

Overview

Programme Code	36489
Programme Title	Education
Awarding Institution	Liverpool John Moores University
Programme Type	Masters
Programme Leader	
Link Tutor(s)	Matthew McLain

Partner Name	Partnership Type
Unicaf	Validated

Awards

Award Type	Award Description	Award Learning Outcomes
Alternative Exit	Postgraduate Certificate - PC	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. 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. Challenge own and others' values and assumptions in order to promote socially just policy, and inclusive and ethical practice in education. Analyse and critically evaluate data from a wide range of reliable sources to develop knowledge and critical understanding.
Target Award	Master of Arts - MA	See Learning Outcomes Below
Alternative Exit	Postgraduate Diploma - PD	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.

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
Part-Time, Distance Learning	April	Unicaf	5 Year
Part-Time, Distance Learning	August	Unicaf	5 Year
Part-Time, Distance Learning	December	Unicaf	5 Year
Part-Time, Distance Learning	February	Unicaf	5 Year
Part-Time, Distance Learning	January	Unicaf	5 Year
Part-Time, Distance Learning	July	Unicaf	5 Year
Part-Time, Distance Learning	June	Unicaf	5 Year
Part-Time, Distance Learning	March	Unicaf	5 Year
Part-Time, Distance Learning	May	Unicaf	5 Year
Part-Time, Distance Learning	November	Unicaf	5 Year
Part-Time, Distance Learning	October	Unicaf	5 Year
Part-Time, Distance Learning	September	Unicaf	5 Year

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 an advanced understanding and an evaluative 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	Use knowledge of different philosophical views of education to inform critical debate about its role in a range of national and international contexts.
PLO9	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.
PLO10	Explore the implications of relevant theory, research and policy in the context of educational governance and practice.
PLO11	Demonstrate critical awareness of the role of educational policy and practice in addressing social justice issues in the globalised world.
PLO12	Plan an appropriate investigative project that involves elements of education and globalisation as fields of study.
PLO13	Synthesise ideas based on study, reflection and/or experience, to create responses to problems that expand or redefine existing knowledge.
PLO14	Challenge own and others' values and assumptions in order to promote socially just policy, and inclusive and ethical practice in education
PLO15	Synthesise effectively and communicate the outcomes of a study in ways consistent with relevant academic conventions.

Programme Structure

Programme Structure Description

The award MA Education requires 180 credits from all core modules (7521MEDI, 7522MEDI, 7523MEDI, 7524MEDI, 7525MEDI, 7506MALED & 7507MALED). The award Postgraduate Diploma Education requires 120 credits from the following core modules (7521MEDI, 7522MEDI, 7523MEDI, 7524MEDI, 7525MEDI & 7506MALED). The award Postgraduate Certificate Education requires 60 credits from any of the following core modules (7521MEDI, 7522MEDI, 7523MEDI, 7524MEDI, 7525MEDI or 7506MALED). Students will register for one module at a time and must complete the whole programme within 5 years.

Programme Structure - 180 credit points	
Level 7 - 180 credit points	
Level 7 Core - 180 credit points	CORE
[MODULE] 7506MALED Research Design Approved 2022.01 - 20 credit points	
[MODULE] 7507MALED Research Project Approved 2022.01 - 60 credit points	
[MODULE] 7521MEDI Education, Society and Culture Approved 2022.01 - 20 credit points	
[MODULE] 7522MEDI Competing Philosophies of Education Approved 2022.01 - 20 credit points	
[MODULE] 7523MEDI The Critically Reflective Practitioner Approved 2022.01 - 20 credit points	
[MODULE] 7524MEDI Education, Globalisation and Social Justice Approved 2022.01 - 20 credit points	
[MODULE] 7525MEDI Critique, Power and Transformation in Education Approved 2022.01 - 20 credit points	
Level 7 Optional - No credit points	OPTIONAL

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

Approved variance from Academic Framework Regulations

Variance

Students will be eligible for a Final Module Attempt (FMA) once they have failed the first and referral attempt of a module. Students will not have to wait until all the assessment opportunities from the taught element of the programme have been exhausted. (approved 03/11/2022)

Teaching, Learning and Assessment

The development of students' knowledge and understanding involves the provision of a range of online lectures, seminars, workshops, small group work and tutorials, along with self-directed study. 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, digital 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 critical exploration of theory, research, policy and approaches/potential approaches to practice in education, by self or others. Intellectual skills of analysis, evaluation and reflection on philosophy, policy, globalisation, educational theories, and current - or future 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 digital presentations. The development of transferable skills are incorporated within modules and related to relevant assessments as appropriate. Building on the student's experiences as they advance through the programme, delivery begins with a largely instructor-directed approach and gradually moves to develop a student-directed learning approach in later levels, culminating in students engaging in independent research, supported by the academic team. This approach leads to more independent learning and direct student responsibility for their learning. A range of appropriate online teaching methods are used across the programme including: - Lectures - Seminars - One-One & Group Tutorials - Workshops - e-Learning - Directed Independent Study - Group Work - Online Discussion Forums - Assessment e-Workshops

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 programme team will always be keen to guide and support students with exploring opportunities to complement academic studies in education, contextualised in global perspectives.