

## Education

### Programme Information

2022.01, Approved

#### Overview

Programme Code	35669
Programme Title	Education
Awarding Institution	Liverpool John Moores University
Programme Type	PGCE/PGDE

#### Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Postgraduate Diploma - PD	N/A

Alternate Award Names	
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#### External Benchmarks

Subject Benchmark Statement	
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## Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length Programme Length Unit
Full-Time, Face to Face	September	Tarleton Academy	1 Years

## Aims and Outcomes

Educational Aims of the Programme	<p>The overall aim of the programme is to support the early professional learning needs of those entering the teaching profession. and to produce postgraduates who are able to play a significant role in relation to application of knowledge in the field of education practice in schools colleges and settings. The curriculum and approach to learning, teaching and assessment aim to meet the challenges of the initial training year in the school or setting through the development of intellectual, analytical and research skills relevant to the needs of the beginning professional in education practice. The specific aims of the programme are: - To expand the knowledge and understanding of beginning teachers in the area of teaching and learning in education through learning based on critical engagement with current education theory, research, policy and practice - To develop critical educational practice in teaching and learning through analysis of, reflection on and engagement with this knowledge and understanding in their professional settings - To enable students to extend their capacity for independent study and to make an original contribution to research applied to teaching and learning relevant to their professional learning needs and educational setting - To develop those learning, communication and reflective skills necessary to enable students to participate in lifelong professional learning leading to further specialised study</p>
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## Learning Outcomes

Code	Number	Description
PLO1	1	Demonstrate a systematic understanding of the existing knowledge base and current issues relating to teaching and learning.
PLO2	2	Evaluate the rigour and validity of published research and assess relevance and generalisability to new situations within their professional contexts.
PLO3	3	Extrapolate theory from existing research and scholarship in order to identify effective approaches to practice within education.
PLO4	4	Apply a range of research methodologies and data collection to inform the critical analysis of and reflection on practice
PLO5	5	Demonstrate competence in the application of appropriate learning to areas of their own professional practice.
PLO6	6	Identify and manage complex situations, past and present, relevant to the area of practice.
PLO7	7	Apply the capacity for original thinking and critical analysis and reflection on participants professional practice.
PLO8	8	Communicate effectively to a wide range of individuals by a variety of means.
PLO9	9	Manage time and work to deadlines.
PLO10	10	Deal with complex issues both systematically and creatively.
PLO11	11	Be pro-active in recognising the need for, and have the ability to manage their own professional development.

PLO12	12	Demonstrate a comprehensive and relevant understanding of research methodologies and debates in education practice.
PLO13	13	Be adaptable and show originality, insight and reflection in dealing with professional issues.
PLO14	14	Demonstrate self-direction and autonomy in dealing with professional issues.
PLO15	15	Acquire and apply effective learning strategies for the purpose of career long professional development
PLO16	16	Synthesise current and original concepts for the creation and interpretation of knowledge relevant to educational practice.
PLO17	17	Demonstrate a critical understanding of the role of the educational professional within wider contexts
PLO18	18	Critically reflect on research findings and other evidence to inform their professional practice in relation to their early professional development
PLO19	19	Develop a capacity to apply relevant knowledge of education to a range of complex situations in professional practice.
PLO20	20	Critically engage with current practice and issues in education, informed by theory and leading edge research and practice in the field.
PLO21	21	Demonstrate originality 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.
PLO22	22	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.

## Course Structure

Programme Structure Description	This programme is for those who wish to train for a career in teaching and to gain an award at level 7. The target award for the programme is the Post Graduate Diploma in Education for which all modules must be completed and 120 credits gained at level 7.
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<b>Programme Structure - 120 credit points</b>	
<b>Level 7 - 120 credit points</b>	
<b>Level 7 Core - 90 credit points</b>	CORE
<b>Level 7 Optional - 30 credit points</b>	OPTIONAL

## Teaching, Learning and Assessment

Teaching, Learning and Assessment	<p>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; presentations, reports, critical reflection on professional practice, practitioner research reports 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 re 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, reports, critical reflection on professional practice accounts, practitioner research reports 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.</p>
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## Opportunities for work related learning

Opportunities for work related learning
<p>This programme is designed to support practice based professional learning for trainee teachers who are engaged in a school led initial teacher training (ITT) programme leading to Qualified Teacher Status (QTS). Participants will be involved in placement based training in schools colleges or settings that are able to support this goal during their study with the school led ITT provider.</p>

## Programme Contacts

### Programme Leader

Contact Name
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### Link Tutor

Contact Name
Richard Tynan