POSTGRADUATE AND CPD OPPORTUNITIES
School of Education

The original Department of Education was founded in 1896, and we have a long-standing reputation as a centre of excellence for teaching and research in a wide range of areas of educational practice and policy.

The School is home to three departments, as well as a number of pioneering research centres including the Centre for Research in Race and Education and the Jubilee Centre for Character and Virtues. The School employs over 100 academic staff who teach more than 2,500 students. It has a history of five-star rated research and is an international leader in education.

Masters and Professional Development Programmes

The School also provides specialist training and expertise in many areas of educational practice and policy. Programmes are award-bearing from Certificate to Masters-level and are delivered within a field of study, each of which has an academic tutor responsible for all programmes. The School recognises the need for flexibility by delivering programmes in a variety of modes of study on a full- or part-time basis and via web-based or distance learning.

Postgraduate Study

The School offers a wide variety of Initial Teacher Education, Masters and Professional Development Programmes and Postgraduate Research Programmes, which are ideal for teachers and other professionals who wish to study towards higher qualifications or obtain mandatory qualifications in a broad range of educational fields, linked to the research interests of members of staff. It provides specialist training and expertise in many areas of educational practice and policy, including: Autism; Bilingualism in Education; Character Education; Education for Health Professionals; Inclusion and Special Educational Needs; International Studies in Education; Management of Special Education in Developing Countries; Multisensory Impairment; and Teaching English as a Foreign Language (TEFL).

Postgraduate Research Programmes

The School also provides wide and varied opportunities to undertake research programmes that support the growth of research skills and build on subject knowledge, including taught doctoral programmes and research degrees by thesis.
FACILITIES
The School of Education is located at the heart of the campus and provides students with access to a wide range of facilities including well-equipped classrooms, a student common room, computer facilities and its own café. If you study on our distance education programmes, you can enjoy being part of an online community with excellent peer support. There is a wealth of teaching materials including online access to journals, e-library, paper-based study materials and online discussions.

CAREER PROGRESSION/EMPLOYABILITY
Whether you are at the start of your career in education or you are looking to develop in a new direction within education, our graduates are highly successful and obtain jobs or continue working within schools, colleges, local authorities, government departments, residential care, support and therapeutic services, community projects, sector-specific organisations and the third sector.
Autism (Children/Adults)

MEd/BPhil/PGDip/PGCert/AdCert
Full-time or part-time on campus, or part-time by distance education (Autism Children)
Part-time by distance education (Autism Adults)

These part-time and full-time programmes are designed for practitioners working with children and young people or adults across the autism spectrum. It is appropriate for those working within vocational, educational, social care, residential care, support or therapeutic services and draws upon each student’s own experience.

Course details
These programmes provide knowledge and ideas about the autism spectrum based on current theory, research and practice. Students are able to interpret their knowledge for the support and education of children and young people or adults with autism. Course content encompasses the range of ability and settings. These programmes also aim to develop skills in identifying and meeting the needs of children and young people or adults with autism, and to improve the student’s awareness of different approaches. Students on the campus education programme can study full-time or part-time if they are able to travel to the University of Birmingham campus to attend lectures. Full-time study on campus is also available for international students from outside the UK. The campus-based programme includes classes and tutorials, normally scheduled for early evening to accommodate working professionals, as well as independent study. Students on the distance education programmes have a regional or online tutor group and attend face to face or online tutorials twice a term. All students are invited to attend two study weekends per year at the University of Birmingham in their first and second year of study (in September and April). Study is supported through written materials, tutorial groups, email and online resources. Internet access is required for the programme.

Modules
Autism (Adults) core modules:
- Understanding and Working with the Continuum of Need
- Intervention, Support and Education
- Special Studies Project

Autism (Children) core modules:
- Special Educational Needs of Children with Autism
- Curriculum and Approaches for Children with Autism

The following awards are offered for these programmes:
- AdCert (Level H) Three core modules
- PGCert (Level M) Three core modules
- BPhil (Level H) Three core modules plus one optional module and a 10,000-word dissertation
- PGDip (Level M) Three core modules plus three optional modules
- MEd (Level M) Three core modules plus two optional modules, PIE and a 15,000-word dissertation

Assessment
Students on both the Autism (Children) and Autism (Adults) programmes need to complete three compulsory modules on autism in the first year of part-time study. In the second year of part-time study, students choose optional modules in areas of specific interest. In addition, students pursuing a BPhil or Masters degree will write a dissertation on a topic within the field of autism that is of interest and value to them. Full-time students will complete all modules and (if applicable) their dissertation in one academic year.

Careers
These programmes are ideal for practitioners who are working with children and young people or adults on the autism spectrum. Upon completion of this course, students have taken on a variety of new roles, including becoming specialist teachers or teaching assistants, education advisors, special educational needs coordinators and youth workers. There is the opportunity to work towards a further professional qualification in the field of Education both within schools and in other settings, including progression to a PhD or EdD.

Entry requirements
The level at which you study will normally depend on your previous academic qualifications and professional experience. For applicants who do not hold a recognised degree or equivalent, there are opportunities for progression through undergraduate and postgraduate level study in most programmes on offer.

For more information about our entry requirements, please visit www.birmingham.ac.uk/autism-children or www.birmingham.ac.uk/autism-adults

How to apply
Applications can be made at www.birmingham.ac.uk/autism-children or www.birmingham.ac.uk/autism-adults

International applicants are advised to apply early as obtaining a visa can be a lengthy process.

LEARN MORE
For more information about the programme and to see our fees please visit:
www.birmingham.ac.uk/autism-children
www.birmingham.ac.uk/autism-adults

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Autism (Children) Distance Education
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Autism (Adults)
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Autism Spectrum (WebAutism) Distance Learning Programme
UCert
Part-time

The Autism Spectrum (WebAutism) distance learning programme is a web-based, part-time, distance learning programme completed over a year of study, earning 60 credits at Level C (equivalent to the first six months of an undergraduate degree). It is an entry level course aimed towards practitioners who support children and adults on the autism spectrum, including Asperger syndrome. Learning support assistants, support staff and parents will find the programme particularly helpful.

Course details
The University of Birmingham is the leading provider of degree-level education in autistic spectrum disorders in the UK. You will be tutored by recognised experts in the field who work in the Autism Centre for Education and Research (ACER) and will have access to an extensive library and research materials as well as benefiting from other activities such as online seminars.

This web-based Autism Spectrum (Webautism) programme is designed to provide students with a broad understanding of the autism spectrum, an introduction to the latest research and an insight into current practice. It will prepare both practitioners and parents to draw upon recognised strategies for meeting the needs of individuals with autism in a variety of settings such as in the home, classroom, college, supported living environments.

By studying at a distance, you will be able to tailor your studies to meet your professional and/or personal needs. There are many benefits to using electronic resources for distance learning programmes. It enables you to be in touch with a variety of students in all sorts of places, cheaply and efficiently as well as giving you access to a vast range of resources for learning.

Each student will have a personal tutor for online tutorial meetings along with others in your tutorial group. Learning is supported through web and paper-based study packs, tutorial groups, telephone, email and online contact through our dedicated virtual learning environment (VLE) which encourages you to develop through shared experience.

Modules
You will study three modules:
- Understanding and responding to the autism spectrum
- Working with individuals on the autism spectrum
- Models for practice when working with people on the autism spectrum

More details about these modules can be found out [www.birmingham.ac.uk/webautism](http://www.birmingham.ac.uk/webautism)

Learning and teaching
The programme has been carefully designed to enable you to learn in a variety of ways. These include viewing video, discussing practice with your fellow students, accessing online course materials and reading printed material to name but a few. This programme offers real flexibility that allows you to study around your work and lifestyle.

To help you through the course, you’ll also be allocated an online tutor. You will have regular online tutorials in small groups and also individual support from your tutor via email and/or phone.

Employability
The programme is primarily developed for practitioners and carers who do not already have qualifications at this level but who are already working in the field or caring for someone on the autism spectrum.

Students have taken on a variety of new roles as a result of their study of the programme. These roles have included becoming higher level teaching assistants, taking on autism specific roles in outreach teams, becoming the lead person for autism within their services or provision or taking on wider training roles in the field.

Entry requirements
We normally expect a minimum of one year’s current experience of working or supporting someone on the autism spectrum. Access to a computer and email is essential.

