

PROGRAMME SPECIFICATION

for the award of

MA Education

PG Cert

Managed by the Faculty of Humanities and Social Sciences

delivered by the School of Education

Date approved:	Date approval confirmed, on recommendation of University validation panel or other authorised body.
Applies to students commencing study in:	September 2020

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**
12/01/2019	Re-introduction of current <i>PG Certificate Education</i>	Oversight in deletion of programme from the validation documentation October 2018
28/11/2019	New module codes for 'Banner'	Introduction of new University software
18/01/2020	MA SEND: 2 modules added as alternative compulsory	Provides a more coherent module selection for students
18/01/2020	iPGCE: replace module EDUC7003 with new module: Introduction to Professional Learning (iPGCE)	Further consultation with stakeholders in the international market has allowed us to develop our offer
11/05/2020	Change in Mode to include DL for MA/PGC ATP	New online course

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University: Harcourt Hill Campus
Language of study:	English
Final award/s:	Master of Arts (MA) Postgraduate Certificate (PG Cert)
Programme title:	<p>Education Education (Artist Teacher Practice) Education (Childhood and Youth Studies) Education (Higher Education) Education (Leadership and Management) Education (SEND) Education (TESOL)</p> <p>PG Cert Education PG Cert Artist Teacher Practice PG Cert Challenging Behaviour PG Cert Childhood and Youth Studies PG Cert Children's Literature PG Cert Early Childhood PG Cert Education Leadership and Management PG Cert ELT Materials Writing PG Cert National Award for SEN Coordination PG Cert Teaching Multilingual Learners PG Cert Working with Children with Literacy Difficulties International Postgraduate Certificate in Education (iPGCE)</p>
Interim exit awards and award titles available:	<p>Interim Exit Awards: PG Dip Education (ED50 / MA-EDC) PG Dip Education (Artist Teacher Practice) PG Dip Education (Childhood and Youth Studies) PG Dip Education (Higher Education) PG Dip Education (Leadership and Management) PG Dip Education (SEND) PG Dip Education (TESOL)</p> <p>PG Cert Education PG Cert Education (Artist Teacher Practice) PG Cert Education (Childhood and Youth Studies) PG Cert Education (Higher Education) PG Cert Education (Leadership and Management) PG Cert Education (SEND) PG Cert Education (TESOL)</p>
Brookes course code:	ED50/ MA-EDC
UCAS code:	P008109
JACS code:	X300

HECoS code:	100459
Mode of delivery: (Mode of Study given in brackets)	Face to face/on-campus (full-time) Face to face/on-campus (part-time) Distance learning (part-time) [all MA routes and PG Certs except PG Cert WCL and PG Cert SEN Coordination]
Duration of study:	1 Year for full time 2-3 Years for part time Maximum duration is 5 years.
Subject benchmark statement/s which apply to the programme:	Education Studies
Professional accreditation attached to the programme:	N/A
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

The Oxford Brookes MA Education is designed as a relevant and responsive postgraduate programme for the full range of educational practitioners and educationalists, from early childhood to higher education. The programme's flexible design will suit both part-time work-based practitioners and full-time students of education. The programme also enables students holding a PGCE to bring up to 60 credits into the Masters award and thus build upon their existing qualifications. Other flexible aspects of the programme include:

- A choice between an 'open route' through the MA in which students choose from a wide menu of modules and specialist routes in Artist Teacher Practice, Childhood and Youth Studies, Higher Education, Leadership and Management, SEN, and TESOL.
- The availability of the majority of modules in both on-campus and distance learning modes.
- The ability to enrol initially on a Postgraduate Certificate, returning at a later date if you wish to gain a full Masters (a five-year time limit normally applies).
- The facility for credit transfer from a PGCE into the 'open route' of the MA (a five-year time limit applies).

