

**Overview**

<b>Programme Code</b>	36275
<b>Programme Title</b>	Education
<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>	Gillian Peiser
<b>Link Tutor(s)</b>	

## Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Master of Arts - MA	See Learning Outcomes Below
Alternative Exit	Postgraduate Diploma - PD	<p>Demonstrate the learning outcomes identified for Postgraduate Certificate and in addition demonstrate: systematic knowledge and critical understanding of theories and concepts appropriate to the study of education, globalisation and social justice. Use knowledge of different philosophical views of education to inform critical debate about its role in a range of national and international contexts. Explore the implications of relevant theory, research and policy in the context of educational governance and practice. Synthesise ideas based on study, reflection and/or experience, to create responses to problems that expand or redefine existing knowledge. Critical examination of educational policy and practice in complex and unfamiliar situations through systematic, ethical investigation. Identification of dilemmas and ethical dimensions in complex and unfamiliar situations and acknowledgement of positionality in these contexts. Research and present findings using appropriate methods of investigation.</p>
Alternative Exit	Postgraduate Certificate - PC	<p>Demonstrate practical understanding of how techniques of research and enquiry are used to create an original interpretation of knowledge in relation to the study of education, globalisation and social change. Critical awareness of the role of educational policy and practice in addressing social justice issues in the globalised world. Plan an appropriate investigative project that involves elements of education and globalisation as fields of study. Manage time effectively. Self-direction and originality in tackling and solving problems and the ability to act autonomously in planning and implementing tasks. Analyse and critically evaluate data from a wide range of reliable sources to develop knowledge and critical understanding. Communicate clearly and confidently in both spoken and written form. The ability to work independently as well as part of a team.</p>

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

<b>Subject Benchmark Statement</b>	
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## Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Part-Time, Face to Face	September	LJMU Taught	2 Years

## Aims and Outcomes

### Educational Aims of the Programme

To provide a critical and analytical framework for students to engage with academic concepts, theories, debates and research in the multidisciplinary study of education in the globalised world. To equip students with a critical awareness of key theoretical debates and issues enabling them to develop a critical understanding, evaluation and ethical position in relation to education and social justice issues. To provide a range of learning activities and experiences as a critical context for intellectual development enabling students to critically engage with research in a way that is applicable and relevant to their own academic and practice context. To enable students to reflect on and challenge their own and others' values and assumptions in order to promote socially just policy, and inclusive and ethical practice in education

### Learning Outcomes

Code	Description
PLO1	Demonstrate systematic knowledge and critical understanding of theories and concepts appropriate to the study of education, globalisation and social justice.
PLO2	Critically examine educational policy and practice in complex and unfamiliar situations through systematic, ethical investigation.
PLO3	Manage time effectively.
PLO4	Demonstrate Self-direction and originality in tackling and solving problems and the ability to act autonomously in planning and implementing tasks.
PLO5	Identify dilemmas and ethical dimensions in complex and unfamiliar situations and acknowledge positionality in these contexts.
PLO6	Analyse and critically evaluate data from a wide range of reliable sources to develop knowledge and critical understanding.
PLO7	Research and present findings using appropriate methods of investigation.
PLO8	Communicate clearly and confidently in both spoken and written form.
PLO9	Work independently as well as part of a team.
PLO10	Use knowledge of different philosophical views of education to inform critical debate about its role in a range of national and international contexts.
PLO11	Demonstrate practical understanding of how techniques of research and enquiry are used to create an original interpretation of knowledge in relation to the study of education, globalisation and social justice.
PLO12	Explore the implications of relevant theory, research and policy in the context of educational governance and practice.

<b>Code</b>	<b>Description</b>
PLO13	Demonstrate critical awareness of the role of educational policy and practice in addressing social justice issues in the globalised world.
PLO14	Plan an appropriate investigative project that involves elements of education and globalisation as fields of study.
PLO15	Synthesise ideas based on study, reflection and/or experience, to create responses to problems that expand or redefine existing knowledge.
PLO16	Challenge own and others' values and assumptions in order to promote socially just policy, and inclusive and ethical practice in education
PLO17	Synthesise effectively and communicate the outcomes of a study in ways consistent with relevant academic conventions.

## Programme Structure

### Programme Structure Description

Students are required to achieve 180 credits at Level 7 for the MA, 120 credits at Level 7 for the Postgraduate Diploma and 60 credits at Level 7 for the Postgraduate Certificate. 60 credits associated with the Postgraduate Diploma can not include the credits from the Dissertation module (7006ECSMA). Students can only submit the Dissertation once Research Methods (7003RESMET) is passed.

Programme Structure - 180 credit points	
Level 7 - 180 credit points	
Level 7 Core - 180 credit points	CORE
[MODULE] 7001EDGLOB Education, Society and Culture Approved 2022.01 - 20 credit points	
[MODULE] 7002EDGLOB Competing Philosophies of Education Approved 2022.01 - 20 credit points	
[MODULE] 7003MED Education, Globalisation and Social Justice Approved 2022.01 - 20 credit points	
[MODULE] 7003RESMET Research Methods Approved 2022.01 - 20 credit points	
[MODULE] 7004MED Critique, Power and Transformation in Education Approved 2022.01 - 20 credit points	
[MODULE] 7005MED The Critically Reflective Practitioner Approved 2022.01 - 20 credit points	
[MODULE] 7006ECSMA Dissertation Approved 2022.01 - 60 credit points	
Level 7 Optional - No credit points	OPTIONAL

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

## Teaching, Learning and Assessment

The development of students' knowledge and understanding involves the provision of a range of lectures, seminars, workshops, small group work, tutorials and self-directed study which may include e-learning. These are supported by key sources/references including appropriate texts and policy. All assessment is coursework, which may include essays, reviews, case studies, portfolios, reports, oral presentations, proposals and research based projects. Assessment methods are specific to each module and assessment methods are specified in each module guide. The development of intellectual skills is achieved through the exploration of theory, research, policy and practice. Intellectual skills of analysis, evaluation and reflection on philosophy, policy and practice form the intellectual process of the programme. Assessment of intellectual skills includes the use of independent project work, critical reviews of policy and education practice in relation to theory and current research, written assignments and formal presentations. Assessment methods are specified in each module guide. Teaching and learning strategies for the development of professional practical skills include lectures, seminars, workshops and presentations from guest lecturers and educational visits. Professional practical skills are assessed through oral presentations, written assignments, research based assignments and dissertation. Assessment methods are specified in each module guide. The development of transferable skills permeates all programme processes. Teaching and learning strategies involve the provision of opportunities for engagement with theory, policy and practice and the development of evaluative skills. Assessment of transferable skills is through the completion and presentation of certificate and diploma level assignments and the final dissertation. Assessment methods are specified in each module guide.

## Opportunities for work related learning

This programme is designed for students wishing to continue their postgraduate studies in education and also for students already in practice in a range of settings. Students will be supported to negotiate an appropriate setting to carry out their research dissertation if required. The University offers diverse international experiences through partners abroad for postgraduate students. The programme team will always be keen to guide and support students with exploring these opportunities to complement academic studies in education, contextualised in global perspectives.

## Entry Requirements

Type	Description
Alternative qualifications considered	Candidates are required to have: An undergraduate degree (lower second class level or above) in a relevant subject, for example Education, Social Policy, Childhood, Community Development, Health or International Studies. Or, be able to demonstrate a comparable academic standard through past studies and/or relevant work experience. Candidates already holding a Postgraduate Certificate, Diploma or other M-Level qualifications deemed by the programme leader to be equivalent to respective parts of the MA programme may be permitted to enter with exemptions, subject to the University's regulations on Advanced Standing in Postgraduate Awards and with the approval of the Faculty Recognition Group. The RP(E)L system will be explained to all students. In addition, all potential candidates are required to demonstrate competence in English language to English GCSE standard or equivalent. Non-UK students will be required to possess certification of English at IELTS 6.5 level (minimum 6.0 in each component) or equivalent qualification. Applicants who have studied and successfully passed a UK-based degree within the previous 24 months are exempt from such requirements.

## Extra Entry Requirements