POSTGRADUATE OPPORTUNITIES
ON CAMPUS AND DISTANCE LEARNING
FT AND PT OPTIONS
The original Department of Education was founded in 1896 and became the School of Education in 1947. We are now home to a number of departments and research centres, operating at the forefront of UK and global education matters. 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. We are an international leader in education and have a history of top rated research. With programmes operating from the UK and Dubai campuses as well as online distance programmes, we are a truly global-reaching community.

**MASTERS AND PROFESSIONAL DEVELOPMENT PROGRAMMES**

We offer 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. We recognise 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**

Our programmes 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.

We offer a wide variety of Initial Teacher Education, Masters, Professional Development and Postgraduate Research Programmes, in addition to specialist training and expertise in many areas of educational practice and policy, including: Autism; Bilingualism in Education; Character Education; SENCO; and Teaching English to Speakers of Other Languages (TESOL).

**POSTGRADUATE RESEARCH PROGRAMMES**

We provide 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

Our School of Education building 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 and support available 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, 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/PGDip/PGCert/BPhil/AdCert
Part-time by distance learning

These part-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 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
- Special Studies Project

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

For information about our optional modules, please visit: www.birmingham.ac.uk/autism-children or www.birmingham.ac.uk/autism-adults

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.

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

Autism (Children)
Tel: +44 (0)121 414 6982
Email: autismchildren@contacts.bham.ac.uk

Autism (Adults)
Tel: +44 (0)121 414 7486
Email: autismadults@contacts.bham.ac.uk
Autism Spectrum (WebAutism)

UCert

Part-time by distance learning

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

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

How to apply

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

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

Dr Andrea Macleod
Tel: +44 (0)121 415 8442
Email: webautism@contacts.bham.ac.uk
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 programme students will have a better understanding of the theory that underpins successfully working with bilingual learners, and be able to put this theory into practice, developing more effective classroom practices with EAL learners in their particular educational setting.

Course details
The programme aims to develop students’ skills in assessing and meeting the needs of bilingual learners who are learning English as an additional language. The aim is for students to develop effective working practices to support bilingual learners, based on theoretical knowledge and understanding. Students on the programme can choose to study for the Postgraduate Certificate (PGCert), Postgraduate Diploma (PGDip) or Masters (MEd). Each qualification takes a year to complete. All students 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 regional tutor and will be part of a regional tutor group, which meets on a regular basis. Study is supported through online materials, tutorial groups, telephone and email contact. Students are encouraged to share their experiences and learn from each other. There is a University-based programme launch day in September.

Modules
PGCert – Year One:
- Introduction to Bilingualism in Education
- Academic Language and Learning for Bilingual Learners
- Teaching and Learning in EAL

Second Year:
PGDip – Year Two:
- 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

MEd – Year Three:
- The PGDip can be extended to a MEd with the completion of a 15,000-word dissertation based on the student’s own research

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.

However, it is essential to have professional access to working with learners with English as an additional or second language 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/bilingualism-education

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

Dr Elizabeth Chilton
Tel: +44 (0)121 414 3589
Email: bilingualism@contacts.bham.ac.uk

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

MA

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. 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
- History and Politics of Character Education

Second year:
- Character Education Interventions in Schools and Organisations
- Character Education Leadership in Schools and Organisations
- The Virtuous Practitioner

Third year – Dissertation:
- A 15,000 word dissertation on a topic related to character education and likely to have been covered in one of the taught modules

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

Dr Tom Harrison
Tel: +44 (0)121 414 4812
Email: charactereducation@contacts.bham.ac.uk

www.birmingham.ac.uk/character-education
The MA Education and MA Education (pathway) programmes are aimed at students who want to develop their capacity to critically engage with education as a complex, diverse, and continuously changing field. Students on this programme have the option of either studying a broad range of modules for the MA Education degree, or following one of our four specialist ‘pathways’ that are drawn from the School of Education’s principle research areas: Comparative and International Perspectives, Inclusion and Disability, Education Leadership, and Social Justice – leading to a MA Education (named pathway) degree. All of our programmes are underpinned by cutting-edge theoretical and methodological understandings that emphasise the applicability of knowledge, and thus offer students ample opportunity to draw upon their own experiences in offering solutions to contemporary educational problems.