For more details about our entry requirements, please visit [www.birmingham.ac.uk/webautism](http://www.birmingham.ac.uk/webautism)

How to apply
Applications can be made at [www.birmingham.ac.uk/webautism](http://www.birmingham.ac.uk/webautism)

LEARN MORE
For more information about the programme and to see our fees please visit:
[www.birmingham.ac.uk/webautism](http://www.birmingham.ac.uk/webautism)

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Bilingualism in Education

MEd/PGDip/PGCert
Part-time by distance education

This programme is ideal for teachers and educational practitioners working with multilingual children and young people in multicultural schools. Delivered in partnership with the Northern Association of Support Services for Equality and Achievement (NASSEA), this programme aims to help you work more effectively with children and young people learning English as an additional or second language.

Upon completion of this course, you will have experience in planning, implementing and evaluating the curriculum across a diversity of cultures.

Course details
Students on the Bilingualism in Education programme each take five modules. Students progressing to MEd also complete a research module in preparation for their dissertation in the third year. Students who wish to study the PGDip complete a school-based study. All students will have some choice in what they study, and will be able to tailor the topics of their assignments and dissertation to their own personal interests and professional aspirations. Each student will have a personal tutor in a regional tutor group, which meets on a regular basis. Study is supported through study packs, tutorial groups, telephone and email contact, which allows students to learn with each other. There is a University-based programme launch day in September.

Modules
Core modules:
- Introduction to Bilingualism in Education
- Academic Language and Learning for Bilingual Learners
- Teaching and Learning in EAL
- Management and Leadership in EAL

Optional modules include:
- Bilingualism and Special Needs
- Portfolio of Practice

First Year:
- Introduction to Bilingualism in Education
- Academic Language and Learning for Bilingual Learners
- Teaching and Learning in EAL

Second Year:
- Either Bilingualism and Special Needs or Portfolio of Practice
- Management and Leadership in EAL
- Those completing the PGDip do a school-based study in Term 6 and those following an MEd complete a research module in preparation for their dissertation

Assessment
The course is assessed by coursework assignments and a dissertation, and topics are chosen to match the interests, expertise and needs of students. Assessment for modules is typically comprised of one 4,000-word written assignment. All assignments are embedded around students’ professional practices. Assignments provide students with the opportunity to critically evaluate approaches to teaching bilingual learners and to reflect on, and develop, their own practice. In the first term, there will be an early opportunity to submit a short piece of written work; the tutor will provide constructive feedback but a grade will not be assigned or counted. The dissertation is 15,000 words in length, and usually includes some empirical research as well as a literature review.

Careers
Graduates from this programme have successfully applied for leadership roles working with multilingual children and young people in the education sector. Alumni are also working as teachers, education advisors, head teachers at international schools and managers of community and charitable organisations.

Entry requirements
Applicants are required to have a first degree in a related field (for example education, development or policy), but individuals from a range of educational and professional backgrounds are considered.

A clearly demonstrated interest in education is important and while some teaching experience is an advantage, it is not an essential requirement for entry.

For more details about our entry requirements, please visit www.birmingham.ac.uk/bilingualism-education

How to apply
Applications can be made at www.birmingham.ac.uk/bilingualism-education

Dr Elizabeth Chilton
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Character Education
MA/PGDip/PGCert
Part-time by distance education

To meet the growing interest in character education across the globe the University of Birmingham is proud to offer the first ever online MA in Character Education. This programme will equip you with: the latest theory and research in character education; and knowledge and tools for character education practice in more or less formal educational settings.

The course is run by the Jubilee Centre for Character and Virtues which is widely acknowledged as one of the foremost research and teaching centres in the world, specialising in the examination of how character and virtues impact on individuals and society. You will be taught by some of the best known names, both in the UK and internationally, in character education. This distance education programme offers both flexibility and an opportunity to debate key questions about the purpose of education with fellow students around the world. It will particularly appeal to teachers and other practitioners working with children and young people.

**Course details**
The programme adopts a broad understanding of character – encompassing aspects of wellbeing, ethics, citizenship and social and emotional education. Drawing on the wealth of research and experience of academics in the Jubilee Centre for Character and Virtues, and internationally regarded academics attached to the Centre, this programme will enable you to develop your knowledge and expertise in the field of character education. The aims of the programme are: to engage teachers and others working with children and young people in a challenging course where they can access the latest research on character education and subsume it into their own practice; to enhance cross-cultural knowledge, understanding and learning about the theory and practice of character education which will benefit both individuals and societies; and to enable student to student, and student to teacher, debate, dialogue and critical analysis of the link between character virtues and individual and societal flourishing.

The programme will provide you with a broad multidisciplinary knowledge and understanding of how key theories in psychology, philosophy and education inform planning, administration, policy and professional practice. Through modules including various forms of assessment, and dedicated personal tutorial support, you will learn to critically evaluate education research from theoretical and methodological perspectives in order to contribute to character education, and will gain fundamental skills in data analysis and critical thinking, which can be applied to your own professional contexts. The programme includes an optional on-campus residential for students.

**Modules**
- **First year:**
  - Research Methods in Character Education
  - Theories of Character, Virtues and Flourishing
  - Character Education Interventions in Schools and Organisations

- **Second year:**
  - History and Politics of Character Education
  - Character Education Leadership in Schools and Organisations
  - The Virtuous Practitioner

**Assessment**
You will have a designated programme tutor who will be in regular contact with you through the Virtual Learning Environment (VLE), via email, telephone or Skype. In addition you will also have regular contact with the module leaders/tutors through VLE, email, Skype and telephone. Assessment will be through essays, online presentations (written or verbal), a fieldwork report and a dissertation. The subject of the dissertation can be related to your work environment or to an area of interest to your employer, which may encourage them to support you with time for study or financial assistance.

**Careers**
The MA in Character Education has been developed in response to the overwhelming interest in character education from policy makers and parents, as well as teachers themselves. Completion of the programme will ensure that you will further your understanding of this area and gain the knowledge and experience to implement informed change in your own institution. There is the opportunity to work towards a further professional qualification in the field of education, both within schools and in other settings, including progression to a PhD or EdD.

**Entry requirements**
Applicants are required to have a first degree at 2:1 level or equivalent and should have some relevant and related experience in the field of education. Account will be given to equivalent professional qualifications and experience.

For more details about our entry requirements, please visit www.birmingham.ac.uk/character-education

**How to apply**
Applications can be made at www.birmingham.ac.uk/character-education
You are advised to apply early to avoid disappointment.

**LEARN MORE**
For more information about the programme and to see our fees please visit: www.birmingham.ac.uk/character-education

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New from 2016, our MA in Education is aimed at students who want to develop their capacity to critically engage with education policy, practice and discourse. This is underpinned by a robust theoretical and methodological understanding that students gain through a multidisciplinary approach. The programme emphasises the applicability of knowledge; therefore, it offers students opportunities to draw upon their studies and experience to offer solutions to ‘real-world’ educational problems. We publish these ideas in a number of ways, including on our dedicated website.

**Course details**

MA Education students will benefit from:
- A world-class research environment, including access to outstanding research centres such as the Centre for Research in Race and Education
- Being taught/supervised by leading academics
- Joining a stimulating and supportive community of scholars with a commitment to social and educational equity

The course is designed for those who want to develop creative and critical approaches to education. It will appeal to individuals who see education as a multi-faceted and complex socio-political field and may wish to work in educational areas other than teaching (eg, policy making or the Third Sector). However, the course will also appeal to Practitioners who wish to develop their careers, for example, those working in school, college or university settings and those working in youth or community work. The MA Education is also an ideal route for progression onto research at doctoral level (eg, PhD or EdD).

The MA is well-suited to graduates who have completed related undergraduate courses such as BA Education or programmes in the field of Social Sciences such as Social Policy or Sociology as well as those wishing to specialise further in developing critical approaches to learning and policy analysis.

The programme will explore existing and alternative forms of education in the context of social justice. We will examine recent writing, debates and media outputs to discuss and evaluate current theory and research in selected areas of education policy. You will learn how to transfer knowledge gained from reading, discussion and writing into a detailed analysis of educational policy and practice and consider how these impact on under-represented or marginalised groups. By the end of the MA, you will have developed the skills and knowledge to be able to critically interrogate theoretical and policy debates concerning social and cultural change, and assess their implications for education and social justice in local, national and global contexts.

