



LIVERPOOL HOPE UNIVERSITY
Continuing Professional
Development (CPD) Centre

National Professional Qualifications Progression Routes onto Liverpool Hope University Post Graduate Programmes

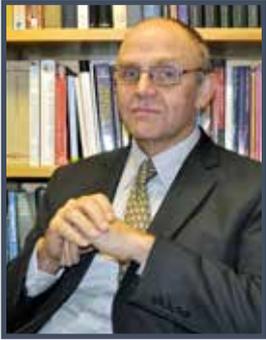


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WELCOME FROM DEAN OF EDUCATION



As an experienced professional who may already have completed a nationally recognised qualification, you may now be considering the next step in your career development. As Dean of the Faculty of Education at Liverpool Hope, one of the oldest and largest

providers of teacher education in the UK, it is a pleasure to invite you to consider the potential routes outlined in this booklet.

At the University we believe that by working in partnership with others we have been able to develop a suite of provision that has both masters-level academic learning and also clear professional focus and relevance. Our starting point has been to recognise the learning already achieved by those who have practical experience and are in possession of an NPQ. This is why you will be able to transfer some of that credit towards either a full Masters degree or else an

alternative appropriate award, for example a Postgraduate Diploma. Building upon this, you will be able to explore further academic studies in a professional context designed to support you in your development as a highly-skilled professional.

Our MEd degrees are particularly suitable for those who are actively engaged in the school sector, though they are flexible enough to mean that those working in other contexts can engage fully with them. Alternatively, the more traditional MA, with its research dissertation, may better suit your interests and priorities.

Whatever you decide I wish you well in your chosen career and can say with confidence that my colleagues will always be on hand to talk over our range of continuing professional development options and the opportunities these present to enable us to work in partnership with you to support our schools and colleges.

**Professor Kenneth Newport,
Pro Vice-Chancellor and Dean of Education**

WELCOME FROM HEAD OF SCHOOL OF TEACHER EDUCATION



WELCOME TO PARTICIPANTS

Congratulations on your success in gaining an NPQ qualification. At Liverpool Hope University the importance of good leadership is also recognised and valued. Research

evidence indicates that strong effective leadership has a significant impact on improving outcomes for learners from all backgrounds. For system improvement to be effectively achieved leadership development must remain the key priority. You have already demonstrated your commitment and hard work by achieving your leadership award and on behalf of Liverpool Hope University I congratulate you on successfully completing your nationally recognised qualification. Your leadership development will contribute to not only your own professional development and career trajectory but also that of the education setting in which you work.

Our suite of Masters programme have been designed to continue your leadership development, utilising your NPQ experience and learning as a solid foundation and building on the work you have already undertaken. It will continue to develop you as a critical, reflective research informed leader. Your learning and research on the programme will be focused on supporting you to bring about improvement in your context and enabling you to share the findings more widely to benefit other system leaders.

WELCOME TO THOSE SPONSORING THE PARTICIPANTS

Investing in good leadership is important and demonstrates a commitment to system improvement. This will lead to many benefits for your organisation through the direct professional development of the leader and indirectly through the impact of their research and learning. Our Masters programmes allow leaders to undertake research that is directly relevant and beneficial in terms of your own school improvement planning agenda. But by becoming part of a wider network of similar leaders they will also benefit from the insights and activities of other leaders working in the same field. Collectively this community will develop and mobilise knowledge that will bring benefits to all who take part contributing to system improvement as well as your own school improvement. Our experience has been borne out by research which has found that those who continue to engage with professional development and research are more engaged and motivated and more likely to remain in the profession. Being valued and invested in by the organisation is appreciated by participants and instils greater loyalty and commitment to the school.

Sue Cronin,
Head of School of Teacher Education

ABOUT LIVERPOOL HOPE UNIVERSITY

Liverpool Hope University is a vibrant community of scholars, students and support staff. We are proud of our past, confident in our present and ambitious for our future. With a history extending 175 years, Liverpool Hope has developed a distinctive ethos that brings together scholarship, research and teaching.

Liverpool Hope University is distinctive among universities in the United Kingdom. Its work is shaped by Christian principles, although it embraces those of all faiths and none. It values the individual, encouraging students to achieve the highest academic standards while becoming responsible citizens.

