Gain an insight into children and young people's learning and development, studying the child or young person from 0-18 years;

Develop your understanding of the key factors that impact upon learning, exploring individual needs, inclusive provision and health and social wellbeing;

Benefit from placements in schools and other educational settings, enabling you to apply your knowledge in a practical workplace environment.

This programme is for anyone seeking a career in the Children's Workforce in schools and other educational settings. It aims to equip you with the knowledge and skills to become an outstanding professional within a changing education landscape. Throughout the degree you will develop your understanding of children and young people's learning and development, while also gaining the skills needed to prepare for a career in this sector. You will examine the theories of teaching and learning, consider child and young people's development and learning needs, learn to identify vulnerability and familiarise yourself with the policy context for working with children and young people. The choice of work-based learning opportunities means that your
programme will be based around your interests and career aspirations, helping to make you highly employable.
What will I study?

In Year 1 of the programme you will gain knowledge and understanding of supporting children and young people’s development and learning, with an increased emphasis on theories of teaching and learning, child development, learning needs, identifying vulnerability, and understanding effective early years practice.

Year 2 equips you with knowledge of current pedagogical practice within a range of educational settings and also covers the planning, assessment and evaluation of learning.

In Year 3 there is an emphasis on work-based research. You will identify an area of interest through engagement with your work-based setting. You will then plan and carry out a small scale research project. In addition you will expand your knowledge of educational inequalities and interventions to tackle these inequalities to ensure the best outcomes for children and young people.

In all three years, you will undertake a work placement in an educationally-based setting, providing an opportunity to apply the theory that you have learned to initiate and carry out projects.

How will I study?

You will learn through a combination of taught sessions, independent study, work-based placements and using the Virtual Learning Environment (VLE).

How will I be assessed?

A variety of assessments will be used during the degree, including poster presentations, oral presentations, problem solving tasks, compiling a portfolio and completing reports.

There are no formal written examinations as part of the current assessment methods on this programme.

Who will be teaching me?

Well qualified and highly experienced tutors will be teaching on this programme. You will be supported in your development by guided reflection, discussion and self-appraisal. Tutors will take an active role in modelling and scaffolding creative learning.

A Great Study Environment

The Faculty of Education has been at the forefront of teacher education for more than 125 years and today enjoys the enviable position of being one of the country’s leading providers of education, training and research for the children’s workforce.

Housed in a state-of-the-art £9m building, the Faculty of Education’s facilities include a 300-seat lecture theatre, five well-equipped ICT suites, and 18 teaching rooms complete with the latest technology.

The faculty has a strong commitment to practice-based learning and has developed partnerships with over 2,000 schools and colleges, local authorities and professional associations.
Year 1

CYP1000: Theories of Learning, Teaching and Development (20 credits)
Theories of Learning, Teaching and Development provides an introduction to the relationship between learning theory and practice. You will develop your understanding of education practice and how a variety of approaches may be evident in different settings to meet individual needs. The exploration of theory in relation to policy and educational practices will put this in context. The module aims to develop knowledge and understanding of basic concepts relating to theories of learning, teaching and development. There is a focus on developmental theories, social constructivist and behaviourist approaches, multiple intelligences, conditions for learning, individual learning styles and theory related to motivation and learning climate.

CYP1001: Children and Young People's Development and Learning Needs (20 credits)
Children and Young People's Development and Learning Needs focuses on meeting additional and individual learning needs in relation to legislative procedures and policy within an inclusive education framework. You will develop insight and understanding of specific learning needs, such as dyslexia. In developing an understanding of learning needs for individual children, you will have the opportunity to develop a specific area of interest. You will understand and use terminology associated with additional learning needs and strategies that may be used in order to meet those needs. The module also heightens awareness of diverse needs and will provide you with an understanding of the different roles within the children's workforce contributing to the development of learning.