Students on the programme will also benefit from working with a dedicated and well qualified teaching team who have extensive of experience of educational practice and research in all relevant sectors. The staff profiles of the core teaching team are available to view here:

<https://www.brookes.ac.uk/school-of-education/staff-and-students/academic-staff/>

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes [attributes marked* are achieved at Diploma and Masters stages]:

3.1 ACADEMIC LITERACY

1. Analyse and critically evaluate the theoretical underpinnings of both historical and contemporary definitions and understandings of education;*
2. Critically identify, analyse and evaluate subject-specific and multidisciplinary literature;*
3. Locate and articulate own practice and scholarship within a range of theoretical frameworks;

4. Analyse and critique education policy at local, national and global levels;*

3.2 RESEARCH LITERACY

5. Develop theoretical, methodological and analytical skills to evaluate research outputs and methodologies in education studies;*
6. Apply knowledge of research findings to advance professional practice;
7. Demonstrate a comprehensive knowledge of appropriate research and evaluation strategies for educational enquiry;*
8. Demonstrate self-direction and originality in the application of advanced research skills in the design and undertaking of research projects*

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

9. Develop comprehensive understanding and critical awareness of theories of personal development and learning across the lifespan and the impact of social, cultural and economic factors on wellbeing and achievement*
10. Increase effectiveness in performance within a team environment and be able to recognise and mediate individual learning and working approaches;
11. Evaluate own performance and personal learning strategies using formal and informal approaches, making appropriate use of feedback from peers and students.

3.4 DIGITAL AND INFORMATION LITERACY

12. Develop confidence in using digital learning technologies for sharing knowledge and understanding;
13. Develop advanced competence in accessing and judging the quality of information, from a range of digital databases and archives;*
14. Demonstrate knowledge of digital tools to enhance research and evaluation strategies and analyse and present data;*
15. Present material clearly and engagingly to specialist and non-specialist audiences, using a range of digital media.*

3.5 ACTIVE CITIZENSHIP

16. Understand and skilfully apply the conceptual tools to make valid comparisons across cultural and international boundaries;*
17. Explore, debate and evaluate current and potential social, cultural and educational issues drawing on international findings;*
18. Monitor and critically examine the way you respond to academic, pastoral or administrative issues, taking into account the multiple dimensions of diversity.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS: MA EDUCATION

Code	Module Title	Credits	Status
P70001/ EDUC7001	Research Methods	20	Compulsory
P70002/ EDUC7002	Dissertation	60	Compulsory
Plus 100 credits from the following Optional modules:			
Code	Module Title	Credits	DL mode
P70003/ EDUC7003	Developing MA Literacies	20	Y
P70008/ EDUC7005	Diversity and Achievement	20	Y
P70009/ EDUC7006	Mind and Brain	20	Y
P70010 / EDUC7007	Policy and Purposes of Higher Education	20	Y
P70011/ EDUC7008	Investigating Professional Practice	40	Y
P70012/ EDUC7009	Independent Study: Investigating Practice	20	Y
P70015/ EDUC7011	Descriptions of English	20	Y
P70016/ EDUC7012	Language Acquisition and Development	20	Y
P70017/ EDUC7013	ELT Changing Methodologies	20	Y
P70018/ EDUC7014	English for Specific Purposes	20	Y
P70020/ EDUC7015	ELT Materials Writing	20	Y
P70023/ EDUC7016	The Inclusive Curriculum	20	Y
P70030/ EDUC7020	Multilingual Learners	20	Y
P70050/ EDUC7021	Mentoring in Education	20	Y
P70051/ EDUC7022	Leading and Managing People in Education	20	Y
P70052/ EDUC7023	Leading Change in Education	20	Y
P70608/ EDUC7031	Alternative Perspectives on Literacy Difficulties	20	N
P70609/ EDUC7032	Alternative Perspectives on Challenging Behaviour	20	Y
P70654/ EDUC7033	Integrating visual arts interpretation into the classroom	20	Y
P70655/ EDUC7034	Developing Personal Artistic Practice	20	Y
P70660/ EDUC7035	Managing Literacy Difficulties in School	20	N
P70661/ EDUC7036	Literacy Difficulties: Assessment and Intervention	20	N
P70662/ EDUC7036	Improving Outcomes for SEND	20	N