The University is the only fully ecumenical higher education institution in Europe, with nearly 7,500 students. The University attracts students from more than 80 countries. Its mission is “to educate the whole person in mind, body and spirit”.

At Liverpool Hope, students are taught by scholars who are active researchers and who model what it means to challenge and push forward the boundaries of new knowledge.

Our curriculum is centred on research-informed teaching. The emphasis has now moved to progressively encouraging students themselves to become active enquirers.

The University's teaching quality is reflected in the gold standard award that was given to Liverpool Hope University in the UK Government's Teaching Excellence Framework (TEF) assessment. The Framework looks at the performance of the UK's higher education sector and TEF gold represents those universities with teaching 'of the highest quality found in the UK'. Only 20 per cent of all universities in the UK achieved Gold.



CONTINUING PROFESSIONAL DEVELOPMENT AT LIVERPOOL HOPE

The Faculty of Education offers an extensive range of high quality Continuing Professional Development (CPD) opportunities for individuals and organisations working within the Education sector. All of our programmes are practice-based and impact driven in order to support high quality teaching and learning and school improvement priorities.

Our CPD portfolio is continually updated to respond quickly to national and local initiatives and has been designed to be delivered in a flexible way. We offer a range of delivery patterns to suit school preferences including:

- Conference days, twilights and weekend sessions delivered at our Hope Park Campus.
- Bespoke programmes/consultancy delivered at Hope Park Campus or onsite training at your school.
- Fully accredited CPD modules and programmes of study at Masters level.

All CPD courses offered by Liverpool Hope are based on inquiry and research into your practice and are designed to affect a real and lasting practical impact on the teaching and learning in your school and on school improvement.



USING YOUR NATIONAL PROFESSIONAL QUALIFICATION (NPQ) TOWARDS A MASTER'S QUALIFICATION

At Liverpool Hope University you can apply for the learning from your NPQ course to be recognised as contribution towards entry onto a full Masters programme*. We have worked closely with some NPQ training providers, both regionally and nationally, to align the work you have already completed on your NPQ and have designed our Masters provision to meet your needs as you continue your journey as a leader within an educational context.

The following credit exemptions may be applied:

National Professional Qualification	Number of Masters Credits*	Master's Programme
National Professional Qualification for Middle Leadership (NPQML)	30 Credits at Level 7	MA/MEd Leading in Education MA Leading for Educational Advantage
National Professional Qualification for Senior Leadership (NPQSL)	30 Credits at Level 7	MA/MEd Leading in Education MA Leading for Educational Advantage
National Professional Qualification for Headship (NPQH)	60 Credits at Level 7	MA/MEd Leading in Education MA Leading for Educational Advantage
National Professional Qualification for Executive Leadership (NPQEL)	60 Credits at Level 7	MBA Educational Leadership MA/MEd Leading in Education

For further information on each of the Masters routes you may apply to please see pages 8 to 17.

* Please note that a full Masters comprises 180 credits. Any recognition of prior learning or certificated learning/credit exemption is gained subject to the University's current regulations at the time of application. If you have any other relevant Level 7 credits, for example, from a PGCE (within the last ten years), please contact us by e-mail: cpd@hope.ac.uk to discuss whether you can apply for recognition of these credits. Up to 60 credits of prior learning may be applied for.

** There are no fees charged for the consideration of Accreditation of Prior Learning (APL) applications. However, if Accreditation of Prior Certificated Learning (APCL) is approved, the following fees will apply:

30 Credits = £300.00

60 Credits = £600.00

These fees will be deducted from the normal full course fee. For further information on APL please visit: www.hope.ac.uk/gateway/staff/governance/academicquality/accreditationofpriorlearning/ or contact us by e-mail: cpd@hope.ac.uk

MA/MEd LEADING IN EDUCATION



COURSE OVERVIEW

The MA/MEd Leading in Education is an innovative new programme that enables education leaders to carry out master's level study which is clearly linked to developing professional leadership practice in an appropriate setting. It is designed to support you in your journey as educators and system leaders and to meet the increasing prioritisation of leadership training by the teaching profession.

