

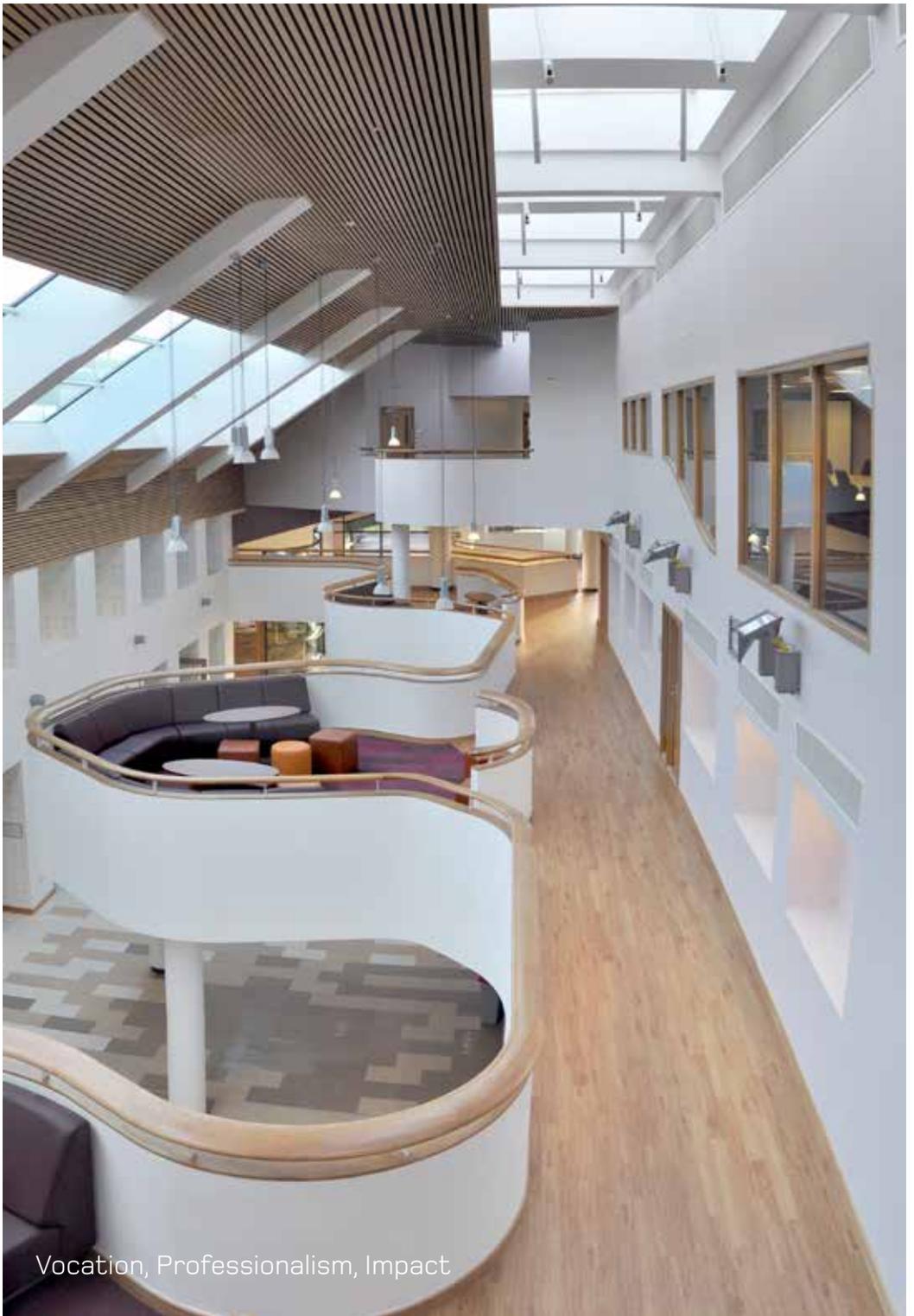
# School of Teacher Education Professional Masters Opportunities



