RPEL/RPL for Full and part time pathways

*Edge Hill University recognises learning gained elsewhere, whether through academic credit (RPL) and qualifications acquired from other courses of study or through recognition of an individual’s professional and employment experience (also referred to as ‘experiential learning’ / RPEL). This may include credit or learning undertaken at another university. Previous learning that is recognised in this way may be used towards meeting the entry requirements for a programme and/or for specific modular credit resulting in exemption from part of a programme.*

*Please consult the* [*University’s Academic Regulations*](https://www.edgehill.ac.uk/wp-content/uploads/documents/Academic-Regulations-2022-23.pdf) *(sections C7 and F3.1) and* [*Appendix 4*](https://www.edgehill.ac.uk/wp-content/uploads/documents/Regulations_Appendix-4-Credit-Use-and-Transfer-Including-Recognition-of-Prior-Learning-22-23-1.pdf)*. If you require further support, contact the department SFESupportTeam@edgehill.ac.uk. Your application will be reviewed by an academic verifier before being considered by a panel which is held every two weeks. The outcome will be communicated to you using the email address provided on your application.*

**Applicants should be aware that a successful application for RPL (Recognition of Prior Learning) or RPEL (Recognition of Prior Experiential Learning) will affect fees and eligibility for student finance**. For further guidance regarding fees and finance, please contact [TuitionFees@edgehill.ac.uk](mailto:TuitionFees@edgehill.ac.uk)

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| Name |  |
| Email |  |

## Please tick the pathway you wish to apply for and the relevant module(s) that you are intending to apply for RPL/RPEL:

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| --- | --- | --- | --- |
| Pathway | Please tick | Module | Please tick |
| **MA Education MAE600007** |  | **PRL4040 EDUCATIONAL POLICY**  This module will introduce students to critical issues in education policy and practice. Content covered includes developments in education policy such as marketisation, academisation, the standards agenda, private sector involvement in public education, analysing education policy, and policy actor theory. Particular attention is given to the relationship between policy and educational (in)equalities relating to social class, race, ethnicity, religion, gender, sexuality, migration, and citizenship. |  |
| **PRL4041 SOCIAL JUSTICE**  Education has a moral purpose, as can be seen in concepts such as social justice, human flourishing, and the good society. The aim of this module is to interrogate and explore notions of social justice, understanding the significance of these deliberations for students’ thinking and practice. Examples and case studies used as illustrations will include research undertaken within the University that draws together government, social and education policies with professional practice, such as: The experiences of refugee children and adults in compulsory and post-compulsory education, women's experiences of studying education and STEM subjects and in pursuing STEM careers, the influence of 'Fundamental British Values', Brexit, climate change and Coronavirus on the education of children and adults. |  |
| **MA Education (Children and Young People’s Mental Health) MAE600008** |  | **PRL4042 UNDERSTANDING MENTAL HEALTH**  This module will provide students with a deep understanding of mental health for learners across age phases. Students will learn about different conceptualisations of mental health, the risk and protective factors which influence mental health, and theoretical models and frameworks which underpin our understanding of mental health. Students will learn how perspectives of mental health have changed over time and vary between groups and societies. They will understand how different disciplines have contributed to our understanding of mental health and will develop a critical understanding of mental health policy. Students will engage with current issues and evaluate the impact these have on mental health and wellbeing. |  |
| **PRL4043 CRITICAL APPROACHES TO MENTAL HEALTH**  Students will analyse case study examples to critically evaluate evidence and challenge assumptions about provision for mental health within organisational settings. This module will encourage students to examine their own beliefs and values in relation to mental health.  Critical evaluation of discourse and espoused values relating to mental health will be discussed. The impact of practitioners leading mental health initiatives and their own potential for future roles and careers will be an integral part of the module. This module will enable students to consider mental health from broad perspectives with the importance of working in partnership with key stakeholders and external organisations.  Through the assessment strategy students will demonstrate their conceptual understanding and ability to comment on aspects of current research in relation to case study examples and ethical considerations. |  |
| Pathway | Please tick | Module | Please tick |
| **MA Education (Early Years) MAE600009** |  | **PRL4044 THE POWER OF PLAYFUL PEDAGOGIES**  This module provides an advanced overview of play and playful pedagogies within the field of early years education through engaging students in high levels of critical thinking about the current discourses and research related to the field of play in children's early years education.  The aim of this module is to engage students in critical discussions about historical and contemporary definitions, theories and practices of play and playful pedagogies within the interdisciplinary and intercultural contexts and constructs of childhood. This module focuses on understanding play as a pedagogy in early years from diverse personal and professional perspectives. Students will also have an opportunity to explore contemporary research about the role of play in different pedagogies, cultures, and societies, focusing on the tensions and challenges associated with promoting playful pedagogies within specific policy agendas. This module will require students to develop high levels of criticality and systematic understanding of the concept of play in relation to early years education. |  |
| **PRL4045 LEARNING FROM INTERNATIONAL PERSPECTIVES IN THE EARLY YEARS**  This module places students at the cutting edge of contemporary debates, competing and contesting dominant discourses within early years education from an international perspective. This module is concerned with exploring the complexities of policies and practices that early years teachers and professionals navigate that enables them to explore new approaches to working within a highly regulated policy context. This module has a specific component of international perspectives of Early Years Education, such as influential approaches including Reggio Emilia, Scandinavia, and New Zealand. Students will advance their knowledge and understanding of different curriculum models and develop a personal area of specialist knowledge in their chosen field of international early years education. |  |
| **MA Education (Leadership) MAE60010** |  | **PRL4046 EDUCATIONAL LEADERSHIP IN CONTEXT**  This module is designed to enable students to critically analyse multiple theoretical perspectives on educational leadership. The module aims to provide students with a broad theoretical knowledge-base that will enable them to develop a persuasive critical argument that extends and challenges contemporary understanding of leadership practice. The module creates an intellectual space for students to engage in a critical and evaluative discussion of contemporary leadership theories and frameworks as well as their application to educational practice. Students will be supported in the enhancement of their conceptual understanding of the multi-faceted nature of leadership with a particular focus on its role in advancing social justice and enacting effective change in national and international contexts. |  |
| **PRL4047 LEADERSHIP OF EDUCATIONAL CHANGE**  This module explores educational leadership in relation to identifying, initiating, and implementing a positive change in a range of educational settings. Students will have an opportunity to engage in critical discussions associated with theories and models of change in light of contemporary theoretical perspectives and research. The module aims to challenge some commonly held notions of what it means to be a leader of change. Students will analyse leadership with consideration of such concepts as ethical leadership, transformational leadership, followership, and sustainability. The module will also enable students to comprehensively understand and critically analyse the drivers of individual behaviour and performance for creating a motivated and productive team as one of the key aspects of leading a positive change. |  |
| Pathway | Please tick | Module | Please tick |