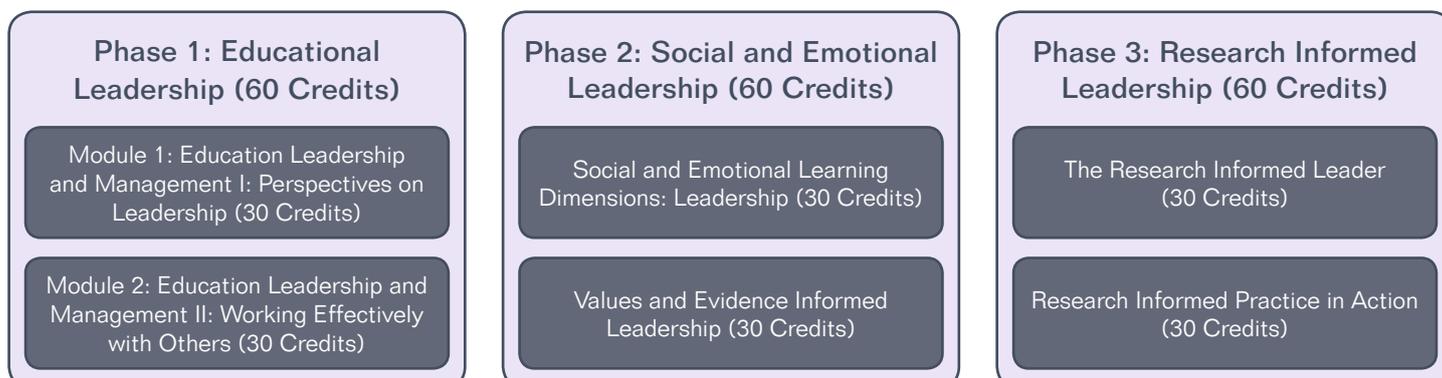
The programme will provide students with the opportunity to research and improve own educational leadership practice, by engaging with a range of specialist areas to an advanced academic level. This process is supported by the study of relevant education theory and literature, through modules designed to provide the skills and critical understanding necessary to build resilient, research literate, critical professionals who are able to develop effective informed leadership skills for a rapidly evolving educational landscape.

WHY STUDY THIS COURSE?

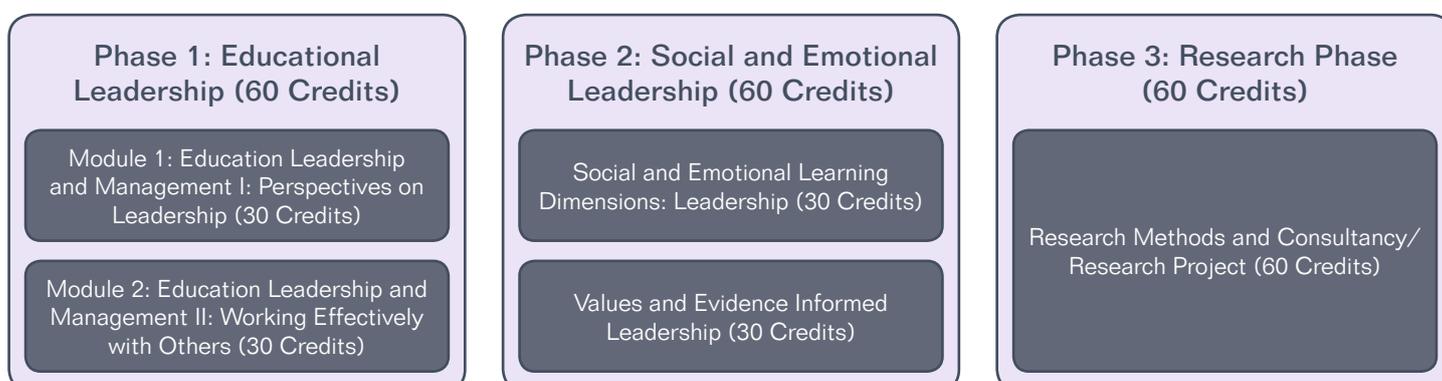
- This programme offers participants an exciting opportunity to critically engage with educational practices, research and theory that is directly relevant to your own professional leadership practice, within a specific educational context.
- Draw on the knowledge and experience from your own context and link this to theory, research and policy.
- It will allow the opportunity to focus on areas of professional leadership interest within the field of education and related areas.
- It seeks to provide participants with increased professional knowledge of educational research and leadership practices.

