

Overview

Programme Code	36405
Programme Title	Education and Special Educational Needs
Awarding Institution	Liverpool John Moores University
Programme Type	Degree
Language of Programme	All LJMU programmes are delivered and assessed in English
Programme Leader	Karen Broomhead
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	Diploma of Higher Education - DHE	<p>Explore issues related to schools, curriculum and wider educational issues both nationally and internationally Demonstrate an understanding of pedagogy in Early Years with reference to theory and practice 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. Evaluate and reflect on what constitutes effective early years' curricula and practice 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</p>
Alternative Exit	Bachelor of Arts - BA	<p>Demonstrate a broad and comparative knowledge of the general scope of the subject, its different areas and applications, and its interactions with related subjects. A detailed knowledge of a defined subject or a more limited coverage of a specialist area balanced by a wider range of study. In each case, specialised study will be informed by current developments in the subject. Demonstrate a critical understanding of the essential theories, principles and concepts of the subject(s) and of the ways in which these are developed through the main methods of enquiry in the subject.</p>
Alternative Exit	Certificate of Higher Education - CHE	<p>Describe the basis essential elements of education in the primary phase Describe the basis essential elements of education in the primary phase 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 Demonstrate knowledge and understanding of the influence of key theorists, ideas and innovations on early years and primary practice Demonstrate knowledge and understanding of the influence of key theorists, ideas and innovations on early years and primary practice Identify key legislation, policies and developments in relevant to the primary phase of education Identify key legislation, policies and developments in relevant to the primary phase of education Understand the principles surrounding the primary phase of provision Understand the principles surrounding the primary phase of provision 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</p>

Alternate Award Names

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
Part-Time, Face to Face	September	LJMU Taught	3 Year

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 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 support students in the development of employability skills and transferable skills, of value in graduate employment To enable students to identify and understand key arguments in the thematic study of issues relating to special educational needs To enable students to become rigorous, critical and analytical in their thinking about issues relating to special educational needs. To develop students' abilities in research, data selection, organisation, evaluation and analysis so this can be fully utilised in the application of their skills within the field of special educational needs To link theoretical analysis with empirical enquiry in considering issues related to special education needs To encourage students to engage with the development of employability skills by completing the Career Focus and Career Pulse elements.

Learning Outcomes

Code	Description
PLO1	Demonstrate an awareness of underlying concepts and principles in Education and Special Educational Needs
PLO2	Use appropriate ICT systems and methods
PLO3	Participate constructively in groups
PLO4	Communicate effectively to audiences in written, graphical and verbal forms
PLO5	Analyse, synthesise, summarise and evaluate information;
PLO6	Synthesis evidence from a range of sources to support findings or hypotheses
PLO7	Analyse, design and use various research methodologies

Code	Description
PLO8	Search for, select and interpret information from a variety of sources and report results using appropriate communication skills
PLO9	Develop appropriate communication skills relevant to the programme of study
PLO10	Develop appropriate numerical skills including statistical analysis
PLO11	Recognise and apply safe professional working practices
PLO12	Apply disciplinary perspectives to key issues, debates and themes in the study of education and special educational needs
PLO13	Evaluate the development of personal, cultural and societal norms/ values and the influence of these perceptions on defining and responding to people with disabilities
PLO14	Analyse the roles of practitioners and professionals in supporting the learning process for those with special educational needs
PLO15	Promoting the well-being of people with disabilities / additional needs and their families; promoting dignity, choice and independence for service users
PLO16	Understand Pedagogical approaches for working with those with special educational needs and disability
PLO17	Demonstrate knowledge of the historical, economic, philosophical, moral and religious factors that influence educational provision
PLO18	Analyse the variety, function and purposes of educational systems at the local, national and global level
PLO19	Evaluate the contribution of research to educational thought, policy and practice

Programme Structure

Programme Structure Description

The programme is taught and assessed within the University's Academic Framework for Undergraduate Programmes. It is primarily university based, supplemented by a period of work related learning at Level 5. Modules are delivered over one semester with the exception of the dissertation module at Level 6 which is year-long. All modules other than the dissertation are 20c (the dissertation is 40c). Each module credit represents 10 hours of learning. Modules are core or option, other than the work-related learning modules - where a restricted choice from two is offered. At each level of study 120 credits are required to complete the year. All students will undertake a practice learning module in a relevant setting: involving a placement locally, or abroad, in the 5200EDSTUD Professional Project Enquiry module. Students will also be supported to develop and recognise their employability skills and confidence through Career Focus and Career Pulse activities at levels 4 and 6. The programme will also offer the opportunity of 60 credits of study abroad at Level 5. Students will be enrolled on a 360 credit honours with study abroad programme. A 60 credit Level 5 'Study Semester Abroad' (5209EDSTUD) module, will normally replace the semester 2 modules on the standard programme. The aim of this module is to provide students with a semester of study at an approved overseas partner that will replace one semester of their LJMU programme at level 5. This study abroad should cover the same learning outcomes as the modules being replaced. This will be agreed with the host institution 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 version and the modules.

