



BIRMINGHAM CITY
School of Education
and Social Work

Professional Masters Courses
Master of Educational Practice (MEP)
Listen Imagine Compose



Handbook January 2022



This BCU **Master of Educational Practice** is master's level accreditation for



In partnership with

Sound and Music

and



Listen Imagine Compose investigates how composing is taught and learned in secondary schools and draws on the expertise of teachers and their pupils, composers, music education academics and arts organisations.

It began in 2010 as a series of action research projects and symposia that explored key questions around how composing was taught and learned in secondary schools and resulted in a major report by lead academic, Professor Martin Fautley. The good practice identified in the report has been used as the basis of the Listen Imagine Compose Master of Educational Practice.

The Master of Educational Practice enables learners to focus on their own practice as teachers, setting it within the context of current research and professional practice. In particular, learners will:

- Reflect on what composing with young people entails
- Reflect on their professional practice in teaching composing
- Learn new creative strategies for teaching composing
- Develop pedagogic strategies for teaching composing
- Develop existing schemes of work
- Be mentored by a leading academic and teacher trainer
- Work with professional composers
- Network and learn from other participating secondary music teachers



“Doing the Master's course through Listen Imagine Compose and Birmingham City University has been one of the best experiences and challenges of my teaching career. After a number of years in the classroom it has revitalised my teaching and understanding of composing in the classroom. It has challenged me to think about my own practice and develop a varied range of strategies to use in the classroom in light of current research. It has been an incredibly worthwhile, albeit sometimes demanding two years (studying and working full time in a busy music department) but there is an incredible range of support available.”

Claire Savage, Head of Music, St George's RC School, London





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Welcome from the Course Leader



Dr Ian Axtell

Course Leader

Specialist Area: Education

Location: City South Campus

Westbourne Road, Birmingham

Email: ian.axtell@bcu.ac.uk

Welcome to your Master of Educational Practice (MEP). The MEP has been carefully designed for established practitioners in the education sector, whether teaching or non-teaching, who want to understand the place, position and purpose of their own educational practice. The course will build upon your professional role and experience to date. Drawing upon corroborated local, national and international perceptions of professional practice in educational contexts, you will enhance your professional learning through research enquiry.

The MEP is a part time course delivered online. The emphasis on contemporary online learning provides opportunities for blended delivery, including face to face taught sessions, seminars and tutorials in addition to learning in your own time at your own pace through online activities and personal study.

The MEP is centred on your own professional practice, enabling you to enjoy the flexibility to choose the areas of research and study on which you wish to concentrate as you move through your career. Research methods that prioritise action research and textual analysis of policy documents will maintain a strong emphasis on practice-led enquiry. Our experienced staff will support and guide you through the clear and concise modular framework that will enhance your understanding and application of practice-led research. We look forward to working with you.







Purpose of this Handbook

This academic handbook is designed to introduce you to your course, and provide key information regarding the academic staff, the learning and teaching philosophy, as well as other useful information relating to your specific studies.

This is an academic handbook, and you should refer to the publication '*Snapshot – A student's guide to BCU resources*', and the '*BCU Internal Services Booklet*' which provides information on the relevant resources and services such as the Student Union, IT and accommodation available to you during your time with us.



Who's Who?

