

Liverpool John Moores University

Title: DEVELOPING PROFESSIONAL PRACTICE
Status: Definitive
Code: **7004AEPMA** (104171)
Version Start Date: 01-08-2021

Owning School/Faculty: Education
Teaching School/Faculty: Education

| Team | Leader |
|----------------|--------|
| Debbie Duncalf | Y |
| Rick Tynan | |
| Mike Martin | |
| Carmel Arnold | |

Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 100
Total Learning Hours: 200 **Private Study:** 100

Delivery Options

Course typically offered: Standard Year Long

| Component | Contact Hours |
|-----------|---------------|
| Lecture | 9 |
| Online | 90 |
| Tutorial | 1 |

Grading Basis: 40 %

Assessment Details

| Category | Short Description | Description | Weighting (%) | Exam Duration |
|-----------|-------------------|--|---------------|---------------|
| Portfolio | AS1 | This module will be assessed through a reflective account involving the application of theory to practice. It will be equivalent of 4000 words and further information can be found in the Module Handbook | 100 | |

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.

Learning Outcomes

After completing the module the student should be able to:

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

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

| | | | | |
|----|---|---|---|---|
| CW | 1 | 2 | 3 | 4 |
|----|---|---|---|---|

Outline Syllabus

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

Learning Activities

This is an independent study style module. It involves supported individual exploration of an aspect of professional practice, self study and practitioner enquiry.

Notes

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 indepth 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 CNAA 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

- Blackboard/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 http://www.ljmu.ac.uk/Academic_Enhancement/121984.htm

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 outcome based learning model.

Attainment is measured against the standard and individual student performance is moderated at assessment boards. This involves both internal moderation (by LJMU staff and/or partner institution staff) and external moderation (by External Examiners). Internal annual programme self-assessment is informed by broad ranging student feedback, external examiners and academic staff who conduct module review. External quality assessment by Professional Statutory Regulatory Bodies and the Quality Assurance Agency for Higher Education confirms that standards are set at the appropriate level and that quality of learning opportunities

are subject to continuing improvement. The quality of teaching is assured through staff review and staff development in learning, teaching and assessment. Designated committees have responsibility for the oversight of processes wherein quality and standards are evaluated and improved

Annual monitoring:

The single module CPD award will align with the MA AEp programme group for annual monitoring and external examining purposes.