Programme Structure - 360 credit points	
Level 4 - 120 credit points	
Level 4 Core - 120 credit points	CORE
[MODULE] 4201EDSTUD Learners and Learning in Contemporary Society Approved 2022.02 - 20 credit points	
[MODULE] 4202EDSTUD Education and Society Approved 2022.01 - 20 credit points	
[MODULE] 4203EDSTUD Snapshots of Education Approved 2022.02 - 20 credit points	
[MODULE] 4211EDSTUD Introducing Special and Inclusive Needs Approved 2022.02 - 20 credit points	
[MODULE] 4214EDSTUD Contextualising SEND Approved 2022.01 - 20 credit points	
[MODULE] 4215EDSTUD Exploring Inclusive Practice Approved 2022.02 - 20 credit points	
Level 5 - 120 credit points	
Level 5 Core - 100 credit points	CORE
[MODULE] 5200EDSTUD Professional Project Enquiry Approved 2022.01 - 20 credit points	
[MODULE] 5201EDSTUD Research Approaches and Methods Approved 2022.01 - 20 credit points	
[MODULE] 5211EDSTUD Disability and Identity Approved 2022.01 - 20 credit points	
[MODULE] 5214EDSTUD Consolidating Special Educational Needs and Disabilities Approved 2022.01 - 20 credit points	
[MODULE] 5215EDSTUD Collaborating with Families Approved 2022.01 - 20 credit points	
Level 5 Optional - 20 credit points	OPTIONAL
[MODULE] 5202EDSTUD Schools and the Curriculum Approved 2022.01 - 20 credit points	
[MODULE] 5205EDSTUD Contemporary Issues for Young People Approved 2022.01 - 20 credit points	
Optional placement - 120 credit points	OPTIONAL
Optional Study Semester - 60 credit points	OPTIONAL
[MODULE] 5209EDSTUD STUDY SEMESTER ABROAD - Education studies Approved 2022.01 - 60 credit points	
Level 6 - 120 credit points	

Level 6 Core - 80 credit points	CORE
[MODULE] 6201EDSTUD Dissertation Approved 2022.01 - 40 credit points	
[MODULE] 6214EDSTUD Re-thinking Neurodiversity Approved 2022.01 - 20 credit points	
[MODULE] 6252EDSTUD Education, Culture and Identity Approved 2022.01 - 20 credit points	
Level 6 Optional - 40 credit points	OPTIONAL
[MODULE] 6204ECS Working Therapeutically within Early Childhood Approved 2022.01 - 20 credit points	
[MODULE] 6205EDSTUD Parents and Schools 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 2022.02 - 20 credit points	

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

Teaching, Learning and Assessment

Acquisition of Learning Outcomes is gained through a range of contact hours including structured lectures, workshops and seminars. Tutor and 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, understanding and intellectual skills is through a range of methods including essays, reports, debates, case studies, portfolios, artefacts, presentations (digital/narrated, and in person). 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. In a scaffolded learning approach, 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. 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 inquiry and 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. Students are encouraged to identify their strengths and weaknesses and set appropriate goals and strategies for achievement.

Opportunities for work related learning

All students are required to complete a compulsory work based learning module at level 5. The project-based approach we have adopted requires discussion with employers at a programme level to establish project feasibility. This includes a broad range of host organisations including nurseries, schools, Liverpool museums, charities, food banks, Liverpool Philharmonic. Employers are contacted by programme teams or students can 'self-source'. Student sourced projects need to be agreed with programme teams to ensure projects are appropriate. This is enhanced and expanded on through the work of colleagues in the University Careers Service and external partners. We have a strong careers focus across all our awards: at level 4, all students are required to complete Future Focus/Career Pulse (embedded in 4211EDSTUD). At level 5 they are required to undertake a project with an employability focus in 5200EDSTUD; at level 6, timetabled peer learning groups work through Career Pulse activities with their personal tutor. Additionally, we schedule regular sessions with our dedicated careers advisor into core modules to provide specific information and to ensure students are aware of the careers support available to them. We also offer a significant enrichment programme. This provides students with the opportunity to gain additional experience and qualifications. Currently we offer opportunities to gain qualifications in outdoor learning, mental health first aid and paediatric first aid. Additionally, all students are required to complete safeguarding training.