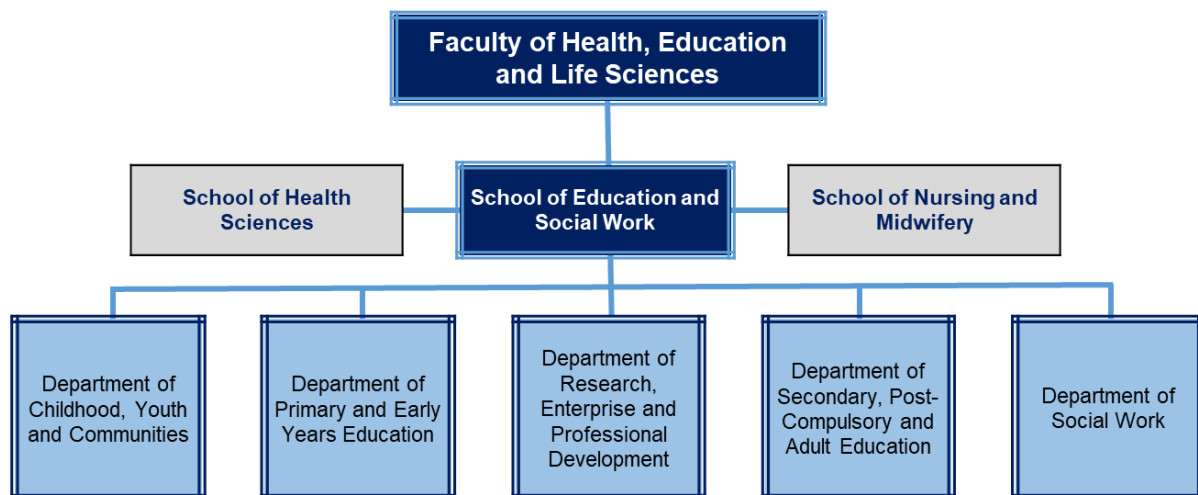
Teaching Staff	
<p>Dr Ian Axtell Course Lead Personal Tutor ian.axtell@bcu.ac.uk</p>	
<p>Dr Victoria Kinsella-Hadjinestoros Module Lead Personal Tutor victoria.kinsella@bcu.ac.uk</p>	
<p>Professor Martin Fautley Research Lead Personal Tutor martin.fautley@bcu.ac.uk</p>	
<p>Dr Anthony Anderson Music Education Researcher Personal Tutor Anthony.Anderson@bcu.ac.uk</p>	



Where do I fit in at BCU?



Your course resides within the School of Education and Social Work, which is one of three Schools making up the Faculty of Health, Education and Life Sciences (HELS). The figure below outlines the HELS Faculty, and School of Education and Social Work structure.





I would like to extend a warm personal welcome to all students joining the Faculty of Health, Education and Life Sciences.

Our mission within the Faculty is to provide the highest possible quality of student centred education using the latest technological/ pedagogic advances to demonstrate excellence in preparing professionals, conducting research and advancing knowledge within the Health, Education and Social Care sectors.



I wish you all the success in your future studies with Birmingham City University.

Professor Ian Blair, Pro-Vice-Chancellor and Executive Dean, Faculty of Health, Education and Life Sciences



I would like to welcome you to the School of Education and Social Work and our vibrant School community, I am delighted that you have chosen to study one of our academic courses. Within the School, our aim is to provide you with an excellent student experience through our practice-led, knowledge applied approach to learning, delivered in collaboration with our external partners both in the West Midlands and beyond.

I am incredibly proud of our graduates who enter their chosen careers as competent, autonomous, reflective practitioners with a global outlook. We will support you at every step on your journey to joining our many graduates and pursuing your own career. To do this we will work in partnership with you, and so we also need you to commit to the hard work required for you to achieve your best.

We are pleased to welcome you to our School, we are excited to be working with you on your educational journey and enable you to make a real difference within your professional field.

Professor Kevin Mattinson, Head of School of Education and Social Work



About the School of Education and Social Work

Vision and Mission

Our Vision

- We aspire to create a culture of social justice through the co-construction of inclusive, diverse and challenging climate for learning.
- We aspire to be a change agent in people's lives, making a difference to professionals and the organisations they work in.
- We aspire to be a leading centre within the academic and professional disciplines of education and social work to inspire students, staff and collaborative partners to be active agents of change, locally, nationally and globally.
- We aspire to change lives, inform practice and challenge perceptions through world-leading research and critical thinking.

Our Mission

- We demonstrate our commitment to learning with enthusiasm and passion through relevant and responsive curricula that develop resilience, confidence and risk-taking in our staff, students and partners.
- We offer learning spaces that promote and nurture positive attitudes to equality, inclusion and diversity through celebrating uniqueness, individuality, and community.
- We are change agents working in partnership through leading near-to-practice research; knowledge production and transfer which connects diverse individuals and communities, actively promoting leading research and critical thinking in our disciplinary fields.



