



LONDON INSTITUTE
OF EARLY YEARS



Early Years degree
prospectus

Contents

Why study with the London Institute of Early Years?	4
Learn about Social Pedagogy	8
Sustainability in the Early Years	10
Eligibility to study	12
Early Childhood Studies Graduate Competencies	16
Student support	18
About our lecturers	20
Foundation degree	22
Modules summary pages for the Foundation degree	25
Top-up degree	35
Modules summary pages for the Top-up degree	37
Career development	42

A word from our CEO

June O'Sullivan OBE

If you are reading this, you will probably already appreciate the importance of the Early Years and how positive experiences at a young age shape happy, healthy adults.

At London Early Years Foundation (LEYF), we know that high quality teachers deliver high quality learning for all children.

This is why LEYF created the London Institute of Early Years, which provides continued professional development (CPD), research and training to the Early Years community.

At the Institute, one of our key offerings is an Early Years Degree. This programme includes a tailored module on social pedagogy, uniquely aligned through the principles of our LEYF Pedagogy which aims to give all children a strong start in life, regardless of their background

Inspired by a wide range of international research into young children's learning and development, including a combination of long-established approaches like Froebel and

Montessori alongside emerging knowledge from the field of neuroscience and social pedagogy.

Our degree is taught creatively and designed to ensure you anchor your new academic learning into your practice. It teaches you how to become a workplace researcher and share the learning with your teams to drive continuous improvement in your setting.

I do hope that you decide to study with the London Institute of Early Years. We can guarantee that you will learn and grow in unexpected ways while having fun, making friends and becoming a member of our community of practice.

I look forward to meeting you.

June O'Sullivan



Why study with the London Institute of Early Years?

We offer our internal staff and external Early Years professionals the opportunity to study for an Early Years degree with the London Institute of Early Years and expand their knowledge and understanding of the development of babies and young children from birth to 8 years old.

A well-established link exists between highly qualified Early Years teachers and better outcomes for children. However, completing

a degree is also an excellent opportunity for career progression.

Most of our degree students have been promoted since commencing their studies due to the confidence, knowledge and pedagogical leadership skills they acquired through the course of their studies.

Course information

The London Institute of Early Years offers both the Foundation degree in Early Years Services and then, if you wish, you can do our (BA) Hons in Early Childhood Studies as a top-up.

Completing a degree is an excellent opportunity for career progression



The Foundation Degree in Early Years Services is a 2.5-year course. Upon completion of this programme, or if you already hold a Foundation Degree in Early Years, you may progress to the BA (Hons) in Early Childhood Studies, which is a 1.5-year course. The courses are fully validated and accredited by the University of Wolverhampton but delivered and assessed by tutors at the London Institute of Early Years.

There is a cost to the course. However, you will likely be eligible for funding if you don't already have a degree.

You will also have access to the full range of services available at the University of Wolverhampton and a range of student discounts.



LEYF staff only

As a full-time LEYF staff member doing a degree with the London Institute of Early Years, you will be paid your full salary on training days.



Teaching facilities

Teaching is held across several London locations including Pimlico, Stratford, Paddington, New Cross, and more. Our training rooms are well equipped with audio/visual equipment.

For students without access to a laptop we are able to support through our laptop loaning scheme, lending a temporary laptop for the duration of your studies (subject to availability). We also have a small internal academic library and access to the full university library online.



About London Institute of Early Years

The London Institute of Early Years provides high-quality continued professional development (CPD) and training to all those across the Early Years community.

The Institute is passionate about supporting educators in their journey to become confident and compassionate pedagogical leaders who can anchor new learning and change into their practice to drive quality and ultimately transforming the lives of young children.

What we offer

Based within the London Early Years Foundation (LEYF), the Institute drives innovative learning and research for external learners and all LEYF employees. Through the Institute, we aim to share best practice, innovation and the latest research to drive real change across the Early Years sector.