EDUC7037			
P70663/ EDUC7038	Leading and Coordinating Provision for SEND	20	N
P70665/ EDUC7039	Professional Knowledge and Understanding for SEND	20	N
P70690/ EDUC7040	Children's Literature Through the Ages	20	Y
P70691/ EDUC7041	Reading for Pleasure in the Primary Classroom	20	Y
P70800/ ECS7001	Childhoods in Context	20	Y
P70801/ ECS7002	Learning and Development in Childhood	20	Y
P70802/ ECS7003	Children's Imaginative Worlds	20	Y
P70804/ ECS7004	Working with Children, Young People and their Families	20	Y
P70806/ ECS7005	Leadership in the Early Years	20	N
EDUC7063	Introduction to SEND	20	Y

[Some of these modules have essential requirements which mean they may not be available to all students; please see individual module descriptors for further details].

Interim exit awards:

PGDip Education: 120 credits

Students will need to complete the same programme rules as for the MA Education – except for the Dissertation

PG Cert Education: 60 credits

Students need to pass any 60 credits acceptable on the MA Education (ED50) to exit with this award.

MA EDUCATION (ARTIST TEACHER PRACTICE)

Code	Module Title	Credits	Status	DL mode
P70001/ EDUC7001	Research Methods	20	Compulsory	Y
P70002/ EDUC7002	Dissertation	60	Compulsory	Y
P70654/ EDUC7033	Integrating visual arts interpretation into the classroom	20	Compulsory	Y
P70655/ EDUC7034	Developing Personal Artistic Practice	40	Compulsory	Y

Plus 40 credits from the available modules in the MA Education

Interim exit awards:

PGDip Education (Artist Teacher Practice): 120 credits

Students will need to complete the same programme rules as for the MA Education Artist Teacher Practice – except for the Dissertation

PG Cert Education (Artist Teacher Practice): 60 credits

Students need to pass: P70654/EDUC7033 , P70655/EDUC7034 (60 credits) to exit with this award.

MA EDUCATION (CHILDHOOD AND YOUTH STUDIES)

Code	Module Title	Credits	Status	DL mode
P70001/ EDUC7001	Researching Education, Childhood and Language	20	Compulsory	Y
P70002/ EDUC7002	Dissertation	60	Compulsory	Y
Plus at least 60 credits from the following modules				
P70801/ ECS7002	Learning and Development in Childhood	20	Optional	Y
P70802/ ECS7003	Children's Imaginative Worlds	20	Optional	Y
P70690/ EDUC7040	Children's Literature through the Ages	20	Optional	Y
P70800/ ECS7001	Childhoods in Context	20	Optional	Y
P70804/ ECS7004	Working with Children, Young People and their Families	20	Optional	Y
P70806/ ECS7005	Leadership in the Early Years	20	Optional	N
Plus a further 40 credits from the modules above or the available modules in the MA Education				

Interim exit awards:

PGDip Education (Childhood and Youth Studies): 120 credits

Students will need to complete the same programme rules as for the MA Education Childhood and Youth Studies – except for the Dissertation

PG Cert Education (Childhood and Youth Studies): 60 credits

Students need to pass 60 credits from: P70801 / ECS7002, P70802 / ECS7003, P70690 / EDUC7040, P70800 / ECS7001, P70804 / ECS7004, P70806 / P70805 to exit with this award.

MA EDUCATION (HIGHER EDUCATION)

Available only as a 'top-up' route for holders of the Oxford Brookes Postgraduate Certificate in Learning and Teaching in Higher Education or an equivalent Postgraduate Certificate (60 credits Level 7) gained in the last five years.

