



LIVERPOOL HOPE
UNIVERSITY

175 YEARS OF ACADEMIC
EXCELLENCE


LIVERPOOL HOPE UNIVERSITY PLD CENTRE SCHOOL OF EDUCATION

Professional Learning & Development (PLD)



CONTENTS

Welcome	3
Accredited PLD Courses for Teaching Practitioners	4
Postgraduate Certificates	7
Research Informed Leadership	7
Advanced Mentoring & Coaching	8
Education, Leadership & Management	9
Leading for Educational Advantage	10
Expert Teaching	11
Early Career Teacher	12
National Award for SEN Coordination	13
Management & Leadership of SEN	14
Specific Learning Difficulties (Dyslexia)	15
PLD Short Courses	16
Training Courses for Governors	17
Bespoke PLD	18
Contact Us	19



High-quality Professional Learning & Development (PLD) opportunities for individuals and organisations working within the Education sector.

WELCOME



I am delighted to introduce this brochure, which outlines Professional Learning & Development (PLD) opportunities facilitated by the School of Education. Over the past several years, the School has given significant attention to the development of PLD that is clearly aligned to current priorities and focused on the acquisition of subject-specific and professional skills and knowledge. What is clear already is that the kind of provision outlined in this brochure has attracted significant interest, as schools, governing bodies and headteachers consider ways to meet the needs of a changing environment and continue to ensure learning provision of the highest quality within their own schools or academy trusts.

With a history going back 175 years, Liverpool Hope University is well placed to work with the teaching professional. This includes supporting the development of school leaders, supporting school governors, as well as offering subject-specific courses. As the only ecumenical university in Europe, Liverpool Hope also strives to ensure it is engaged with the Church School sector.

Should you decide to take part in one of these courses, I am sure you will find they are of the highest quality. In addition, if there are areas of PLD that are not represented in the University's current provision, do feel free to contact the Head of PLD, who will be pleased to discuss the potential for further expansion.

The Revd Canon Professor Kenneth G C Newport, DPhil, DD (Oxon)
Deputy Vice Chancellor



The School of Education offers an extensive range of high-quality Professional Learning & Development (PLD) opportunities for individuals and organisations working within the Education sector. All of our programmes are practice-based and impact driven in order to support high-quality teaching and learning and school improvement priorities.

Our PLD portfolio is continually updated to respond quickly to national and local initiatives and has been designed to be delivered in a flexible way. We offer a range of delivery patterns to suit school preferences including:

- Conference days, twilights and weekend sessions delivered at our Hope Park Campus or via online learning.
- Bespoke programmes/consultancy delivered at our Hope Park Campus or via online learning
- Fully accredited PLD modules and programmes of study at Masters level.

All PLD courses offered by Liverpool Hope University are based on inquiry and research into your practice and are designed to have a real and long-lasting practical impact on the teaching and learning in your school and on school improvement. We are happy to visit you and discuss your requirements at your school.

Joanne Cross BA (Hons), ACIM, PGCE, MA,
Head of Professional Learning & Development (PLD)

ACCREDITED COURSES FOR TEACHING PRACTITIONERS

Liverpool Hope University offers a variety of 30 credit Masters level PLD modules, designed specifically for both early and more experienced practitioners to specialise in particular areas of interest. The modules can be taken as standalone PLD or can be used to build towards Postgraduate Certificates (60 credits) or full Masters awards (180 credits). Modules can also be taken as attendance only (without assessment or credits). Delivery for our accredited PLD can be face to face at our Hope Park Campus or via online learning.

RESEARCH INFORMED: PRACTICE IN ACTION

Overview: This course provides an opportunity to undertake a professional development project within a school or other setting. This will support practising professionals in understanding the impact of research on practice, including how theory relates to practice, designing effective projects and evaluating impact.

Suitable for: Teachers, leaders and professionals working within an educational setting.

Credits: 30 Masters credits

Progression: Postgraduate Certificate in Research Informed Leadership (see page 7) or a full Masters (see website for further information).

