

**Overview**

<b>Programme Code</b>	32491
<b>Programme Title</b>	Early Childhood Studies
<b>Awarding Institution</b>	Liverpool John Moores University
<b>Programme Type</b>	Degree
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Programme Leader</b>	Nicola Hirst
<b>Link Tutor(s)</b>	

## Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Bachelor of Arts with Honours - BAH	See Learning Outcomes Below
Alternative Exit	Certificate of Higher Education - CHE	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
Alternative Exit	Diploma of Higher Education - DHE	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

Alternate Award Names

## External Benchmarks

Subject Benchmark Statement
UG-Early childhood studies (2022)

## Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Full-Time, Face to Face	September	LJMU Taught	5 Years

Full-Time, Face to Face	September	LJMU Taught	3 Years
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## Aims and Outcomes

### Educational Aims of the Programme

The Early Childhood Studies (ECS) programme provides a research informed, relevant, intellectual and inspiring learning experience of Early Childhood Studies which broadly reflects the ECS subject benchmark statements. Overall, it provides students with a degree course which allows them to develop a thorough knowledge and depth of understanding of the discipline and the associated advocacy that underpins and permeates the programme. As such, the overarching aims are: To develop an understanding of the range and complexity of the body of knowledge associated with Early Childhood Studies and to engage with various career pathways and post graduate study associated with the field. This includes engagement with career support within LJMU. To develop a critical awareness of children as active participants, their rights and an anti-bias approach, which considers early childhood as a site for democracy, sustainability and social justice. To equip students with the skills, knowledge and understanding to link research and academic study of early childhood issues with multidisciplinary practice. To enable students to consider theory in relation to the implications for practice and to enable students to evaluate and develop critically reflective pedagogical and philosophical approaches to work with babies, young children, families and communities. To enable students to understand and analyse the processes that shape childhood and children's lives in a way that fosters critical evaluation, and which includes an understanding of the contested and changing nature of the concept of childhood, ethical principles and children's rights from a global perspective. To support and develop students' research skills and understanding of participatory approaches in the area of early childhood and to develop the ability to evaluate evidence, arguments, and selection of data. 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	Evaluate a range of issues concerned with the study of early childhood, including the multi-disciplinary nature of ECS.
PLO2	Discriminate critically and apply concepts from a range of academic disciplines appropriate to early childhood studies.
PLO3	Apply reflexive skills and the ability to work with others.
PLO4	Recognise and apply safe professional working practices in a professional project placement context.
PLO5	Demonstrate independent thinking
PLO6	Communicate effectively to audiences in written, graphical and verbal forms
PLO7	Manage time and work to deadlines.
PLO8	Participate constructively in group work.
PLO9	Exploit ICT tools and resources effectively.
PLO10	Apply research within early childhood studies and conduct and evaluate personal research in different contexts.
PLO11	Analyse, design and use various research methodologies.

<b>Code</b>	<b>Description</b>
PLO12	Demonstrate knowledge of child development in an ecological context, including attention to social and developmental psychology.
PLO13	Analyse the impact of socio-economic, political, legal, and policy issues on young children and their families.
PLO14	Analyse a range of creative pedagogical approaches related to work with babies, young children and families.
PLO15	Apply multiple perspectives and theoretical concepts to understand the changing nature of childhood in different cultures and societies from a global perspective.
PLO16	Recognise and evaluate the moral and ethical issues associated with early childhood studies.
PLO17	Critically evaluate Education for Sustainability within the context of the Early Childhood Studies programme.

## Programme Structure

### Programme Structure Description

At Level 4, all six modules are core (6 x 20 credits) 120 credits At Level 5, students complete three core modules in semester one (3 x 20 credits) and choose two from three option modules in semester two (2 x 20 credits) with one core module (1 x 20 credit) 120 credits 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 (5208ECS) 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 Level 6, students complete three core modules in semester one and this includes a year-long dissertation module worth 40 credits (2 x 20 credits and 1 x 40 credits). Students choose two from three option modules in semester two (2 x 20 credits) 120 credits. Students beginning the programme prior to September 2022 will remain on the previous validated version and the modules.

