing QTLS holders to teach in UK schools.

As QTLS is still a relatively new route into school teaching, the SET has produced helpful online guides. Their general guide to gaining QTLS and FAQ pages are available here:

- <https://set.et-foundation.co.uk/professionalism/gaining-qtls/>
- <https://set.et-foundation.co.uk/professionalism/qtls/qtls-faqs/>

Finally, a helpful guide to QTLS for Head-teachers can be accessed here:

- <https://set.et-foundation.co.uk/professionalism/gaining-qtls/guidance-for-headteachers/>

17. ITE Teaching Placements

To support the achievement of 100 hours of logged teaching on the ITE pathway, most students will undertake formalised teaching placements as part of the course. We recommend a minimum of 6 hours per week to be spent on this for full-time students, and a minimum of 3 hours per week for part-time. Ideally, students will undertake more in order to experience a wider range of contexts and get more opportunities to practice teaching. We aim to have all students begin their teaching placements by teaching week 3 of trimester 1.

Placements are generally provided at BIMM University working alongside highly-skilled lecturers in subject areas relevant to students' interests. However, students may also elect to organise their own external placements, or use other professional work such as a paid teaching role or private 1-to-1 teaching to contribute to their overall hours. Students should discuss and agree any plans for external placements or other contributing practice as soon as possible.

In order to meet the course requirement, students will complete a written '**Teaching Log**' form tracking their hours on placement / in practice throughout the course. This is checked each trimester and signed off against class register.

Please consult the 'MA Teaching Placement Handbook' for further guidance about how placements operate.

Placements at BIMM University

BIMM University placements offer students:

- Hands on experience in the classroom, alongside an experienced lecturer
- Mentoring support from the lecturer, both in-class and in additional 1-to-1 tutorial
- An opportunity to observe the different ways in which students learn
- Experience of assisting with and/or teaching sessions
- A chance to apply and develop techniques and approaches learned during the MA.

During a BIMM University placement, students may typically engage in activity such as:

- Supporting the lecturer/s in running sessions
- Assisting group activities and facilitating discussion
- Giving developmental feedback
- Supporting students with tutorials and/or additional one-to-one support
- Participating in online Canvas learning activity and discussion groups
- Running additional seminar groups
- Helping with study support.

Students are encouraged to take initiative and identify opportunities to help support the lecturer and students whilst on placement. They should actively look for ways to help, and to work in collaboration with their placement mentor to grow their role.

The MA Course Leader will liaise with students and BIMM lecturers, in order to match up suitable student experience and expertise to placements offered. Once agreed it is the responsibility of the BIMM lecturer as well as the student, to identify engagement opportunities for teaching and the mentoring support required for the placement.

Students and mentors are encouraged to build an open, and supportive relationship with each other which should enable any concerns or queries (from either party) to be discussed openly as they arise. The MA Course Leader is on-hand to help support and review the placement process, and deal with any issues arising. However, in most cases, issues can be dealt with successfully within the student-mentor relationship. In the uncommon event of serious concerns being raised about the placement – for example, repeated student non-attendance – the placement may be changed.

External placements

Students can also arrange their own placements outside of BIMM University. This is usually when they are employed in a role that compliments the focus and aims of the course, or where opportunities arise for experience outside of a formal further or higher education setting.

If students wish to gain experience with an external education provider they should approach the external provider directly. The MA Course Leader can assist students with the relevant paperwork, including guidance and communication with the chosen placement, to ensure they align to BIMM University's work-based learning policy.

Students will be given a named contact tutor at BIMM University who will maintain close contact with the external placement provider throughout the duration of any and all placements undertaken. Students will need to secure opportunities with teaching observations, including liaising with an MA Observer to arrange a site visit/s to the external provider to complete the required number of observations.

Students are encouraged to take on responsibility for managing their own learning and professional relationships in the external setting, and for tracking and recording their own progress and achievements for personal development planning.