**Modules**

Core modules:
- Education, Policy and Society
- Research Methods in Education
- Dissertation

You will choose four optional modules from:
- Citizenship, Human Rights and the Environment
- Cross-Cultural Issues in SEND
- Education as an International Issue
- Educational Practices for Social Justice and Equity
- Curriculum Design in Global Contexts
- Language, Discourse and Society
- Personal and Professional Skills in Educational Management
- SEND: Evaluating Practice

**Assessment**

The Programme Director will act as your regular point of contact throughout the course of your MA study. In addition, you will receive regular guidance and feedback on your work from individual module leaders/tutors as well as your dissertation supervisor. Assessment will include written essays, a small independent project, oral presentations and a dissertation on a topic of your choice.

**Careers**

This programme has been specially developed to appeal to existing undergraduates in disciplines such as Education, Sociology and Social Policy, and to practitioners seeking to explore new or alternative approaches to thinking about Education. Graduates would have the flexibility to use modules to progress to the EdD as well as other research programmes (eg, PhD) or may wish to consider job opportunities in sectors requiring knowledge of education policy, young people and social justice more broadly.

**Entry requirements**

Applicants are required to have a first degree at 2:1 level or above. Consideration will be given to equivalent professional experience. For international entry requirements please visit our website.

For more details about our entry requirements, please visit www.birmingham.ac.uk/maeducation

**How to apply**

Applications can be made at www.birmingham.ac.uk/maeducation

**Dr Reza Gholami**

Programme Director
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**LEARN MORE**

For more information about the programme and to see our fees please visit: www.birmingham.ac.uk/maeducation
Education for Health Professionals

MEd/PGDip/PGCert
Part-time

Designed for health professionals involved in teaching at all levels, the PGCert allows you to develop your knowledge of theory and practice in teaching and learning. The PGDip and MEd focus on your skills as a researcher in education.

Course details
This suite of three year-long, part-time programmes is for all health professionals involved in the education and training of undergraduates and postgraduates. Each year is self-contained and a qualification is obtained after each year: Postgraduate Certificate in Education (PGCert) in Year 1, Postgraduate Diploma (PGDip) in Year 2, and Masters (MEd) in Year 3.

PGCert: Three modules (Year 1)
The PGCert is for doctors, dentists, nurses and other health professionals; it is based in the Health Professional Education and Research Unit (HPERU) in the School of Education. Teaching on each module is led by a clinician and an educational expert. There is a parallel PGCert which is a partnership between HPERU and the Medical School, which is specifically for Education Fellows involved in the education of medical undergraduates from the University of Birmingham.

Modules
PGCert – Year 1:
There are five teaching days on each of the three modules.

- Module 1: Teaching and Learning for Health Professionals – From the perspective of both teacher and learner this module will explore theories of education and themes of professional values and practice within clinical education
- Module 2: Assessment for Health Professionals – The purposes and methods of assessment and relationships between learning theory and assessment will be examined; concepts of validity and reliability will be considered
- Module 3: Developing and Sustaining a Curriculum for Health Professionals – Curriculum design will be examined and appraised

PGDip – Year 2:
Successful completion of an additional three modules leads to the award of a PGDip in Education for Health Professionals. Modules 4 and 5 each involve five days of teaching and module 6 is research based.

- Module 4: Reviewing Education – Local data as well as international literature will be reviewed to assess ‘what’s out there?’, culminating in a protocol for a systematic review
- Module 5: Researching Education – A range of research frameworks and methods are examined to allow the development of practical skills in the design and conduct of educational research
- Module 6: Project in Education – Research-based module where students conduct their own small-scale inquiry into education

MEd – Year 3:
The PGDip can be extended to a MEd qualification by completing a 15,000-word dissertation based on the student’s own research.

- Module 7: Dissertation – Dissertation in education carried out over the academic year based on empirical research focusing on a relevant topic in professional education

Careers
Students are usually already employed in the NHS or other health organisations such as universities and the military. The PGCert is HEA accredited, so on successful completion of the course, students are able to apply for professional recognition as Fellows of the Higher Education Academy. Currently the HEA are charging for this widely recognised teaching qualification: see www.heacademy.ac.uk/professional-recognition Also note that the HEA is under review so this may change. The Diploma and Masters are research-based so suitable for those who would like to develop an academic component to their work.

Entry requirements
You need a first degree or equivalent professional qualification, proficient English and satisfactory references. One satisfactory academic reference is required for all applicants except Education Fellows applying for PGCert who do not need to provide a reference.

For more details about our entry requirements, please visit www.birmingham.ac.uk/education-health-professionals

How to apply
Applications can be made at www.birmingham.ac.uk/education-health-professionals

LEARN MORE
For more information about the programme and to see our fees please visit: www.birmingham.ac.uk/education-health-professionals

Email: e4hp@contacts.bham.ac.uk
Education of Learners with Multisensory Impairment (Deafblindness)

**MEd/BPhil/PG Dip/PG Cert/Ad Cert**

Part-time by distance education

This distance learning programme is open to teachers with Qualified Teacher Status (QTS) or equivalent, to equip them to work more effectively with learners who are deafblind (multi-sensory impaired). It is the only nationally recruiting programme leading to the National College for Teaching and Leadership (NCTL) recognised Mandatory Qualification (MQ) in Deafblindness/Multi-sensory Impairment.

An alternative non mandatory (Non MQ) programme is also open to teachers as well as other professionals from social services, paramedical or residential settings who are working with children, young people and congenitally deafblind adults who are not seeking the MQ.

**Course details**
The programme aims to provide an understanding of the effects and implications of dual sensory impairment on development, learning, and communication, through theoretical and practical work. It will include skills in assessment, monitoring and recording, knowledge of teaching approaches and of support systems. You may also be interested in our programmes on Visual Impairment and Hearing Impairment. For more information, please visit: [www.birmingham.ac.uk/hearing-impairment](http://www.birmingham.ac.uk/hearing-impairment) or [www.birmingham.ac.uk/vision-impairments](http://www.birmingham.ac.uk/vision-impairments)

**Modules**

**Compulsory modules:**
- Multi-sensory impairment:
  - Causes and Implications
- Multi-sensory Impairment: Communication
- Multi-sensory Impairment:
  - Sensory Impairment
- Multi-sensory Impairment:
  - Education and Provision
- Special Studies in Special Education and Educational Psychology

**Mandatory Qualification (MQ):**

Students on Mandatory Qualification (MQ) programmes, which are specialist qualifications for teachers with UK qualified teacher status, also complete an assessed teaching placement and a teaching placement file. Students progressing to MEd also complete a Practitioner Inquiry in Education (PIE) and a 15,000-word dissertation.

**Assessment**
The course is assessed by written coursework based on practical data gathering. Those following the Mandatory Qualification route also complete an assessed teaching placement and a teaching placement file. Participants progressing to the MEd complete a Practitioner Inquiry in Education (PIE) and a 15,000-word dissertation in addition. Teaching includes two study weekends a year in Birmingham, study packs, online materials, discussion and interaction, and through an allocated tutor in a small tutorial group which gives students regular contact. Students will learn at their own pace and in their own homes and workplaces. Internet access is required for the programme, and students must have regular contact with learners with MSI for practical work throughout the programme.

**Careers**

Many of those who have completed the course continue to work with people with Deafblindness (MSI) and some continue or progress to influential roles in specialist MSI units, or as advisory teachers for pupils who are deafblind. Others take key roles in such fields as managing further education for MSI learners or sensory impairment in a Local Education Authority or other setting, or go on to promoted posts in school or other management.

**Entry requirements**

Applicants for MQ courses should be teachers with Qualified Teacher/Lecturer Status (QTS/QTLS) or equivalent, and applicants for all courses should be professionals with appropriate qualifications and be working with congenitally deafblind people.

For more details about our entry requirements, please visit [www.birmingham.ac.uk/multisensory-impairment](http://www.birmingham.ac.uk/multisensory-impairment)

**How to apply**

Applications can be made at [www.birmingham.ac.uk/multisensory-impairment](http://www.birmingham.ac.uk/multisensory-impairment)

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**LEARN MORE**

For more information about the programme and to see our fees please visit: [www.birmingham.ac.uk/multisensory-impairment](http://www.birmingham.ac.uk/multisensory-impairment)
Inclusion and Special Educational Needs
MEd/PGDip/PGCert
Part-time by distance education

This programme is a distance education programme designed for students who wish to study a range of specialisms in relation to Inclusion and Special Educational Needs (ISEN).

