



School of Education

Master's programmes



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This leaflet contains information for students planning to start university in autumn 2020. We have made every effort to ensure all details are correct at the time of going to press (October 2020). However, since this information is subject to change, you are advised to check the University's website, bristol.ac.uk/study/postgraduate, for the latest updates.

Why study MSc Education at Bristol?



The School of Education has a proud history of over 100 years of education and learning. We are a research-intensive university, and you will be taught by people who are at the forefront of their research fields. In our Master's courses you will learn about contemporary research as it relates to educational policy and practice, and also about how to become an educational researcher yourself. Our world-leading teaching is grounded in our research but also in our experience and practice as educators. Many of us have previously worked as teachers in schools and other educational institutions, as well as having experience in researching and working on learning initiatives in a variety of settings outside school such as museums, galleries, care homes for older people and youth work environments. These areas of expertise enable us to shape debates, policy and practice in ways that benefit teachers, learners, parents and policy makers both within the UK and globally.

Our Master's level teaching is thereby informed by the latest research of experts in the field of education, and we would welcome you to join our international learning community. We have a diverse cohort of students studying with us from a wide range of different cultures, backgrounds and with differing experiences of education and learning. We create a learning environment in the School of Education where everyone is valued for what they bring with them in terms of knowledge, expertise and values.

We offer a unique portfolio of Master's courses which are outlined in further detail in this booklet. These reflect the expertise of our staff, who are leaders in their fields. Our flexible offer enables you to select a course and portfolio of units that you will be passionate about studying. Our students value the enriching environment and the enthusiasm and expertise of staff and we look forward to welcoming you into this community.

MSc Education



The MSc Education programme offers an exciting opportunity for students to design a tailored programme of study suited to their cultural, learning and professional needs.

Students on this programme will be able to opt to specialise and receive MSc Education awards in the following:

- Policy and International Development
- Leadership and Policy
- Learning, Technology and Society
- Mathematics Education
- Neuroscience and Education
- Inclusive Education
- Teaching and Learning.

Identification of these specialisms will be shown in brackets on your award for example, MSc Education (Leadership and Policy).

In addition, students can design their own pathways by opting not to specialise. Core units can be taken from across the different specialisms and from our bank of optional units in order to follow a tailored programme of study resulting in an award of MSc Education.

Students opting not to follow a specialism can import up to 60 Masters credits (subject to meeting the University eligibility requirements). If you choose to import any amount of credits, please note that you will not be eligible for the postgraduate loan.

Programme aims

This programme aims to develop the student's interest in and knowledge and understanding of:

- Specific theories, ideas and practices, and the relationships between perspectives from different disciplines.
- A range of research methods appropriate for their professional practice.
- The importance of developing clear lines of argument that are underpinned by critical thinking, analysis, synthesis and evaluation.
- The role of reflective practice in the development of professional identity and expertise.
- Complex issues surrounding innovation and change and preparation for employment in changing and varied contexts.
- The skills and abilities required for successful engagement in focussed, professionally relevant independent learning through the production of a supervised dissertation.
- A range of practical and transferable skills.

This programme is offered on both a full-time and part-time basis. Please contact us about our flexible study options.*

*MSc Education (Mathematics Education), MSc Education (Learning, Technology and Society) and MSc Education (Inclusive) are ONLY offered as full-time study.

MSc Education: Policy and International Development Pathway

The Policy and International Development pathway focuses on the relationship between education policy and practice and international development. It probes the influence of global policy agendas on education and the contribution that education makes to social justice, economic growth and sustainable development. In line with the sustainable development agenda, development is treated as an international issue and the pathway considers case studies from countries around the world as well as from within Bristol. It examines formal and informal education through diverse institutions and organisations, including schools, universities and community organisations.

This MSc takes a critical look at ideas about social development, such as human rights, the capability approach, and peace building, and their implications for education policy and practice. There will be opportunities to explore how educational theories and practice travel between and are adapted to specific contexts. You will analyse the role of key organisations involved in the global governance of education, including international agencies, the role of edu-business, and philanthropic organisations.

The Policy and International Development pathway develops skills for using international and comparative research, both in education and in analysing education policy. You will be supported to develop your own reasoned position and distinctive critical voice for commenting on education policy and education's role within social development at international, national, and local levels.



