POSTGRADUATE PROFESSIONAL DEVELOPMENT PROGRAMMES

School of Education

Opportunities to study full or part time master’s and doctoral level qualifications related to your professional situation.
Our expertise will fuel your passion for teaching and as a large, diverse and vibrant School of Education we will bring exciting and challenging insights into academic and policy research that will shape your career.

Under the guidance of experienced practitioners as well as published researchers, you will develop your professional knowledge, expertise, and capacity for critical enquiry. We offer a flexible route to master’s study to suit your professional and individual circumstances. The modular organisation of our programmes allows you to construct different pathways of either full-time or part-time study and enables you to undertake study related to your professional situation.

Pathways to success: Your route to a master’s degree

**POSTGRADUATE CERTIFICATES**

The modular organisation of our professional development programmes allows you to construct different pathways of study to meet your professional needs.

We offer a wide range of three module Postgraduate Certificates specifically designed for part-time students who are also working full-time. Sessions typically run in the evenings, from 5.00 – 8.00pm, with some online discussions. We offer the following Postgraduate Certificates:

- Artist Teacher Scheme
- Challenging Behaviour
- Childhood and Youth Studies
- Children’s Literature
- Early Childhood
- Teaching English as an Additional Language
- Further Education
- National Award for SEN Coordination
- TESOL
- Working with Children with Literacy Difficulties

Additionally, we offer a 60 credit PGCE without QTS programme that has been designed specifically for teachers who have already achieved QTS or who are enrolled on a QTS programme with one of our partner schools.

The three module Postgraduate Certificates are equivalent to 60 credits. Studying a further three modules (60 credits) and successful completion of a Dissertation (60 credits) will give you the 180 credits needed for an MA in Education.

If you do not want to commit to a Certificate, you can also elect to study a single module with us as an Associate Student.

Alternatively you can join the MA Education straight away. In addition to the validated modules for the programme, two modules can be taken from other master’s level programmes or through independent study.

**MA EDUCATION**

The **MA Education** is normally completed over one year full-time, or three years part-time, although part-time students can finish in two years in negotiation with the programme leader.

**ON THIS COURSE YOU WILL**

- Follow a flexible programme of study designed to meet your needs
- Accredit prior learning which has taken place within the last five years
- Become up to date with recent research, develop your research skills, and carry out research in your own professional context
- Follow core modules in educational research and undertake a dissertation study in your chosen area of interest
- Select modules which focus on your area of interest such as Leadership and Management, TESOL, or Childhood and Youth Studies. Further modules focus on the aims and purposes of education, the use of evidence and data to inform curriculum and pedagogical design, and inter-disciplinary approaches such as the intersection of neuroscience, philosophy and educational practice

The MA in Education is a modular programme. The full MA award requires the successful completion of nine modules (180 credits) – 6 taught modules and a dissertation (equivalent of 3 modules). Each module comprises 24 hours of online or campus-based class contact time and 176 hours of directed study time.

**Michelle Pugh** completed her BA course in Early Years Education and later went on to complete Early Years Teacher Training at Oxford Brookes. As part of this teacher training Michelle completed an MA module, from which she went on to study for an MA in Education.

Having previously attended Brookes I knew that the subject leaders were very knowledgeable and supportive and I knew I could learn a lot from their experiences. I really like the passion that the lecturers bring; it makes me want to know more.

Oxford has such a friendly atmosphere. The libraries are great – and almost everywhere has Wi-Fi. I am currently a reception class teacher, and I hope to go on into a leadership role in the future. I think studying at Brookes will give me the knowledge I need to progress in my employment. Employers seem to always look at the qualifications you have and what this could bring to their establishment, for example, I completed a leadership module and my school were very interested in this.

The staff at Brookes seem to know a lot about the modules they teach as well as keeping up to date with current issues/research within their fields. They are more than willing to help when needed.

Oxford Brookes has really made me want to learn more and helped me grow; the staff are really helpful and very experienced and are willing to share these experiences with you to benefit your work. The MA course is very interesting with lots of different elements to choose from. I’m looking forward to seeing what else I can learn.
The MA in Education programmes are designed for experienced teachers, lecturers and educational managers in primary, secondary, further and higher education, and for other professionals working in education. We offer five pathways:

**MA Education** – for those wishing to specialise and develop their professional knowledge and explore how research can inform educational practice, curriculum design and the examination of aims, purposes and values across a range of formal and informal contexts.

**MA Education: Leadership and Management** – for those interested in the development of critical enquiry and reflection in the field of educational leadership and management.

**MA TESOL** – for professionals who have a special interest in working with learners of English as an additional, second or foreign language.

**MA Childhood and Youth Studies** – for those wishing to pursue, or develop further, their skills and careers as practitioners or researchers working with children and young people or providing services for them.

**MA Higher Education** – for practitioners working in a higher education context, including lecturers, learning technologists, administration and student support, librarians.

There is flexibility between pathways, so that if you wish you can select and mix modules, for example in Childhood and Youth, TESOL and Leadership and Management.

**TESOL PROGRAMME**

Our MA in Education (TESOL) is designed for professionals who have a special interest in working with learners of English as an additional, second or foreign language. The programme caters for professionals working at primary, secondary and tertiary levels, in state and private sectors. Materials and assessments allow you to fine-tune the course to your own individual teaching context.

**COURSE CONTENT**
The course covers the full syllabus typical of a master's in TESOL, including:

- Language description
- Language acquisition
- Language pedagogy

In addition you select a practice-based option focused either on the teaching of young learners or adults. As an MA in Education (TESOL) student you also have the option of tailoring your programme of study to focus on schools, colleges, private institutions or Higher Education. The integration with the MA in Education gives you a wide range of career opportunities in the educational field and our graduates have gone on to become head teachers, curriculum developers, educational consultants, educational publishers and teacher trainers.