Course details
The course aims to develop students’ skills in identifying and meeting the needs of children with SEN, whilst ensuring that the child with special needs is central to studies. ISEN enables in-service teachers, school leaders, policy leaders, and others working directly or indirectly with children with disabilities in the UK, Europe, and around the world to study across a broad spectrum of inclusion and special educational needs.

Modules
There are three, core 20 credit modules in the ISEN programme which students complete in their first year. These modules are:
- Cross Cultural Issues in SEND
- Evaluation and Policy Analysis for Inclusive Education
- Inclusion: Individual and Group Differences

Taking these three modules will qualify students for the PGCert (ISEN) and will enable progression to a more specialist pathway in Year 2 (PGDip) – students choose one of our SEN programmes of study – Autism (Children or Adults); Language, Literacies and Dyslexia (LLD); Multisensory Impairment (MSI); Social, Emotional and Behavioural Difficulties (SEBD) or Severe, Profound and Multiple Learning Difficulties (SPMLD) – some of which offer study weekends at the University. In Year 3, all MEd students work towards completion of their dissertation under the supervision of University of Birmingham staff.

Assessment
If you study at PGDip or Masters level, at the end of the Year 1 you will transfer to a second specialist area of study from the choice above. At the end of each module in Years 1 and 2 a 4,000 word assignment is submitted. The content of the assignment enables you to study aspects of the modules in depth and relate this to your own work.

Careers
This programme is designed to supplement professionals already working in the field, or those seeking a general introduction to topics within inclusion and special educational needs. In general, this includes teachers, education advisors, special educational needs coordinators, head teachers in schools, managers of community and charitable organisations, support workers in places such as a university or workplace disability service unit, social workers or nurses providing care for persons with disabilities and staff members from the Ministry of Education or Ministry of Health, amongst other things.

Entry requirements
Applicants are required to have a first degree or diplomas and be interested in studying and gaining knowledge about children and students with special educational needs. Please note that we require you have at least two years professional experience in the areas you wish to study before you can be considered.

For more details about our entry requirements, please visit www.birmingham.ac.uk/isen

How to apply
Applications can be made at www.birmingham.ac.uk/isen

There is the opportunity to work towards a further professional qualification in the field of Education, which includes progression to a PhD or EdD. Many of our graduates successfully apply for roles working with children and young people with special educational needs.

Neil Hall
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LEARN MORE
For more information about the programme and to see our fees please visit:
www.birmingham.ac.uk/isen
International Studies in Education

MA
Full-time and part-time

This programme is for people who are interested in taking an international and comparative perspective on educational issues.

Course details
This programme may be of interest to teachers, head teachers/principals, education administrators, and those working with non-governmental organisations and international agencies that play a role in formal and non-formal education. It will enable you to have a critical understanding of key debates surrounding education as an international issue and to make analytical comparisons between educational issues in different contexts, including your own.

Modules
Students on the International Studies in Education programme take the following compulsory modules:

- Education as an International Issue
- Curriculum Design in Global Contexts
- Personal and Professional Skills in Educational Management
- Citizenship, Human Rights and the Environment
- Education, Observation, Evaluation and Supervision
- Practitioner Inquiry in Education (PIE)
- Dissertation

You will have the opportunity to learn more about each module and to make your selections in the first week of term but your first term modules are fixed. There are three terms each year; taught modules run in terms one and two.

Assessment
Assessment for modules is typically comprised of one 4,000-word written assignment. For some modules, this will take the form of a traditional essay based mainly on an analysis of relevant literature. Innovative assessment approaches used in some modules include producing a written curriculum, reflections on school visits, or diaries. In the first term, there will be an early opportunity to submit a short piece of written work; the tutor will provide constructive feedback but a grade will not be assigned or counted. The dissertation is 15,000 words in length, and usually includes some empirical research as well as literature review.

Careers
Graduates from this programme have progressed to jobs in the education sector, working in national and regional authorities, publishing, educational research, education management and consultancy, teaching in international schools and establishing private schools. Please note that the International Studies in Education programme does not confer Qualified Teacher Status (QTS).

Entry requirements
Applicants are required to have a first degree at 2:1 or equivalent in a related field (e.g., education, development, policy), but individuals from a range of educational and professional backgrounds are considered.

A clearly demonstrated interest in education is important and while some teaching experience is an advantage, it is not an essential requirement for entry. International applicants will need to provide evidence of English proficiency.

For more details about our entry requirements, please visit www.birmingham.ac.uk/ise

How to apply
Applications can be made at www.birmingham.ac.uk/ise

International applicants are advised to apply early as obtaining a visa can be a lengthy process.

LEARN MORE
For more information about the programme and to see our fees please visit:
www.birmingham.ac.uk/ise

Dr Dina Kiwan
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International Studies in Education (Education and Development)

MA
Full-time and part-time

This programme is for people who are interested in taking an international and comparative perspective on educational issues. The International Studies in Education (Education and Development) programme combines the study of education internationally with development studies and explores how theories, issues and practices in education and development are interconnected.

This programme may be of interest to teachers, head teachers/principals, education administrators, and those working with governmental or non-governmental organisations and international agencies that play a role in formal and non-formal education. It will enable you to develop knowledge and skills that will help you to take up or build on careers in education and organisations concerned with education in developing countries.

Course details
Students on the International Studies in Education (Education and Development) programme each take six modules and do a dissertation. The core modules, Education as an International Issue (School of Education) and Critical Approaches to Development (International Development Department) are compulsory for all students, as is the research methods module, Practitioner Inquiry in Education. Students will have additional compulsory modules that help them to gain knowledge and skills relevant to their course. However, all students will have some choice in what they study, and will be able to tailor the topics of their assignments and dissertation to their own personal interests and professional aspirations.

Modules
For information about the modules available on this pathway please visit www.birmingham.ac.uk/ise

Assessment
Assessment for modules is typically comprised of one 4,000-word written assignment. For some modules, this will take the form of a traditional essay based mainly on an analysis of relevant literature. Innovative assessment approaches used in some modules include producing a written curriculum, reflections on school visits, or diaries. In the first term, there will be an early opportunity to submit a short piece of written work; the tutor will provide constructive feedback but a grade will not be assigned or counted. The dissertation is 15,000 words in length, and usually includes some empirical research as well as literature review. It must be relevant to Education in Developing Countries, or to Development Education, and may be supervised either from the School of Education of the International Development Department.

Careers
Graduates from this programme have progressed to jobs in the education sector, working in national and regional authorities, publishing, educational research, education management and consultancy, teaching in international schools and establishing private schools. Please note that the International Studies in Education (Education and Development) programme does not confer Qualified Teacher Status (QTS).

Entry requirements
Applicants are required to have a first degree at 2:1 or equivalent in a related field (e.g., education, development, policy), but individuals from a range of educational and professional backgrounds are considered. A clearly demonstrated interest in education is important and while some teaching experience is an advantage, it is not an essential requirement for entry. International applicants will need to provide evidence of English proficiency.

For more details about our entry requirements, please visit www.birmingham.ac.uk/ise

How to apply
Applications can be made at www.birmingham.ac.uk/ise
International applicants are advised to apply early as obtaining a visa can be a lengthy process.

LEARN MORE
For more information about the programme and to see our fees please visit: www.birmingham.ac.uk/ise

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Dr Dina Kiwan
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'I chose this course because it matched my interests well. The staff on the course are all knowledgeable and supportive. The course is interdisciplinary and receiving tuition from two different departments gives a broader perspective. My fellow students are from all over the world and we all benefit from hearing the views of others with different backgrounds.'

MILLA-LOTTA HUHTALA, MA INTERNATIONAL STUDIES IN EDUCATION (EDUCATION AND DEVELOPMENT)
Language, Literacies and Dyslexia

MEd/PGDip/PGCert
Part-time by distance education

This programme is aimed at language teachers, teachers, speech and language therapists and other professionals working with children, young people and students in further and higher education at pre-16 FE/HE education levels who have difficulties with learning literacy skills.

This is a distance learning programme which is essential for practitioners seeking to become specialists and employable to assess and teach learners with dyslexia and literacy difficulties of school age or in further/higher education.