Code	Module Title	Credits	Status	DL mode
P70001/ EDUC7001	Researching Education, Childhood and Language	20	Compulsory	Y
P70002/ EDUC7002	Dissertation	60	Compulsory	Y
P70010/ EDUC7007	Policy and Purposes of Higher Education	20	Compulsory	Y
Plus 20 credits from the following modules				
P70012/ EDUC7009	Independent Study: Investigating Practice	20	Optional	Y
P70008/ EDUC7005	Diversity and Achievement	20	Optional	Y
P70009/ EDUC7006	Mind and Brain	20	Optional	Y

P70023/ EDUC7016	The Inclusive Curriculum	20	Optional	Y
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Interim exit awards:

PGDip Education (Higher Education): 120 credits

Students will need to complete the same programme rules as for the MA Education Higher Education Studies – except for the Dissertation

MA EDUCATION (SEND)

Code	Module Title	Credits	Status	DL
EDUC7001	Researching Education, Childhood and Language	20	Compulsory	Y
EDUC7002	Dissertation	60	Compulsory	Y
EDUC7063	Introduction to Special Educational Needs	20	Compulsory	Y

Plus at least 40 credits from the following modules:

EDUC7040	Alternative Perspectives on Challenging Behaviour	20	Optional	Y
ECS7002	Learning and Development in Childhood	20	Optional	Y
EDUC7016	Inclusive Curriculum	20	Optional	Y
ECS7004	Working with Children, Young People and their Families	20	Optional	Y

The following modules* below have special requirements and can only be added to a student's programme by express approval of the module leader and the subject co-ordinator of the MA SEND. They are only available on campus.

EDUC7036*	Literacy Difficulties: Assessment and Intervention	20	Optional	N
EDUC7031*	Alternative Perspectives on Literacy Difficulties	20	Optional	N
EDUC7037*	Improving Outcomes for SEND	20	Optional	N
EDUC7038*	Leading and Coordinating Provision for SEND	20	Optional	N
EDUC7039*	Professional Knowledge and Understanding for SEND	20	Optional	N

Plus a further 40 credits from the modules above or optional modules in the MA Education

Please see below for the credit transfer options also available on the SEND route.

Interim exit awards:

PGDip Education (SEND): 120 credits

Students will need to complete the same programme rules as for the MA Education SEND except for the Dissertation

PG Cert Education (SEND): 60 credits

Students need to pass EDUC7063 Introduction to Special Educational Needs (20 credits)
PLUS 40 credits from: EDUC7040, ECS7002, EDUC7016, ECS7004, EDUC7031, EDUC7036, EDUC7037, EDUC7038, EDUC7039

MA EDUCATION (LEADERSHIP AND MANAGEMENT)

Code	Module Title	Credits	Status	DL mode
P70001/ EDUC7001	Researching Education, Childhood and Language	20	Compulsory	Y
P70002/ EDUC7002	Dissertation	60	Compulsory	Y
P70051/ EDUC7022	Leading and Managing People in Education	20	Compulsory	Y
P70052/ EDUC7023	Leading Change in Education	20	Compulsory	Y
P70050/ EDUC7021	Mentoring in Education	20	Compulsory	Y
Plus a further 40 credits from the modules above or optional modules in the MA Education				

Interim exit awards:

PGDip Education (Leadership and Management): 120 credits

Students will need to complete the same programme rules as for the MA Education Leadership and Management – except for the Dissertation

PG Cert Education (Leadership and Management): 60 credits

Students need to pass: P70051 / EDUC7022 , P70052 / EDUC7023, P70050 / EDUC7021 (60 credits) to exit with this award.

MA EDUCATION (TESOL)

Code	Module Title	Credits	Status	DL mode
P70001/ EDUC7001	Researching Education, Childhood and Language	20	Compulsory	Y
P70002/ EDUC7002	Dissertation	60	Compulsory	Y
P70015/ EDUC7011	Descriptions of English	20	Compulsory	Y
P70016/ EDUC7012	Language Acquisition: and Development	20	Compulsory	Y
P70017/ EDUC7013	ELT Changing Methodologies	20	Compulsory	Y
Plus 40 credits from the following modules:				
P70018/ EDUC7014	English for Specific Purposes	20	Optional	Y
P70020/ EDUC7015	ELT Materials Writing	20	Optional	Y
P70030/ EDUC7020	Multilingual Learners	20	Optional	Y
20 credits of the 40 credits may come from any optional module from the MA Education (ED50/MA-EDC)				

Interim exit awards:**PGDip Education (TESOL):** 120 credits

Students will need to complete the same programme rules as for the MA Education TESOL – except for the Dissertation

PG Cert Education (TESOL): 60 credits Students need to pass: P70015/ EDUC7011; P70016/ EDUC7012; P70017/ EDUC7013 (60 credits) to exit with this award.