Entry Requirements

Type	Description
Reduced offer scheme	As part of LJMU's commitment to widening access we offer eligible students entry to their chosen course at a reduced threshold of up to 16/8 UCAS points. This applies if you are a student who has been in local authority care or if you have participated in one of LJMU's sustained outreach initiatives, e.g. Summer University. Please contact the admission office for further details.
OCR Cambridge Technical	<p>Technical Certificate: Acceptable only when combined with other qualifications</p> <p>Technical Diploma: Acceptable on its own and combined with other qualifications</p> <p>Technical Extended Diploma: Acceptable on its own and combined with other qualifications</p> <p>Technical Foundation Diploma: Acceptable only when combined with other qualifications</p> <p>Technical Introductory Diploma: Acceptable only when combined with other qualifications</p> <p>Technical Subsidiary Diploma: Acceptable only when combined with other qualifications</p>

Alternative qualifications considered	<p>Applications are welcomed from mature and non-standard applicants, who will be considered on an individual basis. These applicants may be required to complete a written task and/or attend a meeting with a course tutor, and should demonstrate potential and motivation and/or have relevant experience.</p> <p>International applications will be considered in line with UK qualifications.</p> <p>Please contact the University if you have any questions regarding the relevance of your qualifications.</p>
Access awards	<p>Access to Higher Education Diploma acceptability: Acceptable on its own and combined with other qualifications</p> <p>Further information: 104 UCAS Tariff points</p>
IELTS	<p>6.0 (minimum of 5.5 in each component) or equivalent English language proficiency test.</p>
International Baccalaureate	<p>International Baccalaureate: Acceptable on its own and combined with other qualifications</p> <p>Additional information: 104 UCAS Tariff points</p>
Interview required	<p>Will I be interviewed?</p> <p>No interview required (UCAS application form only).</p>
BTECs	<p>National Certificate (RQF): Acceptable only when combined with other qualifications</p> <p>National Extended Certificate: Acceptable only when combined with other qualifications</p> <p>National Diploma (RQF): Acceptable on its own and combined with other qualifications</p> <p>National Diploma subjects / grades required: D*D is required if no other level 3 qualifications are taken</p> <p>National Extended Diploma (RQF): Acceptable on its own and combined with other qualifications</p> <p>National Extended Diploma subjects / grades required: DMM is required if no other level 3 qualifications are taken</p>

GCSEs and equivalents	<p>Prior to starting the programme applicants must have obtained Grade C or Grade 4 or above in English Language and Mathematics GCSE or an approved alternative qualification below:</p> <p>Key Skills Level 2 in English/Maths</p> <p>NVQ Level 2 Functional skills in Maths and English Writing and or Reading</p> <p>Skills for Life Level 2 in Numeracy/English</p> <p>Higher Diploma in Maths/English</p> <p>Functional Skills Level 2 in Maths/English</p> <p>Northern Ireland Essential Skills Level 2 in Communication or Application of Number</p> <p>Wales Essential Skills Level 2 in Communication or Application of Number</p>
UCAS points	104
Welsh awards	Welsh Baccalaureate: Acceptable only when combined with other qualifications
A levels	<p>Minimum number of A Levels required: 2</p> <p>Is general studies acceptable? Yes</p> <p>Average A Level offer: BCC</p> <p>Are AS level awards acceptable? Acceptable only when combined with other qualifications</p> <p>Maximum AS Level points accepted: 20</p>
T levels	T Level requirements: A minimum of 104 UCAS Tariff points
Irish awards	<p>Irish Leaving Certificate: Acceptable on its own and combined with other qualifications</p> <p>Grades / subjects required: 104 UCAS points from a minimum of 5 subjects</p>

Extra Entry Requirements

Can this course be deferred?

Yes

Is a DBS check required?

Yes. A DBS check (Disclosure and Barring Service - formerly CRB) will be required after you start the course for placements that involve working with children and/or vulnerable adults.