

## Developing Professional Practice

### Module Information

2022.01, Approved

#### Summary Information

Module Code	7004AEPMA
Formal Module Title	Developing Professional Practice
Owning School	Education
Career	Postgraduate Taught
Credits	20
Academic level	FHEQ Level 7
Grading Schema	40

#### Teaching Responsibility

LJMU Schools involved in Delivery
Education

#### Learning Methods

Learning Method Type	Hours
Lecture	9
Online	90
Tutorial	1

#### Module Offering(s)

Display Name	Location	Start Month	Duration Number Duration Unit
SEP-MTP	MTP	September	28 Weeks

#### Aims and Outcomes

Aims	Expand their knowledge and understanding of professional practice through learning based on engagement with current educational theory, research, policy and practice. Develop critical professional practice through analysis of, reflection on, and engagement with this knowledge and understanding in their professional setting. Develop professionally and personally through engagement with the module.
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**After completing the module the student should be able to:**

**Learning Outcomes**

Code	Number	Description
MLO1	1	Identify professional development needs, using a practitioner enquiry approach to critically reflect on practice
MLO2	2	Display knowledge and critical understanding of key theoretical frameworks and concepts in relation to an identified aspect of their own professional practice.
MLO3	3	Critically analyse and synthesise research findings and other evidence to inform the identified aspect of their practice.
MLO4	4	Reflect on and evaluate on the impact of their learning on professional practice, sharing knowledge in an appropriate way.

**Module Content**

Outline Syllabus	<p>The module provides education professionals with an opportunity to complete a tutor supported, self directed personal study based on critical examination of an aspect of their professional practice. They will: Identify an aspect of their practice they wish to investigate and develop Work with their tutor to construct a negotiated action plan for the investigation/development Implement the action plan Write a reflective practice assignment in which they reflect on, analyse and report on the activity undertaken through this module</p>
Module Overview	<p>This module provides a framework for the investigation of an issue of area of professional development identified by you to the programme team. You will be supported and equipped with the requisite knowledge and skills to complete and in depth analysis of the identified aspect of your practice, based on analysis of issue your own personal and professional needs. The module aims to:</p> <p>expand your knowledge and understanding of professional practice through learning based on engagement with current educational theory, research, policy and practice</p> <p>develop critical professional practice through analysis of, reflection on, and engagement with this knowledge and understanding in your professional setting</p>
Additional Information	<p>This module provides a framework for the investigation of an issue of area of professional development identified to the programme team by a participant. The participant will be supported and equipped with the requisite knowledge and skills to complete an in-depth analysis of the identified aspect of their practice, based on analysis of their own personal and professional needs. From September 2014 it is proposed that the module also be offered as a single module CPD award. Relevant subject benchmark statements: None directly applicable Mode and Duration of Study: Part time, 12 weeks Criteria for admission to programme: Admissions policy is in line with the University's Equal Opportunities Policy and applications are welcome from all candidates who fulfil the following requirements: The normal entry requirements for the MA Advanced Educational Practice route are:- A graduate of the CNA or a UK University (or equivalent overseas qualification) in any subject. OR- The holder of a professional qualification recognised as carrying a degree equivalence in a relevant subject area (e.g. DPSE, DASE, Advanced Diploma) OR- The holder of a Certificate in Education from the period prior to all graduate entry to teaching/ Certificate in Education (Post-16) Applicants whose graduate study or relevant experience was undertaken in languages other than English will need to demonstrate English language proficiency to the level of an IELTS score of at least 6.5 Additional Entry Provision for non QTS education professionals: We actively seek to encourage as many educational professionals from a wide range of backgrounds to join the programme. Name of final award: Certificate of Professional Development in Developing Professional practice Student support: Participant handbook and Module guides (including Assessment and Guidance on Producing - Professional Practice Handbook)- Personal tutor to discuss their professional development needs and support Personal Development Planning- Route leader to provide leadership for PG Certs- Canvas/VLE- Dedicated Education Library IM Marsh officer- Access to Library including 24 hour learning resource centre- 24 hour use of IT facilities including internet access- Student E-mail- Access to all academic staff within normal professional practice Information about assessment regulations: This CPD programme will operate within the University's Academic Framework. Full details are available from <a href="http://www.ljmu.ac.uk/Academic_Enhancement/121984.htm">http://www.ljmu.ac.uk/Academic_Enhancement/121984.htm</a> Revision Date: May 7th 2014 Methods for evaluating and improving the quality and standards of teaching and learning: This CPD award will be overseen by the External Examiner appointed to oversee the MA AEP programme group. External examiners approved by the University are appointed to cover whole programmes or clusters of modules within programmes. The role of the external examiner is to provide informative comment and recommendations upon whether or not:- the University is maintaining the threshold academic standards set for awards in accordance with the frameworks for higher education qualifications and applicable subject benchmark statements- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with the University policies and regulations- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience and to provide informative comment and recommendations on:- good practice and innovation relating to learning, teaching and assessment observed by external examiners- opportunities to enhance the quality of the learning opportunities provided to students. Subject standards for all taught programmes of study are specified using an o</p>

## Assessments

Assignment Category	Assessment Name	Weight	Exam/Test Length (hours)	Module Learning Outcome Mapping
Reflection	Coursework	100	0	MLO1, MLO2, MLO3, MLO4

## Module Contacts

### Module Leader

Contact Name	Applies to all offerings	Offerings
Debbie Duncalf	Yes	N/A

### Partner Module Team

Contact Name	Applies to all offerings	Offerings
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