Course details
The programme provides a broad and critical perspective of language literacies and literacy difficulties/dyslexia through sociocultural and cognitive research, as well as education policies. It embraces school and further educational demands of literacy skills, the demands of family and social literacy practices, and peer demands of new literacies, such as digital literacies. The programme establishes the fundamental relationship between language and literacy in typical and atypical development. Students study literacy difficulties/dyslexia in contexts of monolingual, multilingual and multimodal.

Modules
In your first year for the PGCert you will study three core modules:   
- Dyslexia, Language and Literacies in Development
- Key Perspectives on Dyslexia – the Graduated Approach
- Intervention and Curriculum Management for Specific Learning Difficulties

In the second year, at PGDip level there are two routes. One is for those who would want to apply to BDA for AMBDA accreditation and one for those who are not concerned with AMBDA accreditation:

- Dyslexia in Multi/Bilingual and FL/SL/AL contexts
- Special Studies
- Identification and Assessment of Specific Learning Difficulties/Dyslexia (for this module students who wish to apply to BDA for AMBDA accreditation after completing the course are required to submit an additional assessment of professional practice portfolio)

If you wish to apply to BDA for AMBDA accreditation after completing the PGDip level of the course, you will also need to submit a further professional practice portfolio. If you go onto the MEd in third year, you will complete a Practitioner Inquiry in Education (PIE) module and a Dissertation.

Assessment
The method of learning involves online reading, literature searches, and enquiry based learning relating your study to your professional practice. Study activities include reading chapters and articles on research and practice, quizzes, online discussion of case studies and online lectures. There is personal support through reflective journaling and discussion with your tutor. Regular tutorials with your tutor group and tutor are held on an online platform. Students are supported in tutor groups with other students who work in the same phase, (where possible in the same region/country) and with a tutor with specialist qualifications in dyslexia and professional experience with learners with dyslexia in the education phase. Studying at a distance means you can work from anywhere, such as in your home or workplace in the UK or overseas. All your studies will be in English.

Careers
The PGCert award in Language, Literacies and Dyslexia will allow professionals in the field to apply for Approved Teacher Status (ATS)/Approved Practitioner Status (APS) provided by the BDA. Both these awards apply to primary, secondary or FE/HE levels.

The PGDip level of the course allows professionals to deepen their understanding in the area of assessment and identification for literacy difficulties/dyslexia. They can also become specialists in identifying and supporting learners with literacy difficulties that are found in bi/multilingual/SU/FL contexts (eg, EAL/EFL learners).

Together these awards are recognised in the UK as a basis for specialist practitioners to be employed to assess and teach learners with dyslexia and literacy difficulties of school age or in further and higher education.

Entry requirements
Applicants are required to have a first degree in a related field and professional access to learners who have specific difficulties in their work context. Applicants are also expected to have opportunities to assess and work with at least three learners with literacy difficulties from September until July. They will require access to (and observe in practice) age appropriate, up-to-date assessment/testing tools and intervention programmes for literacy difficulties. Students will need to film themselves for the observed practice tasks (using a standardised test with a learner, and engaging in specialist teaching with selected learners). Access in parental or voluntary capacity does not unfortunately meet this criterion. Two years of professional practice experience is highly recommended for Masters-level study.

For more details about our entry requirements, please visit www.birmingham.ac.uk/language-literacies-dyslexia

How to apply
Applications can be made at www.birmingham.ac.uk/language-literacies-dyslexia

LEARN MORE
For more information about the programme and to see our fees please visit: www.birmingham.ac.uk/language-literacies-dyslexia

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Management of Special Education in Developing Countries

MA
Full-time

This programme is for teachers, administrators and non-governmental organisation staff who are working in special education in developing countries and who wish to develop their management or leadership expertise. Although most students are not from the EU, this course is also suitable for UK/EU students.

Course details
The programme combines modules in Special Education with modules in International Studies in Education, using theory and practice from both in order to enable participants to improve management practice in the national context in which they work. A research dissertation also enables participants to put together management and special education in a uniquely relevant way for them. Students will choose five modules from those available in the International Studies in Education and Special Education programmes, with a minimum of two modules from either field, plus the compulsory module Practitioner Inquiry in Education.

Modules
In consultation with tutors, students choose modules from those available in International Studies in Education and Special Education Needs programmes, with a minimum of two modules from either field.

International Studies in Education
Students can choose from the following modules:
- Education as an International Issue
- Education Observation, Evaluation and Supervision
- Citizenship, Human Rights and the Environment
- Personal and Professional Skills for Education Managers
- Curriculum Design in Global Contexts
- Leadership for School Improvement

Special Educational Needs
Students can choose from the following modules:
- Special Educational Needs of Children with Autism
- SEBD Identification, Assessment and Provisions
- Curriculum and Approaches for Pupils with Autism

- Cross-Cultural Issues in SEND
- SEND Practice Based Research

Each module is taught in either term one or term two of the academic year. More details about teaching methods can be found on our website [www.birmingham.ac.uk/management-special-education](http://www.birmingham.ac.uk/management-special-education)

Assessment
Assessment for modules is typically comprised of one 4,000-word written assignment. Students attend regular lectures and seminars for the first two terms, have personal dissertation supervision for the third term, and are assisted to access a wide range of library and online learning resources. The course is assessed by coursework assignments and a dissertation, and topics can be chosen to match the interests, expertise and needs of students. Some students do fieldwork for their dissertation in another country, but this is not a requirement. It is helpful if students have experience of working with disabled children in different countries, and bring relevant materials, which are not available online, for their coursework, such as printed project evaluations, reports in local languages, health education materials, photos and videos.

Careers
This programme is ideal for graduates who wish to develop their management or leadership expertise within special education. Upon completion of this course, you will have experience in managing a variety of learning needs within your school and support colleagues to take a more inclusive approach in their own pedagogy. Graduates will become eligible to apply for a range of international posts in relation to SEN, Community-Based Rehabilitation (CBR), and project management. Graduates from this programme have progressed to leadership roles related to inclusion and diversity in schools and other educational settings.

Please note that the Management of Special Education in Developing Countries programme does not confer Qualified Teacher Status (QTS) but is a valuable additional qualification for those who have a relevant first degree (for example, international studies, psychology, social work, development studies, public policy), and/or a teaching or health care qualification. There is the opportunity to work towards a further professional qualification in the field of Education both within schools and in other settings, including progression to a PhD or EdD.

Entry requirements
Applicants are required to have a first degree in a related field (eg, education, development, policy), but individuals from a range of educational and professional backgrounds are considered. A clearly demonstrated interest in education is important and while some teaching experience is an advantage, it is not an essential requirement for entry. International applicants will need to provide evidence of English proficiency.

For more details about our entry requirements, please visit [www.birmingham.ac.uk/management-special-education](http://www.birmingham.ac.uk/management-special-education)

How to apply
Applications can be made at [www.birmingham.ac.uk/management-special-education](http://www.birmingham.ac.uk/management-special-education).

International applicants are advised to apply early as obtaining a visa can be a lengthy process.

LEARN MORE
For more information about the programme and to see our fees please visit: [www.birmingham.ac.uk/management-special-education](http://www.birmingham.ac.uk/management-special-education)

Dr Paul Lynch
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Mandatory Qualification for Teachers of Children and Young People with Vision Impairments

MEd/PGDip
Part-time by distance education

This two-year distance education programme is open to teachers with Qualified Teacher Status (QTS) or equivalent, seeking the Mandatory Qualification (MQ) for specialist teachers of children and young people with vision impairments.

An alternative programme (Education of Children and Young People with Vision Impairments) is also open to teachers (as well as other professionals with appropriate qualifications) working with children and young people with vision impairments who are not seeking the MQ. This programme is well established and has been offered for over 25 years. Tutors on this programme are aligned to the Visual Impairment Centre for Teaching and Research (VICTAR).

Course details
Students will be required to attend University-based study weekends and regional tutorials as specified throughout the programme. The programme includes a taught Braille component, an assessed teaching placement and a negotiated programme of visits to different aspects of education, health and care provision. Most of the module content will be delivered online and as such students will require suitable internet access prior to and throughout their studies. The aims of the programme are to develop knowledge, understanding and skills to enable professionals to work confidently and effectively with children and young people who have vision impairments in a variety of settings, their families and other professionals who support them. It will also allow students to develop critical and analytical enquiry-based learning skills to prepare them to work in a range of contexts where children and young people with vision impairments are educated. It provides a conceptual framework which has reference to relevant literature as well as government legislation and guidance pertaining to the education of children and young people with vision impairments at a national and international level.