Students must alert the placement provider and BIMM University to any problems with the placement that may impede satisfactory progress and completion of the placement

External placement providers are asked to provide the MALTCl course team with:

- A point of contact (including phone, email and postal address) for where the placement is being undertaken.
- Confirmation that placements arranged are covered by existing professional indemnity insurance.

External placement providers are asked to provide the placement student with:

- An appropriate induction into all their own policies and procedures.
- A clear line of report within school for any questions and concerns that might arise for student on placement.

In line with our Work Based Learning Strategy we will also ensure that:

- Analysis of the placements takes place as part of the annual monitoring process of BIMM University provision to its university partners.
- All placements operate within a wider national framework and will adhere to UK employment legislation and will be in line with QAA expectations and guidelines as set out in the Quality Code.

18. ITE Teaching Observations

Students on the ITE pathway must also purposefully engage with a minimum of 8 teaching observations during the course. These are drawn from a variety of sources:

- 6 offered within timetabled '**microteaching**' workshops
- At least 2 from students' **professional practice** and/or **teaching placements**.

Students must complete a written '**Observation Reflective Report**' form for each observation undertaken. The course requirement is met by submitting 8 of these forms alongside the log of teaching hours, at the end of the course.

Students should identify relevant opportunities for observation on placement and in their wider professional work and communicate these to the MA team in good time, notifying in advance any changes to plan. Prior to the observation, students must provide a completed lesson plan and any current areas of development they are working on. If a student has missed opportunities for meeting their observation requirement, they will need to arrange additional opportunities themselves.

Teaching observations on this MA are supportive and highly developmental. Many students find these to be one of the most significant tools for improvement whilst on the course, useful in improving their teaching, contributing to module assessments and as a place for furthering personal growth and self-awareness.

19. Representation & Feedback

We are highly committed to the continual development of this MA. We endeavour to support an open 'community of practice' involving regular discussion with students about what works and what can be improved. In addition to our own reflections and review of the course, we invite feedback from students in a variety of ways:

- Students are asked regularly about their learning experience in taught sessions, in 1-to-1 tutorial, and in other informal spaces. We furthermore welcome thoughts, comments and feedback via email.
- Each year the MA student community elect Student Representatives. These reps are invited to course team meetings, where we discuss the running of modules, placements and research supervision. Reps are responsible for getting feedback from the wider group to best participate in these meetings (see below).
- Each term, we hold a Postgraduate Board of Studies, shared with other BIMM postgraduate courses, that discusses important matters for consideration. Student Reps participate in these and share MA feedback and issues that aren't directly addressed in our team meetings.
- All modules on the MA are evaluated by a standardised BIMM University evaluation survey. This survey is anonymous and is vital data for us in improving the quality of our course.
- All modules on the MA also include some form of focused curriculum review. This might take the form of a focus group, an open feedback forum, or short post-session surveys.

Student Representatives

A Student Representative (Rep) will be identified for MA pathway at the start of the course.

Each Student Rep will be required to:

- Request and collate feedback from their college group
- Bring feedback (positive and issues needing addressing) to the MA team meetings
- Represent their college group at the Postgraduate Board of Studies

Board of Studies

Each trimester, we hold a Postgraduate Board of Studies which takes place online via Zoom. This meeting considers all Masters-level courses at BIMM University, in order to address any issues flagged as requiring action, following local feedback.

Student reps will liaise with the MA course administrator regarding board dates.