You can choose to study either 100% by distance, 100% on-campus, or to mix the modes of study by spending one semester or more on campus.

**MA CHILDHOOD AND YOUTH STUDIES**

The MA in Education: Childhood and Youth Studies is designed for practitioners working with children in a range of contexts (for example, children's services/education/health) or those intending to work in, manage or carry out research in those settings.

Childhood and Youth Studies addresses the span of childhood from birth to 18. Through the course we explore alternative conceptions of childhood and consider children's lives and experiences through the social, economic, technological and global contexts in which they are situated. We also explore the expanding role of services for children and the challenges this provides for practitioners and policy makers.

**COURSE CONTENT**

All students complete a module in educational research and undertake a substantial piece of independent research (the dissertation) in their final year. You can choose optional modules from a selection that includes:

- Children's Imaginative Worlds
- Children and Young People’s Spaces and Places
- Conceptions of Childhood
- Learning and Development in Childhood
- Working with Children, Young People and their Families

**MA EDUCATION / MA EDUCATION: LEADERSHIP AND MANAGEMENT PROGRAMMES**

**COURSE CONTENT**

All students complete a module in educational research and undertake a substantial piece of independent research (the dissertation) in their final year. You can choose optional modules from a selection that includes:

- Diversity and Achievement
- Leading and Managing People in Education
- Leading Change in Education
- Action Research
- Learning, Pedagogy and Technology
- Knowledge, Power and Curriculum
- Mind and Brain
- Philosophy and Policy of Higher Education

**COURSE ASSESSMENT FOR MA EDUCATION PROGRAMMES**

Assessment is based on coursework. This includes a variety of methods, such as reports, essays, portfolios, projects, investigative research, seminars, online discussion and group work. Assignment tasks are designed to take account of your teaching context and professional interests. Your Academic Advisor will offer guidance about your overall progression and specific programme needs.

The module leader for each module runs campus and online tutorials and discussions, and gives you detailed feedback on your assessment. You will also be allocated a tutor for your dissertation, once you have a clear focus for your research. Distance and campus students are also encouraged to study together through online tasks and discussions.
DOCTOR OF EDUCATION

The Doctor of Education (EdD) is a professionally-focused, cohort-based doctorate, aimed primarily at experienced professionals working in education, health and related fields and who have a minimum of four years’ experience.

The course is an opportunity to pursue doctoral study in the context of your professional role, combining taught courses with independent research. Your work will enable you to develop and use advanced research skills and so become an independent, reflective and competent researcher.

The programme of study is structured specifically to meet the needs of people who are in employment. The taught element of the programme will take place on 6 or 7 Saturdays, throughout the year, normally at the Harcourt Hill campus.

The independent research component is supported by two specialist supervisors from the School of Education and (if appropriate) other departments in the university, who will help you to develop a research project in your chosen field.

The course is part-time and takes between 4 – 7 years to complete.

COURSE CONTENT

In the first two years of the EdD, there are a number of master’s level modules to start your journey to doctoral work.

YEARS 1 AND 2

Research 1: Paradigms and Research 2: Methods: Two modules that will enhance your awareness of the methodological perspectives that inform social and educational research. Discussion of the main debates between the various traditions of enquiry will be followed by in-depth discussions of relevant research methods.

Writing for Academic Practice 1 and 2: These two modules will develop your writing skills and help you to write for publication.

Learning, Culture and Society (triple module): In these modules you will engage in significant educational conversations and debates that cut across schooling, further and higher education and a range of professional educational contexts and you will undertake a small research project or a substantive literature review.

Investigating Complexity (double module): At doctoral level these modules will help you develop a conceptual framework which you can use in your thesis.

YEARS 3-5

Preparing your Research Proposal

In this module you will have advice on the selection of a thesis topic. You will be asked to present your proposal to your fellow students. You will also be supported in preparing your proposal for Registration with Oxford Brookes University’s Research Degree Committee (RDC).

Thesis (continues in Years 4 and possibly 5)

You will be allocated a team of 2 supervisors who will support you as you undertake your research and write your thesis.

Your thesis will be about 50,000 words in length and will focus on a specialist area of your choice. It will make a distinct contribution to knowledge in the field of study and demonstrate your capacity for original, autonomous research. Support in writing your thesis is provided through meetings with your assigned supervisors and through regular thesis workshops.

ALUMNUS DISCOUNT SCHEME

Oxford Brookes is pleased to recognise the personal loyalty shown by graduates/alumni registering for additional postgraduate degrees. If you have graduated from Oxford Brookes University and wish to stay on or return for an additional degree e.g. an undergraduate student who then studies for a taught master’s course, you are entitled to a discount of 10% of your yearly tuition fee on registration.

FEES

Fees are reviewed annually – please consult course entries on our website for up-to-date information at: www.education.brookes.ac.uk

HOW TO APPLY

Follow the links on our course pages at: www.education.brookes.ac.uk

CENTRE FOR EDUCATIONAL CONSULTANCY AND DEVELOPMENT

We offer applied, research-informed consultancy from short focused interventions to broader, whole school solutions. Alongside our consultancy services we offer a series of continuing professional development training courses, which are held at our Harcourt Hill campus or can be run in your school. For further information about the CECD visit: www.education.brookes.ac.uk

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SCHOOL OF EDUCATION

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If you are interested in learning more about the EdD you can attend one of our taster sessions which are held regularly throughout the year. Please see our website for details:

www.brookes.ac.uk/courses/postgraduate/doctor-of-education