Modules
For information about the modules for this programme please visit www.birmingham.ac.uk/vision-impairments

Assessment
The programme and individual modules draw upon a range of learning and teaching approaches, some of which are structured around the principles of enquiry based learning (EBL). The programme requires successful completion of a portfolio containing: evidence that the participants have met all the relevant National College for Teaching and Leadership (NCTL) standards for the mandatory qualification in vision impairments; evidence that participants have achieved competence in Grade 2 Unified English Braille; and a critical analysis of the negotiated teaching placement during which they have demonstrated effective learning and teaching strategies to a visiting assessor appointed by the University.

Careers
On successful completion of the programme students will be awarded a PGDip (Mandatory Qualification for Teachers of Children with Vision Impairments). These awards are recognised by the NCTL as meeting the requirements for the mandatory qualification for specialist teachers of children and young people with vision impairments. Those students who have completed the PGDip may transfer to the MEd programme. This is usually undertaken as an additional year of study and requires completion of a research methods module (4,000 words) and a dissertation (15,000 words). An additional fee is payable for this period of study.

Entry requirements
It is a requirement that applicants are teachers with Department of Education Qualified Teacher Status (or equivalent) and will normally have a minimum of three years teaching experience. They must also demonstrate that they will have regular access to children and young people with vision impairments throughout the duration of the programme.

Applicants who are not currently working with children and young people with vision impairments may be required to undertake a programme of visits as directed by the programme tutors, and/or to align themselves to an appropriate school or service prior to commencing their studies. Applicants are normally required to have a first degree or diplomas or five years of relevant professional experience, training or other relevant qualifications.

For more details about our entry requirements, please visit www.birmingham.ac.uk/vision-impairments

How to apply
Applications can be made at www.birmingham.ac.uk/vision-impairments

LEARN MORE
For more information about the programme and to see our fees please visit: www.birmingham.ac.uk/vision-impairments

Professor Mike McLinden
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School of Education

School Improvement and Educational Leadership
MA/PGDip/PGCert
Full-time or part-time on campus

This programme is designed for those who are aiming to make a difference in schools through leadership that is focused on learning.

Leadership in schools takes many forms: through school and departmental leadership teams, but also through collaboration between teachers and schools on specific problems in teaching and learning.

You will be part of a research-led community which uses and develops evidence-based practice to identify and share approaches which can be shown to make a difference in particular contexts.

Course details
The knowledge and experience you will gain from this programme will place you in an ideal position to inform the future improvement and make a difference to the overall performance of your school. It will help provide you with the foundations to become a leader in school improvement using evidence-based analysis and by challenging current practices.

The programme aims to: promote critical engagement and fulfilling learning environments by developing teacher effectiveness and professional identity; develop communities of scholarship through which educational partnerships work to improve schooling and schooling policy; and develop capacity for rigorous and critical analysis of evidence in improving schools.

Assessment
The programme is offered as part of the School of Education’s work with partner schools. There is a strong emphasis on relating theory and evidence to practice. The teaching includes workshops, seminars and tutorials. Classes use a variety of reflective, analytical and enquiry-based activities using journals, qualitative and quantitative evidence of practice in individual schools and school systems. Support is provided online which includes research discussions and case studies which are used for preparation tasks as well in workshops. Assignment and dissertation topics reflect students' individual interests and contexts.

Careers
This programme is designed to provide a firm basis in theory and evidence for new and aspiring leaders in education. This leadership may be exercised in schools, colleges or administering authorities. Leadership may be in form of direct responsibility for organisational strategy and practice or it may come in the form of leading professional development.

Entry requirements
Applicants are required to have a first degree or diplomas or five years of relevant professional experience, training or other relevant qualifications.

Modules
Core modules:
- Understanding School Improvement
- Leadership for School Improvement
- Using Evidence in School Improvement
- Education Policy and Improving Schools

Optional modules include:
- Curriculum Design in Global Contexts
- Education as an International Issue
- Citizenship, Human Rights and the Environment
- Personal and Professional Skills in Educational Management
- Second Language Learning

Assessment
The programme is offered as part of the School of Education’s work with partner schools. There is a strong emphasis on relating theory and evidence to practice. The teaching includes workshops, seminars and tutorials. Classes use a variety of reflective, analytical and enquiry-based activities using journals, qualitative and quantitative evidence of practice in individual schools and school systems. Support is provided online which includes research discussions and case studies which are used for preparation tasks as well in workshops. Assignment and dissertation topics reflect students' individual interests and contexts.

Careers
This programme is designed to provide a firm basis in theory and evidence for new and aspiring leaders in education. This leadership may be exercised in schools, colleges or administering authorities. Leadership may be in form of direct responsibility for organisational strategy and practice or it may come in the form of leading professional development.

Entry requirements
Applicants are required to have a first degree or diplomas or five years of relevant professional experience, training or other relevant qualifications.

The full-time route is an international programme which recruits students from around the world as well as from the UK. We welcome applicants from Chile who are applying through CONICYT’s scholarship programme in which the University of Birmingham is participating. The part-time route is for teachers in the West Midlands and is taught through Saturday and twilight sessions.

For more details about our entry requirements, please visit www.birmingham.ac.uk/school-improvement-leadership

How to apply
Applications can be made at www.birmingham.ac.uk/school-improvement-leadership

Professor Peter Davies
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Severe, Profound and Multiple Learning Difficulties (SPMLD)

MEd/PGDip/PGCert/AdCert/BPhil

Part-time

This programme has been developed to appeal to prospective students from a wide range of backgrounds such as teachers, teaching assistants, lecturers, parents, speech/language therapists, NHS staff, psychologists and other related professionals.

It will enable you to have a critical understanding of key debates surrounding education as an international issue and to make analytical comparisons between educational issues in different contexts, including your own.

Course details

The programme reflects upon generic and current SPMLD issues and encourages participants to evaluate critically and develop their collaborative work across disciplines and agencies. Students study three core modules (ie, Reflective Practice, Enhancing Quality and Developing Innovations). These are free-standing through Blended Learning, which is a combination of campus face-to-face sessions and online education. Students who wish to continue and gain the MEd qualification will need to complete a practical project (Special Studies), the Practitioner Inquiry in Education (PIE) and a dissertation. Students who wish to carry on and gain a PGDip will need to complete a practical project (Special Studies) and an optional SEND module.

Students who pursue an MEd will need to complete a practical project (Special Studies) and the Practitioner Inquiry in Education (PIE) during the second year of their studies as well as a dissertation during their third year of their studies.

Assessment

Assessment for modules is typically comprised of a written assignment based on students’ own practice. Students are also expected to participate in interactive activities during their course. To attempt to meet the needs of the wide range of people working with learners with SLD/PMLD, the programme is available at more than one level. Level H is available for those with certificates and diplomas (for example: HND, NVQ level 4/5, Foundation degree), whereas Level M is available for those who have an honours degree (or equivalent). The lectures, seminars and online material contain the same material for everyone but participants studying at different levels are expected to respond to ideas and concepts differently. Further reading and critical analysis is required at M level.

Careers

This programme is ideal for those who work with children and adults with learning difficulties in educational settings across the severe and profound range (including autism where it overlaps). Graduates progress to roles in specialist services such as special schools or colleges but some also work in inclusive services in nurseries, mainstream schools or community education. Upon completion of this course, you will have experience of studying systematically, critically and in-depth, aspects of educating children and adults with severe, profound and multiple learning difficulties. There is the opportunity to work towards a further professional qualification in the field of Education both within schools and in other settings, including progression to a PhD or EdD.

Entry requirements

Applicants are required to have relevant experience with learners who have SLD/PMLD and access to at least one learner with SLD/PMLD for the duration of the programme. International applicants will need to provide evidence of English proficiency.

For more details about our entry requirements, please visit www.birmingham.ac.uk/spmld

How to apply

Applications can be made at www.birmingham.ac.uk/spmld

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LEARN MORE

For more information about the programme and to see our fees please visit: www.birmingham.ac.uk/spmld
‘I am from Greece and I came to study at Birmingham because the Autism Centre for Education and Research is very well known. Doing my PhD here gave me the opportunity to carry out a lot of school-based research, working with teachers and parents to find real-world solutions to problems in the classroom and at home.’