<b>Programme Structure - 360 credit points</b>	
<b>Level 4 - 120 credit points</b>	
<b>Level 4 Core - 120 credit points</b>	<b>CORE</b>
[MODULE] 4201ECS Holistic Child Development Approved 2022.01 - 20 credit points	
[MODULE] 4202ECS Early Childhood Studies; Student Inquiry (Part 1) Approved 2022.01 - 20 credit points	
[MODULE] 4203ECS Pedagogical Approaches (Part 1) - Working with Babies, Young Children and Families Approved 2022.03 - 20 credit points	
[MODULE] 4204ECS Perspectives of Children and Childhood Approved 2022.01 - 20 credit points	
[MODULE] 4205ECS Early Childhood Studies; Student Inquiry (Part 2) Approved 2022.01 - 20 credit points	
[MODULE] 4206ECS Pedagogical Approaches (Part 2) - Sustainability; Democracy, Participation and Social Justice Approved 2022.01 - 20 credit points	
<b>Level 5 - 120 credit points</b>	
<b>Level 5 Core - 80 credit points</b>	<b>CORE</b>
[MODULE] 5201ECS Deconstructing Child Development Approved 2022.01 - 20 credit points	
[MODULE] 5202ECS Early Childhood Research (Part 1) - Student Inquiry into Research Methods Approved 2022.01 - 20 credit points	
[MODULE] 5203ECS Global inequalities and unequal childhoods Approved 2022.01 - 20 credit points	
[MODULE] 5207ECS Early Childhood Research (Part 2) - Student Reflections Approved 2022.02 - 20 credit points	
<b>Level 5 Optional - 40 credit points</b>	<b>OPTIONAL</b>
[MODULE] 5204ECS Exploring Health Literacies within Early Childhood Approved 2022.01 - 20 credit points	
[MODULE] 5205ECS Professional Approaches within Early Childhood Studies Approved 2022.01 - 20 credit points	
[MODULE] 5206ECS Exploring Curricula in Early Childhood; Pedagogical approaches for sustainability Approved 2022.02 - 20 credit points	
<b>Optional placement - 120 credit points</b>	<b>OPTIONAL</b>
<b>Optional Study Semester - 60 credit points</b>	<b>OPTIONAL</b>
[MODULE] 5208ECS Study Semester Abroad - ECS Approved 2022.01 - 60 credit points	
<b>Level 6 - 120 credit points</b>	
<b>Level 6 Core - 80 credit points</b>	<b>CORE</b>
[MODULE] 6201ECS Exploring approaches: Working Together to Support Children and Families Approved 2022.01 - 20 credit points	

[MODULE] 6202ECS Research within Early Childhood Studies Approved 2022.01 - 40 credit points	
[MODULE] 6203ECS International Approaches; Comparative Early Childhood Education and Care Approved 2022.01 - 20 credit points	
<b>Level 6 Optional - 40 credit points</b>	<b>OPTIONAL</b>
[MODULE] 6204ECS Working Therapeutically within Early Childhood Approved 2022.01 - 20 credit points	
[MODULE] 6205ECS Social Work within Early Childhood Studies Approved 2022.01 - 20 credit points	
[MODULE] 6206ECS Global Dimensions: Sustainable Futures Across Early Years Curricula Approved 2022.01 - 20 credit points	

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

## Teaching, Learning and Assessment

LO1 – LO10- are gained through structured lectures, workshops, seminars, field trips and work-related learning. Group exercises and presentations ensure that students gain an understanding and experience of working collaboratively. The work-related learning placements enable students to apply theory to practice and Independent study is encouraged and is supported by formal lectures, workshops and tutorial sessions. Students are expected to use, and are supported in the use of, a variety of ICT and other media to broaden their understanding of the subject. Formal evaluation of knowledge and understanding is through a range of assessment tasks. Assessment tasks include, but are not limited to, presentations (group and individual), reports, essays, case studies, e-portfolios, portfolios and a research dissertation. 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. There is explicit assessment of LO7-LO17 in written work and creative and supportive approaches to coursework including reports, essays, portfolios, role play, case study, poster presentations and artefacts. LO12 can be demonstrated through portfolios and completion of the compulsory safeguarding training and is embedded into the research and project enquiry focused modules at level 5. Safe practices are also embedded within level 4 enquiry modules and the level 6 dissertation. A supportive and incremental approach is offered to scaffold students developing knowledge, skills and understanding. Assessment is supportive and embedded within the curriculum design and is both relevant and contextualised. All students receive initial generic and module specific guidance and specialist induction on the identification, location and use of multimedia materials in the LRC and alternative local and non-local sources (LO14-LO17). Guidance for the production of coursework - essays, oral presentations and dissertations is provided at modular level and the research related modules are embedded at each level to support and scaffold students knowledge and understanding of various research methodologies. (LO2 & LO3). Criteria for assessment accompany individual assignments. Indicative and essential sources accompany course outlines (LO13 & LO14). Skills LO11-LO17 are assessed through written coursework, exam work, presentations, work based learning and reflections related to off site experiences, including observational visits within the early childhood studies field. Oral and written assignments are embedded within the curriculum design and verbal and written feedback foster reflective awareness and independent learning (LO11, LO13-LO17). Deadlines across modules on the programme are monitored carefully within each semester to minimise bunching of summative assessment and formative opportunities are embedded to promote effective time management (LO15). Support is given to develop independent skills (LO13). Group work is encouraged through task-based discussions and workshops (LO15-LO17). Students are encouraged to consider creative use of ICT and study skills are contextualised through a series of designated activities integrated throughout the programme, (e.g. searching for and presenting information using ICT tools and resources) (LO17). Effective communication is assessed in all areas of learners' work (LO14). Group-work skills, workshops and reports (LO11, LO16) are assessed through group-based research projects, and case-studies. Individual coursework - essays, reports, presentations, reflections and exams assess LO11-LO17. Students are encouraged to identify their strengths and weaknesses and set up appropriate goals and strategies for achievement (LO11-LO17).