The following PG Certs within the framework can also be applied to as substantive awards.

POSTGRADUATE CERTIFICATE EDUCATION

Any 60 credits from the optional modules on the MA Education (ED50/MA-EDC)

POSTGRADUATE CERTIFICATE ARTIST TEACHER PRACTICE

Code	Module Title	Credits	Status	DL mode
P70654/ EDUC7033	Integrating Visual Arts Interpretation Practice in the Classroom	20	Compulsory	Y
P70655/ EDUC7034	Developing Personal Artistic Practice	40	Compulsory	Y

POSTGRADUATE CERTIFICATE IN CHALLENGING BEHAVIOUR

Code	Module Title	Credits	Status	DL mode
P70609/ EDUC7032	Alternative Perspectives on Challenging Behaviour	20	Compulsory	Y
P70012/ EDUC7009	Independent Study: Investigating Practice	20	Compulsory	Y
Plus 20 credits from the following modules:				
P70801/ ECS7002	Learning and Development in Childhood	20	Optional	Y
P70804/ ECS7004	Working with Children, Young People and their Families	20	Optional	Y
P70802/ ECS7003	Children's Imaginative Worlds	20	Optional	Y
P70800/ ECS7001	Childhoods in Context	20	Optional	Y

POSTGRADUATE CERTIFICATE IN CHILDHOOD AND YOUTH STUDIES

Code	Module Title	Credits	Status	DL mode
P70801/ ECS7002	Learning and Development in Childhood	20	Compulsory	Y
Plus 40 credits from the following modules				
P70802/ ECS7003	Children's Imaginative Worlds	20	Optional	Y
P70800/ ECS7001	Childhoods in Context	20	Optional	Y

P70804/ ECS7004	Working with Children, Young People and their Families	20	Optional	Y
P70806/ ECS7005	Leadership in the Early Years	20	Optional	N

POSTGRADUATE CERTIFICATE IN CHILDREN'S LITERATURE

Code	Module Title	Credits	Status	DL mode
P70691/ EDUC7041	Reading for Pleasure in the Primary Classroom	20	Compulsory	Y
P70690/ EDUC7040	Children's Literature Through the Ages	20	Compulsory	Y
P70012/ EDUC7009	Independent Study: Investigating Practice	20	Compulsory	Y

POSTGRADUATE CERTIFICATE IN EARLY CHILDHOOD

Code	Module Title	Credits	Status	DL mode
P70801/ ECS7002	Learning and Development in Childhood	20	Compulsory	Y
One of the following modules				
P70804/ ECS7004	Working with Children, Young People and their Families	20	Optional	Y
P70806/ ECS7005	Leadership in the Early Years	20	Optional	N
And one of the following two modules				
P70802/ ECS7003	Children's Imaginative Worlds	20	Optional	Y
P70012/ EDUC7009	Independent Study: Investigating Practice	20	Optional	Y

POSTGRADUATE CERTIFICATE IN EDUCATION (LEADERSHIP AND MANAGEMENT)

Code	Module Title	Credits	Status	DL mode
P70051/ EDUC7022	Leading and Managing People in Education	20	Compulsory	Y
P70052/ EDUC7023	Leading Change in Education	20	Compulsory	Y
P70050/ EDUC7021	Mentoring in Education	20	Compulsory	Y

POSTGRADUATE CERTIFICATE IN ELT MATERIALS WRITING

Code	Module Title	Credits	Status	DL mode
P70017/ EDUC7013	ELT Changing Methodologies	20	Compulsory	Y
P70020/ EDUC7015	ELT Materials Writing	20	Compulsory	Y