LIVERPOOL  
HOPE  
UNIVERSITY

**STANDING OUT**

Liverpool Hope University | Teacher Education



Vocation, Professionalism, Impact

# Contents

- Welcome from the Dean of Education ..... 4
- Welcome from the Head of School of Teacher Education ..... 5
- Masters (MA) and Masters of Education (MEd) in Professional Practice . 7
- Module Information ..... 8
- Example of Progression Routes ..... 10
- Overview of Masters Modules available on MA/MEd in Professional Practice and also available through CPD ..... 12
- Fees/Bursaries for MA/MEd Professional Practice and CPD Modules . 14
- Contact Us ..... 16

# Welcome from the Dean of Education



I am delighted to introduce this booklet to you. Here you will find outlined a range of post-qualification opportunities for further study and professional development. At Hope we believe that teaching is a vocation and that those who enter the profession do so with a desire to serve others, most importantly the children in their schools. We believe also that teachers are formed and not trained.

The range of opportunities presented in this booklet are the result of a complete review of all post-qualification provision in the School of Teacher Education, the purpose of which is to strengthen and develop even further Liverpool Hope's already extensive and vibrant partnership with the teaching profession.

I believe that my colleagues have developed a suite of provision that meets contemporary needs, has academic rigour and provides real opportunity for those engaged in the practical business of teaching to further develop their own professional and academic standing.

Liverpool Hope has a 160-year-old responsibility relating to our founders' desire to work with others to assist in the formation of high-quality teachers for work in our schools; it is built into our constitution and it is a duty we seek diligently to discharge.

I do hope that you will find reflected in these courses the recognition of what you, our teachers, have told us about the needs of the profession in the 21<sup>st</sup> century and that you will wish to work with us collectively as we go forward as a profession.

**The Revd Canon Professor Kenneth Newport**  
Pro Vice-Chancellor (Academic) and Dean of Education

# Welcome from the Head of School of Teacher Education



I am delighted to introduce our new Masters (MEd or MA) in Professional Practice. This programme builds on our existing provision with a number of additional and enhanced elements. We are confident that it offers a supportive and flexible way to pursue study at Masters level in an area relating to your professional practice and in a way that balances with your other commitments.

Colleagues in the School of Teacher Education at Liverpool Hope University are very aware of the range of challenges and opportunities in the world of teaching and education. We work closely with a large number of school partners in delivering excellent preparation for a career in teaching, as well as supporting early career teachers and those in more senior positions. All of our work, at all levels, is informed by up-to-date research, close attention to professional relevance, and an uncompromising commitment to excellent education for all children and young people.

This new programme provides routes designed specifically to enable graduates of our own and other ITT programmes to further develop their knowledge and skills, as well as opportunities for more experienced practitioners to specialise in particular areas of interest - such as SEN or Leadership and Management. Some of the modules can be taken as stand-alone CPD or can be used to build towards a full Masters award; they can also be used to support specific school improvement priorities in consultation with headteachers. There is an option to pursue a specific interest in a 'traditional' dissertation (leading to an MA in Professional Practice) or, alternatively, to take further taught modules (leading to an MEd award). At all points, our commitment is to be flexible and support you, whilst guaranteeing academic rigour.

We hope you find something of interest to you. Please do not hesitate to get in touch with us if you would like to explore the options.

With best wishes,

**Sue Cronin**

Head of School of Teacher Education

*“Lawrence Primary School is a good school that serves a diverse community and has a huge commitment to continuous professional development. Our partnership with Liverpool Hope University serves us well to enable staff to develop their skills and knowledge to improve their teaching and pupils’ learning.”*

**Mark Rigby, Headteacher,**  
Lawrence Primary School, Liverpool



Vocation, Professionalism, Impact

# Masters (MA) and Masters of Education (MEd) in Professional Practice

The MA/MEd in Professional Practice is an innovative and flexible programme that gives education practitioners, within a variety of settings, the opportunity to carry out Masters level study.