RESEARCH INFORMED: LEADERSHIP

Overview: This module offers students the opportunity to gain systematic understanding of common research methods used in professional inquiry for the purposes of educational system improvement. Student exploration of this knowledge-base will be informed by a critical reflection on research methods with the intention of evaluating for implementation in cycles of educational improvement.

Suitable for: Teachers, leaders and professionals working within an educational setting. A practitioner route is available for those not working at leadership level.

Credits: 30 Masters credits

Progression: Postgraduate Certificate in Research Informed Leadership (see page 7) or a full Masters (see website for further information).

EDUCATION LEADERSHIP & MANAGEMENT I: PERSPECTIVES ON LEADERSHIP

Overview: This module explores leadership, with a specific focus on leadership within different education organisations.

Suitable for: Teachers, Middle and Senior Managers/ Leaders, Professionals working within an educational context.

Credits: 30 Masters credits

Progression: Postgraduate Certificate in Education Leadership & Management (see page 9) or a full Masters (see website for further information).

EDUCATION LEADERSHIP & MANAGEMENT II: WORKING EFFECTIVELY WITH OTHERS

Overview: This module takes as its focus the need for all those working within schools and other education institutions to develop positive and productive relationships with others.

Suitable for: Teachers, Middle and Senior Managers/ Leaders, Professionals working within an educational context.

Credits: 30 Masters credits

Progression: Postgraduate Certificate in Education Leadership & Management (see page 9) or a full Masters (see website for further information).

SOCIAL AND EMOTIONAL LEARNING DIMENSIONS: LEADERSHIP

Overview: This module examines social and emotional aspects of learning. In particular, it explores how children's familial contexts, early developmental experiences and consequent attachment patterns, impact on their attitudes to learning, to relationships and to their ability to reach their educational potential.

Suitable for: Professionals working in socially challenging school contexts.

Credits: 30 Masters credits

Progression: Postgraduate Certificate in Leading for Educational Advantage (see page 10) or a full Masters (see website for further information).

POWER, POLICY AND POLITICS IN EDUCATIONAL LEADERSHIP

Overview: This module examines three dimensions of educational leadership, taking cognisance of the experience of leaders in schools and their interpretation of education policy and how this impacts on leadership practice. Participants will explore the possibilities and limitations of acting upon policy, individually and collectively.

Suitable for: Teachers, leaders and professionals working within an educational setting.

Credits: 30 Masters credits

Progression: Postgraduate Certificate in Leading for Educational Advantage (see page 10) or a full Masters (see website for further information).

DEVELOPING PRACTICE FOR EARLY CAREER TEACHERS

Overview: This course supports the development of professional practice for those teachers in the early stages of their careers. It is intended to help participants to acquire the knowledge, skills and understanding essential to becoming effective, informed and reflective professional practitioners. The course will provide a context for participants to engage critically with their professional experiences within their NQT induction year and beyond. Participants will continue to develop the practical skills in teaching and learning gained in their QTS award, drawing on key research developments and readings, and with reference to current government priorities and directives.

Suitable for: Early Career Teachers.

Credits: 30 Masters credits

Progression: Postgraduate Certificate Early Career Teacher (see page 12) or a full Masters (see website for further information).

DEVELOPING EVIDENCE-BASED PRACTICE

Overview: This course provides an opportunity to critically engage the Early Career Teacher with practice that is informed by evidence such as that included in the Early Career Framework. It is intended to support developing professionals in understanding the link between research evidence and practice. It will require the Early Career Teacher to reflect on their emerging practices in relation to teaching and learning and how it relates critically to the current available evidence base. It is intended that participants will consolidate their professional confidence and autonomy through critical reflection and focused research.

Suitable for: Early Career Teachers.

Credits: 30 Masters credits

Progression: Postgraduate Certificate Early Career Teacher (see page 12) or a full Masters (see website for further information).

THEORY AND RESEARCH IN EFFECTIVE MENTORING/COACHING

Overview: This course focuses on contemporary theory and research in the field of mentoring and coaching relevant to an educational setting. This will include an overview and evaluation of different theoretical models of mentoring and coaching. It will also include an examination of the relevance and implications of the recent research and policy direction for professional practice. The course will provide support in the development of critical, reflective practices in mentoring and coaching.

