

Liverpool John Moores University

Title: Early Childhood Studies; Student Inquiry (Part 1)
Status: Definitive
Code: **4202ECS** (122777)
Version Start Date: 01-08-2021

Owning School/Faculty: Education
Teaching School/Faculty: Education

Team	Leader
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Academic Level: FHEQ4 **Credit Value:** 20 **Total Delivered Hours:** 40

Total Learning Hours: 200 **Private Study:** 160

Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Seminar	40

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS1	Portfolio of Tasks (equivalent to 3,500 words)	90	
Future Focus e-learning task	AS2	Self Awareness Statement (1000 words)	10	

Aims

To enable students to explore and build understanding of the multi-disciplinary nature of Early Childhood Studies and differing perceptions and perspectives on babies, young children and childhood.

Learning Outcomes

After completing the module the student should be able to:

- 1 Recognise the inter-relationships between the multi-faceted, multi-disciplinary and multi-professional nature of ECS.
- 2 Identify a range of factors and concepts that influence children's physical, cognitive, social and emotional development from birth to eight years.
- 3 Record multiple perspectives in relation to early childhood through observation, personal inquiry and subsequent written reflection.
- 4 Identify and reflect upon aspects of self-awareness in respect of personal development and career planning: strengths and weaknesses, motivations and values, ability to work with others.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Portfolio of Tasks	1	2	3	4
Self Awareness	4			

Outline Syllabus

Students will explore a range of topic content that will include but will not be limited to the following:

*Introduction to the conceptual underpinnings of Early Childhood Studies (ECS)
Frameworks for the effective observation of children and subsequent reflection
Overview of differing perceptions and perspectives in relation to babies, young children and childhood
Overview of the key aspects and theories of development from conception to 8 years
Personal Development Planning - identify strengths and weaknesses, formulation of a personal action plan*

Learning Activities

Lectures, seminars, peer learning groups, individual tasks, exercises and work, observations, Blackboard activities, reading, private study and research.

Notes

The acquisition of knowledge of early childhood studies is progressive, and therefore study of the core areas continues and deepens throughout the honours degree. The revised benchmark statements for Early Childhood Studies (QAA, 2014), note that the study of early childhood draws on areas of knowledge that may be interdisciplinary, however, the knowledge domains are frequently presented as

integrated areas of cross-disciplinary study, rather than as discrete subject areas. This level 4 module has been designed to support a developing awareness of the holism associated with the subject area.