

## Overview

<b>Programme Code</b>	41790
<b>Programme Title</b>	Education Studies and Early Years
<b>Awarding Institution</b>	Liverpool John Moores University
<b>Programme Type</b>	Degree with Foundation
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Programme Leader</b>	Angela Garden
<b>Link Tutor(s)</b>	

## Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Bachelor of Arts with Honours (Fnd) - BAHF	See Learning Outcomes Below
Alternative Exit	Diploma of Higher Education (Fnd) - DHEF	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.
Alternative Exit	Bachelor of Arts (Fnd) - BAF	Demonstrate a broad and comparative knowledge of the general scope of the subject, its different areas and applications, and its interactions with related subjects. A detailed knowledge of a defined subject or a more limited coverage of a specialist area balanced by a wider range of study. In each case, specialised study will be informed by current developments in the subject. Demonstrate a critical understanding of the essential theories, principles and concepts of the subject(s) and of the ways in which these are developed through the main methods of enquiry in the subject.
Alternative Exit	Certificate of Higher Education (Fnd) - CHEF	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.

### Alternate Award Names

## External Benchmarks

### Subject Benchmark Statement

UG-Education Studies (2019)

## Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Full-Time, Face to Face	September	LJMU Taught	4 Years

## Aims and Outcomes

### Educational Aims of the Programme

To provide students with the opportunity to engage in the academic study of education in early years settings and 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 early years To support students to develop an understanding of the interplay between educational and societal factors within Early Years To enable students to function competently as communicators and professionals concerned with issues relating to children from 0-8. 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

### Learning Outcomes

Code	Description
PLO1	Demonstrate an awareness of underlying concepts and principles in Education Studies and in Early Years
PLO2	Integrate lines of evidence from a range of sources to support findings or hypotheses
PLO3	Demonstrate and exercise independent thinking
PLO4	Demonstrate reflective skills
PLO5	Analyse, design and use various research methodologies
PLO6	Search for, select and interpret information from a variety of sources and report results using appropriate communication skills
PLO7	Develop appropriate communication skills relevant to the programme of study
PLO8	Develop appropriate numerical skills including statistical interpretation
PLO9	Apply concepts from a range of academic disciplines appropriate to Education Studies and Early Years
PLO10	Recognise and apply safe professional working practices
PLO11	Communicate effectively to audiences in written, graphical and verbal forms

<b>Code</b>	<b>Description</b>
PLO12	Apply disciplinary perspectives to key issues, debates and themes in the study of education and early years
PLO13	Manage time and work to deadlines
PLO14	Participate constructively in groups
PLO15	Exploit ICT tools and resources efficiently and effectively
PLO16	Manage a responsible, adaptable and flexible approach to study and work
PLO17	Analyse the range of educational settings in which learning can take place and the roles of practitioners and professionals in supporting the learning process
PLO18	Demonstrate knowledge of the historical, economic, philosophical, moral and religious factors that influence education provision
PLO19	Analyse the variety, function and purposes of educational systems at the local, national and global level
PLO20	Evaluate the contribution of research to educational thought, policy and practice
PLO21	Analyse, synthesise, summarise and evaluate information
PLO22	Reason and discriminate critically
PLO23	Identify and solve problems individually and/or co-operatively

## Programme Structure

### Programme Structure Description

At L3 and L4 all modules 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 Early years; 5204ECS Exploring Health Literacies within Early Childhood 5223EDSTUD Creativity and Discovery Learning in the Early Years 5224EDSTUD Atypical Development and Disability in the Early Years Work-related learning; 5206EDSTUD International Placement 5207EDSTUD Project Design and Implementation 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 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 early years students choose from; 6204ECS Working Therapeutically within Early Childhood 6223EDSTUD Philosophy with Children 6224EDSTUD Drama and Imagination in the Early Years

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

## Teaching, Learning and Assessment

Acquisition of LO1-LO6 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 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 (LO7-LO12) 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 (LO13-LO18) 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.

## Opportunities for work related learning

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.

## Entry Requirements

Type	Description
BTECs	BTEC Certificate: Acceptability: Acceptable only when combined with other qualifications BTEC 90-credit Diploma: Acceptability: Acceptable on its own and 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

A levels	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
Other international requirements	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 with a minimum in each element in the IELTS (International English Language Testing Scheme).
Alternative qualifications considered	Candidates are expected to hold a minimum of English Language and Maths GCSE at grade C or acceptable equivalent Enhanced DBS disclosure
International Baccalaureate	Acceptability: Acceptable on its own and combined with other qualifications Additional Information: 72 points

### Extra Entry Requirements