CURRICULUM OVERVIEW

Master's in Education (MEd) Route



Master's (MA) Route



Phase 1: Leadership and Management (60 Credits)

- **Module 1: Education Leadership and Management I: Perspectives on Leadership (30 Credits)**

Recognising the challenges faced by those in leadership roles and the need to support the development of leadership competencies at all levels, 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.

- **Module 2: Education Leadership and Management II: Working Effectively with Others (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. Leadership and management do not occur in a vacuum, and this module has been designed to develop both functional knowledge and critical understanding of a number of key perspectives on human behaviour within organisations and on the nature and processes of organising human activity. As such 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.

Successful completion of a National Professional Qualification in Headship (NPQH) or National Professional Qualification for Executive Leadership (NPQEL) will allow students to apply for credit exemption against Phase 1: Educational Leadership and enter straight onto Phase 2 of the MA/MEd Leading in Education.

Successful completion of a National Professional Qualification in Middle Leadership (NPQML) or a National Professional Qualification in Senior Leadership (NPQSL) will allow students to apply for credit exemption against Module 1 of Phase 1.

Phase 2: Social and Emotional Leadership (60 Credits)

- **Module 1: Social and Emotional Learning Dimensions: Leadership (30 Credits)**

This module examines social and emotional aspects of learning. In particular, it explores how children's familial contexts, early developmental experiences and consequent attachment patterns, impact on their attitudes to learning, to relationships and to their ability to reach their educational potential.

- **Module 2: Values and Evidence Informed Leadership (30 Credits)**

This module offers students the opportunity to engage in an in-depth, critical consideration of contemporary research linked to educational improvement.

Students' exploration of this knowledge-base will be informed by a critical reflection on the role of values in shaping their views about the aims and ends of education while also considering how professional experience informs their preferred "ways of teaching".

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.

Throughout the module, there will be an emphasis on creating opportunities for personal

reflection and professional dialogue to inform questions about the purposes of education and ways to enhance educational effectiveness in a self-improving system.

Phase 3: Research Informed Leadership (MEd Route) or Research Phase (MA Route) (60 Credits)

Research Informed Leadership (MEd Route)

- **Module 1: The Research Informed Leader (30 Credits)**

This module offers students the opportunity to gain systematic understanding of common research methods used in professional inquiry for the purposes of school improvement. Student exploration of this knowledge-base will be informed by a critical reflection on research methods with the intention of evaluating for implementation in cycles of school improvement. Students will develop their skills as critical consumers of research methods, exploring the strengths and limitations of different methodologies and considering which methods, or combinations of methods, might be better suited to different types of inquiry.

Throughout the module, there will be an emphasis on creating opportunities for personal reflection and professional dialogue to inform questions about the practicalities and value in using particular methods as a professional practitioner in school improvement. As a result of undertaking the module, students will be well positioned to make their own plan for professional inquiry, and justify their own selection of research method choices made for different types of school improvement.

- **Module 2: Research Informed Practice in Action (30 Credits)**

This course provides an opportunity to undertake a professional development project within a school or other setting. It is intended to support practising professionals in understanding the impact of research on practice, including how theory relates to practice, designing effective projects and evaluating impact. This will necessarily include

the development of understanding of both sector specific and/or setting specific issues at local and wider levels. It promotes the development of reflective professional practice, linking relevant theory to educational practice. It is intended that participants will consolidate their professional confidence and autonomy through critical reflection and focused research.

Research Phase (MA Route)

In this module students use their knowledge and understanding gained through the study of Leading in Education to undertake a research project into a relevant area and complete a dissertation. Using appropriately selected research instruments or theoretical approaches students will conduct research to further extend their understanding of education and the process of researching education and related disciplines.

Delivery

- Teaching is delivered by staff of Liverpool Hope University's School of Teacher Education supported by partnership staff.
- Significant emphasis is placed on professional, practical research and its application.
- The provision is available on a part-time basis and can be delivered in various modes, including evenings, and full and/or half day sessions spread throughout the year, some of which may take place at a weekend.
- A dedicated Virtual Learning Environment (VLE) is an essential feature of the programme, including discussion forums.
- Tutorials may be accessed at a distance through email, telephone or Skype.

