# Education Studies and Special and Inclusive Needs

# Programme Information

**2022.01, Approved**

## Overview

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| Programme Code | 31773 |
| Programme Title | Education Studies and Special and Inclusive Needs |
| Awarding Institution | Liverpool John Moores University |
| Programme Type | Degree |

## Awards

| Award Type | Award Description | Award Learning Outcomes |
|---|---|---|
| Target Award | Bachelor of Arts with Honours - BAH | N/A |
| Alternative Exit | Certificate of Higher Education - CHE | Understand the social, political and economic factors that influence the provision of education for different groups Understand the social, political and economic factors that influence the provision of education for different groups Describe the basis essential elements of education and special inclusive needs Describe the basis essential elements of education and special inclusive needs Demonstrate knowledge of disability and inclusion from an historic perspective Demonstrate knowledge of disability and inclusion from an historic perspective Identify key legislation, policies and developments in relation to education, disability and inclusion Identify key legislation, policies and developments in relation to education, disability and inclusion Understand the differing models of disability and inclusion and how they are applied within society Understand the differing models of disability and inclusion and how they are applied within society Use a range of established techniques to initiate and undertake analysis of information, and to propose solutions to problems arising from the analysis. Use a range of established techniques to initiate and undertake analysis of information, and to propose solutions to problems arising from the analysis. Demonstrate academic reading and writing skills Demonstrate academic reading and writing skills |

| Alternative Exit | Diploma of Higher Education - DHE | Explore issues related to schools, curriculum and wider educational issues both nationally and internationally Evaluate issues and concepts relating to disability, inclusion and education Work effectively as part of a team and as a member of the work force through a work placement / project and identify and develop personal career and employability objectives. Understand how research is effectively conducted and analyse generic issues relating to research in education Analyse relevant literature, concepts and theories as appropriate Demonstrate academic reading and writing skills |
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| Alternate Award Names | |
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## External Benchmarks

| Subject Benchmark Statement | UG-Education Studies (2019) |
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## Programme Offering(s)

| Mode of Study, Mode of Delivery | Intake Month | Teaching Institution | Programme Length Programme Length Unit |
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| Full-Time, Face to Face | September | LJMU Taught | 3 Years |
| Full-Time, Face to Face | September | LJMU Taught | 5 Years |

## Aims and Outcomes

| Educational Aims of the Programme | To provide students with the opportunity to engage in the academic study of education across a range of settings both within and beyond schools To provide students with an understanding of disciplinary perspectives in the study of education (including history, philosophy, sociology, psychology) To enable students to identify and understand key arguments in the thematic study of education in contemporary society To link theoretical analysis with empirical enquiry in considering issues related to education and special inclusive needs To investigate inclusion in its broadest sense To help students to acquire the intellectual skills to interrogate notions of disability and inclusion To provide the opportunity for students to achieve full academic potential through honours degree level study which encourages a high degree of initiative, independent judgement, self-motivation, critical self-awareness and self-education. To develop students' abilities in research, data selection, organisation, analysis and evaluation, and this can be fully utilised in the application of their skills within the field of their choice. To encourage students to engage with the development of employability skills by completing a self-awareness statement. |
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### Learning Outcomes

| Code | Number | Description |
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| PLO1 | 1 | Demonstrate an awareness of underlying concepts and principles in Education Studies and Special Inclusive Needs |
| PLO2 | 2 | Analyse, synthesise, summarise and evaluate information; |
| PLO3 | 3 | Reason and discriminate critically; |
| PLO4 | 4 | Identify and solve problems individually and/or co-operatively; |
| PLO5 | 5 | Integrate lines of evidence from a range of sources to support findings or hypotheses; |
| PLO6 | 6 | Demonstrate and exercise independent thinking; |
| PLO7 | 7 | Demonstrate reflective skills. |
| PLO8 | 8 | Analyse, design and use various research methodologies; |
| PLO9 | 9 | Search for, select and interpret information from a variety of sources and report results using appropriate communication skills; |
| PLO10 | 10 | Develop appropriate communication skills relevant to the programme of study; |
| PLO11 | 11 | Develop appropriate numerical skills including statistical analysis; |
| PLO12 | 12 | Apply disciplinary perspectives to key issues, debates and themes in the study of education and special inclusive needs |

