

Early Years Practice

Programme Information

2022.01, Approved

Overview

Programme Code	35635
Programme Title	Early Years Practice
Awarding Institution	Liverpool John Moores University
Programme Type	Level 3/4/5 Qualification

Awards

Award Type	Award Description	Award Learning Outcomes
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Alternative Exit	Certificate of Higher Education - CHE	<p>Demonstrate knowledge of the underlying concepts and principles associated with Early Years, and an ability to evaluate and interpret these within the context of that area of study Demonstrate knowledge of the underlying concepts and principles associated with Early Years, and an ability to evaluate and interpret these within the context of that area of study Evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work Evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments Demonstrate the ability to manage time and work to deadlines Demonstrate the ability to manage time and work to deadlines Undertake further training and develop new skills within a structured and managed environment Undertake further training and develop new skills within a structured and managed environment Understand and demonstrate significant and emerging theories and principles relating to children’s care and education, play and Early Years values Understand and demonstrate significant and emerging theories and principles relating to children’s care and education, play and Early Years values Identify and discuss the regulatory and legislative framework for children and young people’s services and settings Identify and discuss the regulatory and legislative framework for children and young people’s services and settings Explore accessed literature reviewed to underpin evidence-based practice and use this knowledge within extended written projects, case studies, reports and self-reflective studies Explore accessed literature reviewed to underpin evidence-based practice and use this knowledge within extended written projects, case studies, reports and self-reflective studies Discuss inter-professional relationships and group working, recognising the importance of working in partnership with children and parents Discuss inter-professional relationships and group working, recognising the importance of working in partnership with children and parents Examine the role of the adult in promotion of holistic development Examine the role of the adult in promotion of holistic development Demonstrate the qualities and transferable skills necessary for employment in an appropriate Demonstrate the qualities and transferable skills necessary for employment in an appropriate Communicate using various methods Communicate using various methods Present and evaluate qualitative and quantitative data in order to develop lines of argument and make sound judgement in accordance with basic theories and concepts around Early Years Present and evaluate qualitative and quantitative data in order to develop lines of argument and make sound judgement in accordance with basic theories and concepts around Early Years</p>
Target Award	Foundation Degree Arts - FDA	N/A

Alternate Award Names	
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Partner Name	Partnership Type
St Helens College	Franchised

External Benchmarks

Subject Benchmark Statement	
	UG-Early childhood studies (2019)

Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length Programme Length Unit
Full-Time, Face to Face	September	St Helens College	2 Years

Aims and Outcomes

Educational Aims of the Programme	<p>Overall aim: To develop knowledge, understanding, intellectual and practical skills appropriate to working in children's services with early years. Specific Aims: The programme aims to</p> <ul style="list-style-type: none"> • Provide the appropriate knowledge and understanding required for the care and education of children across children's services; considering a range of pedagogical approaches. • Provide an appropriate understanding of the regulatory and legislative framework for Early Years, and prepare students to work within this framework; • To enhance multi-professional practices working collaboratively with others in an Early Years context. • Deliver the professional and practical skills and competencies which are required to work in children's services, demonstrating knowledge of political, economic, cultural and ideological contexts. • Ensure that students can demonstrate within their practice that they have adopted appropriate value and belief systems for Early Years or play or school based settings; these include values relating to anti-discriminatory practice, equality of opportunity and ensuring inclusive practice. • Develop student's self-awareness and reflection, including the ability to evaluate their effect on other people and in the environment in which they work. • Develop students' ability to understand and apply the principles of evidence based practice; • Develop students as reflective practitioners, with an understanding of the need for commitment and lifelong learning. • Encourage communication using various techniques • Develop the personal and transferable skills critical to practitioners in children's services. These skills include communication, application of numbers, IT, team working, problem solving, effective time management, self-reflection and academic writing. • Provide a suitable basis for progression to Honours level, via an appropriate further programme of study. • Develop analytical and evaluative skills and provide the opportunity to engage in academic study of Early Years
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Learning Outcomes

Code	Number	Description
PLO1	1	Discuss significant and emerging theories and principles relating to children's care and education, play and Early Years values.
PLO2	2	Present, evaluate and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of children's learning and development.
PLO3	3	Communicate the results of their study accurately and reliably, and with structured and coherent arguments.
PLO4	4	Demonstrate reflective skills
PLO5	5	Demonstrate and exercise independent thinking
PLO6	6	Demonstrate knowledge of the underlying concepts and principles associated with the practitioner role, and an ability to evaluate and interpret these within the context of appropriate settings
PLO7	7	Evaluate the appropriateness of different approaches to solving problems related to working with children
PLO8	8	Make decisions to support children and families
PLO9	9	Seek professional feedback and respond to enable skills to be developed