## Opportunities for work related learning

4202ECS Early Childhood Studies: Student Enquiry (part one) (20 credits) and 4205ECS Early Childhood Studies: Student Enquiry (part two)(20 credits) Level 4 Core Modules where students engage in voluntary and organised off site field trips associated with Early Childhood Studies. Future Focus aims embedded into 4202ECS. 5207ECS Professional Project Enquiry (20 Credits) Level 5 Core Module All ECS students undertake this core research and work-related learning module in level 5 of the programme. The module consists of a block placement associated with Early Childhood Studies and can be undertaken both home and internationally. The module is scaffolded by the level 4 modules 4202ECS and 4205ECS and the core level 5 module, 5202ECS Student Enquiry into research methods (part one). The module is assessed via a portfolio. 6202ECS Dissertation Research in Early Childhood Studies (40 credits)- Level 6 year-long core module. This module offers a differentiated approach, for example, students will have opportunities to conduct empirical or library based research in an area pertinent to study within Early Childhood Studies. Career Pulse embedded into PLG sessions at level 6 to support student career planning. Employability 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 4202ECS). At level 5 they are required to undertake a project with an employability focus (embedded in 5207ECS); at level 6, timetabled peer learning groups work through Career Pulse activities with their personal tutor.

## Entry Requirements

Type	Description
T levels	<b>T Level requirements:</b> A minimum of 104 UCAS Tariff points
Welsh awards	<b>Welsh Baccalaureate:</b> Acceptable only when combined with other qualifications
Irish awards	<b>Irish Leaving Certificate:</b> Acceptable on its own and combined with other qualifications  <b>Grades / subjects required:</b> 104 UCAS points from a minimum of 5 subjects
GCSEs and equivalents	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:  Key Skills Level 2 in English/Maths NVQ Level 2 Functional skills in Maths and English Writing and or Reading Skills for Life Level 2 in Numeracy/English Higher Diploma in Maths/English Functional Skills Level 2 in Maths/English Northern Ireland Essential Skills Level 2 in Communication or Application of Number Wales Essential Skills Level 2 in Communication or Application of Number

International Baccalaureate	<p><b>International Baccalaureate:</b> Acceptable on its own and combined with other qualifications</p> <p><b>Additional information:</b> 104 UCAS Tariff Points</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><b>Access to Higher Education Diploma acceptability:</b> Acceptable on its own and combined with other qualifications</p> <p><b>Further information:</b> 104 UCAS Tariff Points</p>
UCAS points	104
IELTS	6.0 (minimum of 5.5 in each component) or <a href="#">equivalent English language proficiency test</a> .
OCR Cambridge Technical	<p><b>Technical Certificate:</b> Acceptable only when combined with other qualifications</p> <p><b>Technical Diploma:</b> Acceptable on its own and combined with other qualifications</p> <p><b>Technical Extended Diploma:</b> Acceptable on its own and combined with other qualifications</p> <p><b>Technical Foundation Diploma:</b> Acceptable only when combined with other qualifications</p> <p><b>Technical Introductory Diploma:</b> Acceptable only when combined with other qualifications</p> <p><b>Technical Subsidiary Diploma:</b> Acceptable only when combined with other qualifications</p>
Reduced offer scheme	<p>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.</p>



Interview required	<p><b>Will I be interviewed?</b></p> <p>No interview required (UCAS application form only)</p>
BTECs	<p><b>National Certificate (RQF):</b> Acceptable only when combined with other qualifications</p> <p><b>National Extended Certificate:</b> Acceptable only when combined with other qualifications</p> <p><b>National Diploma (RQF):</b> Acceptable on its own and combined with other qualifications</p> <p><b>National Diploma subjects / grades required:</b> D*D is required if no other level 3 qualifications are taken</p> <p><b>National Extended Diploma (RQF):</b> Acceptable on its own and combined with other qualifications</p> <p><b>National Extended Diploma subjects / grades required:</b> DMM is required if no other level 3 qualifications are taken</p>
A levels	<p><b>Minimum number of A Levels required:</b> 2</p> <p><b>Is general studies acceptable?</b> Yes</p> <p><b>Average A Level offer:</b> BCC</p> <p><b>Are AS level awards acceptable?</b> Acceptable only when combined with other qualifications</p> <p><b>Maximum AS Level points accepted:</b> 20</p>

## Extra Entry Requirements

### 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.

### Can this course be deferred?

Yes