

# PROGRAMME SPECIFICATION

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## Bachelor of Arts with Honours (Fnd) in Education Studies

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	H218
<b>JACS Code</b>	X300
<b>Programme Duration</b>	Full-Time: 4 Years
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	Education Studies (2015)
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Bachelor of Arts with Honours (Fnd) in Education Studies Diploma of Higher Education (Fnd) in Education Studies Certificate of Higher Education (Fnd) in Education Studies
<b>Programme Leader</b>	Catherine Wilkinson

## Educational aims of the programme

To provide students with the opportunity to engage in the academic study of education

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 in local, national and global contexts

To link theoretical analysis with empirical enquiry in considering issues related to education, while nurturing students' intellectual and creative potential

To enable students to become rigorous, critical and analytical in their thinking about the interplay between educational and societal factors.

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 so this can be fully utilised in the application of their skills within the field of their choice

To support students in the development of employability skills and transferable skills, of value in graduate employment

### **Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education (Fnd)**

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

Understand the social, political and economic factors that influence the provision of education for different groups

Describe the basic essential elements of education in formal and informal settings

Demonstrate knowledge and understanding of the influence of key theorists and ideas in education

Identify key legislation, policies and developments in relevant to education

Understand the principles of social justice and equity in education

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

### **Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education (Fnd)**

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

Explore issues related to schools, curriculum and wider educational issues both nationally and internationally

Demonstrate an understanding of pedagogy and andragogy in educational contexts in the widest sense, 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 curricula and practice in education

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

### **Target award Learning Outcomes - Bachelor of Arts with Honours (Fnd)**

*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. Apply disciplinary perspectives to key issues, debates and themes in the study of education
2. Demonstrate an awareness of underlying concepts and principles in Education Studies
3. Analyse the range of educational settings in which learning can take place and the roles of practitioners and professionals in supporting the learning process
4. Demonstrate knowledge of the historical, economic, philosophical, moral and religious factors that influence education provision
5. Analyse the variety, function and purposes of educational systems at the local, national and global level
6. Evaluate the contribution of research to educational thought, policy and practice
7. Analyse, synthesise, summarise and evaluate information
8. Reason and discriminate critically
9. Identify and solve problems individually and/or co-operatively
10. Integrate lines of evidence from a range of sources to support findings or hypotheses
11. Demonstrate and exercise independent thinking
12. Demonstrate reflective skills
13. Analyse, design and use various research methodologies
14. Search for, select and interpret information from a variety of sources and report results using appropriate communication skills
15. Develop appropriate communication skills relevant to the programme of study
16. Develop appropriate numerical skills including statistical interpretation
17. Apply concepts from a range of academic disciplines appropriate to Education Studies
18. Recognise and apply safe professional working practices
19. Communicate effectively to audiences in written, graphical and verbal forms
20. Manage time and work to deadlines
21. Participate constructively in groups
22. Exploit ICT tools and resources efficiently and effectively
23. Manage a responsible, adaptable and flexible approach to study and work

### **Teaching, Learning and Assessment**

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

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) 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. 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.

## Programme structure - programme rules and modules

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 either the 5206EDSTUD International Placement module or 5208EDSTUD Developing Employability Skills Through Work-Based Learning module. 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 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.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours (Fnd)
Core	Option	Award Requirements
6201EDSTUD Dissertation (40 credits) 6252EDSTUD Education, Culture and Identity (20 credits)	6203EDSTUD Education and Technology (20 credits) 6204EDSTUD Adult Education and Lifelong Learning (20 credits) 6205EDSTUD Parents and Schools (20 credits) 6206EDSTUD Radical Education (20 credits) 6207EDSTUD Education in Fiction, Film and the Media (20 credits) 6208EDSTUD Informal and Non-formal Education (20 credits)	60 core credits at level 6 60 option credits at level 6

	6209EDSTUD Supporting Vulnerable Children and Young People in Education (20 credits) 6213EDSTUD Mental Health and Wellbeing (20 credits) 6223EDSTUD Philosophy with Children (20 credits) 6251EDSTUD International Relations in Education (20 credits)	
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5201EDSTUD Research Approaches & Methods (20 credits) 5202EDSTUD Schools and the Curriculum (20 credits) 5251EDSTUD Perspectives on International Education (20 credits)	5203EDSTUD Comparative & International Education (20 credits) 5204EDSTUD Education, Equality and Social Justice (20 credits) 5205EDSTUD Contemporary Issues for Young People (20 credits) 5206EDSTUD International Placement (20 credits) 5207EDSTUD Project Design & Implementation in Education (20 credits) 5208EDSTUD Developing Employability Skills Through Work Based Learning (20 credits)	60 core credits at level 5 60 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4201EDSTUD Learners and Learning in Contemporary Society (20 credits) 4202EDSTUD Education and Society (20 credits) 4203EDSTUD Snapshots of Education (20 credits) 4251EDSTUD Introduction to Education Studies (20 credits) 4252EDSTUD Language, Culture and Human Development (20 credits) 4253EDSTUD Philosophical Approaches in Education (20 credits)		120 core credits at level 4 0 option credits at level 4
Level 3	Potential Awards on completion	
Core	Option	Award Requirements
3001FNDEDU Exploring Childhoods (20 credits) 3002FNDEDU Exploring Learning (20 credits) 3003FNDEDU Places and Spaces of Learning (20 credits) 3101FNDLCP Preparing for Success: Academic Skills (20 credits) 3102FNDLCP Investigating Liverpool (20 credits) 3104FNDHSS Understanding Contemporary Social Issues (20 credits)		120 core credits at level 3 0 option credits at level 3

## 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)

All students undertake work-related learning in Level 5 of the programme. The students choose one out of two option modules (5206EDSTUD International Placement or 5208EDSTUD Developing Employability Skills in the Workplace). Both modules run as a 4 week block 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. The chosen module will be assessed through a portfolio of tasks and where appropriate, an agency log from the employer. The programme's PDP model is designed to provide students with opportunities and support to reflect on, document and learn from their experiences and achievements inside and outside university with the aim of developing their capacity and confidence to represent their skills and achievements to others, and also where relevant translate what they learn and do as an undergraduate to a language that appeals to employers in the contemporary world of work. This is enhanced and expanded on through the work of colleagues in the University Careers Service and external partners.

## Criteria for admission

### A/AS Level

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

### BTEC National Diploma

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

### Irish Leaving Certificate

Acceptability: Acceptable on its own and combined with other qualifications

Grades/subjects required: 72 points from subjects at Higher level

### Scottish Higher

Acceptability: Advanced Higher - acceptable on its own and combined with other qualifications

Grades/subjects required: 72 points from subjects at Higher level, 3 of which must be at an Advanced level

### International Baccalaureate

Acceptability: Acceptable on its own and combined with other qualifications

Additional Information: 72 points

### Access

72 UCAS Tariff points

### Other

Candidates are expected to hold a minimum of English Language and Maths GCSE at grade C or acceptable equivalent

Enhanced DBS disclosure

### Mature entry

Mature applicants with sufficient relevant experience may be invited to attend interview.

### Overseas qualifications

For undergraduate courses please apply through UCAS, applicants will be considered in line with normal entry requirements. Where an applicant's first language is not English, evidence will be required of proficiency in

English. Typically, applicants will need to have achieved: Band 6.0 in the IELTS (International English Language Testing Scheme) with a minimum of 5.5 in each element.

## 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](http://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.*