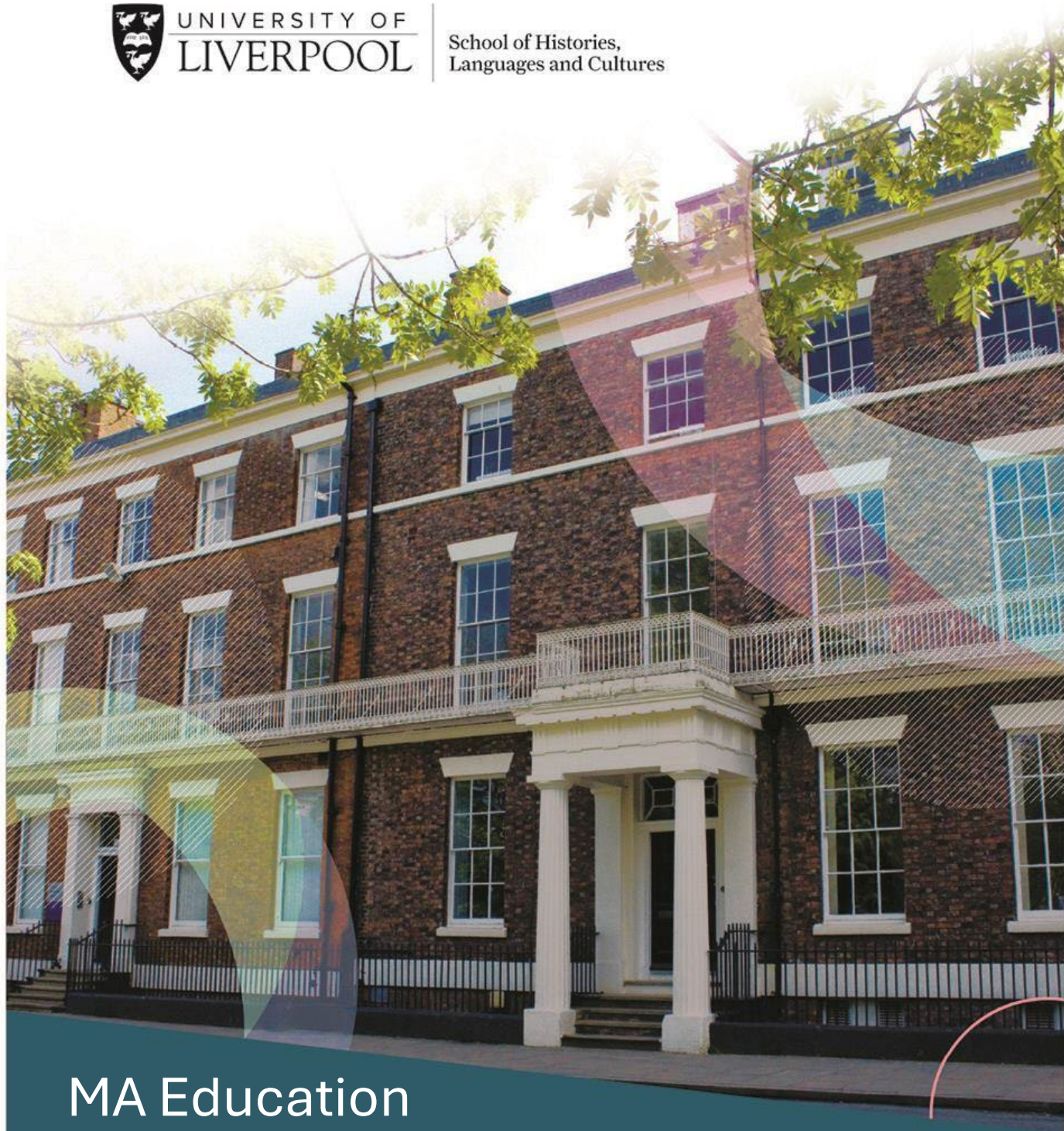




UNIVERSITY OF
LIVERPOOL

School of Histories,
Languages and Cultures



MA Education

PGT Module Catalogue

2025/26

Guidance Notes

This catalogue provides key details of modules available in the MA Education programme in 2025/26 to help inform your choices.

In all cases, please check your programme structure carefully to ensure you are only choosing modules which are available to the programme you are registered on, or will be registered on, in 2025/26. All students must register for 180 credits of modules for their PGT course. For full time students this equates to 60 credits in each semester, plus the 60-credit Dissertation.

For further information on individual modules, please contact the module convenor directly.

****Please note that module availability is subject to last minute changes. These changes will be communicated as soon as possible if needed.***

PGT



Module Code and Title:

EDUC701 FUNDAMENTALS OF EDUCATION: TEACHING, LEARNING, KNOWLEDGE, ASSESSMENT

Module Convenor:

Adrian Gough

Delivery Period:

Semester 1

Credits:

20

Module synopsis:

This module is a core component of the MA in Education. The main purpose of this module is to provide programme participants with a guided space to consider in depth some of the most conceptually and theoretically fundamental elements of, and questions bearing upon, Education, as an institution and as a practice, with opportunity for consideration of the place in this of the participant, providing additional tools to address concrete problems in their practice.

Balance of assessment:

90% coursework; 10% practical.