**DR LILA KOSSYVAKI, EDUCATION PhD ALUMNA AND LECTURER IN SEVERE, PROFOUND AND MULTIPLE LEARNING DIFFICULTIES**

Get in touch with our mentors: [www.pg.bham.ac.uk/mentors](http://www.pg.bham.ac.uk/mentors)
Social, Emotional and Behavioural Difficulties

MEd/BPhil/PGDip/PGCert/AdCert

Part-time by distance education

This distance learning programme aims to develop professional practice in educational settings. It is ideal for those who work with children and young people who exhibit challenging behaviour, disaffection and disengagement with schooling. It is particularly suited to teachers, care workers, mentors, youth workers and learning support assistants working in primary, secondary, further education and specialist settings.

Course details
The programme reflects the increasing importance of professional development in the careers of all professionals with Education and Children’s Services in general. It will provide you with an increased knowledge and understanding of SEBD and the relationship between aspects of social, emotional and mental health. There are five core modules which consider SEBD across childhood and adolescence into adulthood. The modules consider aspects of identification, assessment and provision; strategies for intervention and approaches to meeting the needs of those with SEBD; the psychology of learning; developmental psychology; and mental health and psychological wellbeing, with a special focus on ADHD. The programme reflects the Department for Education (2016) guidance, Standard for Teachers’ Professional Development. In adopting this guidance, the programme provides a wider context for knowledge and understanding of SEBD, the development of skills and expertise in meeting these pupils’ needs, and professional experience upon which to promote good practice.

Modules
Core modules:
- SEBD Identification, Assessment and Provision
- SEBD Strategies, Interventions and Approaches
- Improving Classroom Achievement
- Developmental Psychology for Childhood and Adolescence
- Issues in the Education of Pupils Identified as having ADHD

Assessment
Those completing the PGDip do a school-based study in Term 6, those completing a BPhil complete a dissertation and those following an MEd complete a research module in preparation for their dissertation. Each student has a personal tutor in a regional tutor group. Study is supported through study packs, tutorial groups, web-based learning, online materials, telephone and email contact which allows students to learn with each other. Internet access is required for the programme. There is a residential weekend twice a year.

Careers
Upon completion of this course, you will have increased your knowledge, understanding and skills of working with children and young people with challenging behaviours and of issues affecting their mental health and psychological wellbeing within educational and care settings. Graduates successfully apply for leadership roles working with children and young people with SEBD including counsellors, behaviour managers, specialist teachers and child and educational psychologists. There is the opportunity to work towards a further professional qualification in the field of Education both within schools and in other settings, including progression to a PhD or EdD.

Entry requirements
Applicants are required to have a first degree in a related field and some relevant experience with children or young people with SEBD but individuals from a range of educational and professional backgrounds are considered.
Special Educational Needs Coordination (SENCo)

National Award for Special Educational Needs Coordination
Part-time

The University of Birmingham is a Department for Education and National College for Teaching and Leadership (NCTL) approved provider for the National Award for SEN Coordination. It has been running accredited (Masters-level) professional development programmes for SENCos for over 15 years, providing the opportunity to reflect upon and improve their practice whilst learning more about the coordination of special educational needs.

Course details
This Masters-level programme reflects the updated changes to the NCTL learning outcomes framework and is closely aligned to changes in special education needs and disability policy, provision and practice in England. As the policy context in which SENCos carry out their roles evolves – to reflect government priorities – the course keeps participants up to date with relevant legislative changes, key policy initiatives, emerging research evidence and the implications of these for practice. The course will ensure that SENCos working in a range of settings are able to carry out their responsibilities in relation to key tasks outlined in the SEN Code of Practice (2014) and the current SENCo Regulations. The course content is related to specific local contexts with teaching contributions from experts with local knowledge/experience.

Assessment
The course is assessed by three 4,000-word written coursework assignments at Masters level, a school evaluation, a case study and a professional development project. Teaching takes place over ten days during term-time and the days are evenly spread over the school year. Sessions are taught in local authority/school centres and at the University of Birmingham. The course is delivered through a variety of methods including face to face, online and blended learning.

Careers
This programme is ideal for SENCos who wish to meet the essential requirements for undertaking the role in English schools. These requirements are set out in regulations and state that: Governing bodies of maintained mainstream schools, maintained nursery schools and the proprietors of Academy (including Free Schools) must ensure that there is a qualified teacher designated as SENCo for the school. The SENCo must be a qualified teacher working at the school. A newly appointed SENCo must be a qualified teacher and where they have not previously been the SENCo at that or any other relevant mainstream school for a total period of more than 12 months, they must achieve the National Award in Special Educational Needs Coordination within three years of appointment.

Entry requirements
Applicants should be SENCos or aspirant SENCos with Qualified Teacher Status (QTS) or teachers working in pupil referral units (PRUs). In order to join one of the partnership cohorts, eligible applicants should ideally be working in or be able to travel to one of the relevant local authority areas (Birmingham, Dudley, Sandwell, Wolverhampton, or Staffordshire). Experienced SENCos may also apply for a place on one of the partnership courses. The programme is 12 months in duration, however, SENCos have up to three years from the point at which they are designated as a lead SENCo in which to complete the award.

As this course has been designed to enable participants to fulfil this strategic role, all applicants must have full support of their school leadership team and be employed in and have access to both an appropriate setting and relevant school-based experiences.

For more details about our entry requirements, please visit www.birmingham.ac.uk/senco

How to apply
Applications can be made at www.birmingham.ac.uk/senco

LEARN MORE
For more information about the programme and to see our fees please visit: www.birmingham.ac.uk/senco

Graeme Dobson
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Teachers of Children with Hearing Impairment

MEd/PGDip
Part-time by distance education

This programme aims to equip teachers who are already qualified to teach learners in England (from 0 to 25 years of age) to meet the relevant Mandatory Qualification outcomes to achieve qualified teacher of the deaf status.

It is also open to other professionals who do not wish, or are not eligible, to obtain qualified teacher of the deaf status – for example lecturers of deaf students, communication support workers and educational psychologists. Those professionals who are not qualified teachers may take the University (non-mandatory) Award, but will not be eligible to obtain qualified teacher of the deaf status from the Department for Education. On successful completion of the PGDip students can progress to the MEd qualification.

Course details
Attendance is compulsory at two annual Residential Schools at the University of Birmingham, and students are expected to attend seminars/workshops held in the students' region. The most common pattern is six seminars lasting three hours each academic year, normally held on Saturdays, but there may be some regional groups may negotiate a different pattern. Regional tutors are appointed by the University to organise regional seminars and help in course assessment. The Residential Schools provide opportunities for demonstrations and practice in the use of materials and equipment, lectures, discussions and tutorials. Study is supported through study packs, tutorial groups, telephone, email, web-based learning and online materials. Internet access is required for the programme. You may also be interested in our programmes on Visual Impairment or Multisensory Impairment. For more information, please visit www.birmingham.ac.uk/vision-impairments or www.birmingham.ac.uk/multisensory-impairment

Modules
Under the University modular system, the Postgraduate Diploma Programme of Study comprises five modules; four 20-credit taught modules and one 40-credit practical module. A further module (Teaching Practice) is required for the mandatory qualification. It is also open to other professionals who do not wish, or are not eligible, to obtain qualified teacher of the deaf status – for example lecturers of deaf students, communication support workers and educational psychologists. Those professionals who are not qualified teachers may take the University (non-mandatory) Award, but will not be eligible to obtain qualified teacher of the deaf status from the Department for Education. On successful completion of the PGDip students can progress to the MEd qualification.

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- Educational Audiology
- Language and Communication in Deaf and Hearing-Impaired Pupils
- The Development of Deaf and Hearing-Impaired Children
- The Educational Management of Deaf and Hearing Impaired Pupils
- Teaching and Learning in Deaf Education
- Assessed Teaching Placement – those teachers who wish to obtain the mandatory qualification of teacher of the deaf need to undertake this further module

Students who complete all parts of the programme including the optional module will gain a total of 140 credits rather than the 120 credits required for a PG Diploma.