Suitable for: Professionals engaged in mentoring and coaching within educational settings.

Credits: 30 Masters credits

Progression: Postgraduate Certificate in Advanced Mentoring & Coaching (see page 8) or a full Masters (see website for further information).

PRINCIPLES AND PRACTICE OF EFFECTIVE MENTORING/ COACHING

Overview: This course focuses on contemporary issues, debates and developing practice in the field of mentoring and coaching relevant to an educational setting. This will include a critical consideration of the National Standards for school based initial teacher training (ITT) mentors provided by the DfE. The course will provide support in the development of critical, reflective practices in mentoring and coaching. The module will introduce the skills, principles and practice of effective mentoring and coaching. It will focus on the skills and qualities required for effective mentoring and coaching and investigate the role of the mentor/ coach.

Suitable for: Professionals engaged in mentoring and coaching within educational settings.

Credits: 30 Masters credits

Progression: Postgraduate Certificate in Advanced Mentoring & Coaching (see page 8) or a full Masters (see website for further information).

SOCIAL AND EMOTIONAL LEARNING DIMENSIONS: PRACTITIONER

Overview: This module examines social and emotional aspects of learning. In particular, it explores how children's familial contexts, early developmental experiences and consequent attachment patterns, impact on their attitudes to learning, to relationships and to their ability to reach their educational potential.

Suitable for: Teachers, leaders and professionals working within an educational setting.

Credits: 30 Masters credits

Progression: Postgraduate Certificate in Expert Teaching (see page 11) or a full Masters (see website for further information).

VALUES AND EVIDENCE INFORMED: PRACTITIONER

Overview: This module offers students the opportunity to engage in an in-depth, critical consideration of contemporary research linked to educational improvement. Students' exploration of this knowledgebase will be informed by a critical reflection on the role of values in shaping their views about the aims and ends of education while also considering how professional experience informs their preferred "ways of teaching". Students will develop their skills as critical consumers of research, exploring the strengths and limitations of different methodologies and considering the extent to which there can be strong and direct links between research and practice.

Suitable for: Teachers, leaders and professionals working within an educational setting.

Credits: 30 Masters credits

Progression: Postgraduate Certificate in Expert Teaching (see page 11) or a full Masters (see website for further information).



POSTGRADUATE CERTIFICATES

POSTGRADUATE CERTIFICATE IN RESEARCH INFORMED LEADERSHIP

COURSE OVERVIEW

This course provides an opportunity to undertake a professional development project within a school or other setting. It is intended to support practising professionals in understanding the impact of research on practice, including how theory relates to practice, designing effective projects and evaluating impact.

This will necessarily include the development of understanding of both sector specific and/or setting specific issues at local and wider levels. It promotes the development of reflective professional practice, linking relevant theory to educational practice. It is intended that participants will consolidate their professional confidence and autonomy through critical reflection and focused research.

This Postgraduate Certificate (60 Level 7 Credits) comprises two x 30 credit modules:

Research Informed Practice in Action (30 Credits)

- Undertake a professional development project using appropriate research methods.
- Participants will determine their own defined area of study, where appropriate in consultation with senior colleagues and with regard to school improvement plans.
- Explore how to identify and critically review key literature.
- Explore appropriate research methodologies and ethical issues particularly linked to the sensitivity of carrying out research in a school/ educational setting.
- Data analysis techniques.

Research Informed: Leadership (30 Credits)

- Research methods for professional inquiry for school improvement.
- Selecting methods based on context and purpose.
- How to use methods presented.
- Critical evaluation of methods.
- Creation of a research plan for professional inquiry as part of a school improvement cycle.

ASSESSMENT

Module 1: Participants will produce a research project report and deliver a presentation to a key audience summarising the project with clear analysis of findings and impact on their own/future practice.

Module 2: Participants will produce and present a detailed research plan for professional inquiry as part of an improvement cycle. Participants will also produce a detailed and critical evaluation of a range of research methods for use in a particular context of educational improvement.