The core units that all students on this pathway will take include the research methods unit, Introduction to Educational Inquiry; International Development, Comparative Research and Education, Education, Peace and Sustainable Development, and Education Policy in a Global Context. Additionally, you will take another 40 credits of optional units and write a 10,000 – 15,000 word dissertation.

'I got the opportunity to explore topics that are interesting to me in great depth.'

(MSc Policy and International Development student 2018-2019)

MSc Education: Leadership and Policy Pathway

The Leadership and Policy pathway is designed both for professionals with experience in leadership in an educational setting, and for those who aspire to a leadership role in the future. The programme consistently attracts an international cohort who, with their unique perspectives and experience, enrich the learning process. On this pathway you will develop a deep and critical appreciation of theory and practice associated with effective leadership. You will also consider the nature of the relationships between education policies and leadership practice, and how these are shaped by global, national and local processes. Specifically, the pathway develops the knowledge, understanding and skills associated with policy analysis, leading and managing people, and promoting social justice through education.

Together with other MSc Education students, you will take the compulsory research methods unit (Introduction to Educational Inquiry) and write a dissertation (10,000 – 15,000 words). You will also take the Quality and Improvement in Education unit, the Education and Policy in a Global Context unit, and the Leading and Managing Change unit, which are all core units on this pathway. For your remaining units (typically two other 20-credit units) you may choose from the wide range offered in the MSc Education course. Options that are particularly relevant for this pathway include the 'Education, Inequality and Social Justice' and the 'Managing People in Education'. Your final choice of units will aim to create a coherent portfolio that suits your individual needs and aspirations.

Please visit our programme catalogue for full details of the structure and unit content of our MSc Education (Leadership and Policy).



'The best thing about this course is that the course material and content is very helpful to build a career in Education.'

(MSc Education – Leadership and Policy student 2018-2019)

MSc Education: Learning, Technology and Society Pathway

Sociotechnical changes create a wide range of challenges and opportunities for educators and those who participate in and support learning around the world. Digital technologies (such as microcomputers, digital games, mobile devices, massive online open courses, artificial intelligence, robots, social media, big data, and virtual or tangible technologies) are increasingly becoming embedded in our societies and being used in both educational settings and our everyday learning.

The Learning, Technology and Society pathway is designed for those who wish to take a critical perspective on the use of technology in diverse educational settings. The pathway content examines the many different contexts in which technologies can influence our social and learning lives and sees learning as lifelong and life-wide. It helps students look critically at current uses of technologies and to build on lessons from the past in order to make informed choices around technological and pedagogical developments. The core pathway units examine the influence of sociotechnical changes on education ('Education in a Time of Social and Technological Change'); the relationship between different technologies and understandings of learning ('Teaching and Learning with Technology') and the importance of understanding how learning technologies are designed ('Designing Technologies for Learning'). In addition to these units, you would also take



the compulsory Introduction to Educational Inquiry, 40 credits of optional units and complete a 10,000 – 15,000 word dissertation on a topic related to learning, technology and society.

Students on this pathway come from varied backgrounds, including teachers, museum educators, community workers and learning technologists working in all levels of educational institutions from many countries around the world. Many students go on to roles as teachers or senior leaders in educational institutions, some take up work as learning technologists in universities in the UK and elsewhere, others use their learning on the programme to pursue roles as designers of digital learning opportunities. A number also choose to go on to study for a PhD at the University of Bristol or other HE institutions, for which we offer significant support.

'The best thing of my course is the opportunity to learn the practical skills through discussions and workshops on how to apply different types of technologies that can support, enhance or improve teaching and learning.'

(MSc Education – Learning, Technology and Society student 2018-2019)

MSc Education: Mathematics Education Pathway

The Mathematics Education pathway allows you to focus your Master's study into subject specific issues of teaching and learning mathematics, across a full range of education phases and contexts. Students of this pathway have generally had some experience teaching mathematics or tutoring. On the core units for this pathway you will be prepared for the challenge of the dissertation, through gaining skills of conducting a literature review, creating a theoretical framework and conducting a small-scale empirical study. The units are designed to allow you to find and follow your specific interests and passions. You will be supported to reflect critically on your own experiences within mathematics education as a learner and a teacher. Through identifying critical incidents, you will find the issues that matter to you and expand your thinking with reference to key literature. Mathematics education as a specific discipline has existed since around the 1960s and you will be given insight to the historical development of ideas through this time. Students on this pathway come from a wide range of background and countries and this mix of international experience allows a rich sharing of ideas and an expansion of possibilities for the classroom. On this pathway theory and practice are closely aligned and you will be consistently invited to consider the implications of your study for classroom practice. Graduates of this course often return to their previous contexts, sometimes with extra responsibilities, or working more with teachers, and some continue onto our PhD programme.