Our Goals

Research: we will aim for all academics to develop and maintain a research profile actively contributing to the close-to-practice research of the School.	Partnership: we will work in inter-disciplinary and inter-professional partnerships to foster and enhance knowledge exchange.	Change: we will create capacity and an environment in which staff and students are ready to take risks and work as proactive agents of change.	Equality: we will embrace and celebrate diversity, proactively working towards equality through positive interventions to facilitate success for all.
Global: we will enhance our shared environment, embracing opportunities and working together to safeguard the global community.	Teaching: we will develop and adapt innovative pedagogical approaches to kindle a passion for learning.	Curriculum: we will design and deliver a relevant curriculum that is dynamic, responsive and fit for purpose.	Community: we will work as a professional community, taking individual and collective responsibility to contribute to a positive working and learning culture that fosters health and well-being.



Visiting a Campus



Campus Sites

There are two main campus sites at BCU: City Centre and City South. The School of Education and Social Work is based at our City South Campus. You may wish to visit this campus to access the library in person or visit your Personal Tutor, although this is **not** a requirement. The MEP is designed to be **completed online** and visits to the university will not be organised by your Personal Tutor unless they are requested by you. If you do decide to visit the university, then please see the following for maps of the campus and details of parking:

<https://www.bcu.ac.uk/about-us/maps-and-campuses/city-south-campus>

At the City South campus there is a canteen, Starbucks, Costa Café and Students' Union bar, which sells hot food and drinks, including snacks and sandwiches on the ground floor of Seacole building. The Students' Union shop on campus sells a range of stationery and University merchandise as well as newspapers, drinks and snacks.

Safety and Security

You are required to have your University ID card with you at all times if you visit a campus, and this is required to enter the building. You are responsible for the safety and security of your personal property. All personal property (including motor vehicles) are brought onto University property entirely at the owner's risk. We do not accept responsibility for any loss or



damage to property, however caused. Any theft or damage to personal property should be reported immediately to the University Security Manager, telephone +44 (0)121 3316080.

COVID-19 Pandemic

The pandemic continues to cause some uncertainty. You can access up-to-date information on staying COVID-19 secure on campus at:

<https://icity.bcu.ac.uk/Covid-19-Secure/Information-for-Students>

Should there be any changes during the academic year to on-campus scheduled teaching, the course team will communicate this with you.



Your Course

Aims and Philosophy

The course aims to:

- Support your professional learning and development as an educational professional focused on educational practice covering a variety of settings and contexts
- Extend your systematic understanding and critical awareness of current issues within educational practice
- Enhance your understanding and application of practice-led research methodologies
- Enable your application of research and enquiry to create and interpret knowledge in educational practice
- Promote originality in the application of knowledge in educational practice
- Recognise and validate professional practice from within situated workplace settings
- Promote collaboration to maximise the impact of your professional practice in an educational context
- Embrace change and the transformative nature of professional learning

The Master of Educational Practice course will build upon your professional role and experience to date. Drawing upon corroborated local, national and international perceptions of educational practice, you will enhance your professional learning through research enquiry.

Birmingham City University has a strong tradition of supporting, validating and accrediting professional learning, centred upon practitioners own professional practice. Through carefully framed research, you will enquire into what, how and why your own practice works within and across education settings.

We recognise the importance of who, where and when; through practice-led enquiry you will be able to reveal the nuances of your own professional practice to enhance your understanding of what you do and why you do it.

The course supports continuing professional development rooted in a concept of partnership. This partnership is centred on professional respect and promotes learning at all levels. We value collaboration in the development of educators, to maximise your impact on the individuals' organisations and communities within which you work.



COVID-19 Pandemic

At the time this handbook was prepared, there was still some uncertainty over the impact that the public health situation associated with the COVID-19 pandemic would have on the way that the University would be able to deliver this course. The University plans to deliver your course as detailed in the current course specification. There may be a need to make limited temporary changes occurring between on-campus and off-campus scheduled learning. The content of your course will not change, however there may be changes to the types of learning and balance of assessment.

