

Overview

Programme Code	32048
Programme Title	Learning, Development and Support (LaWP)
Awarding Institution	Liverpool John Moores University
Programme Type	Degree
Programme Leader	Jennifer Woods
Link Tutor(s)	

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Bachelor of Arts with Honours - BAH	See Learning Outcomes Below
Alternative Exit	Certificate of Higher Education - CHE	Engage with the development of employability skills by completing a self-awareness statement. 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. 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. 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. 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. Demonstrate awareness of policy and legislation associated with educational practice and support services for children/young people and families.
Alternative Exit	Diploma of Higher Education - DHE	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.

Alternate Award Names

External Benchmarks

Subject Benchmark Statement
UG-Education Studies (2019)

Programme Offering(s)

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

Full-Time, Face to Face	September	LJMU Taught	3 Years
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Aims and Outcomes

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.

Learning Outcomes

Code	Description
PLO1	Demonstrate knowledge of the issues and principles associated with the development of children and young people
PLO2	Critically reflect on practice in order to improve and develop
PLO3	Critically evaluate service processes in a wide variety of contexts
PLO4	Integrate theory and practice, reason critically and demonstrate and exercise independence of mind and thought
PLO5	Reflect critically on own values, attitudes and emotional intelligence competencies
PLO6	Develop strategies to engage in rational, informed academic debate, developing a reflective understanding through academic study and practical investigation
PLO7	Apply knowledge of developmental issues in a practical manner
PLO8	Communicate clearly and effectively in formal and informal situations
PLO9	Monitor, record and evaluate their own progress and plan for their professional development
PLO10	Manage personal and professional boundaries
PLO11	Identify learner needs and plan appropriate support, articulating a belief in the possibility of change
PLO12	Access information systems and follow procedures to retrieve and manage information from a variety of sources
PLO13	Interact appropriately with other professionals in an increasingly diverse society
PLO14	Develop practice of advocacy and mediation

Code	Description
PLO15	Demonstrate self-direction, flexibility and originality in tackling and solving problems sensitively
PLO16	Communicate effectively and present a high level of oral and written arguments
PLO17	Improve their own learning and performance, including the development of study skills
PLO18	Manage time, work flexibly and independently
PLO19	Develop research capacities, information retrieval, plan and manage learning and reflect on their own learning
PLO20	Use Information and Communication Technology, including word processing, databases, internet communication, information retrieval and on-line searches.
PLO21	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.
PLO22	Be able to manage and recognise personal emotions and commitments
PLO23	Identify various support services available and the range of practical issues pertinent to working with young people in different settings
PLO24	Discuss current and significant issues, ethics and legislation relevant to working with young people and how these impact on practice
PLO25	Recognise the diverse needs of young people in an increasingly inclusive society
PLO26	Identify and interpret the domains and theories of learning and educational policy.
PLO27	Recognise their own values and attitudes and of the emotional intelligence competencies.
PLO28	Apply theory to the assessment of the personal, educational and social development of young people
PLO29	Analyse, synthesise and evaluate information from a variety of sources to identify the practical issues pertinent to working with young people

Programme Structure

Programme Structure Description

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.

Programme Structure - 360 credit points	
Level 4 - 120 credit points	
Level 4 Core - 120 credit points	CORE
[MODULE] 4101LDS Study Skills Approved 2022.01 - 20 credit points	
[MODULE] 4102LDS Personal Professional Development Approved 2022.01 - 20 credit points	
[MODULE] 4103LDS Transition and Resilience Theory Approved 2022.02 - 20 credit points	
[MODULE] 4104LDS Mentoring and Communication in Education Approved 2022.02 - 20 credit points	
[MODULE] 4105LDS Child Development in the Early Years Approved 2022.01 - 20 credit points	
[MODULE] 4106LDS Supporting Learners with SEND Approved 2022.02 - 20 credit points	
Level 5 - 120 credit points	
Level 5 Core - 80 credit points	CORE
[MODULE] 5101LDS Including the Excluded Approved 2022.01 - 20 credit points	
[MODULE] 5103LDS Child Development in the Middle Years Approved 2022.01 - 20 credit points	
[MODULE] 5105LDS Academic Research Methods Approved 2022.01 - 20 credit points	
[MODULE] 5106LDS Research in Professional Practice Approved 2022.01 - 20 credit points	
Level 5 Optional - 40 credit points	OPTIONAL
[MODULE] 5102LDS Learning From Work - Negotiated Workplace Learning Approved 2022.01 - 20 credit points	
[MODULE] 5104LDS Learning From Work - Theory and Practice Approved 2022.01 - 20 credit points	
[MODULE] 5107LDS Current Issues in Education Approved 2022.01 - 20 credit points	
[MODULE] 5108LDS Learning From Work - Developing Professional Practice Approved 2022.01 - 20 credit points	
Optional placement - 120 credit points	OPTIONAL
Study Abroad - 120 credit points	OPTIONAL
[MODULE] 5109LDS Study Abroad Replacement Year- Learning, Development and Support Approved 2022.01 - 120 credit points	
Level 6 - 120 credit points	

Level 6 Core - 100 credit points	CORE
[MODULE] 6101LDS Work Based Enquiry - Extended Approved 2022.01 - 40 credit points	
[MODULE] 6102LDS Developmental Disorders Approved 2022.01 - 20 credit points	
[MODULE] 6103LDS Developing Professional Practice Approved 2022.01 - 20 credit points	
[MODULE] 6104LDS Emotional and Cognitive Development in Adolescence Approved 2022.01 - 20 credit points	
Level 6 Optional - 20 credit points	OPTIONAL
[MODULE] 6105LDS Learning From Work - Theory to Practice Approved 2022.01 - 20 credit points	
[MODULE] 6106LDS Current Issues in Education Approved 2022.01 - 20 credit points	

Module specifications may be accessed at <https://proformas.ljmu.ac.uk/Default.aspx>

Teaching, Learning and Assessment

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.

Opportunities for work related learning

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.

Entry Requirements

Type	Description
Alternative qualifications considered	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