20. Learning Outcomes Mapping

A. Setting:	Module Outcomes:
<ul style="list-style-type: none"> Investigate the challenges and complexities of your professional setting and wider educational contexts. 	<p>Core Modules:</p> <p>(ILT): Critically evaluate a range of subject, pedagogic and interdisciplinary literature relevant to your practice;</p> <p>(ILT): Formulate a research question to explore some aspect of challenge or complexity in your personal and/or professional contexts;</p> <p>(TLA): Discuss your professional values as an educator, and how you seek to enact them;</p> <p>(TLA): Critically evaluate your professional practice and development as an educator, drawing upon a range of professional and academic perspectives;</p> <p>(LEC): Deploy and evaluate theories and tools for creating and sustaining change, in the context of your own leadership practice;</p> <p>(DIS): Conduct and complete a research project, investigating a topic of interest within the area of creative education, in an ethically sound fashion;</p> <p>Optional Modules:</p> <p>(EIS): Situate educational practice in ideological, cultural and social contexts;</p> <p>(EIS) Analyse the implications and consequences of ideology on practice;</p> <p>(CID): Create a short course of study for a specific academic/professional context, underpinned by key principles of curriculum design and pedagogic theory;</p> <p>(CAM): Critically evaluate your coaching/mentoring practice.</p>
B. Knowledge and Understanding:	Module Outcomes:
<ul style="list-style-type: none"> Engage critically with subject and pedagogic literature and examine the links between these and your practice. 	<p>Core Modules:</p> <p>(ILT): Critically evaluate a range of subject, pedagogic and interdisciplinary literature relevant to your practice;</p> <p>(TLA): Critically evaluate your professional practice and development as an educator, drawing upon a range of professional and academic perspectives;</p> <p>(DIS): Evaluate the impact of your chosen research methods on the robustness and credibility of your findings;</p> <p>(DIS): Critically assimilate a comprehensive range of primary data and research literature around your chosen topic;</p> <p>Optional Modules:</p> <p>(EIS): Critically engage with academic discourse related to practice;</p> <p>(EIS): Apply theoretical models to the analysis of educational practice;</p> <p>(CID): Create a short course of study for a specific academic/professional context, underpinned by key principles of curriculum design and pedagogic theory.;</p> <p>(CAM): Critically evaluate your coaching/mentoring practice.</p>
C. Cognitive Skills:	Module Outcomes:
<p>A. Analyse and critically evaluate the effectiveness of learning, teaching</p>	<p>Core Modules:</p> <p>(TLA): Discuss your professional values as an educator, and how you seek to enact them;</p>

<p>and research practices.</p>	<p>(TLA): Critically evaluate your professional practice and development as an educator, drawing upon a range of professional and academic perspectives;</p> <p>(ILT): Formulate a research question to explore some aspect of challenge or complexity in your personal and/or professional contexts;</p> <p>(ILT): Conduct and critically evaluate an initial trial study, generating data relevant to your project;</p> <p>(CEP): Use creative methods for teaching, learning and assessment ;</p> <p>(CEP): Design learning activities that encourage or facilitate creative outcomes for students;</p> <p>(DIS): Evaluate the impact of your chosen research methods on the robustness and credibility of your findings;</p> <p>(DIS): Produce a research led dissertation to a professional standard that provides critical insight into the chosen subject of study;</p> <p>Optional Modules:</p> <p>(EIS): Situate educational practice in ideological, cultural and social contexts;</p> <p>(EIS): Critically engage with academic discourse related to practice;</p> <p>(EIS) Analyse the implications and consequences of ideology on practice;</p> <p>(CID): Create a short course of study for a specific academic/professional context, underpinned by key principles of curriculum design and pedagogic theory.;</p> <p>(CID): Critically evaluate the design & justification of a course of study and propose ways to adapt and improve it;</p> <p>(CAM): Engage in on-going reflective practice as a coach/mentor, observing guidelines of ethical practice;</p> <p>(CAM): Analyse the developmental needs of others, informed by theory and supervision, and respond appropriately;</p> <p>(CAM): Critically evaluate your coaching/mentoring practice.</p>
<p>D. Performance and Practice:</p>	<p>Module Outcomes:</p>
<ul style="list-style-type: none"> • Demonstrate professional competence as an educator, designing and utilising a range of creative and differentiated strategies in the support of learning. 	<p>Core Modules:</p> <p>(TLA): Demonstrate competence in teaching, learning and assessment practices as an early-career educator;</p> <p>(TLA): Discuss your professional values as an educator, and how you seek to enact them;</p> <p>(TLA): Reflect on your creation of a positive and effective learning environment, and learning relationships;</p> <p>(TLA): Critically evaluate your professional practice and development as an educator, drawing upon a range of professional and academic perspectives;</p> <p>(CEP): Use creative methods for teaching, learning and assessment ;</p> <p>(CEP): Design and facilitate learning activities which promote creativity and/or creative learning;</p> <p>(CEP): Make conscious use of collaboration and co-construction within your own learning and professional practices;</p> <p>(LEC): Identify and diagnose a challenge or opportunity, relevant to your development and/or practice in leading change;</p> <p>(LEC): Deploy and evaluate theories and tools for creating and sustaining change, in the context of your own leadership practice;</p> <p>(LEC): Critically self-evaluate your own practice and development as an educational leader.</p>