CYP1002: Work Based Learning (Schools) (20 credits)
Work Based Learning (Schools) requires you to undertake a placement in a primary or secondary school depending upon your pathway. This module will enable you to develop transferable skills appropriate for future employment in an educational or non-educational setting, to gain experience of alternative roles related to primary/secondary education, and to gain practical experience that will underpin your learning in campus-based modules.

CYP1003: Children's Development Through Curriculum Models (20 credits)
Children's Development Through Curriculum Models develops your knowledge and understanding of the role of curriculum models in children's learning and development. You will be introduced to the theories, history and current developments relating to curriculum models within education. This will be achieved through a study of the creative curriculum, the child-centred curriculum and the objective-based curriculum.

CYP1004: Creative Approaches to Learning and Development (20 credits)
Creative Approaches to Learning and Development develops your knowledge and understanding of the role of creativity in children's learning and development. You will be introduced to the theories, history and current developments relating to creativity in education. This will be achieved through a study of both theoretical and professional literature. You will explore creative processes and teaching approaches across a range of curriculum subjects through reading and practical activities. Creativity using ICT and multimedia will be explored and you will be expected to create activities designed to enhance children's learning and development.

EYL1101: EYFS: Vision and Principles (20 credits)
EYFS: Vision and Principles focuses on the importance of strong principles and shared vision in the context of early years care and education as well as on the dimensions of quality which constitute the key characteristics of effective early years practice. You will formulate and articulate a set of personal beliefs and principles in relation to your
practice and develop a robust conceptual framework for understanding the nature of early years provision and the underlying social, cultural and political processes which impact on quality.

Year 2

CYP2000: Planning Assessment and Evaluation of Learning (20 credits)
Planning Assessment and Evaluation of Learning introduces you to the concept of the planning and assessment cycle and the need for assessment and evaluation to impact upon planning. You will be encouraged to reflect on your personal and professional experience of planning, assessment and the current local, regional and national contexts in which you work. The module will explore the current standards and effectiveness debate, political priorities and the media's view on evaluation, assessment and accountability in theory and practice. You will also identify and interpret a range of sources of assessment data, consider the key features of good practice and experiment with a range of recording techniques to monitor and measure children's levels of achievement.

CYP2002: Children's Development Through the Primary Curriculum (20 credits)
Children's Development Through the Primary Curriculum enhances your strength in various curriculum areas. The module will enable you to develop a strong understanding of children's development and learning, which will underpin successful support for children's development and learning in schools and settings.

CYP2003: Learning Outside the Classroom (20 credits)
Learning Outside the Classroom aims to develop your knowledge and understanding of learning outside the classroom. You will be introduced to the cross-curricular benefits of learning outside the classroom, for example on field trips or visiting museums or galleries. The module is designed to further your understanding of how learning outside the classroom contributes significantly to improving children's personal, social and emotional development.

CYP2010: Personal Achievement and Career Planning (20 credits)
Personal Achievement and Career Planning allows you to review your workplace experience by evaluating the links between theory and practice. The aim is for you to identify and reflect on your own achievements and potential. You will develop a personal profile and career strategy which includes CV writing, reflection upon your strengths and weaknesses, interview preparation and the assembly of a personal portfolio of work.

CYP2011: Working in a Multi-Agency Environment (20 credits)
Working in a Multi-Agency Environment examines the legacy of the 'Every Child Matters' initiative. The module considers how professionals may intervene effectively using a variety of approaches and working with other agencies. Crucially, you will be encouraged to look at what happens when agencies fail to work together. You will consider the importance of information sharing, look at policy relating to safeguarding and child welfare, consider different models of inter agency working, and reflect on the challenges and benefits of multi-agency models.

TLD2003: Preparing for Research (20 credits)
Preparing for Research introduces you to research methodology and the importance of completing an initial plan as a means of scaffolding preparation for a future research project. You will focus on the development of critical reading and critical analysis of a wide range of texts.

Year 3

CYP3000: Inclusion and Support Networks (20 credits)
Inclusion and Support Networks provides an opportunity to evaluate inclusive provision in the workplace. You will be encouraged to devise innovative ways to foster, promote and develop inclusive practice and to apply effective strategies that help to remove barriers to learning and participation. The module will promote good practice in terms
of partnership approaches to meeting learning needs, participation, rights, entitlement, voice, access to the curriculum and learning for all children.

