

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours (Fnd) in Early Childhood Studies

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| Awarding institution | Liverpool John Moores University |
| Teaching institution | LJMU |
| UCAS Code | H118 |
| JACS Code | L500, X300 |
| Programme Duration | Full-Time: 4 Years |
| Language of Programme | All LJMU programmes are delivered and assessed in English |
| Subject benchmark statement | Early Childhood Studies (2019) |
| Programme accredited by | |
| Description of accreditation | |
| Validated target and alternative exit awards | <p>Bachelor of Arts with Honours (Fnd) in Early Childhood Studies</p> <p>Diploma of Higher Education (Fnd) in Early Childhood Studies</p> <p>Certificate of Higher Education (Fnd) in Early Childhood Studies</p> |
| Programme Leader | Nicky Hirst |

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.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education (Fnd)

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

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.

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 academic reading and writing skills

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education (Fnd)

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

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.

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. Evaluate a range of issues concerned with the study of early childhood, including the multi-disciplinary nature of ECS.
2. Apply research within early childhood studies and conduct and evaluate personal research in different contexts.
3. Analyse, design and use various research methodologies.
4. Demonstrate knowledge of child development in an ecological context, including attention to social and developmental psychology.
5. Analyse the impact of socio-economic, political, legal, and policy issues on young children and their families.
6. Analyse a range of creative pedagogical approaches related to work with babies, young children and families.
7. Apply multiple perspectives and theoretical concepts to understand the changing nature of childhood in different cultures and societies from a global perspective.
8. Recognise and evaluate the moral and ethical issues associated with early childhood studies.
9. Critically evaluate Education for Sustainability within the context of the Early Childhood Studies programme.
10. Discriminate critically and apply concepts from a range of academic disciplines appropriate to early childhood studies.
11. Apply reflexive skills and the ability to work with others.
12. Recognise and apply safe professional working practices in a professional project placement context.
13. Demonstrate independent thinking
14. Communicate effectively to audiences in written, graphical and verbal forms
15. Manage time and work to deadlines.
16. Participate constructively in group work.
17. Exploit ICT tools and resources effectively.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

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).

Programme structure - programme rules and modules

At Level 3, all six modules are core (6 x 20 credits) 120 credits

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 480 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

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| Level 6 | Potential Awards on completion | Bachelor of Arts with Honours (Fnd) |
| Core | Option | Award Requirements |
| 6201ECS Exploring approaches: Working Together to Support Children and Families (20 credits) 6202ECS Research within Early Childhood Studies (40 credits) 6203ECS International Approaches; Comparative Early Childhood Education and Care (20 credits) | 6204ECS Working Therapeutically within Early Childhood (20 credits) 6205ECS Social Work within Early Childhood Studies (20 credits) 6206ECS Global Dimensions: Sustainable Futures Across Early Years Curricula (20 credits) | 80 core credits at level 6 40 option credits at level 6 |
| Level 5 | Potential Awards on completion | |
| Core | Option | Award Requirements |
| 5201ECS Deconstructing Child Development (20 credits) 5202ECS Early Childhood Research (Part 1) - Student Inquiry into Research Methods (20 credits) 5203ECS Global inequalities and unequal childhoods (20 credits) 5207ECS Early Childhood Research (Part 2) - Student Reflections (20 credits) | 5204ECS Exploring Health Literacies within Early Childhood (20 credits) 5205ECS Professional Approaches within Early Childhood Studies (20 credits) 5206ECS Exploring Early Years Curricula within ECS: Pedagogical approaches for sustainability (20 credits) | 80 core credits at level 5 40 option credits at level 5 |
| Level 4 | Potential Awards on completion | |
| Core | Option | Award Requirements |
| 4201ECS Holistic Child Development (20 credits) 4202ECS Early Childhood Studies; Student Inquiry (Part 1) (20 credits) 4203ECS Pedagogical Approaches (Part 1) - Working with Babies, Young Children and Families (20 credits) 4204ECS Perspectives of Children and Childhood (20 credits) 4205ECS Early Childhood Studies; Student Inquiry (Part 2) (20 credits) 4206ECS Pedagogical Approaches (Part 2) - Sustainability; Democracy, Participation & Social Justice (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) 3117FNDLCP Society, Status and Social Policy (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)

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.

Criteria for admission

A/AS Level

UCAS Tariff Points Required: 72

Requirements: 72 UCAS points from A2 (6 unit) or 12 unit awards from a minimum of 18 units (any combination of VCE units/A level units). Points must come from a minimum of A2 units.

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 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 4 or acceptable equivalent.

Enhanced DBS disclosure

Mature entry

Mature applicants with sufficient relevant experience may be invited to attend a meeting with the admissions tutor.

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 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

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.