Duration

Part-Time: Minimum 2 years, Maximum 6 years

Start Month

October/January

Delivery Location

- Hope Park, Liverpool
- St Mary's College, Blackburn

Additionally, alternative locations and delivery models will be considered if schools have a viable cohort.

Fees and Funding

Full Cost: £5,200

Students that have successfully completed an NPQH or NPQEL may access the MA Leading in Education for £4,066.

Students that have successfully completed an NPQML or NPQSL may access the MA Leading in Education for £4,632.

MA LEADING FOR EDUCATIONAL ADVANTAGE



COURSE OVERVIEW

The new MA Leading for Educational Advantage is designed primarily for professionals working in schools within disadvantaged contexts or educational professionals working with disadvantaged children. It is designed to ensure leaders are equipped with the latest thinking, research and practice that takes account of challenges due to socio-economic circumstances.

There is a strong focus on close to practice research with an evidence-based emphasis throughout. The course will support educational professionals in a critical engagement with research and in critical reflection on their practice in order to better understand the social and cultural contexts that create notions of disadvantage and to consider ways in which schools can mitigate disadvantage and actively promote advantage.

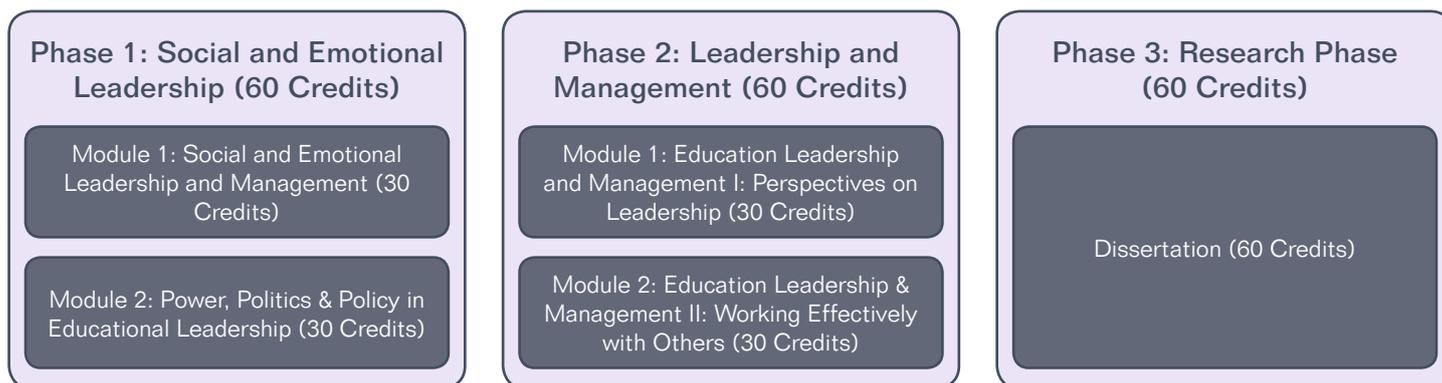
The MA module structure takes account of the Multi Academy Trusts (MATs) and Teaching Schools vision for providing the highest quality leadership, to facilitate exemplary teaching and learning which embraces the value of working with the families and communities which it serves. The

course is particularly well suited to those who have a responsibility for school improvement and who are responsible for narrowing gaps due to social and economic disadvantage. Participants will already have a responsibility for leading or are aspiring to a leadership role.

WHY STUDY THIS COURSE?

- Designed specifically for leaders in education who work in areas of deprivation and high challenge.
- Draw on the knowledge and experience from your own context and link this to theory, research and policy.
- The opportunity it provides to undertake an enquiry project in the setting in which you currently work related to a relevant area of educational improvement.
- Personalised pathways through adaptation of course materials to meet individual needs and progression according to experience, skills and expertise.

CURRICULUM OVERVIEW



Phase 1: Social and Emotional Leadership (60 Credits)

- **Module 1: Social and Emotional Learning Dimensions: Leadership (30 Credits)**

This module examines social and emotional aspects of learning. In particular, it explores how children's familial contexts, early developmental experiences and consequent attachment patterns, impact on their attitudes to learning, to relationships and to their ability to reach their educational potential.