PROGRESSION

Credits from this Postgraduate Certificate can be counted towards a full Masters (see website for further information).



POSTGRADUATE CERTIFICATE IN ADVANCED MENTORING & COACHING

COURSE OVERVIEW

This course is designed to provide the theoretical and practical knowledge and understanding of mentoring and coaching, which is relevant to their role as a mentor in a variety of capacities such as a trainee teacher mentor, induction tutor or mentor to a new school leader.

The programme draws significantly on a professional learning model that encourages students to make clear connections between relevant research, theory and practice.

This Postgraduate Certificate (60 Level 7 Credits) comprises two x 30 credit modules:

Theory and Research in Effective Mentoring/ Coaching (30 Credits)

- Consideration of the current research and policies concerning mentoring and coaching.
- Critical consideration of the key concepts and principles required for effective mentoring and coaching.
- Reflection on the importance of context and relationships within effective coaching and mentoring processes.
- Exploration of the role of reflection in the mentoring and coaching processes.

Principles and Practice of Effective Mentoring/ Coaching (30 Credits)

- Consideration of the current policy discourse around mentoring and coaching.
- Critical consideration of the skills and qualities required for mentoring and coaching a colleague.
- Exploring interpersonal relationships and communication skills in the mentoring and coaching (or training) dynamic, in order to develop the learning conversation.
- Exploration of the role of reflection in the mentoring and coaching process.
- Evaluating best practice in the mentoring, coaching process using a range of settings.

ASSESSMENT

Module 1: Participants will undertake a literature review of theory and research relating to effective mentoring and coaching in an educational setting, including a critical reflection on the relevance of the theories and research in relation to their own practice context.

Module 2: Participants will critically reflect on the process and impact of mentoring and coaching in their context in relation to the professional development of a mentee. Participants will also present a portfolio of evidence of their own mentoring and coaching practice with reference to the policy, protocols and ethics surrounding their context.

PROGRESSION

Credits from this Postgraduate Certificate can be counted towards a full Masters (see website for further information).



POSTGRADUATE CERTIFICATE IN EDUCATION LEADERSHIP & MANAGEMENT

COURSE OVERVIEW

The course is strongly focused upon the application of theories, ideas and concepts to a range of educational and community-based contexts.

The programme offers a unique combination of policy and practice-based perspectives on leadership and leadership within education, and builds upon students' understanding and experience of leadership and management of schools and education systems.

This Postgraduate Certificate (60 Level 7 Credits) comprises two x 30 credit modules:"

Education Leadership & Management I: Perspectives on Leadership (30 Credits)

- Recognising the challenges faced by those in leadership roles and the need to support the development of leadership competencies at all levels, this module explores leadership, with a specific focus on leadership within different education organisations. In particular, the module explores the nature of leadership and management through a number of different thematic 'lenses' and considers the role leaders play within improvement and change programmes.

Education Leadership & Management II: Working Effectively with Others (30 Credits)

- This module takes as its focus the need for all those working within schools and other education institutions to develop positive and productive relationships with others. Leadership and management do not occur in a vacuum, and this module has been designed to develop both functional knowledge and critical understanding of a number of key perspectives on human behaviour within organisations and on the nature and processes of organising human activity. As such it is designed not only to encourage the development of solutions to specific leadership and management problems but also to provide participants with insights into the complex nature of organisations and of organisational life.

ASSESSMENT

Module 1: Students will complete a change management case study as well as 4 reflective forum posts.

Module 2: Students will complete a case study with a presentation, as well as a reflective essay.

PROGRESSION

Credits from this Postgraduate Certificate can be counted towards a full Masters (see website for further information).

TESTIMONIALS

"I have been delighted with the courses that Liverpool Hope have developed for our school. Respected and widely recognised accredited courses have been adapted so that they have met the bespoke needs of the school and individual colleagues. This has meant that colleagues from NQTs all the way up to myself, as Headteacher, have taken value and meaning that is relevant to the specific context in which we are working."

Dr Geoff Baker, Headteacher at Cansfield School

"I have developed my leadership skills and my ability to reflect as a leader and as a follower. I have been able to apply some of the leadership theory and ideas learnt from the course when leading my curriculum subject."