In common with other MSc Education students, you will take the compulsory research methods unit (Introduction to Educational Inquiry) and write a dissertation (10,000 – 15,000 words). The core units are: 'Teaching and Learning Mathematics', 'Curriculum Design and Development School Mathematics', 'Children Learning Mathematics', leaving you two option



choices from the diverse range across the MSc Education programmes offered by the School of Education. The 'Children Learning Mathematics' unit offers the possibility, for some students, of empirical study in a local school. Tutors on the Mathematics Education pathway are all active researchers as well as established teachers. They bring a wealth of experience and expertise in guiding you through the course.

Please visit our programme catalogue for full details of the structure and unit content for our MSc Education (Mathematics Education).

'The units are well-organised, teaching and assessment approaches support student learning well.'

(MSc Education – Mathematics Education student 2018-2019)

'I have learnt invaluable information and it has definitely given me confidence as an educator.'

(MSc Education – Mathematics Education student 2018-2019)

MSc Education: Neuroscience and Education Pathway

Neuroscience is beginning to influence education across the world. This pathway, which can be studied on either a full-time or part-time basis, will provide you with the skills and understanding to interrogate and integrate insights from neuroscience and relate them to education. It is suitable for teachers and practitioners of all subjects and across all ages, including teachers of children with special needs, educational psychologists, education managers, policy makers, and educationalists who are keen to contribute to the research agenda of future cognitive neuroscience and educational neuroscience research. It is for those who want to enrich their thinking and practice with insights about typical and atypical learning from the sciences of the mind and brain. The pathway also provides an excellent foundation for further research studies, such as a PhD, that involve the ideas and methods of cognitive neuroscience in areas related to education and learning.

You will take units on this pathway that introduce you to cognitive neuroscience (Brain, Mind and Education), and its relation to classroom teaching (Cognitive Neuroscience and Classroom Practice) as well units on cognitive psychology (Cognition and Learning), research methods (Introduction to Educational Inquiry) and data analysis (Statistics in Education). You will also write a dissertation on a topic at the interface of neuroscience and education (10,000 – 15,000 words). You may choose the rest of your units (typically two 20-credit units) from the diverse range across the MSc Education programmes offered by the School of Education. Exciting options that are particularly relevant for this pathway include Psychophysiological methods in Educational Research, and also the unit Genes, Society and Education.



'The topics are fascinating, and the teachers are engaging and caring for their students. I received outstanding teaching from leaders in their respective fields.'

(MSc Education – Neuroscience and Education student 2018-2019)

MSc Education: Inclusive Education Pathway

Inclusive education fits in the middle of many overlapping disciplines and is one of the most important challenges facing education today. Whilst there are increasing inequalities, competing political agendas, vested interests, and disciplinary tensions across multiple boundaries this course offers an exciting opportunity to explore and address fundamental questions of diversity and inclusion.

Specifically, the pathway draws upon the lived experiences of disabled people, their self-organisation, user-led campaigns for justice and equality in education. The pathway introduces a fundamental conceptual shift in understanding the purpose and function of education, asking questions about who it benefits and who it excludes. Alongside raising questions about the discrimination and exclusion of disabled people from mainstream society, it explores their active participation in compulsory, further and higher education. It discusses the place of personal experience with reference to the intersectionality between age, gender, ethnicity, religion, sexuality, social class, etc., and takes a cross-cultural perspective. Drawing upon (critical) disability studies within education it is supported by current research, practice and theory. It also explores the policy and legislative context and provides a global perspective, particularly highlighting the issue of social justice, citizenship and human rights.