The Institute offers training for Early Years professionals at all levels and all stages of their career, from Apprenticeships to an Early Years Honours degree accredited by the University of Wolverhampton alongside a range of CPD programmes including Baby You're Fantastic, Little Carpenters and The Art and Craft of Teaching. We also offer specialist courses, including our CACHE-accredited Early Years Chef qualification, the first of its kind in



the world, and our sector-leading Level 4 Diploma in Sustainability Award.

Our ever-expanding range of CPD courses is currently offered internally, with some also open to external learners. We plan to expand the range of courses open to external students in the coming months, starting with the popular, well-established 'Baby, You're Fantastic' training suite. We also share our research freely, including our guide: 'Supporting Children with a Parent in Prison' designed for Early Years professionals, and the refreshed 'The Twoness of Twos' report in January 2025.

About LEYF

London Early Years Foundation (LEYF) is one of the UK's largest charitable social enterprises with an ambition of 'changing the world one child at a time'.

We achieve our social purpose by giving London's children aged 0-5 years the best start in life through the highest quality Early Years Education and Care, no matter their background - helping them to achieve their full potential.

LEYF has also launched the London Institute of Early Years to support internal and external Early Years staff: providing training for apprentices, Early Years chefs and colleagues who want to study for an Early Years degree, complete CPD programmes, and learn how to coach or become sustainability champions.

The choice is wide and growing to meet the needs of the sector and to respond to innovation-driven through our research with partners from across the world.



Our 120-year pioneering history

London Early Years Foundation began as the City of Westminster Health Society (WHS) in 1903, at a time of poverty and shockingly high mortality.

Born out of the social reform movement of the Victorian era, our founders pioneered child health and welfare decades before we had the NHS. In its early years, the WHS provided Westminster's families with medical and dental inspections, antenatal clinics, cookery classes and more. In 2008, with 19 nurseries in our family, we changed our name to London Early Years Foundation. Now, with 39 nurseries, we are as dedicated to social reform as when we started our journey.

Learn about social pedagogy

Social pedagogy recognises that every child is valuable and can contribute meaningfully to the society in which they live, irrespective of their background. Social pedagogy is about connecting the heart, the head and the hands, and building strong compassionate relationships with each other, with families and with their immediate and wider communities, so children learn to engage and become global citizens.

Social pedagogy is much more than academic education. It is an approach that helps children to reach their full potential and this means building meaningful and authentic relationships between the child, the nursery and the family.

This helps the nursery teams to recognise each child's strengths, interests and potential.

The LEYF Pedagogy, as taught as part of the degree, embodies this approach. Each of the seven strands of our social pedagogy is concerned with holistic learning, placing children's wellbeing and

happiness at the heart of all we do. Kind, caring, harmonious relationships, and an ethos of inclusion, equality and empathy are important.



Our Pedagogy shapes the way we teach and support children in partnership with parents and the wider community. We believe that all learning takes place in and with the world around us.

We prepare children to be able to engage with the environmental, technological and social changes they will encounter on their journey to becoming global citizens.



We also prioritise giving children a voice in their learning and care



Sustainability in the Early Years

At LEYF, we are dedicated to preserving the planet for generations to come. As such, an Education for Sustainable Development is weaved throughout our pedagogy and core mission.

Education for sustainable development (ESD) is a lifelong learning process that equips learners of all ages with the knowledge, skills, values and attitudes they need to shape a sustainable future.

Early Years is a natural place to begin the conversation about sustainability. ESD is an interdisciplinary approach to learning that covers the integrated social, economic and environmental dimensions of sustainable development.

Sustainability at LEYF means examining how we provide children from disadvantaged families access to quality, affordable Early Years

education and care as well as addressing how we help build a community of sustainability-informed children, staff and parents.