Course details
Both MA Education non-pathway route and MA Education (pathway) students benefit from:
- A world-class research environment, including access to outstanding Research Centres, to including the Autism Centre for Education and Research (ACER); the Centre for Research in Race and Education (CRRE); the Domus Centre for Interdisciplinary Research in Histories of Education and Childhood; and the Vision Impairment Centre for Teaching and Research (VICTAR).
- Being taught/supervised by research-active staff that are leading academics in their field.
- Regular school-wide guest lectures, seminars and research events.
- Joining a stimulating and supportive community of scholars that share a commitment to social justice and educational equity.

The MA Education programme has been designed for those who want to develop creative and critical approaches to education problems, and will especially appeal to those with professional and research interests in Education as a multi-faceted and complex socio-political field, across a broad range of contexts.

Due to the breadth of our programme offerings, the course attracts a diversity of students including educationalists and education leaders, policy makers and those working in the justice system, youth and community workers, those working in charities and non-governmental organisations, and recent graduates of social science programmes, from across the globe, whether you decide to take a specialist pathway route or not, all MA Education students can be assured that the module content they receive will be designed and taught by experienced research-active specialists who have knowledge of contemporary research in the field.

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 equity in local, national and global contexts.

Whether you decide to take a specialist pathway route or not, all MA Education students can be assured that the module content they receive will be designed and taught by experienced research-active specialists who have knowledge of contemporary research in the field.

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 equity in local, national and global contexts.

Modules
Students on the MA Education (non-pathway) and MA Education (pathway) programmes study the following core modules:
- Education, Policy and Society
- Researching Education
- Dissertation

Students on the non-pathway and pathway programmes will also choose two option modules from the following:
- Human Rights, Citizenship and the Environment
- Language, Discourse and Society
- Special Educational Needs of Children with Autism
- Curriculum and Approaches for Children with Autism
- Disability and Inclusive Development
- Education Policy and Improving Schools
- Curriculum Design in Global Contexts
- Personal and Professional Skills in Education Management
- Education, Observation and Evaluation

MA Education (non-pathway) students can select the remaining two module options from any of the ‘pathway compulsory modules’ listed over.
MA Education (Named Pathway)
Students interested in pursuing a greater disciplinary specialism are encouraged to follow one of our four specialist MA pathways, leading to an MA Education (named pathway) degree.

In order to graduate from one of the specialist pathways, students are required to study the core modules and two option modules, and both compulsory modules as listed in each pathway.

MA Education (Comparative and International)
The Comparative and International pathway provides students with an opportunity to gain an international perspective on education, and to critically reflect upon education in different parts of the world, and as a global phenomenon. Studying the meme 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.

Pathway Compulsory Modules
- Education as an International Issue
- Human Rights, Citizenship and the Environment

MA Education (Disability and Inclusion)
On the Disability and Inclusion pathway, students will explore key international debates and solutions associated with educational policy and practice in the areas of inclusion, disability and special educational needs (SEN). Educational placement, curricula, pedagogy, and assessment are also critically explored in relation to different contexts (including reference to different SEN groupings). We also have available two optional modules in the area of autism education for students who wish to further specialise.

Pathway Compulsory Modules
- Cross Cultural Issues in SEND
- Inclusion: Individual and Group Differences

MA Education (Leadership)
On the Leadership pathway students will study the skills, knowledge and characteristics of effective educational leaders, and examine how leaders can improve schools. Students engage with cutting-edge research in the fields of educational effectiveness, improvement and leadership; examine issues in real schools and improvement projects; and hear from outstanding educational leaders.

