

# PROGRAMME SPECIFICATION

## Bachelor of Arts with Honours in Education Studies and Special and Inclusive Needs

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	XX31
<b>JACS Code</b>	X000, X360
<b>Programme Duration</b>	Full-Time: 3 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 in Education Studies and Special and Inclusive Needs  Diploma of Higher Education in Education Studies and Special and Inclusive Needs  Certificate of Higher Education in Education Studies and Special and Inclusive 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 special inclusive needs

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 and special inclusive needs

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**

*A student successfully completing the programme of study will have acquired subject knowledge and understanding as well as skills and other attributes.*

## **Knowledge and understanding**

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

A1. Demonstrate an awareness of underlying concepts and principles in Education Studies and Special Inclusive Needs

A2. Apply disciplinary perspectives to key issues, debates and themes in the study of education and special inclusive needs

A3. Analyse the range of educational settings in which learning can take place and the roles of practitioners and professionals in supporting the learning process

A4. Demonstrate knowledge of the historical, economic, philosophical, moral and religious factors that influence educational provision

A5. Analyse the variety, function and purposes of educational systems at the local, national and global level

A6. Evaluate the contribution of research to educational thought, policy and practice

A7. The development of personal, cultural and societal norms/ values and the influence of these perceptions on defining and responding to people with disabilities

A8. Promoting the well-being of people with disabilities / additional needs and their families; promoting dignity, choice and independence for service users

A9. Pedagogical approaches for working with those with special educational needs and disability

### **Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

Acquisition of A1-A9 is gained through a range of contact hours including structured lectures, workshops and seminars. Peer support and Blackboard 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.

### **Assessment**

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.

## **Skills and other attributes**

### **Intellectual Skills**

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

B1. Analyse, synthesise, summarise and evaluate information;

B2. Reason and discriminate critically;

- B3. Identify and solve problems individually and/or co-operatively;
- B4. Integrate lines of evidence from a range of sources to support findings or hypotheses;
- B5. Demonstrate and exercise independent thinking;
- B6. Demonstrate reflective skills.

#### **Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

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.

#### **Assessment**

Intellectual skills (B1-B6) 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.

### **Professional practical skills**

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

- C1. Analyse, design and use various research methodologies;
- C2. Search for, select and interpret information from a variety of sources and report results using appropriate communication skills;
- C3. Develop appropriate communication skills relevant to the programme of study;
- C4. Develop appropriate numerical skills including statistical analysis;
- C5. Apply appropriate concepts from a range of academic disciplines appropriate to Education Studies and Special and Inclusive Needs
- C6. Recognise and apply safe professional working practices.

#### **Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

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.

#### **Assessment**

Practical skills (C1-C6) 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.

### **Transferable / key skills**

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

- D1. Communicate effectively to audiences in written, graphical and verbal forms;
- D2. Manage time and work to deadlines;
- D3. Participate constructively in groups;
- D4. Exploit ICT tools and resources efficiently and effectively;
- D5. Manage a responsible, adaptable and flexible approach to study and work;

#### **Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

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.

#### **Assessment**

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

### Programme rules

The programme is primarily university based supplemented by a period of work related learning at L5. Modules are delivered over one semester with the exception of the dissertation module at L6 which is year-long. All modules with the exception of the dissertation are 20c (the dissertation is 40c). Each module credit represents 10 hours of learning. At each level of study 120 credits are required to complete the year.

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

Special and Inclusive needs;

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 at Level 5. Students will be enrolled on a 360 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 for the education studies modules, the students have a choice of 2 modules, one in each semester

Semester 1;

6202EDSTUD Gender, Ethnicity in Education

6203EDSTUD Education and Technology

6204EDSTUD Adult Education and Lifelong Learning

6205EDSTUD Parents and Schools

Semester 2;

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

For the special and inclusive needs students choose from;

6212EDSTUD International Perspectives on Disability

6213EDSTUD Mental Health and well-Being

6222EDSTUD Therapeutics in the Early Years

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
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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) 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) 6222EDSTUD Therapeutics in the Early Years (20 credits)	60 core credits at level 6 60 option credits at level 6

Level 5	Potential Awards on completion	
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Core	Option	Award Requirements
5201EDSTUD Research Approaches & Methods (20 credits) 5202EDSTUD Schools and the Curriculum (20 credits) 5211EDSTUD Disability and Identity (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) 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)	60 core credits at level 5 60 option credits at level 5

Level 4	Potential Awards on completion	
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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

## 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: 104

NB: Tariff points may differ for International Baccalaureate qualifications.

Is General Studies acceptable?: No

Are AS level awards acceptable?: Acceptable only when combined with other qualifications

AS Double Award: Not acceptable

### BTEC National Diploma

BTEC Certificate:

Acceptability: Acceptable only when combined with other qualifications

BTEC 90-credit Diploma:

Acceptability: Acceptable only when combined with other qualifications

Grades/subjects required: equivalent to 104 points

BTEC Diploma (QCF):

Acceptability: Acceptable on its own and combined with other qualifications

BTEC Extended Diploma (QCF):

Acceptability: Acceptable on its own and combined with other qualifications

Grades/subjects required: Equivalent to 104 points from a subject-related BTEC

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: 104 points from 5 subjects at Higher level

### Scottish Higher

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

Grades/subjects required: 104 points from 5 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: 104 points

### Access

Additional Information: A minimum of 15 distinctions or 30 merits in a relevant course

### Other

One subject-related qualification or relevant experience

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

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 (or equivalent) score of 6.0.

## **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.*