- **Module 2: Power, Politics and Policy in Educational Leadership (30 Credits)**

This module examines three dimensions of educational leadership, taking cognisance of the experience of leaders in schools and their interpretation of education policy and how this impacts on leadership practice.

Participants will explore the possibilities and limitations of acting upon policy, individually and collectively. For example, analysing and deconstructing the metrics used to judge school performance and how this is translated into organisational policy and practice

Successful completion of a National Professional Qualification in Headship (NPQH) will allow students to apply for credit exemption against Phase 2: Leadership and Management.

Successful completion of a National Professional Qualification in Middle Leadership (NPQML) or a National Professional Qualification in Senior Leadership (NPQSL) will allow students to apply for credit exemption against Module 1 of Phase 2.

Phase 2: Leadership and Management (60 Credits)

- **Module 1: Education Leadership and Management I: Perspectives on Leadership (30 Credits)**

Recognising the challenges faced by those in leadership roles and the need to support the development of leadership competencies at all levels, 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.

- **Module 2: Education Leadership and Management II: Working Effectively with Others (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. Leadership and management do not occur in a vacuum, and this module has been designed to develop both functional knowledge and critical understanding of a number of key perspectives on human behaviour within organisations and on the nature and processes of organising human activity. As such 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.

Phase 3: Research Phase (60 Credits)

- **Research Dissertation (60 Credits)**

Delivery

- The provision is available on a part-time basis and can be delivered in various modes, including evenings, and full and/or half day sessions spread throughout the year, some of which may take place at a weekend.
- A dedicated Virtual Learning Environment (VLE) is an essential feature of the programme, including discussion forums.
- Tutorials may be accessed at a distance through email, telephone or Skype.

Duration

Part-Time: Minimum 2 years, Maximum 6 years

Start Month

October/January

Delivery Location

- Hope Park, Liverpool

Additionally, alternative locations and delivery models will be considered if schools have a viable cohort.

Fees and Funding

Full Cost: £5,200

Students that have successfully completed an NPQH may access the MA Leading for Educational Advantage for £4,066.

Students that have successfully completed an NPQML or NPQSL may access the MA Leading for Educational Advantage for £4,632.

MASTER'S IN BUSINESS ADMINISTRATION (MBA) EDUCATIONAL LEADERSHIP*



COURSE OVERVIEW

The MBA Educational Leadership is delivered through a partnership between Liverpool Hope University Business School and the Faculty of Education.

The overall aim of the MBA Educational Leadership is to enable participants, through the development of their management and leadership capabilities, to assist or direct organisations to become more effective and efficient in a rapidly changing, complex and global economy.

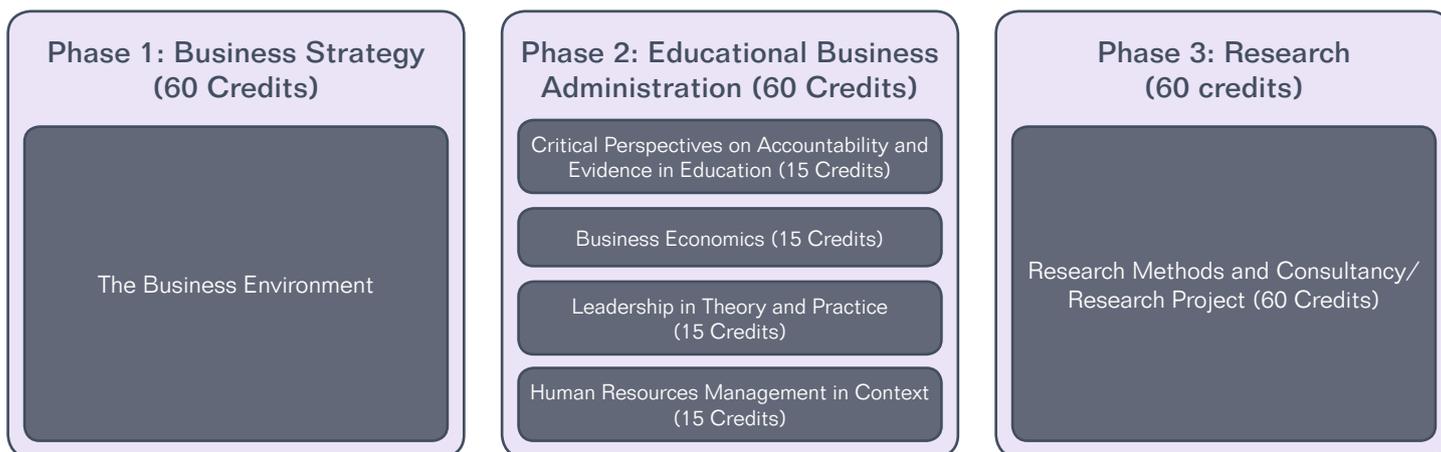
The programme has been designed specifically for experienced professionals working in education in the public, private and not-for-profit sectors in the UK and abroad and aims to maximise the potential of candidates who already have significant work experience and who have the capability and ambition to advance to the highest level.