| PLO13 | 13 | Apply appropriate concepts from a range of academic disciplines appropriate to Education Studies and Special and Inclusive Needs |
| PLO14 | 14 | Recognise and apply safe professional working practices. |
| PLO15 | 15 | Communicate effectively to audiences in written, graphical and verbal forms; |
| PLO16 | 16 | Manage time and work to deadlines; |
| PLO17 | 17 | Participate constructively in groups; |
| PLO18 | 18 | Exploit ICT tools and resources efficiently and effectively; |
| PLO19 | 19 | Manage a responsible, adaptable and flexible approach to study and work; |
| PLO20 | 20 | Analyse the range of educational settings in which learning can take place and the roles of practitioners and professionals in supporting the learning process |
| PLO21 | 21 | Demonstrate knowledge of the historical, economic, philosophical, moral and religious factors that influence educational provision |
| PLO22 | 22 | Analyse the variety, function and purposes of educational systems at the local, national and global level |
| PLO23 | 23 | Evaluate the contribution of research to educational thought, policy and practice |
| PLO24 | 24 | The development of personal, cultural and societal norms/ values and the influence of these perceptions on defining and responding to people with disabilities |
| PLO25 | 25 | Promoting the well-being of people with disabilities / additional needs and their families; promoting dignity, choice and independence for service users |
| PLO26 | 26 | Pedagogical approaches for working with those with special educational needs and disability |

# Course Structure

| Programme Structure Description | The programme is primarily university based supplemented by a period of work related learning at L5. Modules are delivered over one semester with the exception of the dissertation module at L6 which is year-long. All modules with the exception of the dissertation are 20c (the dissertation is 40c). Each module credit represents 10 hours of learning. At each level of study 120 credits are required to complete the year. At L5 three of the modules in Semester 2 come from a set of option modules where students chose one from each group; Education studies 5203EDSTUD International and comparative education 5204EDSTUD Education, Equality and Social Justice 5205EDSTUD Contemporary Issues for Young People Special and Inclusive needs; 5212EDSTUD Supporting the Individual and the Family 5213EDSTUD Picturing Disability: From Print to Screen 5223EDSTUD Creativity and Discovery Learning in the Early Years Work-related learning; 5206EDSTUD International Placement 5207EDSTUD Project Design and Implementation in Education 5208EDSTUD Developing Employability Skills through Work Based Learning The programme will offer the opportunity of 60 credits of study at Level 5. Students will be enrolled on a 360 credit honours with study abroad programme. A 60 credit Level 5 study abroad module (5209EDSTUD) will normally replace the semester 2 modules on the standard programme. This study abroad should cover the same learning outcomes as the modules being replaced. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 120 credits at Level 5. At L6 for the education studies modules, the students have a choice of 2 modules, one in each semester 1; 6202EDSTUD Gender, Ethnicity in Education 6203EDSTUD Education and Technology 6204EDSTUD Adult Education and Lifelong Learning 6205EDSTUD Parents and Schools Semester 2; 6206EDSTUD Radical Education 6207EDSTUD Education in Fiction, Film and the Media 6208EDSTUD Informal and Non-formal Education 6209EDSTUD Supporting Vulnerable Children and Young People in Education For the special and inclusive needs students choose from; 6212EDSTUD International Perspectives on Disability 6213EDSTUD Mental Health and well-Being 6222EDSTUD Therapeutics in the Early Years |
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| Programme Structure - 360 credit points | |
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| **Level 4 - 120 credit points** | |
| **Level 4 Core - 120 credit points** | CORE |
| [MODULE] 4201EDSTUD  Learners and Learning in Contemporary Society Approved 2022.01 - 20 credit points | |
| [MODULE] 4202EDSTUD  Education and Society Approved 2022.01 - 20 credit points | |
| [MODULE] 4203EDSTUD  Snapshots of Education Approved 2022.01 - 20 credit points | |
| [MODULE] 4211EDSTUD  Introducing Special and Inclusive Needs Approved 2022.01 - 20 credit points | |
| [MODULE] 4212EDSTUD  What is Disability? Approved 2022.01 - 20 credit points | |
| [MODULE] 4213EDSTUD  Special Educational Needs and Inclusion Approved 2022.01 - 20 credit points | |
| **Level 5 - 120 credit points** | |
| **Level 5 Core - 60 credit points** | CORE |
| [MODULE] 5201EDSTUD  Research Approaches and Methods Approved 2022.01 - 20 credit points | |
| [MODULE] 5202EDSTUD  Schools and the Curriculum Approved 2022.01 - 20 credit points | |
| [MODULE] 5211EDSTUD  Disability and Identity Approved 2022.01 - 20 credit points | |
| **Level 5 Optional - 60 credit points** | OPTIONAL |
| [MODULE] 5203EDSTUD  Comparative and International Education Approved 2022.01 - 20 credit points | |
| [MODULE] 5204EDSTUD  Education, Equality and Social Justice Approved 2022.01 - 20 credit points | |