The programme is practice focused and professionally relevant. It provides participants with the opportunity to research and improve their own practice by discovering new skills that can be gained from studying a range of specialist subjects to an advanced academic level. This process is supported by the study of education theory, through modules designed to provide the skills and critical understanding necessary to innovate in a rapidly evolving educational landscape.

The programme is designed to form an integral part of the professional learning journey of practicing teachers. It embraces a wide range of subjects within the field of education and related areas, allowing participants to study themed modules suited to their own development, all of which may be taken in a flexible manner as CPD modules or as a fully accredited programme.

## Entrance Requirements

Normally a First Class or Upper Second Class Honours Degree in Education (or a related discipline) and relevant professional experience.

## Accreditation of Prior Learning

Please note that in certain circumstances the University permits students who have already completed studies at a Postgraduate level to claim “credit” for prior learning. Through this approved process (APL\*) students have the potential to transfer credits to this programme from learning that has taken place in the past. Typically, a maximum of 60 credits will be approved if students meet the criteria\*. Each application will be treated on a case-by-case basis, and only credits with appropriately aligned learning outcomes will be transferrable.

*\*Accreditation of Prior Learning (APL) - Students who think they are eligible to apply for APL must discuss the matter with the Admissions Office, which will provide advice regarding the University's APL procedures. Information on APL can be found on the website: <http://www.hope.ac.uk/aboutus/governance/academicquality/accreditationofpriorlearning/>*

# Module Information

This programme consists of three years of study. Students will study 60 credits each year within the following framework and will agree their chosen options with the programme lead at the start of study.

Please see our website for the most up to date module information:

<http://www.hope.ac.uk/postgraduate/postgraduatecourses/professionalpracticemamed/>

|                   |  |
|-------------------|--|
| <b>60 Credits</b> | 1 x 60 Credit Block from the list below  |
| <b>60 Credits</b> | 1 x 30 Credit Module – Advanced Pedagogy (compulsory)<br>1 x 30 Credit Module from the list below**<br><i>**For NQTs, this must be Developing Practice for Early Career Teachers. Non-NQTs can choose any from the list.</i> |
| <b>60 Credits</b> | MA Route: 60 Credit Education Dissertation (Final Year)<br>MEd Route: Either - 1 x 60 Credit Block OR 2 x 30 Credit Modules  |

## 60 Credit Blocks

|  |  |
|--|--|
| Pedagogy: Theory and Practice  | Education, Policy, Practice and the Professional |
| International Education  | Special Educational Needs                        |
| Disability Studies<br><i>Please note this is barred to students who are taking Disability and Professional Practice as a 30 credit module.</i> | Early Childhood                                  |
| Developmental Psychology   | Religious Education                              |
| Disability and Professional Practice   | Education Leadership and Management              |

## 30 Credit Modules

|   |   |
|---|---|
| Coaching, Mentoring and Training in Education   | Aspiring Subject Leaders  |
| Disability and Professional Practice  | Education Leadership and Management I: Perspectives on Leadership         |
| Researching Practice  | Education Leadership and Management II: Working Effectively with Others   |
| Developing Practice for Early Career Teachers   | Professional Knowledge and Understanding of the SENCO role                |
| Leading and Coordinating SEND Provision<br><i>Please note this is only available to students who have already taken 'Professional Knowledge and Understanding of the SENCO role'.</i> | Advanced Pedagogy<br><i>Please note that this is a compulsory module.</i> |

For module details, please visit our web page and follow the tab to “Professional Masters”: <http://www.hope.ac.uk/education/postgraduate/degrees/>

*“As a teaching school, St John Bosco works closely with its strategic partner Liverpool Hope University to create CPD opportunities for teachers and prospective teachers to develop and enhance their knowledge and skills. We are a strong professional learning community and encourage staff to further themselves and gain accreditation, as well as undertake informal learning.”*

