

Overview

Programme Code	46024
Programme Title	Education Studies
Awarding Institution	Liverpool John Moores University
Programme Type	Degree with Foundation
Language of Programme	All LJMU programmes are delivered and assessed in English
Programme Leader	Angela Daly
Link Tutor(s)	

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Bachelor of Arts with Honours (Fnd) - BAHF	See Learning Outcomes Below
Alternative Exit	Diploma of Higher Education (Fnd) - DHEF	Define different theoretical positions that relate to cognitive, personal, social and emotional development Analyse the social policy process in the UK, appreciate the enduring trends and how social policy impacts on the lives of young children and their families. Analyse, and evaluate pedagogical approaches within a UK context Analyse a range of relevant concepts and theories and theoretical approaches Work effectively as a member of the work force through a professional project work placement, identify research opportunities and develop personal career and employability objectives. Analyse relevant literature, concepts and theories as appropriate.
Alternative Exit	Bachelor of Arts (Fnd) - BAF	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.
Alternative Exit	Certificate of Higher Education (Fnd) - CHEF	Describe and explain the development of children from conception to the eighth year. Describe and explain the development of children from conception to the eighth year. Demonstrate a holistic understanding of childhood and be able to explain how different cultures construct childhood, drawing on both national and international examples. Demonstrate a holistic understanding of childhood and be able to explain how different cultures construct childhood, drawing on both national and international examples. Describe pedagogical approaches to learning and teaching in Early Childhood Education in England. Describe pedagogical approaches to learning and teaching in Early Childhood Education in England. Demonstrate an understanding of the multidisciplinary nature of Early Childhood Studies. Demonstrate an understanding of the multidisciplinary nature of Early Childhood Studies. Demonstrate academic reading and writing skills. Demonstrate academic reading and writing skills.

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	4 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 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 education and contemporary society To enable students to become rigorous, critical and analytical in their thinking about issues relating to education 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 education To link theoretical analysis with empirical enquiry in considering issues related to education 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 Studies
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	Synthesise evidence from a range of sources to support findings or hypotheses
PLO7	Analyse, design and use various research methodologies
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

Code	Description
PLO13	Evaluate the development of personal, cultural and societal norms/ values that define education
PLO14	Analyse the roles of practitioners and professionals in global educational contexts
PLO15	Understand issues relating to the well-being of those involved in education
PLO16	Understand pedagogical approaches utilised in education contexts
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 modules at L3 and L4 are core modules. All students will undertake a practice learning module in a relevant setting: involving a placement locally, or abroad, in 5200EDSTUD Enquiry Based Project. Students will also be supported to develop and recognise their employability skills and confidence through Personal and Professional Development (PDP) activities and critical reflection on their learning and growth throughout their studies. The programme will also offer the opportunity of 60 credits of study abroad at Level 5. Students will be enrolled on a 480 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 2021 will remain on the previous validated version and the modules. New students and students who started the programme in September 2021 will follow the programme outlined below.

Programme Structure - 360 credit points	
Level 3 - 120 credit points	
Level 3 Core - 120 credit points	CORE
[MODULE] 3001FNDEDU Exploring Childhoods Approved 2022.01 - 20 credit points	
[MODULE] 3002FNDEDU Exploring Learning Approved 2022.01 - 20 credit points	
[MODULE] 3003FNDEDU Places and Spaces of Learning Approved 2022.01 - 20 credit points	
[MODULE] 3101FNDLCP Preparing for Success: Academic Skills Approved 2022.01 - 20 credit points	
[MODULE] 3102FNDLCP Investigating Liverpool Approved 2022.01 - 20 credit points	
[MODULE] 3117FNDLCP Society, Status and Social Policy Approved 2022.01 - 20 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] 4251EDSTUD Introduction to Education Studies Approved 2022.01 - 20 credit points	
[MODULE] 4252EDSTUD Language, Culture and Human Development Approved 2022.01 - 20 credit points	
[MODULE] 4253EDSTUD Philosophical Approaches in Education Approved 2022.01 - 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] 5204EDSTUD Education, Equality and Social Justice Approved 2022.01 - 20 credit points	
[MODULE] 5251EDSTUD Perspectives on International Education Approved 2022.01 - 20 credit points	
[MODULE] 5252EDSTUD Education, Policy and Practice 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] 6252EDSTUD Education, Culture and Identity Approved 2022.01 - 20 credit points	
[MODULE] 6253EDSTUD Comparative and International Education Approved 2022.01 - 20 credit points	
Level 6 Optional - 120 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 4251EDSTUD). 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
------	-------------

BTECs	BTEC Certificate: Acceptability: Acceptable only when combined with other qualifications BTEC 90-credit Diploma: Acceptability: Acceptable on its own and when combined with other qualifications Grades/subjects required: equivalent to 72 points BTEC Diploma (QCF): Acceptability: Acceptable on its own BTEC Extended Diploma (QCF): Acceptability: Acceptable on its own Grades/subjects required: Equivalent to 72 points BTEC Level 3: Acceptability: Acceptable on its own and combined with other qualifications
A levels	UCAS Tariff Points Required: 72 Is General Studies acceptable?: YES Are AS level awards acceptable?: Acceptable only when combined with other qualifications AS Double Award: Acceptable only when combined with other qualifications
Alternative qualifications considered	Candidates are expected to hold a minimum of English Language and Maths GCSE at grade C or acceptable equivalent Enhanced DBS disclosure
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 (International English Language Testing Scheme) score of 6.0 with a minimum of 5.5 in each element.
International Baccalaureate	Acceptability: Acceptable on its own and combined with other qualifications Additional Information: 72 points

Extra Entry Requirements