	<p>Optional Modules:</p> <p>(EIS): Situate educational practice in ideological, cultural and social contexts;</p> <p>(CAM): Analyse the developmental needs of others, informed by theory and supervision, and respond appropriately;</p> <p>(CAM): Critically evaluate your coaching/mentoring practice;</p> <p>(CID): Critically evaluate the design & justification of a course of study and propose ways to adapt and improve it;</p> <p>(CID): Create a short course of study for a specific academic/professional context, underpinned by key principles of curriculum design and pedagogic theory.</p>
<ul style="list-style-type: none"> Assess learning in a variety of creative educational contexts and give appropriate developmental feedback. 	<p>Core Modules:</p> <p>(TLA): Demonstrate competence in teaching, learning and assessment practices as an early-career educator;</p> <p>(TLA): Reflect on your creation of a positive and effective learning environment, and learning relationships;</p> <p>(ILT): Critically evaluate a range of subject, pedagogic and interdisciplinary literature relevant to your practice;</p> <p>(CEP): Design and facilitate learning activities which promote creativity and/or creative learning;</p> <p>(CEP): Facilitate and assess creative learning;</p> <p>(DIS): Conduct and complete a research project, investigating a topic of interest within the area of creative education, in an ethically sound fashion;</p> <p>(DIS): Produce a research led dissertation to a professional standard that provides critical insight into the chosen subject of study;</p> <p>Optional Modules:</p> <p>(EIS) Apply theoretical models to the analysis of educational practice;</p> <p>(CID): Create a short course of study for a specific academic/professional context, underpinned by key principles of curriculum design and pedagogic theory.;</p> <p>(CAM): Analyse the developmental needs of others, informed by theory and supervision, and respond appropriately.</p>
<ul style="list-style-type: none"> Plan, undertake and justify educational research responsibly and ethically. 	<p>Core Modules:</p> <p>(ILT): Design a project to answer your research question in an ethical way; justify your research design with reference to relevant literature;</p> <p>(ILT): Conduct and critically evaluate an initial trial study, generating data relevant to your project;</p> <p>(DIS): Critically assimilate a comprehensive range of primary data and research literature around your chosen topic;</p> <p>(DIS): Conduct and complete a research project, investigating a topic of interest within the area of creative education, in an ethically sound fashion;</p> <p>(DIS): Produce a research led dissertation to a professional standard that provides critical insight into the chosen subject of study;</p> <p>(DIS): Evaluate the impact of your chosen research methods on the robustness and credibility of your findings.</p> <p>Optional Modules:</p> <p>(EIS) Apply theoretical models to the analysis of educational practice;</p> <p>(EIS) Analyse the implications and consequences of ideology on practice;</p> <p>(EIS) Critically engage with academic discourse related to practice.</p>