Module Code and Title:

EDUC702 CONTEMPORARY ISSUES IN GLOBAL EDUCATION

Module Convenor:

Anthony Edwards

Delivery Period:

Semester 1

Credits:

20

Module synopsis:

Contemporary Issues in Global Education will explore the key challenges shaping education in the 21st century. It provides the opportunity to deeply explore the social, political, economic, and technological forces that impact education systems worldwide. You will critically examine global educational trends, policies, and innovative practices while developing a nuanced understanding of the diverse factors influencing access, equity, and quality in education today.

Balance of assessment:

100% coursework

Module Code and Title:

EDUC703 INTRODUCTION TO EDUCATIONAL RESEARCH AND ENQUIRY

Module Convenor:

Adrian Gough

Delivery Period:

Semester 1 and 2

Credits:

20

Module synopsis:

This module is a core component of the MA in Education. The main purpose of this module is to provide programme participants with an introduction to basic methodological issues for, and to methods of conducting, educational research and enquiry.

Balance of assessment:

60% coursework; 40% practical.

Module Code and Title:

EDUC704 THE REFLECTIVE PRACTITIONER

Module Convenor:

Deborah Outhwaite

Delivery Period:

Semester 1 and 2

Credits:

20

Module synopsis:

This module is a core component of the MA in Education. The main purpose of this module is to provide programme participants with an introduction to models of reflective practice, and to develop their own reflective practitioner skill sets.

Balance of assessment:

100% coursework

Module Code and Title:

EDUC705 DIGITAL PERSPECTIVES IN EDUCATION

Module Convenor:

Tunde Varga-Atkins

Delivery Period:

Semester 2

Credits:

Module synopsis:

The main purpose of the module is to help students develop an understanding of how digital technologies influence learning and teaching in diverse educational contexts. Students will explore the theoretical foundations of digital education, focusing on its role in contemporary and future educational practices, and its different modalities. Students will have the opportunity to practise designing, implementing, and critically evaluating digital education strategies and tools, and think critically about the impact of digital practices on accessibility, inclusivity, ethics and educational equity.

Indicative topics include theorising about digital education, technological determinism, diffusion, designing for learning in a digital context including blended, hybrid, online learning, digital and AI literacies, digital society and the digital divide, including inclusivity, accessibility, ethics and sustainability, and emerging technologies and innovations.

The module is taught via a series of active learning lectures and seminars, including some hands-on workshops in which students will explore and develop their understanding of digital issues in relation to their own contexts. Students will be expected to undertake the readings and contribute to classroom discussion. Students will be assessed by critiquing existing learning designs from a digital perspective and creating and presenting their own learning designs (artefacts or descriptions).

Balance of assessment:

75% practical; 25% coursework

Module Code and Title:

EDUC706 CRITICAL STUDIES IN UNIVERSITY EDUCATION

Module Convenor:

TBC

Delivery Period:

Semester 2

Credits:

20

Module synopsis:

The module Critical University Studies will survey the emerging academic discipline which bears the same name and enable students to critically interrogate existing practice and underlying power relations and foresee an array of alternative modes of pedagogic and institutional praxis. The module also opens with context setting around the history of the Higher Education sector in a range of global regions.

Balance of assessment:

70% coursework; 30% practical.

Module Code and Title:

EDUC708 EDUCATION LEADERSHIP, POLICY AND INSTITUTIONAL CHANGE

Module Convenor:

Deborah Outhwaite

Delivery Period:

Semester 2

Credits:

20

Module synopsis:

The main purpose of this module is to provide programme participants with an introduction to leadership styles and structures, and to discuss institutional change.

Balance of assessment:

90% coursework; 10% practical.

Module Code and Title:

ULMS896 ENTREPRENEURIAL THINKING AND INNOVATION

Module Convenor:

Zeineb Djebali

Delivery Period:

Semester 2

Credits:

20

Module synopsis:

This is a cross-disciplinary module focusing on the challenges of identifying, exploring and implementing entrepreneurial opportunities that create and capture value. The module's broad spectrum provides students with a foundation in entrepreneurial thinking, allowing them to develop the skills and attributes needed whether to build their own start-up from the ground up or add value within existing companies through entrepreneurial and innovation applications. Students will develop an entrepreneurial mindset through experiential learning and embeddedness in the entrepreneurship ecosystem. This will be achieved through start-ups and industries engagement as well as the Brett Centre for Entrepreneurship Venture Creation Programme.

Balance of assessment:

100% coursework

Module Code and Title:

EDUC709 CAPSTONE PROJECT

Module Convenor:

Anthony Edwards

Delivery Period:

Summer Vacation

Credits:

60

Module synopsis:

The capstone project is a compulsory 60-credit project that requires students to demonstrate their ability to integrate the knowledge and skills they have gained throughout their programme and implications on educational practice. Students can choose to undertake one of the following:

A dissertation: The dissertation involves a research project that explores a specific issue or topic within the field of education. It may include a literature review, methodology, data collection, and analysis. It will demonstrate the student's ability to conduct independent research, critically engage with educational theories, and contribute to existing knowledge. The student's findings and reflections will include the implications for practice or policy in education.

An entrepreneurial plan: The entrepreneurial plan will provide students with the opportunity to synthesise their learning and apply this to a real-world context, enhancing their employability and professional practice. The entrepreneurial plan should present a clear business case that demonstrates feasibility, viability, and strategic potential of the entrepreneurial opportunity identified in creating value. It will equip students with the skills, knowledge, and practical experience that can be tailored to different contexts, including for profit ventures, not for profit, social enterprises or leading innovation and influencing change within their own educational context.

Balance of assessment:

100% coursework