As part of the MSc Inclusive Education pathway, you will be introduced to 'Controversial Issues in Special and Inclusive Education', then 'How Educational Systems Can Respond to Diversity and Inclusion'; introducing key challenges facing schools, colleges and universities, international equality legislation requiring nation states to respond to inclusive education, critically examining quality improvement frameworks, widening participation and a range of issues



related to creating accessible and enabling spaces and rethinking teaching, learning and assessment in line with socially just pedagogies. You will also be introduced to 'Education, Inequality and Social Justice' which explores the role of education, the barriers and challenges in overcoming inequality and in promoting social justice. This will include philosophical and theoretical perspectives on the relationship between education, inequality and social justice. You will be encouraged to apply insights gained from your own contexts and develop a critical understanding. Alongside MSc Education peers, you will develop your experience in research methods through 'Introduction to Educational Inquiry' and complete a dissertation (10,000 – 15,000 words) in a related topic area. You will have an option to identify additional units (typically two 20-credit units) from a range of units across the MSc Education programmes offered by the School of Education.

MSc Education: Teaching and Learning Pathway

The Teaching and Learning pathway is suitable for students who have a passion for teaching and learning and working with learners in schools and settings across the education sector. On this pathway, you will develop a deep and critical appreciation of theory and practice associated with effectively educating learners, considering the implications of this for classroom practice. It is particularly suitable for those who already hold Master's-level credits from an existing teaching qualification, such as a PGCE, and who want to build on this foundation for their professional development.

In common with other MSc Education students, you will take the compulsory research methods unit (Introduction to Educational Inquiry) and write a dissertation (10,000 – 15,000 words). You will also take the Contemporary Perspectives in Learning unit which is core to the Teaching and Learning pathway. You may choose the rest of your units (typically four 20-credit units) from the diverse range across the MSc Education programmes offered by the School of Education. Exciting options that are particularly relevant for this pathway include Creativity and the Curriculum, Assessment in Schools and Quality and Improvement in Education. Your final choice of units will follow consultation with tutors in order to support you in developing a coherent portfolio of units that suits your individual needs.

Please visit our programme catalogue for full details of the structure and unit content for our MSc Education (Teaching and Learning).



'The best thing about my course is meeting inspiring and motivational teachers. The way they support and encourage students is terrific. It's made learning fun and meaningful.'

(MSc Education – Teaching and Learning student 2018-2019)

MSc Educational Research

The aim of the MSc in Educational Research is to provide the methodological, analytical and practical expertise required to become a competent educational researcher. This is an Economic and Social Research Council-recognised programme, and one of the research training pathways that make up the South West Doctoral Training Partnership.

This MSc will appeal to those who are interested in developing a career in educational research, as well as professionals working in education institutions or organisations that require research knowledge and skills.

Students work towards a Master's qualification, through four core units (Understanding Educational Research; Introduction to Quantitative Research Methods; Introduction to Qualitative Research Methods; and Philosophy and Research Design) and two optional units. In addition, students undertake a 10,000 – 15,000 word dissertation, to cover the required preparatory training for a PhD application. It also provides research training for PhD candidates, who are required to take the four core units (80 credit points).



'I really enjoyed learning new things every week and sharing ideas in group discussions.'

(MSc Educational Research student 2018-2019)

MSc Psychology of Education (BPS)

Our Psychology of Education programme encourages students to interrogate the role of psychological theory and methods in understanding education policy and practice locally, nationally and internationally. Accredited by British Psychological Society (BPS), this MSc conversion programme is designed specifically for individuals who are seeking to achieve Graduate Basis for Chartered Membership (GBC) with the BPS. Students on the programme benefit from our long-standing tradition of high-quality research and teaching in applied psychology.

Through engaging with the programme, you will develop an understanding of how psychological theory and research can inform theory, policy, and practice in education and beyond. You will take units across the core areas of psychology including cognitive, biological, social, developmental, individual differences and research methods, as well as an optional unit in an area of your interest. As part of the programme you will also conduct your own piece of empirical research, in the form of a dissertation (10,000 – 15,000 words)

Following successful completion of the programme, you will be eligible for GBC and to apply for further professional training in psychology. You will acquire a range of transferable skills that are highly desired by employers and relevant to a wide range of careers in which an understanding of human behaviour and/or research methods is relevant.



'This course has interesting content and is taught by passionate and knowledgeable lecturers and tutors. I've enjoyed working with a wide range of people with different background and interests.'