<p>E. Personal and Enabling skills:</p>	<p>Module Outcomes:</p>
<ul style="list-style-type: none"> Communicate and collaborate effectively across a variety of mediums, demonstrating awareness of the needs of others. 	<p>Core Modules:</p> <p>(TLA): Demonstrate competence in teaching, learning and assessment practices as an early-career educator;</p> <p>(TLA): Reflect on your creation of a positive and effective learning environment, and learning relationships;</p> <p>(TLA): Critically evaluate your professional practice and development as an educator, drawing upon a range of professional and academic perspectives;</p> <p>(TLA): Discuss your professional values as an educator, and how you seek to enact them;</p> <p>(ILT): Conduct and critically evaluate an initial trial study, generating data relevant to your project;</p> <p>(CEP): Design and facilitate learning activities which promote creativity and/or creative learning;</p> <p>(CEP): Engage in collaboration and co-construction within education;</p> <p>(LEC): Deploy and evaluate theories and tools for creating and sustaining change, in the context of your own leadership practice;</p> <p>(DIS): Conduct and complete a research project, investigating a topic of interest within the area of creative education, in an ethically sound fashion;</p> <p>Optional Modules:</p> <p>(CID): Communicate and justify principles of curriculum design to key stakeholders from a variety of learning & development backgrounds;</p> <p>(CAM): Analyse the developmental needs of others, informed by theory and supervision, and respond appropriately;</p> <p>(EIS) Analyse the implications and consequences of ideology on practice;</p> <p>(EIS) Critically engage with academic discourse related to practice.</p>
<ul style="list-style-type: none"> Undertake professional development rigorously and independently, through reflective and research-informed practices. 	<p>Core Modules:</p> <p>(TLA): Discuss your professional values as an educator, and how you seek to enact them;</p> <p>(TLA): Critically evaluate your professional practice and development as an educator, drawing upon a range of professional and academic perspectives;</p> <p>(TLA): Demonstrate a purposeful commitment to Experienced Educator (EE) as an educator;</p> <p>(CEP): Reflect on your developing practice and identity as a creative educator;</p> <p>(ILT): Critically evaluate a range of subject, pedagogic and interdisciplinary literature relevant to your practice;</p> <p>(ILT): Formulate a research question to explore some aspect of challenge or complexity in your personal and/or professional contexts;</p> <p>(LEC): Identify and diagnose a challenge or opportunity, relevant to your development and/or practice in leading change;</p> <p>(LEC): Deploy and evaluate theories and tools for creating and sustaining change, in the context of your own leadership practice;</p> <p>(LEC): Critically self-evaluate your own practice and development as an educational leader;</p> <p>Optional Modules:</p>

	<p>(EIS): Situate educational practice in ideological, cultural and social contexts;</p> <p>(EIS): Critically engage with academic discourse related to practice;</p> <p>(CID): Create a short course of study for a specific academic/professional context, underpinned by key principles of curriculum design and pedagogic theory.;</p> <p>(CAM): Analyse the learning needs of others and respond purposefully to support their development;</p> <p>(CAM): Critically evaluate your coaching/mentoring practice.</p>
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21. Assessment Calendar

This table details when assessments are taking place. Please refer to your pathway guidance to determine which modules you are taking, and when.

Trimester One Modules			
Week	MLT711 Teaching, Learning and Assessment	MLT712 Investigating Learning and Teaching	MLT715 Leading Educational Change
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11	A1 - Critical Reflection on Microteach - 1,500 words (20%)		
12			
13	A2 – Coursework – 4,000 words (80%)	A1 – Written Proposal – 5,000 words (100%)	A1 - Negotiated Assessment - 6,000 words or equivalent (100%)
14			
15			

Trimester Two Modules			
Week	MLT716 Curriculum and Instructional Design	MLT717 Education, Ideology and Society	MLT718 Coaching and Mentoring
1			
2			
3			
4			
5			
6			
7			
8			
9	A1 - Presentation and Discussion - 30-minute presentation + 30 minute discussion (30%)		
10			
11			
12			
13	A2 – Portfolio - 4,000 words (or equivalent) and 20-minute video (70%)	A1 – Essay - 4,500 words or 30-minute video plus reference list and supporting materials (100%)	A1 - Reflective Portfolio - 6,000 words (or equivalent) (100%)
14			
15			

Trimester Three Modules		
Week	MLT713 Creative Educational Practice	MLT714 Research Dissertation
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13	A1 - Learning Journal (100%)	
14		A1 – Research Dissertation – 15,000 words (100%)
15		