Plus 20 credits from the following modules				
P70012/ EDUC7009	Independent Study: Investigating Practice	20	Optional	Y
P70691/ EDUC7041	Reading for Pleasure in the Primary Classroom	20	Optional	Y
P70690/ EDUC7040	Children's Literature Through the Ages	20	Optional	Y

POSTGRADUATE CERTIFICATE IN TEACHING MULTILINGUAL LEARNERS

Code	Module Title	Credits	Status	DL mode
P70016/ EDUC7012	Language Acquisition and Development	20	Compulsory	Y
P70030/ EDUC7020	Multilingual Learners	20	Compulsory	Y
P70012/ EDUC7009	Independent Study: Investigating Practice	20	Compulsory	Y

POSTGRADUATE CERTIFICATE NATIONAL AWARD FOR SEN COORDINATION (SENCO)

Code	Module Title	Credits	Status	DL mode
P70662/ EDUC7037	Improving Outcomes for SEND	20	Compulsory	N
P70663/ EDUC7038	Leading and Coordinating Provision for SEND	20	Compulsory	N
P70665/ EDUC7039	Professional Knowledge and Understanding for SEND	20	Compulsory	N

POSTGRADUATE CERTIFICATE IN WORKING WITH CHILDREN WITH LITERACY DIFFICULTIES

Code	Module Title	Credits	Status	DL mode
P70608/ EDUC7031	Alternative Perspectives on Literacy Difficulties	20	Compulsory	N
P70660/ EDUC7035	Managing Literacy Difficulties in School	20	Compulsory	N
P70661/ EDUC7036	Literacy Difficulties: Assessment and Intervention	20	Compulsory	N

INTERNATIONAL POSTGRADUATE CERTIFICATE IN EDUCATION (IPGCE)

Code	Module Title	Credits	Status	DL mode
EDUC7066	Introduction to Professional Learning (iPGCE)	20	Compulsory	Y
EDUC7016	The Inclusive Curriculum	20	Compulsory	Y
EDUC7009	Independent Study: Investigating Practice	20	Compulsory	Y

4.2 PROGRESSION AND AWARD REQUIREMENTS

Please see the requirements detailed in the preceding tables. In Section 3 above, asterisks indicate which of the programme learning outcomes are achieved at PG Diploma and Masters stages of the award.

4.3 PROFESSIONAL REQUIREMENTS

Two distinct pathways within the MA framework involve professional body regulation and have additional requirements as follows.

PG Cert NASENCO	On completion of the three academic modules, students must complete an additional portfolio in order to be eligible for SENCO accreditation.
PG Cert Working with Children with Literacy Difficulties	Students seeking Associate Membership to the British Dyslexia Association (AMBDA) accreditation must complete the PG Cert Literacy Difficulties AND the module EDUC7008 (60 credits) AND a mapping document for the external AMBDA assessor.

The National Association of Special Educational Needs (NASEN) is not a professional body but is the relevant recognition body for Special Educational Needs Coordinators. Students on the Postgraduate Certificate in Special Educational Needs Coordination must therefore successfully complete all elements of the programme to gain this recognition.

SECTION 5: TEACHING AND ASSESSMENT

The Brookes MA Education offers a rich learning experience with a wide range of learning formats and opportunities. Typically, modules will involve lecture inputs and seminar activities or workshops with a strong emphasis placed on collaborative activities; peer discussion; 'read and lead' seminar activities; peer presentations; and plenary discussion. Where modules are available in distance learning mode, the team places strong emphasis on ensuring a commensurable experience for distance students as for those studying face to face. This is ensured as follows:

- The experience of on-campus lectures is replicated either through a dedicated alternative audio / video record (voiceover PowerPoints or lecture capture) or where appropriate by live-streaming.
- On-campus seminar activities have online equivalents such as synchronous or asynchronous discussions, Moodle workshop books or WIKIs or quizzes.
- Distance learners interact with on-campus learners via online discussion forums: these may be asynchronous discussion forums in Moodle or where appropriate live-chat.
- Individual tutorials are offered face-to-face or via phone/video-call (Skype / Google hangouts)

The programme's assessment strategy is informed by the Brookes Assessment and Feedback Policy <https://www.brookes.ac.uk/getmedia/f614bd44-70b4-4d1a-85d8-1fd580819d3a/Assessment-and-Feedback-Policy.pdf>

and maximises opportunities for formative and developmental feedback throughout the course. All modules are assessed by coursework, the learning design of which aims to achieve the programme outcomes by a varied and complementary range of assessments including: oral presentations; annotated bibliographies; portfolios; written assignments; and the creation of artefacts and learning resources.