The progress of the pandemic has not been predictable. While we will endeavour to deliver the course as we have set out, should the public health situation nationally or locally require further restrictions on how we operate, then we will communicate in a clear and timely manner to ensure you are fully aware of our plans and how these will impact your experience.

Course Specification

You can find your approved course specification document on the following link, where you will find information about your course, including an outline of the course structure:

[University Course and Module Specification library](#)

Module Specifications

You can find your approved module specification documents on the following link:

[University Course and Module Specification library](#)



Course Overview

Your course is made up of modules; each module is a unit of study that has specific learning outcomes which are assessed through the module assessment task(s). Below is an overview of the modules you will study throughout your course and the associated assessments. In addition to the Module Specification (see link above), you should also refer to the Module Guide and Assessment Brief which will be located on the individual Module Moodle Site.

To complete a Postgraduate Certificate in Educational Practice you will study:

Introduction to Level 7
Study
20 credits
Module 1 Generic

Becoming a Reflexive Educator
40 credits
Module 2 MEL Companion

To complete Postgraduate Diploma in Educational Practice you will also study:

Evaluating Current
Educational Practice
20 credits
**Module 3 MEL
Companion**

Researching Educational Practice
40 credits
Module 4 MEL Companion

To complete a Master of Educational Practice you will also need to study:

Practice-based Dissertation
60 credits
Module 5 Generic

Generic Modules share indicative content with other practice-based Master's Courses.

Companion Modules share indicative content, but will also include domain specific resources and learning provided by specialist Course Tutors.



Key Dates

The table below indicates the key submission and return dates that you need to know in relation to your course. Changes might be necessary based on unforeseen changes. If you are unsuccessful, there are In-Year Retrieval (IYR) and Resubmission opportunities provided for you. Details of these will be provided by your Personal Tutor. You will be provided with a detailed timetable at the beginning of each period of study.

NB: Modules in chronological order: Feb Entry = No RPL: Oct Entry = 60 Credits RPL

Week Beginning Monday	Key Dates
25/04/2022	Monday 25 th April: Introduction to Level 7 Study (Feb Entry): Submission Date
23/05/2022	Monday 23 rd May: Introduction to Level 7 Study (Feb Entry): Return Date
03/10/2022	Monday 3 rd October: Becoming a Reflexive Educator (Feb Entry): Submission Date
31/10/2022	Monday 31 st October: Becoming a Reflexive Educator (Feb Entry): Return Date
27/02/2023	Monday 27 th February: Evaluating Current Educational Practice (Oct Entry & Feb Entry): Submission Date
27/03/2023	Monday 27 th March: Evaluating Current Educational Practice (Oct Entry & Feb Entry): Return Date
06/11/2023	Monday 6 th November: Researching Educational Practice (Oct Entry & Feb Entry): Submission Date
04/12/2023	Monday 4 th December: Researching Educational Practice (Oct Entry & Feb Entry): Return Date
30/09/2024	Tuesday 1 st October: Dissertation Submission Date
28/10/2024	Tuesday 29 th October: Dissertation Return Date
January 2025	AWARD: Master of Educational Practice



Learning & Teaching

How you will learn

This section explains the learning and teaching approaches, activities and experiences that your course will offer and explains how these will support your continuous learning throughout the course.



The School of Education and Social Work's vision of what constitutes high quality learning and teaching is informed by the University's guiding principles for Learning, Teaching and Assessment. These guiding principles include:

- the pursuit of excellence by our students and by our staff;
- a professional, practice-led, knowledge-applied experience for students;
- maximising inter-professional and inter-disciplinary working;
- an employability-driven and internationalised curriculum;
- increasingly inclusive approaches to learning and teaching.

Typically, BCU graduates:

- are professional and work ready;
- are creative problem solvers;
- are enterprising;
- have a global outlook.