Pathway Compulsory Modules
- Understanding School Improvement
- Leadership for School Improvement

MA Education (Social Justice)
The Social Justice pathway provides students with an opportunity to engage with cutting-edge research pertaining to education and social justice, and explore key sociological, philosophical and political debates pertaining to power, equity and citizenship, including: cosmopolitanism, globalisation, human rights, migration, displacement, racism, xenophobia, structural inequity, and alternative forms of education as a form of agency, activism and resistance.

Pathway Compulsory Modules
- Education and Social Justice
- Alternative Approaches to Education

Assessment
The MA Education Programme Director and Programme Pathway Leaders 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 and 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
The MA Education programmes have been specially developed to appeal to graduates of social science disciplines and professionals seeking job opportunities in sectors requiring a broad range of education-focused knowledge and analytic skill. Graduates of the MA Education and MA Education (pathway) programmes also have the flexibility to use modules to progress to postgraduate research programmes, or may wish to consider job opportunities in sectors requiring knowledge of domestic and international policy, education leadership and practice, inclusion and social justice, and school improvement.

Entry requirements
A good Honours degree in a relevant discipline is normally required for the MA Education programmes (or equivalent if you were educated outside the UK).

Applications are also encouraged from those without a relevant or good Honours degree, but who have three years or more relevant work experience.

For international entry requirements please visit our website.

For more details about our entry requirements, please visit www.birmingham.ac.uk/maeducation
Education of Learners with Multisensory Impairment (Deafblindness)

MEd/BPhil/PGDip/PGCert/AdCert

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 or 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.

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

How to apply

Applications can be made at www.birmingham.ac.uk/multisensory-impairment

Dr Liz Hodges
Tel: +44 (0)121 414 4873
Email: multisensoryimpairment@contacts.bham.ac.uk

LEARN MORE

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

The core modules for both routes are:
- 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/SL/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

Dr Maria Reraki
Tel: +44 (0)121 414 4832
Email: languageliteraciesdyslexia@contacts.bham.ac.uk

www.birmingham.ac.uk/language-literacies-dyslexia
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 to Vision Centre for Teaching and Research.

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.

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). This award is 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.

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

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
Email: visionimpairments@contacts.bham.ac.uk
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 Diploma or five years of relevant professional experience, training or other relevant qualifications.

This programme recruits international 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. Combined taught sessions ensure that part-time practising teachers from the West Midlands and full-time international and UK students benefit from learning together.

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

Dr Tom Perry
Tel: +44 (0)121 414 4856
Email: t.w.perry@bham.ac.uk

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

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

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
Educational Leadership

MEd
Full-time or part-time on campus

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

Programme overview
The MEd Educational Leadership programme provides a distinctive, evidence-focused programme which builds on the National Professional Qualifications (NPQs) and develops capacity for leadership and expert practice in schools.

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 enhance your ability to lead school improvement by using research and evidence to develop, and in some cases, challenge current practices.

On the programme you will:
- Engage with leading academics and expert local school leaders
- Be part of a research-informed community which harnesses cutting-edge and seminal research literature and conducts research and enquiry to review and improve practice and school improvement initiatives
- Develop capacity for rigorous and critical analysis of evidence from research and evidence from practice in improving schools
- Develop your own specialist areas of expertise through research, leadership enquiry and other practice-focused assignments

Assessment and Delivery:
Assessment consists of a combination of academic and school-based assignments and a dissertation, all designed to be tailored by you for your own subject specialism, phase and professional interests.

The blended learning format includes a combination of distance learning and face-to-face seminars. Distance learning content includes short research and study skills modules which support the core modules outlined below.

Students with accredited prior learning typically register for their dissertation in the second year, after completing all core modules.

Entry Requirements
- This is a ‘fast track’ programme which requires an NPQ Qualification completed in the last 5 years
- A good first degree, diplomas or other relevant qualifications are required

We are offering a Degree Apprenticeship route onto this programme for September 2020 entry.

