

## Overview

<b>Programme Code</b>	22769
<b>Programme Title</b>	Advanced Educational Practice
<b>Awarding Institution</b>	Liverpool John Moores University
<b>Programme Type</b>	Masters
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Programme Leader</b>	Graham Downes
<b>Link Tutor(s)</b>	

## Awards

<b>Award Type</b>	<b>Award Description</b>	<b>Award Learning Outcomes</b>
Target Award	Master of Arts - MA	See Learning Outcomes Below

<b>Alternate Award Names</b>	
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## External Benchmarks

<b>Subject Benchmark Statement</b>	
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## Aims and Outcomes

### Educational Aims of the Programme

- Expand their knowledge and understanding in the area of Education through learning based on critical engagement with current Education theory, research, policy and practice - Develop critical educational practice through analysis of, reflection on and engagement with this knowledge and understanding in their professional settings - Develop professionally and personally through learning programmes at Masters level with progression routes to research degrees (MPhil, PhD and Prof Doc.) - Conduct original research in their educational setting

### Learning Outcomes

Code	Description
PLO1	A systematic understanding of the existing knowledge base and current issues relating to the selected area of study.
PLO2	Evaluate the rigour and validity of published research and assess relevance and generalisability to new situations within different educational contexts.
PLO3	Extrapolate theory from existing research and scholarship in order to identify new approaches to practice within education.
PLO4	Apply a range of research methodologies and data collection processes to inform the critical analysis of and reflection on practice.
PLO5	Demonstrate competence in the application of appropriate learning to area of practice.
PLO6	Manage complex situations relevant to area of practice.
PLO7	Apply the capacity for original thinking and critical analysis and reflection on participants professional practice.
PLO8	Engage in a process of critical evaluation of own value systems and conceptual assumptions.
PLO9	Communicate effectively to a wide range of individuals by a variety of means.
PLO10	Manage time and work to deadlines.
PLO11	Deal with complex issues both systematically and creatively.
PLO12	A comprehensive understanding of research methodologies and debates relevant to the selected area of study.
PLO13	Be pro-active in recognising the need for change and have the ability to manage change.
PLO14	Be adaptable and show originality, insight and reflection in dealing with professional issues.
PLO15	Demonstrate self-direction and autonomy in dealing with professional issues.
PLO16	Acquire effective learning strategies for the purpose of career long continuing professional development.
PLO17	A synthesis of current and original concepts for the creation and interpretation of knowledge.
PLO18	A critical understanding of the role of the educational professional within a wider social setting.

<b>Code</b>	<b>Description</b>
PLO19	An ability to critically reflect on research findings and other evidence to inform their professional practice.
PLO20	Apply relevant knowledge of education to a range of complex situations.
PLO21	Critically assess current practice and issues in education, informed by theory and leading edge research and practice in the field.
PLO22	Demonstrate creativity in the application of knowledge and the development of a critical and informed perspective on how techniques of research and enquiry are used to interpret knowledge and practice in Education.
PLO23	Acquire and synthesise data and concepts from a range of sources and conceptual frameworks and apply this in reflecting on and evaluating to the educational practice.

## Programme Structure

### Programme Structure Description

180 credits at level M

Module specifications may be accessed at <https://proformas.ljmu.ac.uk/Default.aspx>

## Teaching, Learning and Assessment

Acquisition of knowledge and understanding is achieved through a broad range of teaching methods including lectures, tutorials, workshops, case studies and engagement with theory and research through critical reading, critical reflective practice and the use of appropriate ICT applications. Assessment will be through reflective practice assignments involving a range of assessment methods including; individual and group work tasks, presentations, essays, reports, critical reflection on professional practice accounts, action research reports and dissertations and other appropriate activities. Intellectual skills are developed through engagement with literature, theory and policy and through analysis and reflection on real-world professional practice, through a range of learning activities such as taught sessions, tutorials, seminars, private study and coursework assignments as appropriate. Usually, coursework assignments require the integration of theory and practice, in order to enable participants to demonstrate the learning outcomes. Intellectual skills are assessed and the mode of assessment is specified in the module handbooks. Assessment will be through reflective practice assignments involving a range of assessment methods including; individual and group work tasks, presentations, essays, reports, critical reflection on professional practice accounts, action research reports and dissertations and other appropriate activities. The underpinning assessment strategy is reflection on professional practice from a theoretical / research perspective. Practical skills are developed throughout the programme by ensuring that critical approaches to context, policy and learning for education underpin module content and processes. Equally, critical reflection on theory, research and professional practice is a design feature of all modules. Professional practical skills are assessed within the assessment strategies. Assessment will be through reflective practice assignments involving a range of assessment methods including; individual and group work tasks, presentations, essays, reports, critical reflection on professional practice accounts, action research reports and dissertations and other appropriate activities. Transferable skills are incorporated within modules and related to relevant assessments as appropriate. Transferable skills are related to relevant assessment as appropriate

## Opportunities for work related learning

Not applicable

## Entry Requirements

Type	Description
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Alternative qualifications considered

Admissions policy is in line with the University's Equal Opportunities Policy and applications are welcome from all candidates who fulfil the following requirements: The normal entry requirements for the MA Advanced Educational Practice route are: - A graduate of the CNAAB or a UK University (or equivalent overseas qualification) in any subject. OR - The holder of a professional qualification recognised as carrying a degree equivalence in a relevant subject area (e.g. DPSE, DASE, Advanced Diploma) OR - The holder of a Certificate in Education from the period prior to all graduate entry to teaching/Certificate in Education (Post-16) AND - Current employment/voluntary work in an educational setting Applicants whose graduate study or relevant experience was undertaken in languages other than English will need to demonstrate English language proficiency to the level of an IELTS score of at least 6.5 Additional Entry Provision for non QTS education professionals: We actively seek to encourage as many educational professionals from a wide range of backgrounds to join the programme. Candidates already holding a Postgraduate Certificate, Diploma or other M-level qualifications deemed by the Programme Board to be equivalent to relevant parts of the CPD/MA programme, may be permitted to enter with exemptions, subject to the University's regulations on Advanced Standing in Postgraduate Awards and the approval of the ECL Faculty Accreditation Committee. The APL/APEL system will be explained to all candidates.

### **Extra Entry Requirements**