

# PROGRAMME SPECIFICATION

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## Bachelor of Arts with Honours (Fnd) in Education and Special Educational Needs

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	H318
<b>JACS Code</b>	X000, X360
<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 and Special Educational Needs  Diploma of Higher Education in Education and Special Educational Needs  Certificate of Higher Education in Education and Special Educational Needs
<b>Programme Leader</b>	Lynne Kendall

## 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 enable students to identify and understand key arguments in the thematic study of education in contemporary society

To link theoretical analysis with empirical enquiry in considering issues related to education and wider challenges around inclusion at all levels in society

To investigate inclusion in its broadest sense

To help students to acquire the intellectual skills to interrogate notions of disability and inclusion

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, and this can be fully utilised in the application of their skills within the field of their choice.

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:*

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

Describe the basis essential elements of education, special inclusive needs and inclusion in its broadest sense

Demonstrate knowledge of disability and inclusion from an historic perspective

Identify key legislation, policies and developments in relation to education, disability and inclusion

Understand the differing models of disability and inclusion and how they are applied within society

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**

*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

Evaluate issues and concepts relating to disability, inclusion and education

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.

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. Demonstrate an awareness of underlying concepts and principles in Education Studies and Special Educational Needs
2. Apply disciplinary perspectives to key issues, debates and themes in the study of Education and Special Educational Needs
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 educational 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. The development of personal, cultural and societal norms/ values and the influence of these perceptions on defining and responding to people with disabilities
8. Promoting the well-being of people with disabilities / additional needs and their families; promoting dignity, choice and independence for service users
9. Pedagogical approaches for working with those with Special Educational Needs and disability
10. Analyse, synthesise, summarise and evaluate information;
11. Reason and discriminate critically;
12. Identify and solve problems individually and/or co-operatively;
13. Integrate lines of evidence from a range of sources to support findings or hypotheses;
14. Demonstrate and exercise independent thinking;
15. Demonstrate reflective skills.
16. Analyse, design and use various research methodologies;
17. Search for, select and interpret information from a variety of sources and report results using appropriate communication skills;
18. Develop appropriate communication skills relevant to the programme of study;
19. Develop appropriate numerical skills including statistical analysis;
20. Apply appropriate concepts from a range of academic disciplines appropriate to Education Studies and Special Educational Needs
21. Recognise and apply safe professional working practices.
22. Communicate effectively to audiences in written, graphical and verbal forms;

23. Manage time and work to deadlines;
24. Participate constructively in groups;
25. Exploit ICT tools and resources efficiently and effectively;
26. 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 cognitive skills is gained through a range of contact hours including structured lectures, workshops and seminars. 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 and understanding is through a range of methods including essays; reports; portfolios; presentations 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.

Intellectual skills are assessed throughout the programme through a variety of methods including essays; reports; portfolios; presentations and exams. There will be a mix of individual and group assessments. 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.

Practical skills are assessed throughout the programme through a variety of methods including work-based learning; essays; reports; portfolios; presentations and exams. There will be a mix of individual and group assessments. These skills will be built upon and developed as the students progress through their programme of study.

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 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. Group-work skills, workshops and reports are assessed through group-based research projects, case-studies and portfolios. Individual coursework is assessed through essays, reports, presentations and exams assess. Students are encouraged to identify their strengths and weaknesses and set appropriate goals and strategies for achievement.

## Programme structure - programme rules and modules

All modules at L3 and L4 are core.

At L5 three of the modules in Semester 2 come from a set of option modules where students chose one from each group;

Education studies

5203EDSTUD International and comparative education

5204EDSTUD Education, Equality and Social Justice

5205EDSTUD Contemporary Issues for Young People

Inclusion;

5212EDSTUD Supporting the Individual and the Family

5213EDSTUD Picturing Disability: From Print to Screen

5223EDSTUD Creativity and Discovery Learning in the Early Years

Work-related learning;

5206EDSTUD International Placement

5207EDSTUD Project Design and Implementation in Education

5208EDSTUD Developing Employability Skills through Work Based Learning.

The programme will 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 abroad module (5209EDSTUD) will normally replace the semester 2 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.

At L6 students chose three option modules. They chose one from each of the following three groups:

In Semester 1 students chose 1 from 4;

6202EDSTUD Gender, Ethnicity in Education

6203EDSTUD Education and Technology

6204EDSTUD Adult Education and Lifelong Learning

6205EDSTUD Parents and Schools

In Semester 2 students chose 1 from 4;

6206EDSTUD Radical Education

6207EDSTUD Education in Fiction, Film and the Media

6208EDSTUD Informal and Non-formal Education

6209EDSTUD Supporting Vulnerable Children and Young People in Education

Also in semester 2 students choose 1 from 3;

6212EDSTUD International Perspectives on Disability

6213EDSTUD Mental Health and well-Being

6204ECS Working Therapeutically within Early Childhood

Level 6	Potential Awards on completion	Bachelor of Arts with Honours (Fnd)
Core	Option	Award Requirements
6201EDSTUD Dissertation (40 credits) 6211EDSTUD Inclusion For All: Supporting a Range of Needs (20 credits)	6202EDSTUD Gender and Ethnicity in Education (20 credits) 6203EDSTUD Education and Technology (20 credits) 6204ECS Working Therapeutically within Early Childhood (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) 6209EDSTUD Supporting Vulnerable Children and Young People in Education (20 credits) 6212EDSTUD International Perspectives on Disability and Inclusion (20 credits) 6213EDSTUD Mental Health and Wellbeing (20 credits)	60 core credits at level 6 60 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5201EDSTUD Research Approaches & Methods (20 credits)	5203EDSTUD Comparative & International Education (20 credits)	60 core credits at level 5 60 option credits at level 5

5202EDSTUD Schools and the Curriculum (20 credits) 5211EDSTUD Disability and Identity (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) 5212EDSTUD Supporting the Individual and the Family (20 credits) 5213EDSTUD Picturing Disability: From Print to Screen (20 credits) 5223EDSTUD Creativity and Discovery Learning in the Early Years (20 credits)	
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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) 4211EDSTUD Introducing Special and Inclusive Needs (20 credits) 4212EDSTUD What is Disability? (20 credits) 4213EDSTUD Special Educational Needs and Inclusion (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 1 out of 3 option modules (5206EDSTUD International Placement; 5207EDSTUD Project design and implementation and 5208EDSTUD Developing employability skills in the workplace). All 3 modules run as a 4 week block in January 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 / project. The module will be assessed through a portfolio of tasks and where appropriate an agency log from the employer.

## 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

### **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 maybe invited to attend interview.

### **Overseas qualifications**

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.

## 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.*