Programme Specification Document

Approved, 2022.02

Overview

Programme Code	36490
Programme Title	Education (International)
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
Target Award	Postgraduate Certificate - PC	See Learning Outcomes Below

Alternate Award Names	

External Benchmarks

Subject Benchmark Statement	

Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Part-Time, Distance Learning	April	Unicaf	2 Year
Part-Time, Distance Learning	August	Unicaf	2 Year
Part-Time, Distance Learning	December	Unicaf	2 Year
Part-Time, Distance Learning	February	Unicaf	2 Year
Part-Time, Distance Learning	January	Unicaf	2 Year
Part-Time, Distance Learning	July	Unicaf	2 Year
Part-Time, Distance Learning	June	Unicaf	2 Year
Part-Time, Distance Learning	March	Unicaf	2 Year
Part-Time, Distance Learning	May	Unicaf	2 Year
Part-Time, Distance Learning	November	Unicaf	2 Year
Part-Time, Distance Learning	October	Unicaf	2 Year
Part-Time, Distance Learning	September	Unicaf	2 Year

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;

Learning Outcomes

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

Programme Structure

Programme Structure Description

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: 7531PEDI Critical Reflection and Developing Practice (20 Credits) 7532PEDI Theories and Principles in Education, Teaching and Learning (20 Credits) 7533PEDI Inclusive Pedagogy and Evidencing Impact on Learners (20 Credits) Students will register for one new module at a time and must complete the whole programme within 5 years.

Programme Structure - 60 credit points	
Level 7 - 60 credit points	
Level 7 Core - 60 credit points	CORE
[MODULE] 7531PEDI Critical Reflection and Developing Practice Approved 2022.01 - 20 credit points	
[MODULE] 7532PEDI Theories and Principles in Education, Teaching and Learning Approved 2022.01 - 20 credit points	
[MODULE] 7533PEDI Inclusive Pedagogy and Evidencing Impact on Learners 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 and digital presentations. 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. 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 moves to develop a student-directed learning approach through the modules. This scaffolded-learning 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 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.

Entry Requirements

Type	Description
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 English Proficiency Unicaf English Placement Test (EPT) where a first degree was not in the English language