"I find the reading material posted to the VLE is very helpful as are the example pieces of work. This offers a guideline for how to write effectively at Masters level. I also feel the support given throughout has been brilliant."

"Very knowledgeable staff, prompt and useful feedback, well-resourced via the VLE."

POSTGRADUATE CERTIFICATE IN LEADING FOR EDUCATIONAL ADVANTAGE

COURSE OVERVIEW

The course is designed to provide the theoretical and practical knowledge and understanding to successfully support aspiring and serving educational professionals in a critical engagement with research and in critical reflection on their practice.

The course will promote a greater understanding of the social and cultural contexts that create notions of disadvantage and consideration will be given into ways in which schools can mitigate disadvantage and actively promote advantage.

This Postgraduate Certificate (60 Level 7 Credits) comprises two x 30 credit modules:

Social and Emotional Learning Dimensions: Leadership (30 Credits)

- This module examines social and emotional aspects of learning. In particular, it explores how children's familial contexts, early developmental experiences and consequent attachment patterns, impact on their attitudes to learning, to relationships and to their ability to reach their educational potential.

Power, Policy and Politics in Educational Leadership (30 Credits)

- This module examines three dimensions of educational leadership, taking cognisance of the experience of leaders in schools and their interpretation of education policy and how this impacts leadership practice.
-

ASSESSMENT

Module 1: Participants will complete a critical appraisal of attachment theory applied to either the school or classroom context.

Module 2: Participants will devise or revise an Education policy from their organisation and critically evaluate this with reference to examples from their professional experience (or relevant case examples) and relevant literature. Participants will also give a presentation on a recent policy or their own practice, considering how this illustrates or challenges theories of power and politics.

PROGRESSION

Credits from this Postgraduate Certificate can be counted towards a full Masters (see website for further information).



POSTGRADUATE CERTIFICATE IN EXPERT TEACHING

COURSE OVERVIEW

This course aims to provide practitioners with a critical and practical understanding of contemporary research and scholarship linked to educational improvement.

This will include an understanding of the effectiveness of a range of research methodologies in investigating complex educational issues and the role of professional values and experience in shaping views about these complex issues.

This Postgraduate Certificate (60 Level 7 Credits) comprises two x 30 credit modules:

Social and Emotional Learning Dimensions: Practitioner (30 Credits)

- This module examines social and emotional aspects of learning. In particular, it explores how children's familial contexts, early developmental experiences and consequent attachment patterns, impact on their attitudes to learning, to relationships and to their ability to reach their educational potential. With increased critical awareness of learning as an emotional experience and of the application of attachment theory to classroom contexts, participants will have an increased ability to respond to children's social and emotional needs as integral to their primary task.

Values and Evidence Informed: Practitioner (30 Credits)

- This module offers students the opportunity to engage in an in-depth, critical consideration of contemporary research linked to educational improvement. Students' exploration of this knowledge-base will be informed by a critical reflection on the role of values in shaping their views about the aims and ends of education while also considering how professional experience informs their preferred "ways of teaching". Students will develop their skills as critical consumers of research, exploring the strengths and limitations of different methodologies and considering the extent to which there can be strong and direct links between research and practice.

ASSESSMENT

Assessment will take the form of a written assignment, a critical reflection, a critical review and a presentation.

PROGRESSION

Credits from this Postgraduate Certificate can be counted towards a full Masters (see website for further information).



POSTGRADUATE CERTIFICATE EARLY CAREER TEACHER

COURSE OVERVIEW

The programme draws significantly on a professional learning model that encourages students to make clear connections between relevant research, theory and their emerging professional practice. Students will draw on their professional capabilities and extend their practice through their engagement with the assessments, which are designed to promote high levels of critical reflection on their Early Career practice and extend their understanding of the link between research evidence and practice.

The programme is designed to develop the Early Career Teacher as a reflective practitioner able to analyse their emerging practice and consider how it is informed by a critical engagement with evidence and research.

