Programme Specification Document

Approved, 2022.05

Overview

Programme Code	36732
Programme Title	Education (International)
Awarding Institution	Liverpool John Moores University
Programme Type	Masters
Language of Programme	All LJMU programmes are delivered and assessed in English
Programme Leader	
Link Tutor(s)	Judith Enriquez

Partner Name	Partnership Type
Portobello Institute	Franchised

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, Blended	April	Portobello Institute	1 Years
Part-Time, Blended	January	Portobello Institute	1 Years
Part-Time, Blended	September	Portobello Institute	1 Years

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: 7521PORT Critical Reflection and Developing Practice (20 Credits) 7522PORT Theories and Principles in Education, Teaching and Learning (20 Credits) 7523PORT Inclusive Pedagogy and Evidencing Impact on Learners (20 Credits)

Programme Structure - 60 credit points	
Level 7 - 60 credit points	
Level 7 Core - 60 credit points	CORE
[MODULE] 7521PORT Critical Reflection and Developing Practice Approved 2022.02 - 20 credit points	
[MODULE] 7522PORT Theories and Principles in Education, Teaching and Learning Approved 2022.01 - 20 credit points	
[MODULE] 7523PORT Inclusive Pedagogy and Evidencing Impact on Learners Approved 2022.02 - 20 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 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 in an appropriate context, which can be organised in consultation with Portobello Institute. 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, from a Republic of Ireland or 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. All non-standard entry applicants are interviewed and eligibility determined based on previous experience, applied practice and additional qualifications. 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 - evidenced via the applicants written personal statement and CV. It will also be necessary to explain in their application, how this programme will benefit their career progression; Applicants should be in a relevant educational role, or have access to an appropriate classroom or education setting during the course; Students who have not completed their primary degree through English will need to demonstrate IELTS overall 7.0 (minimum 6.5 in each component). Irish leaving Cert English or GCSE English for UK students;

Extra Entry Requirements