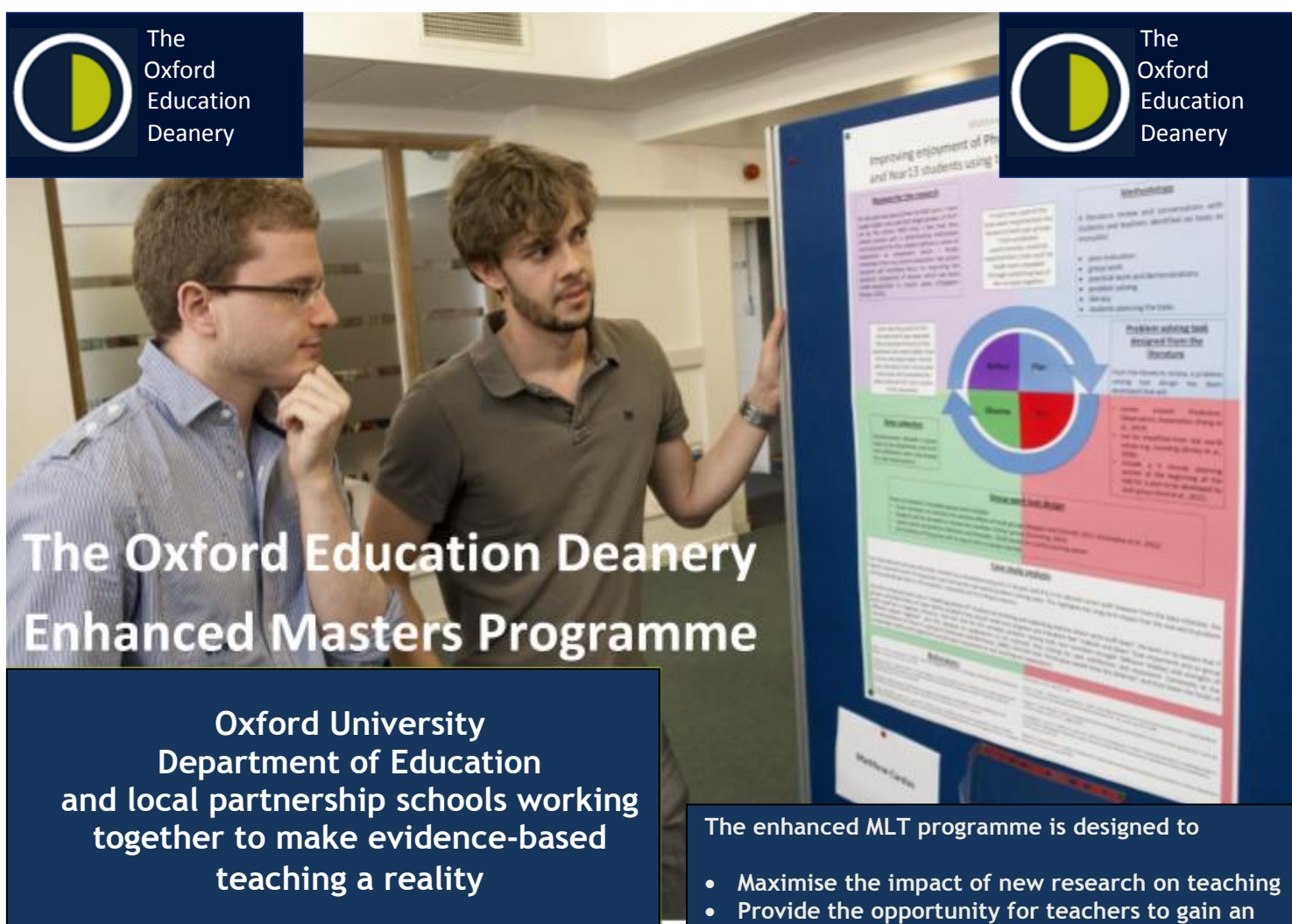




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# The Oxford Education Deanery Enhanced Masters Programme

Oxford University  
Department of Education  
and local partnership schools working  
together to make evidence-based  
teaching a reality

The enhanced MLT programme is designed to

- Maximise the impact of new research on teaching
- Provide the opportunity for teachers to gain an MSc in Learning and Teaching
- Provide cross-school support for participants and mentors
- Contribute to building communities of research-engaged professionals within and across Oxfordshire

## WHAT IS THE PROGRAMME?

The Enhanced Masters Programme has been designed to extend the existing University of Oxford MSc in Learning and Teaching (MLT) with a bespoke programme of localised support, mentoring and the opportunity to implement research in practice.

