

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours in Learning, Development and Support (LaWP)

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	X220
JACS Code	X300
Programme Duration	Full-Time: 3 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Education Studies 2015 / National Occupational Standards for Learning Development and Support Services (LDSS) 2010.
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	<p>Bachelor of Arts with Honours in Learning, Development and Support (LaWP)</p> <p>Diploma of Higher Education in Learning, Development and Support (LaWP)</p> <p>Certificate of Higher Education in Learning, Development and Support (LaWP)</p>
Programme Leader	Jennifer Woods

Educational aims of the programme

National Occupational Standards (NOS) for those delivering 'Learning, Development and Support Services' (LDSS) aim to ensure that best practice is observed. This degree aims to develop a flexible pathway for these practitioners within the LJMU Academic Framework. It has been developed with the needs and interests of practitioners working with children and young people in mind and aims to support the recognition of the professional nature of the qualifications in this area.

To provide a range of intellectual, practical and transferable skills that are appropriate to the Learning, Development and Support Services (LDSS).

To provide a curriculum to support and promote the thorough understanding of personal and social development issues.

To develop the skills and awareness necessary for working in a range of contexts and with other agencies.

To enable students to make an immediate and appropriate contribution to their own professional practice.

To combine practice with reflection and engage students in a holistic approach to learning.

To encourage the development of a sensitive approach to all aspects of diversity.

To provide studies directly relevant to future academic and /or employment pathways.

To encourage students to engage with the development of employability skills by completing a self awareness statement.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

A student who is eligible for this award will be able to:

Engage with the development of employability skills by completing a self-awareness statement.

Recognise varied approaches to working with a range of agencies and support services involved with

children/young people and families.

Utilise a range of techniques to initiate and undertake analysis of information and literature relating to educational practice.

Communicate the results of study accurately, and present findings with structured and coherent arguments.

Demonstrate awareness of policy and legislation associated with educational practice and support services for children/young people and families.

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education

A student who is eligible for this award will be able to:

Analyse information and literature relating to current issues in educational practice.

Apply knowledge and critical evaluation of the theoretical frameworks and concepts associated with the education and the support of children/young people.

Effectively communicate information, analysis and arguments in a variety of forms.

Develop professional transferable skills necessary for employment within the education sector.

Apply underlying concepts and principles outside of the context in which they were first studied, including the workplace.

Target award Learning Outcomes - Bachelor of Arts with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Demonstrate knowledge of the issues and principles associated with the development of children and young people
2. Access information systems and follow procedures to retrieve and manage information from a variety of sources
3. Identify various support services available and the range of practical issues pertinent to working with young people in different settings
4. Discuss current and significant issues, ethics and legislation relevant to working with young people and how these impact on practice
5. Recognise the diverse needs of young people in an increasingly inclusive society
6. Identify and interpret the domains and theories of learning and educational policy.
7. Recognise their own values and attitudes and of the emotional intelligence competencies.
8. Apply theory to the assessment of the personal, educational and social development of young people
9. Analyse, synthesise and evaluate information from a variety of sources to identify the practical issues pertinent to working with young people
10. Critically reflect on practice in order to improve and develop
11. Critically evaluate service processes in a wide variety of contexts
12. Integrate theory and practice, reason critically and demonstrate and exercise independence of mind and thought
13. Reflect critically on own values, attitudes and emotional intelligence competencies
14. Develop strategies to engage in rational, informed academic debate, developing a reflective understanding through academic study and practical investigation
15. Apply knowledge of developmental issues in a practical manner
16. Communicate clearly and effectively in formal and informal situations
17. Monitor, record and evaluate their own progress and plan for their professional development
18. Manage personal and professional boundaries
19. Identify learner needs and plan appropriate support, articulating a belief in the possibility of change
20. Interact appropriately with other professionals in an increasingly diverse society
21. Develop practice of advocacy and mediation
22. Demonstrate self-direction, flexibility and originality in tackling and solving problems sensitively

23. Communicate effectively and present a high level of oral and written arguments
24. Improve their own learning and performance, including the development of study skills
25. Manage time, work flexibly and independently
26. Develop research capacities, information retrieval, plan and manage learning and reflect on their own learning
27. Use Information and Communication Technology, including word processing, databases, internet communication, information retrieval and on-line searches.
28. Work with others - as a result of the development of interpersonal skills, demonstrate the capacity to plan, share goals and work as a member of a team.
29. Be able to manage and recognise personal emotions and commitments

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Outcomes are achieved through a broad range of learning and teaching methods including: lectures, tutor input, workshops, case studies, e-learning, participant presentations, seminar/group discussion, individual reading and research, as well as activities within the Personal Development Plan (PDP).

Self-reflection - this will require the student to reflect on their own values and attitudes and to explore their own emotional intelligence.

Individual enquiries - this involves carrying out an investigation into an issue relating to participants' area of work. Participants should critically reflect on the issue and draw on a range of resources, literature, subject specific materials, national influences etc. to inform discussion. Participants have to produce evaluative reports that include conclusions and recommendations for further development. Participants will draw on primary and secondary source materials for assignments and case studies.