This Postgraduate Certificate (60 Level 7 Credits) comprises two x 30 credit modules:

Developing Practice for Early Career Teachers (30 Credits)

- This course supports the development of professional practice for those teachers in the early stages of their careers. It is intended to help participants acquire the knowledge, skills and understanding essential to becoming effective, informed and reflective professional practitioners. The course will provide a context for participants to engage critically with their professional experiences within their early careers.

Developing Evidence Based Practice (30 Credits)

- This course provides an opportunity to critically engage the Early Career Teacher with practice that is informed by evidence such as that included in the Early Career Framework. It is intended to support developing professionals in understanding the link between research evidence and practice. It will require the Early Career Teacher to reflect on their emerging practices in relation to teaching and learning and how it relates critically to the current available evidence base. It is intended that participants will consolidate their professional confidence and autonomy through critical reflection and focused research.
-

ASSESSMENT

Assessment comprises a mix of portfolio, critical reflections and presentation.

PROGRESSION

Credits from this Postgraduate Certificate can be counted towards a full Masters (see website for further information).



POSTGRADUATE CERTIFICATE NATIONAL AWARD IN SPECIAL EDUCATIONAL NEEDS CO-ORDINATION



COURSE OVERVIEW

This Postgraduate Certificate aims to enable SENCOs and aspiring SENCOs to gain the confidence needed to strategically lead SEND provision in their settings. Through critical reflection, participants on the programme will consider the ways the SENCO can work with senior colleagues, governors and the wider learning community to reduce barriers to participation and learning for pupils.

- Mandatory qualification that all newly qualified SENCOs must achieve within three years of appointment, when working in maintained mainstream, academy and free schools.
- Meets the requirements of the SEN Code of Practice (2015 Section 6.86).
- Provides up-to-date knowledge support for experienced SENCOs and aspiring SENCOs, showing a commitment to Professional Learning & Development.
- Study from home with our flexible online learning, which enables you to schedule your study pattern around other obligations, providing a high quality specialist SEND education tailored to your lifestyle.

This Postgraduate Certificate (60 Level 7 Credits) comprises two x 30 credit modules:

Professional Knowledge and Understanding of the SENCO Role (30 Credits)

- The statutory and regulatory context for SEN and disability equality, and the implications for practice in your school/work setting.
- The principles and practice of leadership in different contexts.
- How SEN and disabilities affect pupils' participation and learning.
- Strategies for improving outcomes for pupils with SEN and/or disabilities.

Leading and Coordinating SEND Provision (30 Credits)

- Work strategically with senior colleagues and governors.
- Lead, develop and, where necessary, challenge senior leaders, colleagues and governors.
- Critically evaluate evidence about learning, teaching and assessment in relation to pupils with SEN.
- Develop, implement, monitor and evaluate systems.

ASSESSMENT

The NASENCO is achieved through the completion of written assignments and an e-portfolio. The e-portfolio is achieved through reflection upon your existing professional practice, existing documents that would naturally occur within your setting and reflection upon your academic assignments.

PROGRESSION

Credits from this Postgraduate Certificate can be counted towards a full Masters (see website for further information).

TESTIMONIALS

"I feel more knowledgeable and confident in my role"

"The course has increased my knowledge of the role and has enabled me to think strategically"

"Our tutor was very helpful and supportive. Each session was varied and had a variety of activities to be completed - individually, in pairs or whole group"

"Engaging sessions with focused and beneficial discussion"

POSTGRADUATE CERTIFICATE MANAGEMENT AND LEADERSHIP OF SPECIAL EDUCATIONAL NEEDS

COURSE OVERVIEW

This Postgraduate Certificate aims to enable managers and leaders of Special Educational Needs (SEN) to gain the confidence needed to strategically lead SEN provision in their settings. Through critical reflection, participants on the programme will consider the ways managers and leaders of SEN can aim to reduce barriers to participation and learning for pupils.

- The content reflects upon national perspectives* that provide a framework to address key aspects of the role of Special Educational Needs managers and leaders.
- Develop effective SEND management and leadership skills.
- Provides up-to-date knowledge support for professionals working within SEND, showing a commitment to Professional Learning & Development.
- Study from home with our flexible online learning, which enables you to schedule your study pattern around other obligations, providing a high quality specialist SEN education tailored to your lifestyle.