It is a two-year Masters programme if you have 60 M-level credits from your PGCE. The University-based element is the MLT programme consisting of a taught year, then a large research and development project. After that, in the Deanery Enhancement Year, you will be expected to mentor other teachers undertaking a Masters or an Action Research Fellowship or an in-house research project.

Full details of the core programme can be found at the University website <http://www.education.ox.ac.uk/courses/msc-learning-teaching/>.

Further details of the Enhanced Masters Programme can be found at: <http://www.educationdeanery.ox.ac.uk/activities-and-opportunities/continuing-professional-development/enhanced-masters-in-learning-and-teaching/>

For applicants without 60 M-level credits, the university element takes 3 years. The enhanced element of the programme is designed to use the knowledge, understanding and research skills acquired through the

MLT to establish how research is effectively applied in practice and support participants to teach, mentor and coach others within and across local schools. There are bursaries available from the colleges and the University to support this programme, provided that your school is a member of the Deanery and also commits to supporting you with a bursary.

"The programme is incredibly well-organised and you are supported at each stage of the process – they understand the pressures of full-time teaching and have designed the course structure to be as flexible as possible to help with this."  
Kate Thirlwall, The Cherwell School

"Kate's programme focused specifically on her support of second year teachers. Her coaching following lesson observations has helped to embed an expectation and culture on on-going professional learning and focus on developing teaching. I know that her ideas on this have been taken up by other schools.."  
Lyndsey Alexander, Assistant Head, The Cherwell School

## Costs and support

Exact details of the fees for 2017/2018 can be found at: <http://www.education.ox.ac.uk/courses/msc-learning-teaching/fees/>

Fees for those taking the course over two years are as follows, assuming that your school commits to support you with £1000 per year. (This level was set by Oxford City Learning - the first group of schools to enter into full partnership with the Deanery.)

Course Fees	Less Contributions	Potential Fee
Year 1: £3,045	£1,000* £450***	
Year 2: c. £4,737	£1,000* £750** £450***	
<b>Total: c. £7,782</b>	<b>£3,650</b>	<b>£4,132</b>

\* £1,000 from school per year up to a maximum of £2000 (to be negotiated and confirmed by your school)

\*\* £750 bursary from Brasenose College in final year, if school is a member of the Deanery

\*\*\* £450 bursary per year for teachers within their first three years of teaching at the start of the course (i.e. all NQTs, NQT+1 or NQT+2) who are at least partially self-funding.

Fees for those taking the course over 3 years (i.e. with no Masters level credits) include an extra year of £3,166 to which only the NQT+ bursary would apply (if relevant).

The Deanery will draw on those within their Enhanced Year to provide a local school-based mentor.



## Who is eligible?

Applications are welcome from all professionals at any stage in their career who have a keen interest in deepening and exploring best and next practice, and a desire to implement meaningful change. They will be at the top of their game with a track record of great teaching and a

good honours degree, normally 2.1. In addition, applicants will need to satisfy the entry Requirements of the University of

Oxford. Having achieved the Masters qualification, participants will further develop their career by contributing to the enhanced element of the programme in the following year and this will be a requirement for receiving funding.

## Application process

There are two parts to the application: Applicants should contact the Research Champion for their school to confirm whether the school is prepared to support their application and to contribute to the fees as indicated above. The Research Champion will provide them with an expression of interest form to confirm the school's commitment to their support, which should be returned to Louise Gully as soon as possible. Individual schools may set their own requirements here (such as the need to write a letter of application outlining their reasons for applying, their possible research interest and the reasons the school should invest in them) and will decide on how many teachers to support.

## Application to the University of Oxford

A formal application to take for admission to the course must be made online at: <https://www.ox.ac.uk/admissions/graduate/applying-to-oxford/application-guide?wssl=1>

Note: applications are considered as they are received and the course now tends to fill before the end of the school year. We strongly advise early application, and certainly no later than **30<sup>th</sup> May 2017** as the course may well be full after this date.

**Please speak to your CPD coordinator and/or Headteacher at school for any further details about this CPD opportunity.**

**For further details about the MLT course, contact Katharine Burn or Louise Gully: [msc.learnandteach@education.ox.ac.uk](mailto:msc.learnandteach@education.ox.ac.uk)**

"... It has come at a time in my career when I really was looking for the chance to learn more about the latest ideas and research in education.

... I've taken successful ideas, which originate from schools in Asia and tried to apply them to our school context."

John Robertson, Matthew Arnold School

"We felt that this was fantastic in terms of professional discourse. We really acted as a department. Took on board others' ideas and learnt from each other." Georgina Chandler, Curriculum Leader, Matthew Arnold School