To learn more about the MEd Educational Leadership (Degree Apprenticeship route) please contact our Degree Apprenticeships Manager, Mr Sam Hickman.

Email: degreeapps@contacts.bham.ac.uk

Modules overview for part-time students
Below is an overview of modules by term, by year, for part-time students.

<table>
<thead>
<tr>
<th>Year of Study</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understanding School Improvement (20 credits)</td>
<td>Leadership for School Improvement (20 credits)</td>
<td>Leadership Enquiry (20 credits)</td>
</tr>
<tr>
<td>2</td>
<td>Educational Policy and Improving Schools (20 credits)</td>
<td>Dissertation (40 credits)</td>
<td></td>
</tr>
</tbody>
</table>
Severe, Profound and Multiple Learning Disabilities (SPMLD)
MEd/PGDip/PGCert/AdCert/BPhil
Part-time by Distance Education

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 theories, interventions and research on children and adults with severe, profound and multiple learning disabilities in order to develop your own practice but also improve the setting you work at.

Course details
The SPMLD programme is about the learning and development of children and adults with severe, profound and multiple learning disabilities, particularly on the areas of cognition and communication.

A central theme is multi-agency collaboration and students are expected to develop and reflect on their collaborative work as part of the course. All assignments are grounded in reflective and evidence-based practice and are driven by the individual professional development needs of the students and their settings.

More precisely, the programme aims to:
- enable students to explore systematically, critically and in-depth, aspects of educating children and adults with SPMLD that are relevant to their own practice
- provide the support needed for students to analyse critically and improve their own theory and practice with children and adults with SPMLD
- encourage participants to evaluate critically and develop their collaborative work across disciplines and agencies
- facilitate participants in developing rigorous evidence-based practice.

Modules
Each of the three core modules covers five themes related to the education of learners with severe, profound and multiple learning disabilities (SLD/PMLD). Each core module is worth 20 credits. Successful study of the three modules will lead to either AdCert (H level) or PGCert (M level).

- SLD/PMLD: Reflective Practice
- SLD/PMLD: Enhancing Quality
- SLD/PMLD: Developing Innovations

Students who wish to carry on and gain a PGDip will need to complete a practical project (Special Studies) and an optional module.

Students who pursue an MEd will need to complete an extended project (Special Studies in Special Education) 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 activities and read beyond the topic of their assignments 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 disabilities 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 disabilities. 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

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

Dr Lila Kossyvaki
Tel: +44 (0)121 414 3464
Email: spmld@contacts.bham.ac.uk
‘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 DISABILITIES
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 will provide you with an increased knowledge and understanding of SEBD and the relationship between 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; and a special focus on ADHD. The programme reflects 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 the needs, and how to reflect upon professional experience to promote effective 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.

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

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

For more information about the programme and to see our fees please visit:

www.birmingham.ac.uk/sebd

Neil Hall
Tel: +44 (0)121 414 4841
Email: sebd@contacts.bham.ac.uk
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 school 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

Graeme Dobson
Tel: +44 (0)121 414 3805
Email: senco@contacts.bham.ac.uk

For more information about the programme and to see our fees please visit:
www.birmingham.ac.uk/senco
Leadership of Educational Inclusion

MEd
Part-time

The part-time Leadership of Educational Inclusion programme is designed for you to make a difference in schools through leadership that is focused on inclusive learning. The knowledge and experience you will gain from this programme will place you in an ideal position to inform 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. This route is for teachers in the West Midlands and is taught on Saturday and twilight sessions. It is designed to complement our National Standards SENCo Programme which is the compulsory first year.

Course details
The Leadership of Educational Inclusion programme is designed for those who are aiming to make a difference in schools through leadership that is focused on developing inclusion in educational settings. 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.