This Postgraduate Certificate (60 Level 7 Credits) comprises two x 30 credit modules:

Professional Knowledge and Understanding of the SENCO role (30 Credits)

- A statutory and regulatory context for SEND and disability equality will be reflected upon*, and the implications for practice in schools.
- The principles and practice of leadership in different contexts
- How SEND and disabilities affect pupils' participation and learning
- Strategies for improving outcomes for pupils with SEND and/or disabilities.

Leading and Coordinating SEND Provision (30 Credits)

- Work strategically with senior colleagues
- Lead, develop and, where necessary, challenge senior leaders and colleagues
- Critically evaluate evidence about learning, teaching and assessment in relation to pupils with SEND
- Develop, implement, monitor and evaluate systems.

ASSESSMENT

Assessment for the Postgraduate Certificate is via written assignments (approximately 6000 words per module).

PROGRESSION

Credits from this Postgraduate Certificate can be counted towards a full Masters (see website for further information).



POSTGRADUATE CERTIFICATE IN SPECIFIC LEARNING DIFFICULTIES (DYSLEXIA)



COURSE OVERVIEW

This Postgraduate Certificate aims to support teachers and professionals working in education to gain the confidence, knowledge and skills to identify, assess, plan, teach and support students with Specific Learning Difficulties (Dyslexia). Through critical reflection, participants on the programme will develop their understanding of the barriers to participation and learning that pupils with Specific Learning Difficulties (Dyslexia) can encounter.

- Develop the specialist knowledge, skills and confidence to be a specialist teacher and/or assessor for dyslexia.
- Be part of a specialist programme for professionals.
- Investigate research and literature relevant to SpLD dyslexia and relate this to specialist teaching and assessment.
- Successful completion of the course will enable students to apply to the British Dyslexia Association for Associate Membership of the British Dyslexia Association (AMBDA) and for an Assessment Practising Certificate (APC). Professionals with AMBDA / APC are able to be Exam Access Arrangements Assessors.

This Postgraduate Certificate (60 Level 7 Credits) comprises two x 30 credit modules:

Identification, intervention and teaching (ATS/APS) (30 Credits)

- Developing understanding of the practice and principles involved in the identification and assessment of learners with SpLD (dyslexia).
- Critical reflection upon the role of Information Technology.
- Follow and individualise a teaching programme to meet individual learner needs.
- Evaluation of personal specialist practice.

Psychometrics and diagnostic assessments (AMBDA) (30 Credits)

- The statutory and regulatory context for SpLD (dyslexia) and the implications for effective specialist teaching and assessment.
- Critical reflection upon the theory and practice of psychometrics.
- Identification of opportunities to increase inclusive approaches.
- Critical appraisal of teaching programmes and specialist practice.
- Develop an understanding of the social, emotional and community issues that may affect learners with SpLD (dyslexia).

ASSESSMENT

The PGCert SpLD (Dyslexia) is achieved through the completion of written assignments and the completion of an eportfolio. The eportfolio enables reflection upon the specialist SpLD (Dyslexia) role. In module 1 the eportfolio includes, for example, the completion of the planning, delivery and evaluation of specialist lessons. In module 2 the eportfolio includes, for example, the completion of specialist diagnostic assessments and associated reports.

PROGRESSION

Credits from this Postgraduate Certificate can be counted towards a full Masters (see website for further information).

PLD SHORT COURSES

The School of Education offers a wide range of half day or one day courses across the national curriculum. These vary from year to year to reflect current themes and priorities within schools. Course delegates are awarded a Certificate of Completion.