You will explore how Early Childhood professionals lead and make provision for sustainable development within Early Childhood education. You will also be able to enhance your understanding of different theories, concepts and approaches to sustainable development with a focus on children's holistic wellbeing to empower learners to take action to address sustainability challenges (More details on the module can be found on page 37).



**Building
a more just
and sustainable
world for future
generations**



Eligibility to study

To be eligible to study you must:

- Hold a full and relevant Early Years qualification at Level 3
- Have strong literacy skills, ideally Level 2 Functional Skills or GCSE English at Grade C/4
- Have a good standard of written and spoken English
- Have successfully completed your six-month probationary period (LEYF staff only) or for external students have a fixed work placement in an Early Years context
- Hold or obtain before the course commences a current DBS allowing you to work with young children and vulnerable adults
- Be a permanent member of the team (LEYF staff only)
- Be willing to participate in and disseminate the action research undertaken in the programme with your colleagues
- Be willing to undertake study in your own time
- Have the support of your Line Manager
- Direct entry to the BA (Hons) Top Up in Early Childhood Studies will require a you need to have achieved a Foundation Degree; BTEC HND or 240 higher level credits in a subject related area.

Study days

Study days are generally held on the same day each week during term time. The autumn/winter term takes place between September and January, and the spring/summer term occurs between February and May. Study days generally start at 10am and finish at 4:15pm with a 45 min lunch allocated alongside a morning and afternoon break.



Student testimonials

“

I really developed my pedagogical knowledge. I feel confident in articulating theory and ideas which has been invaluable in the workplace and supported me to deliver my job role to a higher standard. My oracy and presentation delivery has improved - benefitting me both professionally and personally.”

- Saudaa

“

I was able to implement a work/study/social life balance. A highlight was making new friends and sharing experiences together.”

- Lucky



“

My experience of the degree programme has been life changing. I've reached levels that I would never believe possible and thank you to Conor Mandy and Kostas in helping me grow as a teacher, learner and as a person.”

- Rachel

Case study



Grace Chaplin has been with LEYF for seven years, starting as a Nursery Teacher at Marsham Street. In 2020, she decided to level up her skills and enrolled in the Early Years Level 4- and 5-degree programmes, progressing to Level 6 in 2023. She was really excited to learn more about early childhood development while still working in the nursery.

At first, Grace wasn't aiming for any specific job title. She just wanted to learn more for herself. But as she progressed, she was promoted from Early Years Teacher to Room Leader, and now she's a Deputy Manager. Studying for the degree helped her progress further in her career.

Grace's passion for early childhood education is what truly drives her. She wants to make a real difference in young children's lives, especially those with special needs.

A great aspect of this Early Years Degree Programme is that you can apply what you learn directly to your work. Students are encouraged to share their knowledge with

their colleagues, creating a really supportive learning environment.

Grace chose the London Institute of Early Years over a traditional university because she prefers a more relaxed setting. She felt more comfortable learning with familiar faces, like Mandy Cuttler, Head of Pedagogy, who helped her enrol.

"Everyone's been so supportive, both professionally and personally. We all rely on each other for motivation and encouragement," Grace says.

Regular meetups with other students create a strong sense of community, making the learning experience even better.

"The lecturers, Mandy, Conor, Poppie and Konstantinos, are always there to offer help and advice," Grace says.

Grace loves applying her new knowledge to her daily work. She's been researching child development theories and

“

**Everyone's been so supportive,
both professionally and personally.
We all rely on each other for
motivation and encouragement”**

– Grace, Teacher at Marsham Street Nursery

implementing new strategies for emotional regulation.

“I oversee the LEYF Pedagogy Development Scale in my setting, so I help my colleagues learn about different theories and how to apply them in the classroom,” Grace explains.

She shares her knowledge through team meetings, training sessions, and casual chats. She believes that a well-informed team is a better team.

Grace is now mentoring a colleague who is starting their

level 4 qualification. She's sharing her own experiences and encouraging them to seek help when needed.