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| [MODULE] 5205EDSTUD | Contemporary Issues for Young People Approved 2022.01 - 20 credit points |
| [MODULE] 5206EDSTUD | International Placement Approved 2022.01 - 20 credit points |
| [MODULE] 5207EDSTUD | Project Design and Implementation in Education Approved 2022.01 - 20 credit points |
| [MODULE] 5208EDSTUD | Developing Employability Skills Through Work Based Learning Approved 2022.01 - 20 credit points |
| [MODULE] 5212EDSTUD | Supporting the Individual and the Family Approved 2022.01 - 20 credit points |
| [MODULE] 5213EDSTUD | Picturing Disability: From Print to Screen Approved 2022.01 - 20 credit points |
| [MODULE] 5223EDSTUD | Creativity and Discovery Learning in the Early Years Approved 2022.01 - 20 credit points |
| **Level 6 - 120 credit points** | |
| **Level 6 Core - 60 credit points** | CORE |
| [MODULE] 6201EDSTUD | Dissertation Approved 2022.01 - 40 credit points |
| [MODULE] 6211EDSTUD | Inclusion for All: Supporting a Range of Needs Approved 2022.01 - 20 credit points |
| **Level 6 Optional - 60 credit points** | OPTIONAL |
| [MODULE] 6202EDSTUD | Gender and Ethnicity in Education Approved 2022.01 - 20 credit points |
| [MODULE] 6203EDSTUD | Education and Technology Approved 2022.01 - 20 credit points |
| [MODULE] 6204EDSTUD | Adult Education and Lifelong Learning Approved 2022.01 - 20 credit points |
| [MODULE] 6205EDSTUD | Parents and Schools Approved 2022.01 - 20 credit points |
| [MODULE] 6206EDSTUD | Radical Education Approved 2022.01 - 20 credit points |
| [MODULE] 6207EDSTUD | Education in Fiction, Film and the Media Approved 2022.01 - 20 credit points |
| [MODULE] 6208EDSTUD | Informal and Non-formal Education Approved 2022.01 - 20 credit points |
| [MODULE] 6209EDSTUD | Supporting Vulnerable Children and Young People in Education Approved 2022.01 - 20 credit points |
| [MODULE] 6212EDSTUD | International Perspectives on Disability and Inclusion Approved 2022.01 - 20 credit points |
| [MODULE] 6213EDSTUD | Mental Health and Wellbeing Approved 2022.01 - 20 credit points |