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 administrating authorities. Leadership may be in form of direct responsibility for organisational strategy and practice or it may come in form of leading professional development.

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

Graeme Dobson
Tel: +44 (0)121 414 3805
Email: senco@contacts.bham.ac.uk
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.

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

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

Dr Emmanouela Terlektsi
Tel: +44 (0)121 414 4876
Email: hearingimpairment@contacts.bham.ac.uk
TESOL Education
MSc/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 education. It is ideal for graduates with no, or minimal, experience of teaching English who want a strong grounding in practical language teaching skills, and in language learning and teaching research.

The TESOL Education programme takes a practical approach and encourages deep engagement with the world of practice through visits to schools in the UK, team-teaching activities and project work. Students also develop strong grounding in the latest cutting-edge developments in language learning and teaching. The programme offers additional opportunities for professional development, such as research seminars in the School of Education’s world-renowned MOSAIC centre for research on multilingualism. Students are supported in their studies to become TESOL professionals, competent educational researchers, and active members of the international academic and professional TESOL community.

Course details
The TESOL MSc consists of three core modules and three optional modules plus a dissertation. The PGDip (Postgraduate Diploma) consists of six modules without dissertation. The PGCert (Postgraduate Certificate) consists of three modules. The compulsory modules for all programmes are: Second Language Teaching Methodology; Second Language Learning. 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. MSc students also take Researching Education, which introduces research approaches and methods in education and helps students to prepare for their dissertation. Popular optional modules include Language, Discourse and Society; Education Observation, Evaluation and Supervision; Curriculum Design in Global Contexts; Education as an International Issue; Language, Discourse and Society; Education Observation, Evaluation and Supervision; Curriculum Design in Global Contexts; Education as an International Issue; Language, Discourse and Society; Education Observation, Evaluation and Supervision; Curriculum Design in Global Contexts; Education as an International Issue.

Other optional modules (subject to availability) include Curriculum Design in Global Contexts; Leadership for School Improvement; Education as an International Issue; Education Policy and Improving Schools. Modules typically provide three contact hours a week for a semester. Teaching is research-led, and all tutors are actively researching language learning or teaching.

Modules
Core modules include:
- Second Language Teaching Methodology
- Second Language Learning
- Researching Education (MSc only)

Optional modules include among others:
- Language, Discourse and Society
- Education Observation, Evaluation and Supervision
- Curriculum Design in Global Contexts
- Education as an International Issue

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 English Language teachers in schools and universities around the world. Some pursue a research qualification (usually a PhD degree) in topics such as second language learning and teaching, bilingual education and multilingualism.

Entry requirements
Applicants are required to have a first degree in a related field (eg, education, English, linguistics), but individuals from a range of educational and professional backgrounds are considered. International applicants will need to provide evidence of English proficiency.

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

How to apply
Applications can be made at www.birmingham.ac.uk/tesol-msc

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/tesol-msc

Dr Eleni Mariou
Tel: +44 (0)121 414 8066
Email: e.mariou@bham.ac.uk
Teaching Studies

PGDip
Part-time

This programme is open to qualified teachers who are interested in continuing their professional learning. Those who already hold the UoB PGDipEd (QTS) (120 credits) can apply directly to the MA Teaching Studies programme. Teachers with PGCE (QTS) (60 credits) should apply to the PGDip programme. On successful completion of the PGDip students can progress to the MA qualification.

Course details
The three PGDip 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. Teaching is planned to accommodate full time teachers in schools.

PGDip Teaching Studies 1: Investigating my work with learners
January: Assessment Deadline

PGDip Teaching Studies 2: Investigating my subject teaching
April: Assessment Deadline

PGDip Teaching Studies 3: Investigating my work as a member of a school team
July: Assessment Deadline

Assessment
Assessment of the PGDip 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.

Careers
PGDip Teaching Studies graduates can progress to the MA Teaching Studies programme. Continuing professional development aids teachers’ prospects for promotion.

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.
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.