The MBA Educational Leadership programme provides students with the opportunity to develop as a strategic thinker, a leader of learning and educational improvement, and a manager of resources, exploring important national and international debates in and around educational reform, leadership, teaching and learning.

WHY STUDY THIS COURSE?

- Focus on changes and challenges with the education sector.
- The opportunity to work with leaders and managers in preparation for current challenges and future environments.
- Focus closely on your current role to enhance your capabilities, improve your existing practices, implement new initiatives and enhance your personal effectiveness.
- The teaching and skilled facilitation offered by a programme team with a long history of working with education and business leaders from a variety of contexts.
- The opportunity for networking and knowledge exchange.
- Intensive group study and masterclasses with leading practitioners and scholars.

CURRICULUM OVERVIEW



Phase 1: Business Strategy (60 Credits)

- The Business Environment
- Company Capabilities
- The Customer
- Competitive Positioning

Successful completion of a National Professional Qualification in Executive Leadership (NPQEL) will allow students to apply for credit exemption against Phase 1: Business Strategy and enter straight onto Phase 2 of the MBA Education.

Phase 2: Educational Business Administration (60 Credits)

- **Critical Perspectives on Accountability and Evidence in Education (15 Credits)**

This module examines the role of accountability within the education system and particular its relationship to the school improvement agenda. It takes cognisance of the experience of the participants as educational leaders and their articulation of accountability systems in their own context.

Participants will also explore the possibilities of changes to accountability systems. In particular, they will compare educational accountability systems with another organisation or profession and how they are translated into organisational policy and practice.

- **Business Economics (15 Credits)**

This module introduces microeconomic theory as it applies to company behaviour and the working of markets; Topics include Market Demand, Supply and Equilibrium; Firm Production and Costs; Market Failure, Market Structure; Perfect Competition; Monopolistic Competition; Oligopoly; Monopoly; Market Failure; Concentration Measures, and Regulation, Labour and Financial Markets, Unemployment and Inflation, Fiscal and Monetary Policies.

- **Leadership in Theory and Practice (15 Credits)**

Students will develop a critical understanding of strategic leadership and its practical application for personal and organisational effectiveness. The theoretical frameworks presented will be critically analysed against real world problems and contexts across a range of sectors. The syllabus covers a range of theoretical frameworks from early leadership theory to current thinking. Such an approach covers: Trait theory; Style theory; Situational and contingency theory; Transactional and transformational leadership; Emotional intelligence; dialogical and distributed leadership. Alongside this are integrated developments in, and current models of, leadership in the public, private and third sectors.

- **Human Resources Management (HRM) in Context (15 Credits)**

This topic provides a critical approach to HRM within the context of an increasingly complex and changing environment, alongside a rapidly internationalising world economy.

The topic examines empirical and theoretical developments in the contemporary HRM practice and relates these developments to local/national/international models of HRM.

This requires an understanding of both the internal and external operating context of contemporary organisations. The topic will critically examine the role of the HR function and the HR practitioner in relation to helping perform in a rapidly changing environment.

Phase 3: Research Phase (60 Credits)

- **Business Research Methods and Consultancy Project or Dissertation**

During the final phase of the MBA, participants engage in research methods sessions to hone their methodological skills toward completing either a Consultancy Project or a Dissertation. The phase also seeks to support participants to examine the efficacy of various research methods as aids to study and self-development, as a resource for the advancement of knowledge and understanding generally, and as a means for investigating and resolving practical problems.