# Teaching, Learning and Assessment

| Teaching, Learning and Assessment | Acquisition of A1-A9 is gained through a range of contact hours including structured lectures, workshops and seminars. Peer support and Canvas activities will be used to support student learning. Group exercises and presentations ensure that students gain both experience and an understanding of teamwork. Work based learning placements enable students to apply theory to real practical situations. Independent study is encouraged and is supported by formal lectures, workshops and tutorial sessions. Additional support is provided by self- access facilities for ICT in the Library. Throughout the programme students are encouraged to use a variety of media and to broaden their understanding of the subject. Formal assessment of knowledge and understanding is through a range of methods including essays; reports; portfolios; presentations and exams. There will be a mix of individual and group assessments. Cognitive skills are developed through the teaching and learning strategies outlined above. All modules in the programme emphasise student-centred learning, involving students in task-based activities followed by discussion, feedback and a wider application of the concepts. Intellectual skills (B1-B6) are assessed throughout the programme through a variety of methods including essays; reports; portfolios; presentations and exams. There will be a mix of individual and group assessments. These skills will be built upon and developed as the students progress through their programme of study. All students receive initial generic and module-specific guidance and specialist induction on the identification, location and use of multimedia materials in the library and alternative local and non-local sources. Guidance and feedback on assessments are provided at modular level. Assignments have clear criteria for assessment and indicative and essential sources accompany course outlines. Practical skills (C1-C6) are assessed throughout the programme through a variety of methods including work-based learning; essays; reports; portfolios; presentations and exams. There will be a mix of individual and group assessments. These skills will be built upon and developed as the students progress through their programme of study. Oral and written assignments are set at appropriate times in order to support students' learning. Verbal and written feedback foster reflective awareness and independent learning. Deadlines across modules on the programme are monitored carefully to minimise bunching and promote effective time management. Support is given to develop independent skills. Group work is encouraged through task-based discussions and workshops. Study skills are taught and assessed in a level 4 core module and developed progressively (e.g. searching for and presenting information using ICT tools and resources) through levels 5 and 6. Effective communication is assessed in all areas of learners' work. Group-work skills, workshops and reports are assessed through group-based research projects, case-studies and portfolios. Individual coursework is assessed through essays, reports, presentations and exams assess. Students are encouraged to identify their strengths and weaknesses and set appropriate goals and strategies for achievement. |
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## Opportunities for work related learning

| Opportunities for work related learning |
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| All students undertake work-related learning in Level 5 of the programme. The students choose 1 out of 3 option modules (5206EDSTUD International Placement; 5207EDSTUD Project design and implementation and 5208EDSTUD Developing employability skills in the workplace). All 3 modules run as a 4 week block in January and the students will set their own outcomes depending on the placement / organisational type they choose. The range of activities undertaken will vary according to the nature of the placement / project. The module will be assessed through a portfolio of tasks and where appropriate an agency log from the employer. |

# Entry Requirements

| Type | Description |
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| A levels | UCAS Tariff Points Required: 104 NB: Tariff points may differ for International Baccalaureate qualifications. Is General Studies acceptable?: No Are AS level awards acceptable?: Acceptable only when combined with other qualifications AS Double Award: Not acceptable |
| Other international requirements | For undergraduate courses please apply through UCAS, applicants will be considered in line with normal entry requirement. International applicants must possess a minimum IELTS (or equivalent) score of 6.0. |

| BTECs | BTEC Certificate: Acceptability: Acceptable only when combined with other qualifications BTEC 90-credit Diploma: Acceptability: Acceptable only when combined with other qualifications Grades/subjects required: equivalent to 104 points BTEC Diploma (QCF): Acceptability: Acceptable on its own and combined with other qualifications BTEC Extended Diploma (QCF): Acceptability: Acceptable on its own and combined with other qualifications Grades/subjects required: Equivalent to 104 points from a subject-related BTEC Level 3: Acceptability: Acceptable on its own and combined with other qualifications |
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| Alternative qualifications considered | One subject-related qualification or relevant experience Candidates are expected to hold a minimum of English Language and Maths GCSE at grade C or above Enhanced DBS disclosure |
| International Baccalaureate | Acceptability: Acceptable on its own and combined with other qualifications Additional Information: 104 points |

## Programme Contacts

**Programme Leader**

| Contact Name |
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| Karen Broomhead |

**Link Tutor**

| Contact Name |
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