CYP3004: Current Initiatives in Supporting Children's Development (20 credits)
Current Initiatives in Supporting Children's Development examines the major determinants affecting the health economic and social well-being of children, young people and their families. The module will address inequalities and explore interventions aimed at tackling such inequalities to ensure that the best outcomes are afforded to children and young people.

TMP3000: Work-Based Research (40 credits)
Work-Based Research requires you to carry out a small-scale research project that will inform your practice and may also provide a foundation for Master's study and further research work. You will discover how to select, justify and evaluate an appropriate set of research tools to carry out your research, gain an appreciation and understanding of ethics, and gather, analyse and present research results in a way that is appropriate to your chosen research methodology.

You will select two of the following modules:

HUG3109: Safeguarding Children and Young People (20 credits)
Safeguarding Children and Young People focuses on Every Child Matters and the current safeguarding agenda to enable children to reach their potential. In the critical analysis of challenging issues, you will expand your knowledge through the integration of research tools, tackling complex issues and developing problem solving abilities. Working in partnership, communication and collaboration are central to the provision of specific support and services for children and young people and integration of services is central to the ethos of the module. There is a need to fully appreciate the rights of children and young people in law and this module actively fosters this concept.

TMP3002: Applying Theories to Learning (20 credits)
Applying Theories to Learning equips you with a comprehensive knowledge and understanding of the theory and practice of teaching and learning and allows you to relate it to your own practice. The module examines theories of learning and allows you to critically review these in relation to practice in educative settings. There is a focus on cognitivism, social constructivism, behaviourist and humanist approaches, learning styles, multiple intelligences, meta-cognition and an exploration of the relationships between teaching for learning and associated conditions for learning.

WCH3007: Contemporary Approaches to Learning within Alternative Educational Settings (20 credits)
Contemporary Approaches to Learning within Alternative Educational Settings provides you with an opportunity to consider the potential impact on children's learning and development in educational settings other than schools. This module will critically examine contemporary approaches and issues related to education that are developed and practised within Alternative Education Settings (AES), such as museums, zoos, galleries, heritage sites, outdoor learning centres and environmental centres. A critical understanding of how these approaches evolve and are influenced by current social, economic and political policy will be established, drawing from both national and international perspectives.

Optional modules provide an element of choice within the programme curriculum. The availability of optional modules may vary from year to year and will be subject to minimum student numbers being achieved. This means that the availability of specific optional modules cannot be guaranteed. Optional module selection may also be affected by timetabling requirements.
Timetables

Timetables for your first week are normally available at the end of August prior to enrolment in September. You can expect to receive your timetable for the rest of the academic year during your first week. Please note that while we make every effort to ensure that timetables are as student-friendly as possible, scheduled teaching can take place on any day of the week. Wednesday afternoons are normally reserved for sports and cultural activities.

Disclaimer

Every effort has been made to ensure the accuracy of our published course information, however our programmes are subject to ongoing review and development. Changing circumstances may necessitate alteration to, or the cancellation of, courses.

Changes may be necessary to comply with the requirements of accrediting bodies, revisions to subject benchmarks statements, to keep courses updated and contemporary, or as a result of student feedback. We reserve the right to make variations if we consider such action to be necessary or in the best interests of students.
Entry Criteria 2019/20

Entry Requirements

Typical offer 112 UCAS Tariff points, for which no specific subjects are required. GCSE English Language at Grade C or Grade 4 or above (or equivalent) is desirable.

If you accept a formal offer from Edge Hill University you will be required to apply for a Disclosure and Barring Service (DBS) Enhanced Disclosure indicating that you meet the mandatory criteria of ‘Clearance to Work with Children and/or Vulnerable Adults’. Further information will be sent to you after you have firmly accepted an offer.

Example Offers

Some examples of how you can achieve 112 UCAS Tariff points are detailed below.

- **A Level**: BBC;
- **BTEC Extended Diploma (or combination of BTEC QCF qualifications)**: Distinction, Merit, Merit (DMM);
- **Access to Higher Education Diploma**: 45 credits at Level 3, for example 15 credits at Distinction and 30 credits at Merit. The required total can be attained from various credit combinations.

Please note, the above examples may differ from actual offers made. A combination of A Level and BTEC awards may be accepted.

As long as you have a minimum of two A Levels (or equivalent), there is no maximum number of qualifications that we will accept UCAS points from. This includes additional qualifications such as the Welsh Baccalaureate and Extended Project Qualification (EPQ), AS Levels that haven’t been continued to A Level, and General Studies AS or A Level awards.

For further information on how you can meet the entry requirements, including details of alternative qualifications, please visit www.edgehill.ac.uk/offers.

EU students can get country-specific information about the University’s entry requirements and equivalent national qualifications at www.edgehill.ac.uk/eu.

International students should visit www.edgehill.ac.uk/international for information on the entry criteria for overseas applicants.

English Language Requirements

International students require IELTS 6.0, with a score no lower than 5.5 in each individual component, or an equivalent English language qualification.

If your current level of English is half a band lower, either overall or in one or two elements, you may want to consider our Pre-Sessional English course.

Are there any alternative ways to meet the entry requirements?

If you have the ability to study for a degree but lack the necessary qualifications or confidence, our Fastrack: Preparation for Higher Education course could be for you. This free, seven-week programme provides a great opportunity to enhance your study skills and subject knowledge and demonstrate that you are ready to study a particular subject with us, in lieu of achieving the UCAS Tariff points in the entry criteria.

Upon successful completion of a Fastrack course, you will be well placed to progress onto a corresponding Edge Hill University degree, although additional entry requirements may apply and the availability of specific programmes cannot be guaranteed. For more information, visit www.edgehill.ac.uk/fastrack.

Recognition of Prior Learning

Edge Hill University recognises learning gained elsewhere, whether through academic credit and qualifications acquired from other relevant courses of study or through recognition of an individual’s professional and employment experience (also referred to as ‘experiential learning’).
Previous learning that is recognised in this way may be used towards meeting the entry requirements for a programme and/or for exemption from part of a programme. It is your responsibility to make a claim for recognition of prior learning. For guidance, please consult the University’s Recognition of Prior Learning Policy and contact the faculty in which you are interested in studying.
Entry Criteria 2020/21

Entry Requirements

Typical offer 104-112 UCAS Tariff points, for which no specific subjects are required. GCSE English Language at Grade C or Grade 4 or above (or equivalent) is desirable.

If you accept a formal offer from Edge Hill University you will be required to apply for a Disclosure and Barring Service (DBS) Enhanced Disclosure indicating that you meet the mandatory criteria of 'Clearance to Work with Children and/or Vulnerable Adults'. Further information will be sent to you after you have firmly accepted an offer.

Example Offers

Some examples of how you can achieve 104-112 UCAS Tariff points are detailed below.

- A Level: BCC-BBC;
- BTEC Extended Diploma (or combination of BTEC QCF qualifications): Distinction, Merit, Merit (DMM);
- Access to Higher Education Diploma: 45 credits at Level 3, for example 9 credits at Distinction and 36 credits at Merit or 15 credits at Distinction and 30 credits at Merit. The required total can be attained from various credit combinations.

Please note, the above examples may differ from actual offers made. A combination of A Level and BTEC awards may be accepted.

As long as you have a minimum of two A Levels (or equivalent), there is no maximum number of qualifications that we will accept UCAS points from. This includes additional qualifications such as the Welsh Baccalaureate and Extended Project Qualification (EPQ), AS Levels that haven't been continued to A Level, and General Studies AS or A Level awards.

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What are my career prospects?

Based upon your aspirations we identify employment opportunities across the Children’s Workforce, and the delivery of a bespoke employability programme ‘Your Future’ is embedded into the degree. In addition, opportunities exist to develop your employability skills such as teamwork, undertaking presentations and developing your CV.

This programme aims to develop your knowledge, skills and understanding to prepare you for a career within the Children’s Workforce, in schools and other settings such as local authority, private and third sector workforce operating in children’s and young people’s education and care. You can work with various groups of children in challenging life circumstances in roles such as a learning mentor, pastoral support worker or specialist support assistant. You may also wish to enter youth work, train to teach or undertake further study in other areas in preparation for a career in social work, child psychology or mental health.

Career routes are explored further through attendance at a range of sessions given by external speakers, including those from children’s centres, mental health charities and specialist support groups. There is also a variety of volunteering opportunities which are facilitated by the University to help you develop skills that are attractive to potential employers.
Finance

**Tuition Fees**

If you are a prospective UK or EU student who will be joining this undergraduate degree in academic year 2019/20, the tuition fee will be £9,250 per annum. Tuition fees for international students enrolling on the programme in academic year 2019/20 are £12,000 per annum.

If you are a prospective UK or EU student who will be joining this undergraduate degree in academic year 2020/21, the tuition fee will be £9,250 per annum. Tuition fees for international students enrolling on the programme in academic year 2020/21 are £12,250 per annum.

The University may administer a small inflationary rise in tuition fees, in line with Government policy, in subsequent academic years as you progress through the course.

**Financial Support**

Subject to eligibility, UK and EU students joining this undergraduate degree in academic year 2019/20 can apply for a Tuition Fee Loan from the Government to cover the full cost of tuition fees. UK and EU students enrolling on the programme in academic year 2019/20 may also be eligible to apply for additional funding to help with living costs.

For comprehensive information about the financial support available to eligible UK and EU students joining this programme in academic year 2019/20, together with details of how to apply for potential funding, please view our Money Matters 2019/20 guide at www.edgehill.ac.uk/undergradfinance2019.

Financial support arrangements for eligible UK and EU students joining this programme in academic year 2020/21 are still to be announced. You are advised to check this page regularly and once the position has been confirmed we will update this information.

Financial support information for international students can be found at www.edgehill.ac.uk/international/fees.

**Scholarships**

Edge Hill University offers a range of scholarships with a competitive application process for prospective full-time undergraduate students. These scholarships aren't linked to academic success and celebrate determination, talent and achievement beyond your coursework, for instance in creativity, enterprise, ICT, performance, sport or volunteering.

Additional scholarships, which you may qualify to receive, reward outstanding grades and are available to eligible UK and EU students.

To find out more about scholarships, to assess your eligibility, and to meet some of our dedicated scholarship winners, visit www.edgehill.ac.uk/scholarships.
How to Apply

Apply online through UCAS at www.ucas.com.

Visit www.edgehill.ac.uk/applyucas to find out more about the application process.

Further information for international students about how to apply is available at www.edgehill.ac.uk/applyinternational.

Should you accept an offer of a place to study with us and formally enrol as a student, you will be subject to the provisions of the regulations, rules, codes, conditions and policies which apply to our students. These are available at www.edgehill.ac.uk/studentterms.

Visit Us

If you are considering applying to study at Edge Hill University, the best way to gain an insight into student life is to discover our stunning campus for yourself by attending an open day. You can view dates and book your place at www.edgehill.ac.uk/opendays.

Alternatively, if you are unable to attend an open day, you can find out more about all of our events for prospective students, including monthly campus tours, at www.edgehill.ac.uk/visitus.

Request a Prospectus

If you would like to explore our full range of degrees before you apply, you can order an undergraduate prospectus at www.edgehill.ac.uk/undergradprospectus.

Get in Touch

If you have any questions about this programme or what it’s like to study at Edge Hill University, please contact:

- Course Enquiries
- Tel: 01695 657000
- Email: study@edgehill.ac.uk

International students should visit www.edgehill.ac.uk/international or email international@edgehill.ac.uk with any queries about overseas study.