The School of Education and Social Work expects that all teaching and learning experiences should be part of a constructively aligned curriculum in which there is a clear and direct link



between the intended learning outcomes, the teaching methods and materials utilised and the summative assessment.

- Teaching and learning will be research-informed.
- Learning should be an active rather than passive experience. An active approach to learning should be encouraged through group work, focussed practical tasks, live projects, problem-based learning, discussion and feedback. Students are encouraged to contribute to the community of learners.
- The learning and teaching experience will place the student at the core and deliver an approach that recognises the diversity and strengths of those individuals through formative learning opportunities and personal support.
- Learning outcomes and associated assessment design should be the focus of the planned student experience. The delivery pattern, size and shape of modules supports that focus, and does not constrain or define it.

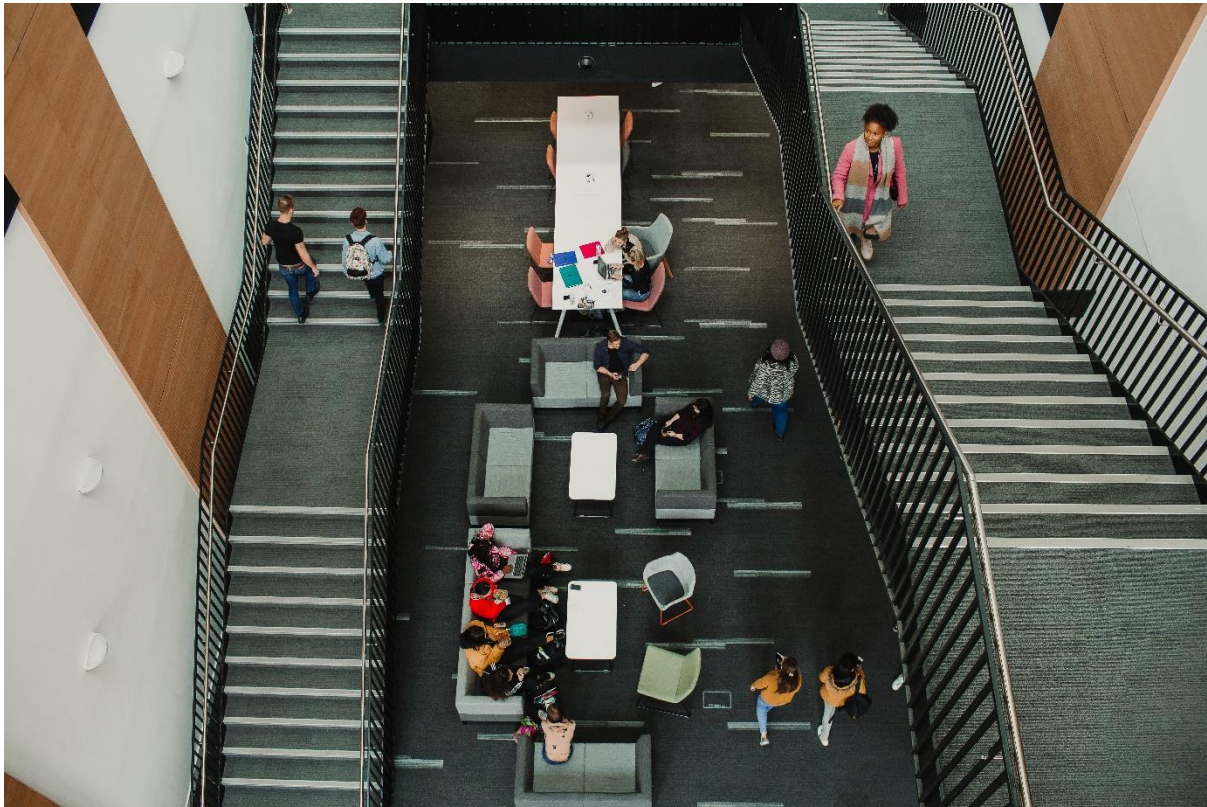
Specifically, the **Master of Educational Practice** is delivered through an online platform, supplemented and enhanced by:

- Flipped learning using online recorded lectures and online activities;
- Blended learning using real-time, online seminars and tutorials;
- Supported e-learning by a designated Personal Tutor;
- Collegiate support groups;
- Independent application of research and enquiry;
- Critically reflexive reading and writing;
- Critical academic enquiry.