Grace's story shows how a flexible and supportive learning environment and a personalised education can open up a world of opportunities. Her dedication and the support she received at the London Institute of Early Years have made her a confident and knowledgeable Early Years professional.



Early Childhood Studies Graduate Competencies

The London Institute of Early Years is proud to offer the Early Childhood Graduate Competencies as part of our programme. The competencies aim to enhance graduate readiness, enabling students to effectively bridge theory and practice in diverse early childhood settings.

Developed by the Early Childhood Studies Degrees Network (ECSDN), a coalition of UK higher education providers. The competencies strengthen and standardise professional preparation for Early Childhood Studies graduates. Only ECSDN member institutions can integrate these competencies into their degree programmes, ensuring they align with the Quality Assurance Agency (QAA) Benchmark for Early Childhood Studies.

“

The competencies strengthen and standardise professional preparation for Early Childhood Studies graduates.





To achieve the competencies, you will engage in additional, targeted sessions designed to enhance your self-developed professional portfolio, equipping you with a solid foundation of reflective practice.

The competencies improve graduate outcomes by aligning academic knowledge with real-world application, ensuring students are prepared for postgraduate studies and professional qualifications, such as Early Years Initial Teacher Training (EYITT) or a Postgraduate Certificate in Education (PGCE).

Graduates who complete the ECSDN Graduate Practitioner Competencies achieve the status of Early Childhood Graduate Practitioner. The title formally recognises their ability to integrate academic theory with practical skills at a high level.

Achieving this status ensures that graduates meet the professional requirements needed to work in regulated early years settings, particularly in England.

It is especially beneficial for those who may not have previously obtained a Level 3 qualification or equivalent

To achieve the competencies, you will engage in additional, targeted sessions designed to enhance your self-developed professional portfolio, equipping you with a solid foundation of reflective practice. You will also receive structured support to prepare for your final viva assessment, ensuring you are confident and well-prepared.

Additionally, regular visits to your placement setting will offer continuous opportunities for reflective learning and professional development, as you receive feedback on observed practice and deepen your skills in real-world contexts.



Student support



Personal tutor support

All students completing a degree programme with the London Institute of Early Years are assigned a personal tutor who is an academic staff member. Personal tutors provide support and guidance to students throughout their studies, and they are available to meet with students to discuss any academic, personal or pastoral issues.



Peer learning and collaboration

Students on a degree programme with the London Institute of Early Years benefit from peer learning and collaboration. This can take many forms, such as working together on group projects, discussing ideas in tutorials, or simply providing support and encouragement to each other. Peer learning and collaboration helps students to learn more effectively, to develop their critical thinking skills, and to build relationships with their peers.

When students work together, they get to build relationships, and they learn to trust and support each other. These relationships can be invaluable, both during and after their studies.



The BA Hons Early Childhood Studies degree offers a range of academic support services to students, including:



Study skills workshops

These workshops provide students with the skills they need to succeed in their studies, such as time management, note-taking, essay writing and research.



One-to-one academic support

Students can book one-to-one appointments with academic staff to discuss any additional support and guidance they need to flourish in their studies.



Online resources

The university provides a range of online resources to support students, such as online tutorials, e-books and journals.

Industry links

The London Institute of Early Years degree has strong connections within the Early Years sector. The lecturers on the course all maintain strong connections with Early Years settings to ensure their knowledge remains current and relevant. Students on the course also have the opportunity to be involved in more comprehensive projects and action research opportunities internally within LEYF and the wider Early Years sector.

The combination of personal tutor support, academic support and industry links provides students on a degree programme with the London Institute of Early Years with the support they need to succeed in their studies and to develop the skills and knowledge they need to thrive in the Early Years sector.

In addition to the above, lecturers on the degree are hands-on and will visit students in their settings. This means that they can bring their real-world experience into the classroom and provide students with insights into the challenges and rewards of working with young children. Lecturers also use their nursery visits to identify emerging trends and issues in the Early Years sector, which they then share with students. This helps students to stay up-to-date with the latest developments in the field and to prepare them for the challenges and opportunities of progressing their career in the Early Years sector.