Delivery

- Delivery for each 15 credit module/topic will be on a part-time basis, via a 2 day intensive programme (Friday and Saturday).
- A dedicated Virtual Learning Environment (VLE) is an essential feature of the programme, including discussion forums.
- Tutorials may be accessed at a distance through email, telephone or Skype.

Duration

- Full-Time: 12/15 Months
- Part-Time: Up to 2 Years

Start Month

October/January

Additionally, bespoke models of delivery can be offered (dependent on cohort size).

Delivery Location

- Hope Park, Liverpool or Birmingham

Additionally, alternative locations and delivery models will be considered if schools have a viable cohort.

Fees and Funding

Full Cost: £10,500. Students that have successfully completed an NPQEL may access the MBA Education for £7,600.

**The course is currently subject to validation by the University*



ENTRY REQUIREMENTS

Normally a First Class or Upper Second Class Honours Degree in a relevant discipline is required.

Applications from students who do not hold a 1st or 2:1 Honours Degree (or equivalent) may be asked to demonstrate potential to achieve a Masters award via a sample of academic writing and interview before an offer is made.

Please note that for those applying for an MBA Educational Leadership applicants will need at least two years managerial/supervisory work experience for entry on to this course.

International Entry Requirements

For students whose first language is not English there is a language requirement of IELTS 6.5 overall with 6.0 minimum of all components. In addition to this also we accept a wide range of International Qualifications, for further information please visit: www.hope.ac.uk/international/yourcountry/

FEES AND FUNDING

We understand that choosing to continue your studies at postgraduate level is a big financial commitment. This section contains everything you need to know about the cost of postgraduate study, plus information about a range of loans and scholarships that may help fund your studies.

UK/EU tuition fees

		NPQML and NPQSL		NPQH and NPQEL	
Master's Programme	Full Programme Cost	APL* of PGCE (must be within 10 year time frame)	APCL** of NPQML or NPQSL	APL* of PGCE (must be within 10 year time frame)	APCL** of NPQH or NPQEL
MA/MEd Leading in Education	£5,200	£3,466	£4,632	£3,466	£4,066
MA Leading for Educational Advantage	£5,200	£3,466 (Only with leadership experience)	£4,632	£3,466 (Only with leadership experience)	£4,066
MBA Educational Leadership'	£10,500	Not Available	Not Available	Not Available	£7,600

*Accreditation of Prior Learning

**Accreditation of Prior Certificated Learning

Payments

You may choose to pay your course fees through a 3 or 5 month instalment payment plan.

If you choose to spread the cost of the course over 5 months you will need to pay one third of your total fees as an initial payment when you register at the University. Following this you will then pay the remaining balance over 5 months from October to February (September starters only).

You can pay your tuition fees by direct debit, credit/debit card, cheque or banker's draft made payable to Liverpool Hope University. If you are a home student who is studying part-time, we invoice half the full-time fee on registration for the first year of your course and the remaining balance is invoiced when you register for the second year. Please note that the fee payable in year 2 may rise approximately in line with inflation.

Representative example for a student registering for an MBA Educational Leadership', part-time (using APCL):

Course Fee: £7,600

Payment Plan	Initial Payment	Year 1 Fee	Year 1 Payment Per Month	Year 2 Fee	Year 2 Payment per month
3 Month Payment Plan	0	£3,800	£1,266	£3,800	£1,266
5 Month Payment Plan	£2,533	£2,533	£506	£2,533	£506

HOW TO APPLY

To apply for one of the postgraduate degrees detailed in this booklet please contact:

Liverpool Hope University Continuing Professional Development (CPD) Centre

T: 0151 291 3061 /3834

E: cpd@hope.ac.uk

When to apply

We advise you to apply for a postgraduate degree as early as possible. Liverpool Hope University has two main intakes a year for postgraduate study - January and October.



CONTACT US

For further information please contact:

**Liverpool Hope University Continuing
Professional Development (CPD) Centre**

Liverpool Hope University, Hope Park,
Liverpool L16 9JD

T: 0151 291 3061 /3834

E: cpd@hope.ac.uk

www.hope.ac.uk/cpd/education







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