**Anne Pontifex, Former Headteacher,**  
St John Bosco Arts College, Liverpool

# Example of Progression Routes

## Example A: Newly Qualified Teacher (NQT)



or



## Example B: Recently Qualified Teacher (RQT)



or



### Example C: Experienced Teacher/Mentor of Trainees in School



or



## Accredited Continuing Professional Development (CPD) at Liverpool Hope University

The Faculty of Education also offers an extensive range of 30 Credit Masters level CPD modules. These modules are designed both for graduates of Initial Teacher Training programmes and for more experienced practitioners and Senior Leaders who wish to specialise in particular areas of interest (e.g. SEN, Coaching and Mentoring or Leadership and Management). The modules can be taken as stand-alone CPD or can be used to build towards a full Masters award.

*“Childwall CE Primary School is a strong learning community and we are passionate about staff development. In order to provide the outstanding education that all our children deserve, we must be committed to a policy of continuous improvement for all our staff. We therefore work closely with Liverpool Hope University, to ensure all staff have opportunities to gain accreditation and further their skills. The impact is seen in the classroom.”*

**Mrs Diane Shaw, Former Headteacher,**  
Childwall CE Primary School, Liverpool

# Overview of Masters Modules available on MA/MEd in Professional Practice and also available through CPD

| Course   | Masters Credits | Overview  | Suitable for   |
|--|-----------------|---|--|
| <b>Developing Practice for Early Career Teachers</b>                     | 30 Credits      | This module supports the development of professional practice for those teachers in the early stages of their careers.  | Newly Qualified Teachers (NQTs)<br>Recently Qualified Teachers (RQTs)                              |
| <b>Advanced Pedagogy</b>   | 30 Credits      | This module offers students the opportunity to engage in an in-depth, critical consideration of contemporary research linked to educational improvement. 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. | Experienced teachers and professionals working within an educational setting.                      |
| <b>Researching Practice</b>  | 30 Credits      | This module provides an opportunity to undertake a professional development project within a school or other setting.   | Teachers and professionals working within an educational setting.                                  |
| <b>Aspiring Subject Leaders</b>  | 30 Credits      | This module will enable aspiring and new subject leaders to acquire the skills, knowledge and capabilities needed to lead sustainable improvement, whilst also giving participants the opportunity to critically analyse the challenges facing the subject area.  | Aspiring and new subject leaders.  |
| <b>Coaching, Mentoring and Training in Education</b>                     | 30 Credits      | This module focuses on contemporary issues, debates and developing practice in the field of mentoring and coaching relevant to an educational setting.  | Professionals in a coaching, mentoring and/or training role within an educational setting.         |
| <b>Education Leadership and Management I: Perspectives on Leadership</b> | 30 Credits      | 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.   | Teachers, Middle and Senior Managers/Leaders, Professionals working within an educational context. |

Vocation, Professionalism, Impact

| Course   | Masters Credits | Overview   | Suitable for   |
|--|-----------------|--|--|
| <b>Education Leadership and Management II: Working Effectively With Others</b>   | 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. 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.  | Teachers, Middle and Senior Managers/Leaders, Professionals working within an educational context. |
| <b>Professional Knowledge and Understanding of the SENCO role</b>  | 30 Credits      | This module will begin to explore the professional knowledge and understanding that SENCOs need of the legislative context for SEN and theoretical concepts that underpin effective leadership and practice. It provides participants with the professional capacity to identify, assess and provide for children with special educational needs within their setting.   | Current, newly appointed and aspiring Special Educational Needs (SEN) Co-ordinators (SENCOs).      |
| <b>Leading and Coordinating SEND Provision</b><br><i>Please note this is only available to students who have already taken 'Professional Knowledge and Understanding of the SENCO role'.</i> | 30 Credits      | This module focuses on the development of effective partnerships to meet the needs of children and their families. The module will help you to identify and use knowledge, skills and values required to communicate effectively with a range of stakeholders. The module will consider the use of data, systems and external sources of support and their impact on professional practice.  | Current Special Educational Needs (SEN) Co-ordinators (SENCOs).                                    |
| <b>Disability and Professional Practice</b>  | 30 Credits      | The relationship between disability and professional practice can be both problematic and productive. This relationship is explored in the module as an array of perspectives and expertise is considered. Training, teaching, therapy, legislation, and so on, are all manifestly praiseworthy but nonetheless warrant critical engagement. How and by whom is disability voiced within the professions? What is the value of embodiment? What is the value of compassion? These are some of the many provocative questions that the module explores in relation to the professional context. | Teachers and professionals working within an educational setting.                                  |