Attendance

The University is keen to ensure that all students gain the maximum benefit from their course of studies. We believe in working in partnership with all students to ensure you are as supported in your learning as possible, and are able to get the most from what is on offer here at Birmingham City University.

Academic research across the education sector indicates a strong link between levels of student participation and academic achievement. As part of our learning community, we expect you to take responsibility for your attendance and active participation in your studies. The University monitors attendance and we will contact students if their levels of participation gives cause for concern.



You may wish to visit a university library or your Personal Tutor in person on a university campus. Please have your ID card with you if you intend to visit a university campus.

Make sure you know what the attendance expectations are for your course.

Please ensure you inform your Personal Tutor and the Course Coordinator if you are unable to attend any sessions. Please consult with your Personal Tutor if you are unable to meet submission dates. We recognise that this happens, and would like the opportunity to offer you additional support if and when it is required.

You should be aware that the University has a responsibility to inform the Student Loans Company and, in the case of international students, UK Visas and Immigration, in the event of significant and/or unauthorised absences from taught sessions.



Our Learning Partnership

We want you to gain the most out of your University life with us, so our Student Partnership Agreement has been developed to help you understand our shared responsibilities, ensuring a fruitful and productive learning partnership. The BCU Student Partnership Agreement can be found here: <http://www.bcu.ac.uk/student-info/how-to-apply/partnership-agreement>





Assessment

This section explains the range of assessments, types of feedback and feedforward you will encounter, and explains how these will support your continuous learning throughout the course.



How you will be assessed

- Decisions about assessment design are based on up to date, accurate knowledge of sector requirements and common HE norms.
- Assessment will be based on clearly defined learning outcomes. No student should be assessed against a learning outcome that is not taught as part of the course.
- Assessment design starts from the principle of 'inclusivity and success for all', with an aim of reducing the need for reasonable adjustments.
- Assessment design incorporates some level of choice for students in terms of assessment methods.
- Opportunities for students to receive, and be taught to understand the value of, feedback focussed on improving future performance is built into the assessment design.
- An emphasis on formative feedback will enable students to recognise how to apply key messages to future learning, supporting ipsative assessment (improving on personal best).



- Assessment, marking and feedback are viewed as vitally important learning and teaching activities within course delivery.

Specifically, assessments within the **Master of Educational Practice** will include:

For a **Postgraduate Certificate in Educational Practice**:

- One written assignment equivalent to 3000 words (20 credit submission). A diagnostic assessment to support your writing at Level 7.
- Portfolio of professional evidence equivalent to 4000 words with a written critical justification of 2000 words (40 credit submission). To recognise your previous professional practice.

You may be able to include a previous Level 7 qualification as **Recognised Prior Learning** (RPL) which will enable you to move straight onto the Postgraduate Diploma Stage of an MEP.

For a **Postgraduate Diploma in Educational Practice**:

- Written assignment of 3000 words (20 credit submission). To evaluate your current educational practice and identify research opportunities.
- Research Poster equivalent to 4000 words with a 2000 word critical justification (40 credit submission).

For a **Master of Educational Practice**

- A written Dissertation of 15000 words (60 credit submission).

If you are unsuccessful, but you have submitted your assignment on time, there will be two more opportunities for you to resubmit.

What you also need to know about assessments

For each module you will be provided with a Module Guide and Assessment Brief. This will include key information including assessment task/s and marking criteria, submission dates, and conditions to be met to be successful with the assessment of that module. We would recommend that you also refer to the following policies and guidance that relate to assessments.