(Psychology of Education BPS student 2018-2019)

MSc Teaching English to Speakers of Other Languages (TESOL)

MSc Teaching English to Speakers of Other Languages (TESOL) is a flexible programme developed for teachers and other TESOL professionals, such as educational administrators, inspectors, materials and curriculum developers, assessment specialists and policy-makers, as well as those planning to undertake doctoral study in TESOL or Applied Linguistics in the future.

We aim to ensure that the content of our programme is conceptually robust and practically relevant. We greatly value the professional experience that participants bring to the course, which we draw upon across our units to develop you as researchers and reflective practitioners. The programme also recognises the importance of developing research skills among our students, which we see both as a means to facilitating access to knowledge construction and a way of improving professional practice through enhanced understanding of the nature of learning and classroom processes.



The core units include: Research Methods in TESOL, Second Language Learning, Analysing Language for TESOL and Pedagogy and Curriculum in TESOL.

MSc TESOL is a successful, long-established programme, and we are very proud of the high attainment, employability, and progression to doctoral study rates of our alumni.

'Many things are exciting about this course: meeting new friends, doing challenging assignments, exploring different perspectives about teaching language, etc. I have learned a lot of new things and some of the course are practical in providing me with various resources for my career.'

(MSc Teaching English to Speakers of Other Languages student 2018-2019)

How will I be supported?

At Bristol you are not on your own, there is always someone to support you. We will help you stay well so you can get the most out of your time here.

Academic

Each student is allocated a personal tutor to help with academic and personal development while you are studying with us. Your personal tutor will get to know you and how you learn, and will help you get the most out of your studies. Your academic personal tutor is your main contact within the School throughout your studies and can offer advice on both academic and personal matters; and signpost you to relevant university support services.

Pastoral

In addition to your personal tutor, you can seek support from the Senior Tutor who has oversight of student welfare within the School.

University Support Services

The University of Bristol is dedicated to student welfare and has a dedicated team of advisors and services that all students have access to (bristol.ac.uk/students/wellbeing).



How to apply



We offer an online application system for all of our programmes, except the Postgraduate Certificate in Education for which you should apply through UCAS.

You can use our online admissions system to:

- submit all your application details securely online and view your completed application form;
- upload supporting documents;
- request references electronically;
- track the progress of your application;
- receive a decision on your application online;
- update your contact details (it is important you tell us if you change your home address or email);
- receive useful information about the University and your application.

If you are unable to make an online application, please contact the Enquiries team on **choosebristol-pg@bristol.ac.uk**.

Funding your studies

Tuition Fees

Each of our postgraduate programmes has a specific cost for tuition. Tuition fees are listed for each programme entry wherever possible (bristol.ac.uk/study/postgraduate/search).

Fees vary between programmes and the amount you pay will depend on whether you are a UK, EU or international student. If you are unsure which fees you should pay, read about how we determine your fee status.

Financial help and support

Our Student Funding Office provides information on studentships, bursaries and scholarships.

We can also advise UK and EU students about postgraduate study loans or applying for a professional career development loan. More information can be found online: bristol.ac.uk/fees-funding/postgraduate

Our Careers Service can help you find suitable part-time or holiday work, and can advise you on your rights. More information can be found online: bristol.ac.uk/careers/find-and-apply



Living expenses

Living expenses are the costs you will need to pay for accommodation, food, utilities, books, entertainment, and so on. As a guide, current postgraduate students might need around £850 to £950 per month in addition to tuition fees. More information can be found online:

bristol.ac.uk/fees-funding/advice/living-expenses

About Bristol

School of Education, 35 Berkeley Square

The School of Education is situated in Berkeley Square, Clifton. It is a short walk from Park Street and Clifton Triangle, which has a range of quirky shops and places to eat.

It is also situated near other university buildings, Wills Memorial Building and the Bristol Museum and Art Gallery.

The School also overlooks scenic gardens of Brandon Hill.

Bristol as a vibrant city

Bristol has been named the best place to live in the UK (The Sunday Times 2017) whereby the city is praised for being 'cool, classy and supremely creative'. Our students always say how much they love the city of Bristol – from its friendly people and fantastic music scene to its vibrant harbourside, green spaces and buzzing centre.



A Lucas Antics mural in the stairwell at the School of Education.

Contact us

If you have any queries about the programme,
please contact:

Student Services Office

Tel +44 (0)117 331 4491

Email ed-masters-admiss@bristol.ac.uk

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