PLO10	10	Demonstrate the ability to work within a team
PLO11	11	The qualities and transferable skills necessary for employment in an appropriate setting
PLO12	12	Explore issues relating to anti-discriminatory practice and equality of opportunity taking into account historical, contemporary, social and cultural perspectives.
PLO13	13	Manage time and work to deadlines
PLO14	14	Communicate using various methods
PLO15	15	Identify and analyse the regulatory and legislative framework for children and young people's services and settings.
PLO16	16	Analyse accessed literature reviewed to underpin evidence-based practice and use this knowledge within extended written projects, case studies, reports and self-reflective studies.
PLO17	17	Demonstrate the process of managing self, self-evaluation and reflection.
PLO18	18	Discuss and analyse inter-professional relationships and group working, recognising the importance of working in partnership with children and parents.
PLO19	19	Explain the role of the adult in holistic development.
PLO20	20	Analyse a range of approaches to demonstrate knowledge when problem solving in relation to working within the Early Years
PLO21	21	Evaluate the contribution of research to educational thought, policy and practice

Course Structure

Programme Structure Description	FDA Early Years Practice (240 credits). Students who have been unable to complete the full award but have achieved 120 credits at level 4 will be entitled to an Exit Award of a Certificate of Higher Education. Students who started the programme in September 2021 will stay on the previous version of the programme and modules.
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Structure - 240 credit points	
Level 4 Core - 120 credit points	CORE
[MODULE] 4501EYSTH Personal Progression and Development Approved 2022.01 - 20 credit points	
[MODULE] 4502EYSTH The Developing Child Approved 2022.01 - 20 credit points	
[MODULE] 4503EYSTH Technology in the Early Years Approved 2022.01 - 20 credit points	
[MODULE] 4504EYSTH The History of Childhood Approved 2022.01 - 20 credit points	
[MODULE] 4505EYSTH Working in Partnership Approved 2022.01 - 20 credit points	
[MODULE] 4506EYSTH Early Years Education Approved 2022.01 - 20 credit points	
Level 5 Core - 120 credit points	CORE
[MODULE] 5501EYSTH Reflection in the Early Years Approved 2022.01 - 20 credit points	
[MODULE] 5502EYSTH Inclusion Approved 2022.01 - 20 credit points	
[MODULE] 5503EYSTH Leading and Project Managing in the Early Years Approved 2022.01 - 20 credit points	
[MODULE] 5504EYSTH Research Enquiry Approved 2022.01 - 20 credit points	
[MODULE] 5505EYSTH Safeguarding Practice within the Early Years Approved 2022.01 - 20 credit points	
[MODULE] 5506EYSTH Health and Wellbeing within the Early Years Approved 2022.01 - 20 credit points	

Teaching, Learning and Assessment

Teaching, Learning and Assessment	<p>Interactive lectures with a range of student centred learning methods, student and tutor led seminars; individual and small group tutorials, student presentations, discussions, debates and case studies. Work based learning will be an integral part of each module where students will use their own and other students' workplaces as a learning environment. Employers from settings will be invited to contribute to sessions in either the workplace or college sessions. Students will also have the opportunity to utilise online learning and support networks. They will have the opportunity to use their workplace expertise and reflect on this with reference to relevant directed activities and reading; thus they will have the opportunity to improve their practice. For example the first two hours of taught time may relate to a nursery setting, looking at theory in practice and examining a particular theme or issue in context of the workplace. Module leaders will seek to design innovative modes of delivery that will facilitate student access to the curriculum and build their repertoire of study skills in preparation for future Honours level study. Students will have the opportunity to visit other workplaces to widen their experiences and work- based skills, thus increase their knowledge of Early Years settings and enhance their employability in the sector. Students will be expected to engage in a range of appropriate reading throughout the duration of the course to supplement and consolidate what is being taught/learnt, and actively participate in their own learning and that of others. Assessment methods are specified in each module handbook, and may include essays, case studies, seminar presentations (individual or group), reports, projects, resource development, reflective diaries, observation files, personal development portfolios, podcasts, academic poster conferences and small scale research projects. All assessment methods will require assessment of the student's ability to link theory to practice. Formative and summative feedback strategies will be employed to ensure that all learning outcomes are demonstrated and achieved. Intellectual skills are developed through practical project work, tutorial and coursework. Student centred learning methods, student and tutor led seminars, individual and small group tutorials, student presentations, discussions, debates, case studies, higher order questioning techniques and constructive feedback on assignments will all contribute to the development of the identified intellectual skills. Application of these skills are developed through the above work and via reflection upon students' own professional practice. Students will be encouraged to visit other workplaces to widen their experiences and work- based skills, thus increase their knowledge of early years settings and enhance their employability in the sector. Students are expected to apply the knowledge gained in college to their work setting. Each student has a mentor who will continue to support the student in the development of knowledge skills and values that compose competency, as defined by the National Occupational Standards. Tutors will visit students in the workplace and complete a feedback record sheet in relation to the outlined practice skills. The teaching and learning strategies used to promote these skills include discussion and practice of group work and the development of the students own learning styles. Transferable skills are generally incorporated within assignments as appropriate. Guidance is provided regarding the communication of ideas both verbally and in writing and the promotion of the use of information technology for researching and producing assessable work. The work-based element of the modules allows students to develop these skills within their own working environment and that of other students. Module tutors will provide a range of assessment activities, which include those incorporated into students' workplace</p>
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Opportunities for work related learning

