LONDON’S GLOBAL UNIVERSITY

TEACHING MTeach / 2018/19 ENTRY

www.ucl.ac.uk/graduate/learnteach
The Master of Teaching (MTeach) is a higher degree for education practitioners which aims to enhance their professional learning. It provides intellectually challenging and sustained practice-based development opportunities. It includes university-based sessions and mandatory online components.

Degree summary

Using their own experience of everyday teaching and school activities students develop a critical understanding of research and scholarship in teaching and learning, and the changing policy contexts.

UCL Institute of Education has been providing first-class teacher education, in partnership with schools and colleges in the London region for over 100 years. Centrally located in London, we are the preferred choice for Master’s-level professional development for many classroom practitioners.

Participants are all current practitioners who are interested in the classroom as a focus for professional learning. The mixed-mode approach of the programme takes account of the demanding lives of teachers. This means that the MTeach will be comprised of evening and Saturday face-to-face sessions - an average of three per module - and ongoing online discussions.

The programme provides ongoing support through its tutorial group system. This interactive environment fosters the development of a "learning community" based on pedagogical and evidence-based practice.

Teaching is via a combination of face-to-face (including two or three sessions on Saturdays or evenings for most modules) and online learning. The MTeach pathways reflect students’ career stages and/or professional interest. Tutorial groups share and critically analyse professional practice. This process is central to the development of a deeper understanding of subject pedagogy and the ways young people learn. Assessment includes everyday teaching, portfolios, reflective journals and evidence studies.

Degree structure

Mode: Flexible: up to 5 years
Location: London, Bloomsbury

Students undertake modules to the value of 180 credits. The programme consists of both core and optional modules (120/150 credits), and a dissertation/report (60/30 credits). Students can also import up to 60 Master’s-level credits from Initial Teacher Education (ITE) programmes.

A Postgraduate Diploma (120 credits) is offered.
A Postgraduate Certificate (90 credits) is offered.

CORE MODULES

Core Modules are dependent on your MTeach pathway. Pathways include:

- New Teachers (less than 2 years experience)
- Experienced Teachers (more than 2 years experience)
- English Teachers
- Mandarin Teachers (New pathway)

* Please see below for more information re Mandarin

Please contact us for more information about which pathway and core modules would be most suitable.

MTeach Mandarin is a new module which offers participants a platform with opportunities to reflect on their teaching and deepen their understanding of teaching Mandarin Chinese across the primary and secondary sectors.

OPTIONAL MODULES

- Understanding Teaching
- Developing Understanding in English, Media, Drama Studies
- Leading Learning
- Understanding the Teaching and Learning of Chinese Mandarin in Schools
- Concepts and Contexts of Special and Inclusive Education (MTeach SEN pathway)
- Research and Professional Practice
- Professional Development Portfolio 1
- Professional Development Portfolio 2
- Developing Professional Enquiry Skills (SEN)

Students may also select approved optional modules from other IOE programmes.

DISSERTATION/REPORT

All students undertake an independent research project which culminates in either a report (9,000 words for Research and Practice Based Enquiry, or 10,000 words for the Practice Based Enquiry) or a Dissertation (18,000 words for the Research and Practice Based Enquiry, or 20,000 words for the Practice Based Enquiry)
Graduates of this programme are currently working in a range of educational careers. Some are working as teachers, while others have roles in management or as senior leaders. Graduates have also found positions as local authority advisers and within universities.

**Employability**

The programme focuses on teachers’ practice and leadership, and encourages teachers to learn from and with colleagues in other schools. At a time when the recruitment and retention of excellent teachers are key issues for many schools, award-bearing professional learning acts as an incentive for both schools and teachers.
Entry requirements

A minimum of a second-class Bachelor’s degree from a UK university or an overseas qualification of an equivalent standard is required, together with strong references from appropriate referees. Participants should be teaching in Europe for the duration of the programme. Before being offered a place, students will either need to attend a group interview and submit a piece of reflective writing or, if already a UCL Institute of Education (IOE) PGCE, GTP or Schools Direct graduate, students need to provide a satisfactory written reference from your PGCE IOE tutor in lieu.

English language proficiency level

If your education has not been conducted in the English language, you will be expected to demonstrate evidence of an adequate level of English proficiency.

The level of English language proficiency for this programme is: Good.

Information about the evidence required, acceptable qualifications and test providers is provided at: www.ucl.ac.uk/graduate/english-requirements

Your application

Students are advised to apply as early as possible due to competition for places. Those applying for scholarship funding (particularly overseas applicants) should take note of application deadlines.

When we assess your application we would like to learn:

// why you want to study education at graduate level
// what particularly attracts you to the chosen programme
// how your academic and professional background meets the demands of this challenging programme
// where you would like to go professionally with your degree

Together with essential academic requirements, the personal statement is your opportunity to illustrate whether your reasons for applying to this programme match what the programme will deliver.

Application fee: There is an application processing fee for this programme of £75 for online applications and £100 for paper applications. More details about the application fee can be found at www.ucl.ac.uk/prospective-students/graduate/taught/application,

FEES AND FUNDING 2018/19 ENTRY

// UK: £8,430 (FT)
// EU: £8,430 (FT)
// Overseas: £18,240 (FT)

The tuition fees shown are for the year indicated above. Fees for subsequent years may increase or otherwise vary. Further information on fee status, fee increases and the fee schedule can be viewed on the UCL Current Students website.

Fees for flexible, modular study are charged pro-rata to the appropriate full-time Master’s fee taken in an academic session: £1,321 per 30-credit module, £2,642 for the 60-credit dissertation for 2017/18. The total fees for any academic year will therefore be determined by the number of modules taken.

Many MTeach participants receive sponsorship through their schools to support their studies. If your application is successful, we would be happy to offer a letter in support of such sponsorship.

Full details of funding opportunities can be found on the UCL Scholarships website: www.ucl.ac.uk/scholarships

APPLICATION DEADLINE

All applicants: 27 July 2018

Details on how to apply are available on the website at: www.ucl.ac.uk/graduate/apply

CONTACT

Administrator

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EU referendum

For up-to-date information relating to specific key questions following the UK’s decision to leave the EU, please refer to www.ucl.ac.uk/eu-referendum

PDF Updated: November 18, 2017
This information is for guidance only. It should not be construed as advice nor relied upon and does not form part of any contract. For more information on UCL’s degree programmes please see the UCL Graduate Prospectus at www.ucl.ac.uk/graduate