# Fees/Bursaries for MA/MEd Professional Practice and CPD Modules

|  | Fee    | Graduate 600 (Students with a First-Class or 2:1 Degree) | Partner School*** (20% reduction on Postgraduate Study) |
|--|--------|--|---|
| <b>Masters – Part-time</b><br>(180 Credits including Dissertation) | £5,000 | £4,400   | £4,000  |
| <b>30 Credit Stand Alone Masters Module</b>                        | £833   | £733   | £666  |

Liverpool Hope University NQT Programme Route Only (the discounted fees detailed below cannot be used in conjunction with any other scholarship/discounted rate detailed above).

|  | Fee  | Hope NQT | Partner School*** NQT |
|--|------|----------|-----------------------|
| <b>Developing Practice for Early Career Teachers</b><br>(30 Credits) | £833 | £416     | £666                  |

\*\*\* A partner school is any school that has an Initial Teacher Education (ITE) partnership arrangement with Liverpool Hope University and who works with our students on providing school placements.

## Liverpool Hope University Postgraduate Scholarship 2017/18

| Scholarship          | Criteria   | Value  |
|----------------------|--|--|
| <b>Graduate £600</b> | Home Students who have achieved a First-Class Honours Degree (1st) or a Second-Class Honours Degree, Upper Division (2:1) in the last three years and are studying a full masters. | £600 towards the costs of postgraduate taught study at Liverpool Hope. |

There is no application process. This Scholarship will be automatically awarded and does not have to be paid back.

For further information about Tuition Fees, please visit: <http://www.hope.ac.uk/postgraduate/feesandfunding/> or please contact our Student Finance Office as follows:

### Fees and Collections

**T:** +44 (0) 151 291 3339

**E:** [financequeries@hope.ac.uk](mailto:financequeries@hope.ac.uk)

### Student Funds

**T:** +44 (0) 151 291 3435

**E:** [studentfunds@hope.ac.uk](mailto:studentfunds@hope.ac.uk)

Prospects, the jobs and advice website for students, details further scholarship/funding options to which you may be entitled. Please visit: <https://www.prospects.ac.uk/postgraduate-study/funding-postgraduate-study> for application and entry criteria.

# Contact Us

For those interested in exploring the MA/MEd in Professional Practice opportunities please contact:

## Faculty of Education

School of Teacher Education  
Liverpool Hope University  
Hope Park  
Liverpool  
L16 9JD

**T:** 0151 291 3410

**E:** [ask-education@hope.ac.uk](mailto:ask-education@hope.ac.uk)

## Student Recruitment

**T:** 0151 291 3111

**E:** [enquiry@hope.ac.uk](mailto:enquiry@hope.ac.uk)

## Student Admissions

**T:** 0151 291 3331

**E:** [admission@hope.ac.uk](mailto:admission@hope.ac.uk)

For information on any stand-alone CPD Modules or NQT/RQT queries please contact the CPD Team:

## CPD/Professional Development Team

**T:** 0151 291 3061/3093

**E:** [cpd@hope.ac.uk](mailto:cpd@hope.ac.uk) (for MA/MEd or CPD opportunities) or  
[nqt@hope.ac.uk](mailto:nqt@hope.ac.uk) (for queries relating to NQT/RQT)

**[www.hope.ac.uk/education](http://www.hope.ac.uk/education)**



**@HopeTeachers**



**LIVERPOOL  
HOPE  
UNIVERSITY**

**STANDING OUT**

Liverpool Hope University | Teacher Education