Opportunities for work related learning
<p>Students will be based in a range of Early Years' settings, normally their own workplace. However, students who are not employed will be given the opportunity to participate in work based learning within an Early Years establishment for a recommended 300 hours per level. Support can be provided in finding an appropriate placement once a place on the course has been offered conditionally. Work related learning will be an integral part of each module where students will use their own and other students' workplaces/placement as a learning environment. They will have the opportunity to use their workplace expertise and reflect on this with reference to relevant directed activities and reading; thus they will have the opportunity to improve their practice. For example, the first two hours of taught time may relate to a nursery setting, looking at theory in practice and examining a particular theme or issue in context of the workplace. Students will be encouraged to visit other workplaces to widen their experiences and work- based skills, thus increase their knowledge of Early Years settings and enhance their employability in the sector. Students are expected to apply the knowledge gained in college to their work setting. Each student has a mentor who will continue to support the student in the development of knowledge skills and values that compose competency.</p>

Entry Requirements

Type	Description
Alternative qualifications considered	<p>For those qualifying at Level 3 prior to September 2014: At least two years recent and relevant experience working with children in either paid or voluntary employment. Evidence from employer or voluntary organisation of a recent, clear DBS check (i.e. completed in the 12 months prior to the start of the programme). A full level 3 in Early Education & Childcare or equivalent. A level 3 full and relevant qualification (as listed by the DfE) in Early Education & Childcare is needed to work within a nursery environment and also to be counted in ratio. A list of these full and relevant qualifications can be found at: http://www.education.gov.uk/eypqd/level5.shtml Please note that this Foundation Degree is not full & relevant. English GCSE at grade C or equivalents. (e.g. Level 2 key skills Communication, Level 2 Functional Skills.) Candidates without this qualification will be required to write a short essay at the time of interview to demonstrate the ability to understand and make use of written material and are able to communicate clearly and accurately in spoken and written English. A satisfactory reference from their employer or voluntary organisation, which indicates support for the student in undertaking the Foundation Degree and in providing a mentor to support the student with the work based learning.</p> <p>For those qualifying at Level 3 after September 2014: A level 3 qualification in Early Education and Childcare or equivalent. English GCSE at grade C or equivalents. (e.g. Level 2 key skills Communication, Level 2 Functional Skills.) Candidates without this qualification will be required to write a short essay at the time of interview to demonstrate the ability to understand and make use of written material and are able to communicate clearly and accurately in spoken and written English. Employed or working voluntary in the Early Years Sector. A satisfactory reference from their employer or voluntary organisation, which indicates support for the student in undertaking the Foundation Degree and in providing a mentor to support the student with the work based learning. A minimum of 96 UCAS points. N.B. For students whose education has not been in English, evidence will be required of proficiency in English. Typically, applicants will need to have achieved: Band 6.5 in the IELTS (International English Language Testing Scheme), and/or TOEFL (Test of English as a Foreign Language) score of 580 or above (completed within 2 years of date of application to the FdA).</p>

Programme Contacts

Programme Leader

Contact Name

Link Tutor

Contact Name

Anne-Marie Smith