The Assessment and Progression regulations, under the general "Regulations for Study", can be found at:

<https://www.brookes.ac.uk/regulations/assessment-and-progression>

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

Applicants must meet the requirements specified on the course entry pages on the University website E.g. see the link below for the MA Education – which also includes links to the named MA pathways and their relevant pathways: <https://www.brookes.ac.uk/courses/postgraduate/ma-in-education/>

The PG Certificates may also have specific entry requirements and these are specified on the relevant [PG prospectus page](#)

6.1a Entry points

For full-time students there is only one annual intake to the programme each September. For part-time students, September entry is likewise the norm but exceptionally, and at the discretion of the Programme Lead, a January entry is possible for students progressing from one stage of the MA framework (e.g. PG Cert) to another.

6.1b Credit transfer

The Oxford Brookes MA Education framework also allows for a process of credit transfer where appropriate, subject to scrutiny and approval by the course team and operated in line with the principles articulated by the [UK Credit Forum](#).

Credit transfer is available on the 'open route', the Higher Education route, and the SEND route as follows:

Route	Credit transfer
MA Education	Applicants who can demonstrate they have met the PG Cert stage programme learning outcomes can transfer up to 60 ungraded credits from a PGCE gained within the last five years. Credit entry remains an admissions decision by the course team who will assess each application and who will require a PGCE course transcript in each instance to ensure it meets the relevant national and professional framework.
MA Education (Higher Education)	This is a 'top-up' route of 120 credits: applicants <u>must</u> transfer 60 credits from a Postgraduate Certificate in Teaching in Higher Education to enter the programme.
MA Education (SEND)	Applicants may transfer in credits gained from: <ul style="list-style-type: none"> ● a PG Cert NASENCo ● the Brookes PG Cert in Working with Children with Literacy difficulties (PG_EDUC/WCL) ● the Brookes-SEBDA PG Cert in Understanding and Managing Social Emotional Mental Health (PGC-SEY); ● the Brookes-SEBA PG Cert in Advanced Study of Social Emotional Mental Health (PGC-SEZ); <u>subject to these having been gained in the last five years.</u> These awards give exemption from the modules forming the PG Cert stage on the MA SEND The two SEBDA PG Certs (PGC-SEZ / PGC-SEY) combined give exemption from the modules forming the PG Dip stage

In the case of the other specialist routes of the MA Education, applicants may only transfer in credits gained from the Certificate stage of the same specialist award or from other credits already acceptable to the award, or from relevant professional M-level credits (e.g the Cambridge DELTA qualification or the National Professional Qualification for Headship) that are mapped to appropriate learning outcomes. All such credits should have been gained within the last five years.

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

A DBS check is required for any entrants to the Childhood and Youth Studies strand of the MA Education who anticipate that they will carry out observation or other research with children or young people.

Entrants to the iPGCE will also usually require DBS clearance (or equivalent if they are based outside the UK).

6.3 JOB ROLE/EMPLOYER PROFILE (DEGREE AND HIGHER APPRENTICESHIPS)

N/A

SECTION 7: PREPARATION FOR EMPLOYMENT

The Oxford Brookes MA Education is designed to enhance the employability of both current and aspiring educational practitioners. Course content has been aligned with the Higher Education Academy employability framework for Education Studies and has also been designed to address educational workforce development needs and growth areas both nationally and internationally. Students graduating from the programme are well equipped to gain and sustain rewarding employability in educational sectors including but not limited to: early years; educational leadership and management; English language education; further and higher education; instructional design development; international schools; and primary education. Employability for work-based students is enhanced by in-course opportunities for linking professional development activities with academic credit.