Areas of the curriculum covered include (but are not limited to):

- Primary English
- Primary Maths
- Primary Science
- Early Years Foundation Stage
- Art
- Behaviour Management
- Mental Health
- NQT Induction Tutor Training
- SEN

For more information on currently available courses, please visit: www.hope.ac.uk/pld/educationpld/non-accreditededucationpld/



TESTIMONIALS

"One of the best pieces of class-based CPD I've been on for a while!" (Primary English)

"Fantastic, practical ideas we can implement in class that will directly impact children's learning." (Primary Maths)

"Excellent delivery, great explanations and experiences. Really approachable and lots of information." (Mental Health)

"Really enjoyable training with endless possibilities to contribute to the children's ongoing learning." (EYFS)

"The range of texts on show and the depth of grammar modelled and fed into each of the books was brilliant." (Primary English)

"Thank you – very informative. Very clearly presented. Detailed and informative presentations. Well answered Q & A sessions." (NQT Induction Tutor Training)

"Thank you for managing to condense a huge range of material into a manageable chunk!" (Primary English)

"Fantastic course, gave me lots of ideas I will take back to the classroom." (Primary Maths)

TRAINING COURSES FOR GOVERNORS

CHURCH SCHOOL GOVERNANCE ONLINE TRAINING PROGRAMME

The Hope Church School Governance Online Training Programme (CSGTP) is aimed at Governors and Trustees (Directors) in both church schools and schools with a distinctively Christian ethos, providing support for Governors and Trustees (Directors) committed to improving provision and outcomes for children and young people. The programme has been developed by experts and professionals with a background in church school leadership, governance and inspection.

- Raise your awareness of the changing expectations of Governing Boards and meeting today's challenges in the education sector, whilst holding on to the mission and vision of a church school.
- Engage professionally with others in a collaborative and interactive module.
- Study online in your own time, whilst benefitting from access to personal tutors and group reflections.
- Key themes include the changing context, mission, vision and values, collaborative learning, decision-making and accountability.
- Access support with using the online Virtual Learning Environment and Zoom, developing skills which extend to everyday life.

The course is delivered via 6 online topics, each taken over a 3 week period. Each topic contains reading materials, videos, workbooks and interactive discussion forums as well as opportunities for Zoom meetings for the whole cohort with tutors. Support with the use of Zoom plus accessing and navigating the online Virtual Learning Environment is available.

It is expected that you will undertake a minimum of 2 hours per module to complete the course. You will also submit a 500 word Reflective Journal to receive your Certificate of Completion.

TESTIMONIALS

"I loved the interaction on the discussion forums with other candidates and my tutor. It was very useful to hear different perspectives from other faiths and schools on the material that I may not have picked up on or made me understand some aspects more fully by their comments and experiences."

"I have become a more thoughtful and aware governor, certainly one empowered to protect and promote the Christian ethos of my school."

"Excellent programme which was challenging and enriching in equal measure. It helped me to rekindle my vocation as governor."

"I thoroughly enjoyed the breadth of material which kept me engaged and improved the learning outcomes. A very well thought out programme to cater for all intellects and styles of learning."

"It increased my knowledge, made me more confident in the skills I already have and clearly identifies for me the skills I need to develop to be an effective governor."

100% of respondents to the survey for the online module in 2019/20 would recommend this course to others.

BESPOKE PLD



We offer a wide range of bespoke PLD which can be delivered at your school or college or online. You may wish to invite teachers from other schools and colleges to join you.

BENEFITS

- Courses are designed to meet your specific aims and requirements.
- They enable local schools and colleges to collaborate.
- Travel and other expenses can be minimised.
- Participants benefit from access to Liverpool Hope University resources.
- You can choose dates and times which are convenient for you.
- Courses represent a cost-effective method of content delivery to larger numbers of staff.

Areas covered can include (but are not limited to):

- Research informed practice
- Leadership
- NQT & RQT development
- Subject knowledge
- Professional qualifications.

CONTACT US

The University Centre for Professional Learning & Development

Liverpool Hope University
Hope Park
Liverpool
L16 9JD

T: 0151 291 3061/3834/3093

E: pld@hope.ac.uk

www.hope.ac.uk/pld/educationpld



**LIVERPOOL HOPE
UNIVERSITY**

175 YEARS OF ACADEMIC
EXCELLENCE

**LIVERPOOL HOPE UNIVERSITY PLD CENTRE
SCHOOL OF EDUCATION**

Professional Learning & Development (PLD)