

## PROGRAMME SPECIFICATION

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### Bachelor of Arts with Honours in Early Childhood Studies

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	XL35
<b>JACS Code</b>	L500, X300
<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>	Early Childhood Studies (2014)
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Bachelor of Arts with Honours in Early Childhood Studies Diploma of Higher Education in Early Childhood Studies Certificate of Higher Education in Early Childhood Studies
<b>Programme Leader</b>	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 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:*

Describe and explain the development of children from conception to the eighth year

Demonstrate a sociological understanding of childhood and be able to explain how different cultures construct childhood, drawing on both national and international examples

Describe the different approaches to learning and teaching in Early Years settings in UK

Demonstrate an awareness of the varying approaches to Early Years policy across the United Kingdom and ways in which international influences have helped to shape UK Early Years policy

Demonstrate an understanding of the issues faced by specific groups of children and the ways in which policy seeks to address these needs.

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:*

Understand and analyse the different theoretical positions that relate to cognitive, personal, social and emotional development

Analyse and understand 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

Discuss, analyse, and evaluate the needs of different groups of children and methods of learning and teaching within Early Years settings

Understand and analyse a range of relevant concepts and theories

Assess and compare different theoretical approaches

Work effectively as part of a team and as a member of the work force through a work placement and identify and develop personal career and employability objectives.

Analyse relevant literature, concepts and theories as appropriate

### **Target award Learning Outcomes - Bachelor of Arts with Honours**

*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. Demonstrate an understanding of a range of substantive issues concerned with the study of early childhood in different settings including the multi-disciplinary nature of ECS.
2. Demonstrate an understanding of research methodologies within the study of early childhood and conduct and evaluate personal research in different contexts
3. Demonstrate knowledge of child development in an ecological context, including attention to social and developmental psychology
4. Demonstrate an understanding of the impact of socio-economic, political, legal, and policy issues on young children and their families
5. Analyse a range of creative pedagogical approaches related to work with young children and families
6. Apply multiple perspectives and theoretical concepts to understand the changing nature of childhood in different cultures and societies from a global perspective
7. To analyse, synthesise, summarise and evaluate information;
8. To reason and discriminate critically;
9. To identify and solve problems individually and/or co-operatively;
10. To integrate lines of evidence from a range of sources to support findings or hypotheses;
11. To demonstrate and exercise independent thinking;
12. To demonstrate reflective skills.
13. Analyse, design and use various research methodologies;
14. Search for, select and interpret information from a variety of sources and report results using appropriate communication skills;
15. Develop appropriate communication skills relevant to the programme of study;
16. Develop appropriate numerical skills including statistical interpretation;
17. To apply appropriate concepts from a range of academic disciplines appropriate to early childhood studies;

18. Recognise and apply safe professional working practices.
19. Communicate effectively to audiences in written, graphical and verbal forms;
20. Manage time and work to deadlines;
21. Participate constructively in groups;
22. Exploit ICT tools and resources efficiently and effectively;
23. Manage a responsible, adaptable and flexible approach to study and work;
24. Recognise, explain and evaluate the moral and ethical issues associated with early childhood studies.

## Teaching, Learning and Assessment

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

A1 – A6 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 and examinations both seen and unseen. Assessment tasks include for instance: presentations (group and individual), reports, essays, case studies, e-portfolios, newspapers, diaries, exams and a 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 B1-B6 in written examination and creative and supportive approaches to coursework including reports, essays, portfolios, role play, case study, poster presentations and artefacts.

B6 can be demonstrated through portfolios and is embedded into the research focused modules throughout each level. 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 (C1-C5).

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. (C1). Criteria for assessment accompany individual assignments. Indicative and essential sources accompany course outlines (C2).

Skills C1-C6 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 (D1, D2, D5). 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 (D2). Support is given to develop independent skills (D4, D5, D6). Group work is encouraged through task-based discussions and workshops (D3-D4). 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) (D4).

Effective communication is assessed in all areas of learners' work (D1). Group-work skills, workshops and reports (D1-D6) are assessed through group-based research projects, newsletters, case-studies (D1, D3, D5). Individual coursework - essays, reports, presentations, reflections and exams assess D1, D2 and D4-D6. Students are encouraged to identify their strengths and weaknesses and set up appropriate goals and strategies for achievement (D1-D6).

## Programme structure - programme rules and modules

At Level 4, all six modules are core.

At Level 5, students complete three core modules in semester one and choose two from three option modules in semester two with one core module.

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. Students choose two from three option modules in semester two.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
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

## 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 Inquiry (part one) (20 credits) and 4205ECS Early Childhood Studies: Student Inquiry (part two)(20 credits) Level 4 Core Modules where students engage in voluntary and organised off site field trips associated with Early Childhood Studies.

5207ECS Early Childhood Research; Student Reflections (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 Early Childhood Research; Student Inquiry into research methods (part one). The module is assessed via a report.

6202ECS Research within Early Childhood (40 credits)- Level 6 year-long core module. This module offers a differentiated approach, for example, students will have opportunities to negotiate placements (where applicable) in an area pertinent to study within Early Childhood Studies.

## Criteria for admission

### A/AS Level

UCAS Tariff Points Required: 280

NB: Tariff points may differ for International Baccalaureate qualifications.

Requirements: 280 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?: 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 280 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 280 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: 280 points from 5 subjects at Higher level

### Scottish Higher

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

Grades/subjects required: 280 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: 280 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 BDS disclosure

#### **Mature entry**

Mature applicants with sufficient relevant experience may be 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.*