Informal - through PDP, workshop activities, work-based practice; group work in preparation for group presentations.

Outcomes are developed through a range of formal and informal activities including workshops, use of case studies, examples from own practice, project work, work with peers, reading, small scale piece of research and engagement with educational and domain specific literature. Reflection on both theory and practice will be included throughout.

Intellectual skills (1-7) are assessed formatively through group discussions, participant presentations, individual reflections and summatively through formal assessments e.g. reflections, assignments and individual enquiries. The PDP will be a key vehicle for developing intellectual skills and understanding. Full details of these methods can be found in the module guides.

Outcomes are developed in a progressive manner throughout the programme. As this is a work-based qualification participants will be asked to reflect on their practice at all stages. The majority of assessments include critical reflection on practice. Workshops include a variety of methods that model professional practice e.g. small group work, role play, simulations, case studies, use of participants' experience. The PPD groups will be key vehicles for promoting the development of professional skills.

Professional practical skills (1-8) are assessed throughout all the modules using the following methods:

Carrying out observations and reflecting on these. Course work materials, e.g. reflections, assignments and critical evaluations. Observations of workplace practice. Presentations/group activities with peers in the workshops, work-based settings and PDP.

These are promoted throughout the course. All modules aim to encourage students to think critically, to work independently and in groups with the purpose of presenting material in informative and varied ways.

Students will be encouraged to develop key /transferable skills through all aspects of the programme of study.

Programme structure - programme rules and modules

NB At each level, students must complete a minimum of 20 work-based learning credits.

Level 4

All students entering the programme will have to complete the core modules. However students will have opportunity to negotiate with their tutors in relation to their phase of education. Students may exit from this level with a Certificate in Higher Education (120 credits).

Level 5

At level 5, all students will complete the core modules (80 credits) and will then negotiate the most appropriate

options to meet their personal professional development and the needs of their workplace. Students may exit at this level with a Diploma in Higher Education in Learning, Development and Support (240 credits).

Level 6

At level 6, all students progressing towards a full degree will complete the core modules (100 credits) and will then negotiate the most appropriate options to meet their personal professional development needs. Students will exit with a BA(Hons) in Learning, Development and Support (360 credits).

The programme will offer the opportunity of 120 credits of study abroad at Level 5. Students will be enrolled on a 360 credit honours with study abroad programme. A 120 credit Level 5 study abroad module (5109LDS) will normally replace all level 5 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.

Students beginning the programme prior to September 2022 will remain on the previous validated versions of the modules on their programme unless going on a leave of absence / having been awarded Final Module Attempts by the Board of Examiners, which may require that they move to the new programme version.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
6101LDS WORK BASED ENQUIRY - EXTENDED (40 credits) 6102LDS DEVELOPMENTAL DISORDERS (20 credits) 6103LDS DEVELOPING PROFESSIONAL PRACTICE (20 credits) 6104LDS EMOTIONAL AND COGNITIVE DEVELOPMENT IN ADOLESCENCE (20 credits)	6105LDS LEARNING FROM WORK - THEORY TO PRACTICE (20 credits) 6106LDS CURRENT ISSUES IN EDUCATION (20 credits)	100 core credits at level 6 20 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5101LDS INCLUDING THE EXCLUDED (20 credits) 5103LDS CHILD DEVELOPMENT IN THE MIDDLE YEARS (20 credits) 5105LDS ACADEMIC RESEARCH METHODS (20 credits) 5106LDS RESEARCH IN PROFESSIONAL PRACTICE (20 credits)	5102LDS LEARNING FROM WORK - NEGOTIATED WORKPLACE LEARNING (20 credits) 5104LDS LEARNING FROM WORK - THEORY AND PRACTICE (20 credits) 5107LDS CURRENT ISSUES IN EDUCATION (20 credits) 5108LDS LEARNING FROM WORK - DEVELOPING PROFESSIONAL PRACTICE (20 credits)	80 core credits at level 5 40 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4101LDS STUDY SKILLS (20 credits) 4102LDS PERSONAL PROFESSIONAL DEVELOPMENT (20 credits) 4103LDS LEARNING FROM WORK - THEORY AND PRACTICE (20 credits) 4104LDS CURRENT ISSUES IN EDUCATION (20 credits) 4105LDS CHILD DEVELOPMENT IN THE EARLY YEARS (20 credits) 4106LDS LEARNING FROM WORK - REFLECTING ON PRACTICE (20 credits)		120 core credits at level 4 0 option credits at level 4

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

Work based learning is key to this programme and all students are required to work for a minimum of two and a half days per week in an educational environment. This work based learning is drawn on in assessments. Students engage with modules throughout the programme which are designed to enhance professional skills and to draw on work-based learning.

Criteria for admission

Other

Students must be employed on a paid or voluntary basis within the education sector to enable them to complete the work-based learning component. It is a requirement of the course that they work for a minimum of two and a half days per week in an educational environment throughout the duration of the course. A minimum of two years experience in an educational setting is required for entry to this programme. Students must complete a successful interview to determine suitability and commitment to Higher Education study and should demonstrate a good standard of written English

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ 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 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

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.