Avoiding Allegations of Academic Misconduct

The University takes allegations of academic misconduct (i.e. cheating), in any form of assessment, very seriously. We class it as a disciplinary offence if a student attempts to gain



or helps someone else to gain an unfair advantage over other students. Students who are suspected of academic misconduct may have to attend a formal hearing to explain their case, and if allegations are found to be justified then the penalties can be severe. A copy of the Academic Misconduct Procedure is available from iCity following [this link](#).

Turnitin

Turnitin (UK) is the online text matching service to which the University subscribes. It is primarily used to generate 'Originality Reports' for student coursework, assignments and dissertations in order to check for possible plagiarism and the accuracy of references. It is University policy that all relevant student work that is submitted electronically for summative assessment will be done so via Moodle and submitted to Turnitin to obtain an originality report for consideration by the assessor. You can access the University Turnitin Usage policy [HERE](#). To obtain a Turnitin scan before submitting your work please visit the University's Turnitin Moodle site for students [available here](#).

Extenuating Circumstances

If there is something outside your control that is affecting your ability to complete an assessment or has affected your performance in an assessment then you can make a claim for extenuating circumstances. For details on the Extenuating Circumstances Procedure please see the iCity page below: <https://icity.bcu.ac.uk/student-affairs/appeals-and-resolutions/extenuating-circumstances-procedure>

Academic Regulations

The way in which your work is assessed is covered by the University's Assessment Regulations. You need to ensure that you understand the academic regulations that govern your course and that you are clear about the implications of failing to submit your work on time (i.e. penalties for late submission). You can find a copy of the University Academic Regulations on the [Student Contract](#) section of BCU website.

Derogations.

Your course may be subject to derogations i.e. deviations from the standard academic regulations, usually due to PSRB requirements for externally accredited degrees. You can find a copy of all derogations in Appendix B of the University Academic Regulations.



Academic Appeals Procedure

An appeal is considered a request for a review of a decision on student assessment, progress and awards. There are strict timescales by which an application must be submitted. You are strongly advised to familiarise yourself with the procedure, the timescales and evidential requirements currently in operation. Current information on the procedure can be found on the [Academic Appeals Procedure](#) iCity page.

What happens after I submit my work?

There are three main types of assessments:

- Examinations
- In-Person – including live presentations and performances
- Coursework – including all other types of assessment

In most cases, coursework assessments are submitted via Moodle, using Turnitin, as outlined above. Submission details will be given in the Module Guide and Assessment Brief for each module. In most cases coursework is marked anonymously.

Following submission or presentation, your work will go through a rigorous process to ensure that it is marked fairly and accurately. This process includes:

First marking

First marking refers to the initial scrutiny of the assessment by the allocated marker. For written assignments, this will include annotating scripts electronically and such annotations will form part of students' overall feedback. Comments should relate to learning outcomes and marking criteria and may include reference to:

- Academic discussion and debate
- Application to professional practice
- References and referencing system
- Structure and writing style

Second marking

Second marking refers to cases where two assessors mark an assignment. The first marker's role is to mark the assignment, allocate a grade and provide feedback. The second marker's role is then to confirm or otherwise the allocated grade and feedback. Second marking may take the following forms:

- Full second marking: second markers mark all assessments



- Sampled second marking: second markers mark a sample of the full set of assessments
- Open second marking: where the mark and feedback is known to the second marker
- Blind second marking: where the mark and feedback is not known by the second marker.

Double marking

In the case of double marking, two assessors mark an assignment concurrently and subsequently agree a mark and feedback. This may be suitable for 'real-time assessments' e.g. presentations, vivas and practice-based assessments or to meet professional body requirements.

Internal Moderation

Internal moderation is a process that is required by the University to confirm that the marking process has been conducted consistently, with no problems identified (for example marks added up incorrectly within a paper or inconsistencies in marking). It is undertaken independently of the marking team following the completion of the marking process prior to external moderation by the External Examiner. Internal moderation is usually done through sampling.

External Moderation

External Examiners review all assessments where they contribute to a final award and where PSRB requirements stipulate. The External Examiner role is to moderate marking and to ensure that the assessment has been carried out fairly and impartially whilst maintaining University standards. External moderation is usually done through sampling.