| **MA Education (Special Educational Needs) MAE600011** |  | **PRL4048 INCLUSIVE EDUCATION: EVALUATING PRACTICE AND ANALYSING POLICY**  This module aims to support students in identifying, analysing and evaluating policies and their implementation in practice, in relation to inclusion and learners with SEND.  This module will develop understanding and critical appraisal of both current and seminal literature in the field of SEN-related inclusion and support students in identifying topics for reflection related to current SEND issues.  This module will consider: policy, research and critical analysis related to the identification and assessment of SEND; the role of families and caregivers within inclusive education; the effectiveness of policy related to SEND; and different approaches and organisational structures within schools and other social systems which impact upon inclusivity for learners with SEND. |  |
|  | **PRL4062 INCLUSIVE PRACTICE FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS**  This module enables participants to reflect upon and consider the range of Special Educational Needs and how inclusive practice may be achieved for these learners. It will enable them to develop a greater understanding of internal and external barriers to learning and how these can impact on learners with Special Educational Needs.  The module will contribute to an understanding of how inspiring practice can support those with Special Educational Needs. It is designed to enable participants to critique professional practice in order to further develop their understanding of the inclusion of those learners with Special Educational Needs.  Concepts, ideas, and perspectives of Special Educational Needs will be examined within a mixture of theoretical frameworks and practice-based reflection. Such an approach will enable participants to address issues relating to the inclusive education of learners with Special Educational Needs. |  |
| **MA Education (Cognitive Science and Learning) MAE600012** |  | **PRL4049 BRAIN, MIND AND KNOWLEDGE: EXPLORING KEY CONCEPTS IN THE COGNITIVE SCIENCES**  The cognitive sciences are comprised of the several disciplines - notably psychology, philosophy, and neuroscience - that together guide our understanding of the relationships between the brain, the mind, knowledge, learning and the person. This module introduces the key concepts in cognitive sciences, explores the relation between the disciplines, and interrogates the extent to which they can be applied to educational practice. |  |
| **PRL4050 LEARNING AND MEMORY**  This module explores current psychological and neuroscientific models of memory, their classroom applications and limitations, and their relation to alternative or expanded theories and accounts of learning. It also contextualises this study within an exploration of the history of the association of learning, knowledge and memory in educational research and popular and fictional media. |  |
| Pathway | Please tick | Module | Please tick |
| **MA Education (Evidence Informed Practice) MAE600014** |  | **PRL4051 INTERPRETING THE EVIDENCE BASE FOR EDUCATIONAL PRACTICE**  This module will enable students to reflect on the basis of educational practice and in particular on the role of research evidence. Students will develop the skills to critically review the evidence that informs educational policy-making and organisational practice, and interrogate dominant discourses associated with what is considered to be the ‘best’ evidence within this sphere. This module will cover a range of perspectives on evidence-informed practice (EIP) including, engaging with and in research, evidence-informed policy, and where EIP sits within the wider ideological landscape regarding the role and purpose of education. The module will help to develop students' critical and analytical skills as they address fundamental questions about evidence use including what forms of knowledge, and whose knowledge counts when it comes to evidence, and which forms of knowledge are overlooked or marginalised in the process. Students will also be encouraged to reflect upon the implications of these dominant frameworks for social justice in education. |  |
| **PRL4052 EXPLORING PROFESSIONAL KNOWLEDGE IN EDUCATION**  This module provides an opportunity for students to extend their understanding of the relationship between research, professional knowledge and practice through the investigation of a core practice-based question of their choosing. Students will be encouraged to interrogate understandings of what constitutes ‘evidence’ and its relationship to practice, within the broader context of educational policy across a range of educational contexts. Students will be introduced to a range of practitioner research models and develop the skills to use these models and reflect upon the benefits and challenges associated with carrying out practitioner research within localised contexts. Students will be supported in critically reviewing practice and approaches to learning and teaching and will apply knowledge and understanding of evidence to make recommendations to improve practice. |  |
| **MA Education (Curriculum Design) MAE600013** |  | **PRL4063 CURRICULUM DESIGN: THEORIES AND MODELS**  This module explores the range of approaches used to curriculum design and the ideologies underpinning these approaches as well as the range of other factors that influence Curriculum design. This module considers the complex relationship between pupils, teachers, and policy makers in the process of designing, implementing, managing, and assessing the curriculum, and how these factors are influenced by ideologies and theories. A range of contexts will be explored including the English National Curriculum and its subjects, and the curricula of other countries from a historical and modern-day perspective. |  |
| **PRL4064 CRITIQUING CURRICULUM DESIGN**  This module enables students to engage deeply with the concepts and research that have informed recent curriculum development. It enables students to consider curriculum design and realisation in different contexts. The module will equip students to evaluate different curriculum design approaches and to critically appraise the various implementation processes that accompany curriculum change within education institutions and systems. |  |
| Pathway | Please tick | Module | Please tick |
| **MA Education (Teacher Education) MAE600018** |  | **PRL4065 MENTORING FOR TEACHER EDUCATION**  This module constitutes a critical exploration of the principles of effective mentoring, models of teacher learning and principles of curriculum design in initial teacher education.  It also addresses practical issues facing mentors and ITE practitioners such as giving effective feedback, supporting trainees to evaluate the evidence base for effective teaching, managing trainee workload and wellbeing, and safeguarding children. |  |
| **PRL4066 LEADING TEACHER EDUCATION**  This module supports a lead mentor or teacher educator in designing, implementing, and evaluating an intervention to improve the effectiveness of mentoring in initial teacher education. It is underpinned by a critical evaluation of current theories of mentor development and evaluation. The majority of the module constitutes an independent, practice-based study supported by a supervisor. |  |

## What level are your credits? Please select:

| Existing Credits | Please tick |
| --- | --- |
| Level 7 Masters/ PGCE |  |
| Level 6 PGCert |  |
| Level 6- Undergraduate award |  |

If your application is for experiential learning (RPEL), please summarise how your work experience has met the learning outcomes for the modules selected, and what supporting evidence you will be submitting. Fully evidenced documents and/or a supporting statement should be uploaded in the ‘Document Upload’ section (*at the end of the application*). If you require advice regarding this part of the application, please contact [SFESupportteam@edgehill.ac.uk](mailto:SFESupportteam@edgehill.ac.uk), who will direct your query to the relevant academic pathway lead.

Summary of experiential learning: