

## Education (International)

### Programme Information

2022.01, Approved

#### Overview

Programme Code	36414
Programme Title	Education (International)
Awarding Institution	Liverpool John Moores University
Programme Type	Masters

#### Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Postgraduate Certificate - PC	N/A

Alternate Award Names	
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Partner Name	Partnership Type
Westford University College	Franchised

#### 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
Part-Time, Face to Face	April	Westford University College	6 Months
Part-Time, Face to Face	January	Westford University College	6 Months
Part-Time, Face to Face	November	Westford University College	6 Months
Part-Time, Face to Face	September	Westford University College	6 Months

## Aims and Outcomes

Educational Aims of the Programme	To develop informed, knowledgeable, outstanding teachers, espousing creativity and research-informed teaching through deliberate practice; To develop students' critical reflection and reflexivity within the field of education and schooling, through analysis, synthesis and evaluation of evidence, theory and practice; To enable students to access, assess and effectively apply educational research, advanced scholarship and new insights from the discipline of education (and other related disciplines) in the classroom; To develop an understanding of the factors that influence effective, inclusive curriculum design and pedagogy and impact on pupils/learners; To provide opportunity for students to achieve their full academic potential at Level 7, through study encouraging self-motivation, self-awareness and application of initiative To encourage professional accountability informed by an understanding of evidence based practice;
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## Learning Outcomes

Code	Number	Description
PLO1	1	Evaluate learning, teaching and assessment in order to inform planning and promote pupil progress;
PLO2	2	Critically analyse and synthesise contemporary educational issues, and educational theory, principles, policy and practice;
PLO3	3	Demonstrate professional accountability and reflective, evidence informed practice;
PLO4	4	Critique and synthesise evidence from a range of sources to inform practitioner inquiry;
PLO5	5	Implement methods of inquiry and reflexivity to investigate, develop and improve practice;
PLO6	6	Evidence ability to support and promote pupil/learner experience through mentoring others, and leading practice;
PLO7	7	Design, plan and evaluate effective and inclusive curriculum experiences and pedagogies, drawing on a range of contemporary sources

## Course Structure

Programme Structure Description	<p>The target award for the programme is the Post Graduate Certificate in Education (International) for which all modules must be completed. This programme is designed for graduates/equivalent, working as teachers and practitioners in educational settings who do not necessarily hold a QTS qualification, but wish to gain a Level 7 Award. The programme aims to enhance students' professional knowledge, development and practice. This Award does not confer UK Qualified Teacher Status (QTS). Core Modules to be completed: 7501EDUI Critical Reflection and Developing Practice (20 Credits) 7502EDUI Theories and Principles in Education, Teaching and Learning (20 Credits) 7503EDUI Inclusive Pedagogy and Evidencing Impact on Learners (20 Credits)</p>
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<b>Programme Structure - 60 credit points</b>	
<b>Level 7 - 60 credit points</b>	
<b>Level 7 Core - 60 credit points</b>	CORE
[MODULE] 7501EDUI Critical Reflection and Developing Practice Approved 2022.01 - 20 credit points	
[MODULE] 7502EDUI Theories and Principles in Education, Teaching and Learning Approved 2022.01 - 20 credit points	
[MODULE] 7503EDUI Inclusive Pedagogy and Evidencing Impact on Learners Approved 2022.01 - 20 credit points	
<b>Level 7 Optional - No credit points</b>	OPTIONAL

## Teaching, Learning and Assessment

Teaching, Learning and Assessment	<p>Teaching: The Programme is largely delivered through Online lead lectures, webinars, virtual workshops, and tutorials, with skilled and qualified education tutors. There is some face-face and blended learning opportunities in campus-based seminars/tutorials, and an annual student conference. The teaching approach is designed to enable students to fully engage with the online material - which includes innovative digital resources and a student-led education community blog specifically for the programme, as well as the more traditional teaching materials e.g. electronic presentations, handouts, excerpts of selected reading and templates and briefs to aid learning and assessment. Students will be supported to develop skills in accessing and processing research, guidance and technical information; enabling students to develop conceptual and procedural knowledge. While students will receive individual support and guidance from tutors, they will also form a Community of Practice; working in virtual groups to explore, speculate and evaluate; engaging with problem-finding and problem-solving activities. The students will be encouraged to interact during webinars, virtual workshops and through a PGEducation Blog and Webchat platform; enabling them to reflect on experience and co-construct their understanding of pedagogic and professional matters and issues in education. All modules in the programme emphasise evidence-based practice for teaching in the school context and wider learning environments. Learning: The Community of Practice model embedded in the programme, recognises the breadth of experience and knowledge students bring, along with the experienced programme tutors. This contributes to a rich learning environment, which emphasises drawing on different educational contexts and experiences to share with each other; informing application of innovative approaches to analysing and problem solving in students' own developing practice. Students are also strongly encouraged to discover information for themselves and take responsibility for their own learning, making full use of the interactive online learning opportunities and digital library resources. As an online programme, full use of information and communication technology (ICT) is expected, including the use of email to communicate with tutors. Verbal and written feedback on assignments and teaching fosters reflection, self-awareness and independent learning. The webinars, virtual workshops and online seminars, along with the PGEducation Webchat platform will encourage students to reflect, articulate thoughts and opinions and ask critical questions. Assessment: All students receive general and module specific academic guidance, with specialist induction on the identification, location, and use of materials provided on the programme's digital platform, electronic library resources and other sources they can access more locally. Guidance on the aims, structure and marking of assignments is incorporated into module sessions and documentation - including Assessment Briefings. The grading criteria are published in the Module Guides. Indicative and essential readings are also included in Module Guides. Formal evaluation of conceptual and procedural knowledge and evidence of developing practice is assessed through written methods.</p>
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### Opportunities for work related learning

Opportunities for work related learning
<p>This programme is designed to be taught and assessed with students who are typically in practice in schools, or other relevant educational settings . Students who are not directly engaged within a current educational setting, will need to complete a one month placement organised by the collaborative partner to take place in an appropriate context. Students will need to be able to draw on current educational practice to inform their work for module assessments on this programme.</p>

### Entry Requirements

Type	Description
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Alternative qualifications considered	Students will meet the following criteria as a minimum: Have a first degree - classification normally a minimum of 2.2 Honours or equivalent, of a UK university. Or equivalent overseas qualification; Or For non-standard entry, applicants would need to be able to demonstrate a comparable academic standard through past studies and relevant work experience. A minimum of two years' experience in a professional role in education/education-related practice is required, along with a genuine passion and interest in their professional development. It will also be necessary to explain in their application, how this programme will benefit their career progression. ALL applicants must be in a current relevant role, or have access to an appropriate classroom or education setting IELTS score of 6.0 overall
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## Programme Contacts

### Programme Leader

Contact Name
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### Link Tutor

Contact Name
Jennifer Woods