Supporting your Studies

You will be given access to the HELS Graduate Student Success Adviser Moodle site: <https://moodle.bcu.ac.uk/course/view.php?id=78231> and invited to attend GSSA Drop-in Sessions. Invitations to Drop-in sessions are emailed out to students by GSSAs weekly.

Alumni are invited to offer themselves as 'Associate Mentors' to incoming students. You will find names of 'Associate Mentors' on the course Moodle pages.

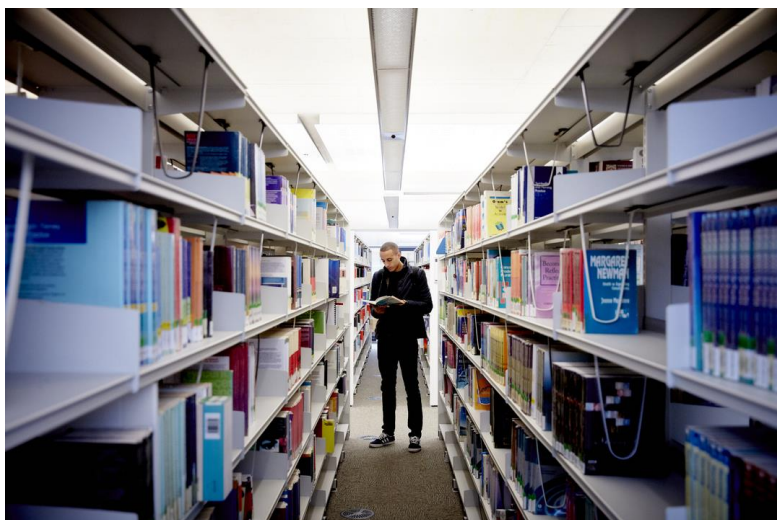
GSSAs and Associate Mentors will provide you with support to become an active part of a professional as well as academic community.

You can find more about student support at: [Student support | Birmingham City University \(bcu.ac.uk\)](https://www.bcu.ac.uk/student-support)

Library

The Mary Seacole Library is a large library supporting your course, with a vast collection of books, journals, and teaching materials, as well as specialist subject support. There are also numerous eBooks available online, which the library will help you access: <https://www.bcu.ac.uk/library>

In academic writing, it is important to reference your sources. On your course, the Harvard Referencing system is used: <https://www.bcu.ac.uk/library/services-and-support/referencing>





Personal Development Department

We have a designated team that are available to support your academic skills during your time at University, enabling you to reach your full potential. For more information, please following the link below:

<https://icity.bcu.ac.uk/hels/Learning-and-Teaching-Development-Team-LTDT/PDD/Index>

Personal Tutor

When studying with us, you will be allocated a Personal Tutor (PT). A PT is a member of academic staff whose key responsibility is to be the first point of contact for you. They will provide support in any areas relating to your personal, academic, professional and practice development throughout your course. They will provide you with regular updates regarding your progress. Your PT will be assigned within the first two weeks of you being at University. Please contact your PT via email if you need any advice or support for your academic work.



Academic and Research Ethics

During the course of your studies you may become involved in research and projects that have potential ethical implications which would need to be reviewed by the Faculty Academic Ethics Committee. When you need to conduct research your course / module leader will discuss with you how to make ethical considerations and the process of applying for ethical approval.

More information about research ethics and the Faculty processes and procedures can be [found here](#)



Employability

Through developing you as an educational practitioner, our Master of Educational Practice will enable you to activate change and successfully meet new challenges and opportunities in your professional career. You will build upon your previous work and be able to take increasing responsibility for your own development within a wider professional community. This will future-proof your career, enhancing the quality and impact of your professional practice.





Useful Links

Remember that you can find a wealth of information at the following sites:

[Snapshot: A student's guide to resources at Birmingham City university](#)

[Student Contract](#) section of BCU website

[Student information](#) section of BCU website

University's [Academic Regulations, Policies and Procedures 2020/21](#)

University's [Disciplinary and Fitness to Practice Procedures](#)