Assessment
Assessment is organised on a modular basis. Each of the four taught modules has an assessed written assignment. The teaching and learning module is examined by an assignment, plus a portfolio comprising an activities file and a log of observations and visits. The assessed teaching module requires pass grades on the practical teaching and the teaching files, as well as a pass grade on a 2,000-word assignment, evidence of INSET work, and evidence of signing competence equivalent to CACDP/Signature Stage 1 (or SLA 1 for students from Ireland). An integral part of the programme is the school-based work.

Careers
There is the opportunity to work towards a further professional qualification in the field of Education both within schools and in other settings, including progression to a PhD or EdD.

The excellent careers advice provided by personal tutors has encouraged many of our graduates to successfully apply for leadership roles working with hearing impaired children and young people. These include: specialist teachers, educational audiologists, teaching assistants, speech and language therapists, youth workers, social workers, counsellors and BSL interpreters.

Entry requirements
Applicants are required to have a first degree or diplomas or five years of relevant professional experience, training or other relevant qualifications. Additionally, candidates wishing to gain recognition from the Department of Education as a qualified teacher of the deaf must already be qualified to teach learners in England (from 0 to 25 years of age) and are expected to have a minimum of two years teaching or other appropriate professional experience prior to commencing the programme, but, in exceptional circumstances, applications will be considered from those who do not meet this criterion.

For more details about our entry requirements, please visit www.birmingham.ac.uk/hearing-impairment

How to apply
Applications can be made at www.birmingham.ac.uk/hearing-impairment

Dr Emmanouela Terlektsi
Tel: +44 (0)121 414 4876
Email: m.e.terlektsi@bham.ac.uk

LEARN MORE

For more information about the programme and to see our fees please visit: www.birmingham.ac.uk/hearing-impairment
Teaching English as a Foreign Language (TEFL)

MA/PGDip/PGCert

Full-time and part-time

This programme offers a unique opportunity to study for a qualification which links teaching English to wider issues of school-based education. It is ideal for those who want to deepen their knowledge and understanding of current debates in the teaching and learning of English as a Foreign Language and further develop their practical language teaching skills.

The programme encourages deep engagement with the world of practice through visits to schools in the UK, team-teaching activities and project work. Students enjoy additional opportunities for professional development, including conferences, awards and popular research seminar series in the School of Education’s world-renowned MOSAIC research centre.

Course details

Students on the TEFL programme take six modules and do a dissertation. Compulsory TEFL modules include: Second Language Learning; Communicative Language Teaching; and Language, Discourse and Society. In addition, students take Education Observation, Evaluation and Supervision, which offers an opportunity to observe learning and teaching in British schools; and Practitioner Inquiry in Education, which introduces students to research approaches and methods in education and helps them to plan and carry out their Masters dissertation. Examples of optional modules include Curriculum Design in Global Contexts; Human Rights, Citizenship and the Environment; Personal and Professional Skills for Education Management; Leadership for School Improvement; and Education as an International Issue. These modules provide a strong grounding in theoretical literature as well as appropriate classroom methodology and course design with the opportunity to create bespoke teaching and learning materials.

Assessment

Modules are typically assessed with 4,000-word written assignments in which students are asked to explore a topic of their choice, review relevant literature and collect and analyse some data in a small-scale research project. For some modules, assessment will take the form of a design and evaluation of curriculum or teaching materials. There will be an early opportunity to submit a short piece of written work and receive constructive feedback from the tutor. The dissertation is 15,000 words in length, and encourages students to explore an aspect of TEFL which is personally relevant to them and their teaching contexts. Students typically have five months to complete the dissertation and have an individual supervisor to offer advice and support.

Careers

Graduates have progressed to jobs working as EFL teachers in schools and universities around the world. Some return to their English teaching jobs in their home countries, are promoted to more senior roles within their teaching contexts, or pursue a research qualification (usually a PhD degree) in topics such as second language learning and teaching, bilingual education and multilingualism. Graduates are consistently successful in winning prestigious PhD scholarships and awards and they present their work at international conferences and in publications.

Entry requirements

Applicants are required to have a first degree in a related field (eg, TEFL, education, linguistics), but individuals from a range of educational and professional backgrounds are considered. A clearly demonstrated interest in TEFL is important and while some teaching experience is an advantage, it is not an essential requirement for entry. International applicants will need to provide evidence of English proficiency.

For more details about our entry requirements, please visit www.birmingham.ac.uk/tefl

How to apply

Applications can be made at www.birmingham.ac.uk/tefl

You are advised to apply early to avoid disappointment.

LEARN MORE

For more information about the programme and to see our fees please visit: www.birmingham.ac.uk/tefl

Dr Eleni Mariou
Tel: +44 (0)121 414 8066
Email: e.mariou@bham.ac.uk
This programme is for recently qualified teachers who are interested in continuing their professional development. Successful completion can allow a student to progress to the MA in Teaching Studies.

Course details
The three modules allow students to identify and investigate aspects of professional practice as qualified teachers with the aim of improving that practice.

- Investigating my work with learners creates the opportunity to investigate teaching in relation to numerous issues. For instance (this is not intended to be an exhaustive list) behaviour management; motivation; being a class teacher in a primary school; being a form tutor in a secondary school; rewards and sanctions; mixed ability classes; set/streamed/banded classes; more/less able learners; older/younger learners.

- Investigating my subject teaching focuses on a student’s work as a subject teacher and how lessons are created, along with other opportunities for learners to learn the subject most effectively. Teaching can be investigated in relation to numerous issues. For instance (this is not intended to be an exhaustive list) teaching specific aspects of a subject such as key concepts or essential subject skills and understanding; evaluating a series of lessons/scheme of work; balancing teaching to the test with broader subject learning; creating subject learning through science or technology experiments/field visits/sports competitions; subject teaching in a primary school.

- Investigating my work as a member of a school team will normally centre on a student’s work with other staff in their school and how this work can contribute to overall school improvement. The module creates the opportunity for students to investigate their work in relation to numerous issues. For instance (this is not intended to be an exhaustive list) being part of a subject/pastoral/other team; engaging with parents; engaging with the local community; working on extracurricular activities such as trips, sport and cultural activities.

The course runs as a one-year programme and commences in September and ends in July. Three modules are undertaken in succession. The modules are taught on Saturdays as follows:

PGDip Teaching Studies 1: Investigating my work with learners
- September: 1 x Saturday
- October: 2 x Saturday
- November: 1 x Saturday
- January: Assessment Deadline

PGDip Teaching Studies 2: Investigating my subject teaching
- January: 1 x Saturday
- February: 2 x Saturday
- March: 1 x Saturday
- April: Assessment Deadline

PGDip Teaching Studies 3: Investigating my work as a member of a school team
- April: 1 x Saturday
- May: 2 x Saturday
- June: 1 x Saturday
- July: Assessment Deadline

Assessment
Assessment is typically comprised of one 4,000-word written assignment per module. Students attend regular lectures and seminars as detailed in the course structure and have access to a wide range of library and online learning resources. Formative feedback throughout the module includes appropriateness of focus; literature base; chosen research methods; data collection; analysis and conclusions; critical evaluation, impact on professional practice and self-evaluation.

Entry requirements
Applicants should be practising teachers who are required to have a first degree and a PGCE with QTS at Masters level. For primary school teachers a first degree classification of 2:2 or higher is necessary. All applications are subject to academic reference and a potential candidate will need the support of their headteacher.

For more details about our entry requirements, please visit [www.birmingham.ac.uk/pgdip-teaching-studies](http://www.birmingham.ac.uk/pgdip-teaching-studies)

How to apply
Applications can be made at [www.birmingham.ac.uk/pgdip-teaching-studies](http://www.birmingham.ac.uk/pgdip-teaching-studies)

Dr Joanne Cliffe
Tel: +44 (0)121 414 4866
Email: teachingstudies@contacts.bham.ac.uk

LEARN MORE
For more information about the programme and to see our fees please visit: [www.birmingham.ac.uk/pgdip-teaching-studies](http://www.birmingham.ac.uk/pgdip-teaching-studies)
The modules listed on the website for these programmes may unfortunately occasionally be subject to change. As you will appreciate key members of staff may leave the University and this necessitates a review of the modules that are offered. Where the module is no longer available we will let you know as soon as we can and help you make other choices.

This leaflet was written several months in advance of the start of the academic year. It is intended to provide prospective students with a general picture of the programmes and courses offered by the School. Please note that not all programmes or all courses are offered every year. Also, because our research is constantly exploring new areas and directions of study some courses may be discontinued and new ones offered in their place.