About our lecturers

Conor Bathgate
Early Years Degree
Manager



Conor is a passionate Early Years professional with over a decade years of experience. He began his career at LEYF in 2009 as an apprentice, progressing to Deputy Manager and then Nursery Manager.

In 2017, Conor took a career break from LEYF to gain further experience in a range of settings, including working as a field manager, in quality support, and as a project officer for a local authority. He returned to LEYF in 2022, working as a degree lecturer.

Conor holds a range of qualifications, including an NVQ Level 3 in Childcare and Education, a Level 3 in Leadership and Management, a BA in Educational Psychology from Birkbeck College, and an MSc in Psychology for Education from UCL. He also holds graduate membership with the British Psychological Society.

In this role, Conor leads the management of the degree programme alongside The London Institute of Early Years' university partners. He also lectures across all degree programme levels, sharing his expertise and passion for Early Years education with students. Conor's research interests include: the achievement gap in relation to disadvantage, the home musical environment as a predictor of socio-emotional resilience, and curriculum development and design.

Poppie Ephgrave
Early Years Degree
Lecturer



Poppie has worked in the Early Childhood and Education sector for almost a decade, working as a teacher and then deputy manager of a large Early Years setting based in Hitchin. Poppie also guest lectured at the University of Hertfordshire.

Poppie holds a BA Hons in Early Childhood Education achieved at the University of Hertfordshire. Poppie has an MA in Childhood Education and Teaching in September 2023. Poppie is passionate about play-based learning and pedagogies that centre around the children whilst challenging social injustices.

Her research interests include: critical pedagogy, social justice within the early years/early childhood education and mental health education in the early years.

Mandy Cuttler

Head of Pedagogy
Learning and
Development



Mandy joined LEYF in 2015 and has worked as a nursery teacher, deputy manager and nursery manager. In her current role as Head of Pedagogy, Learning and Development, Mandy leads the high quality delivery of the unique LEYF Pedagogy across our London-based nurseries through training, coaching and mentoring.



Mandy holds a Master's degree in Early Years Education achieved at the IOE (UCL Institute of Education), at Post- Graduate Certificate in Higher Education and a CIPD in Learning and Development. Mandy is a member of the CIPD and a Fellow of the Higher Education Academy

Her research interests include: workforce development, emotional wellbeing, self-regulation and executive functioning, educational leadership, high quality nursery provision for babies, case study research designs.

Konstantinos Skordas

Pedagogy Manager



Konstantinos joined LEYF in 2019 as a nursery manager and progressed to the Learning and Development team as a pedagogy coach in 2021, and then pedagogy manager in 2023. Konstantinos teaches the Early Years Degree and supports the nurseries in better understanding the LEYF Pedagogy and implementing it in their everyday practice by role modeling and coaching them.

Konstantinos studied Early Years Education in Greece and then moved to London to continue his studies with a Master's degree in Education and Technology at UCL. He has worked in Early Years settings and schools since 2009, both in Greece and London.

His research interests include: the use of EdTech in Early Years, gender dynamics in Early Years and how this influences children's learning experiences, and the Early Years professionals' perceptions of child development.

Foundation degree



Qualification name

FD (Arts) Early Years Services



Duration

2.5 to 3 years



Intake of students

September

The Foundation Degree in Early Years Services is designed to help you develop the skills, knowledge and confidence to succeed in your studies and career in the Early Childhood and Education sector.

The Foundation degree is completed in partnership with the University of Wolverhampton. All study takes place within London Institute of Early Years-dedicated training spaces across London. The Foundation degree in Early Years Services is a part-time programme

designed for professionals currently working within Early Years but lacking a degree-level qualification.

The duration may be reduced from three years to two and a half years where two modules may be replaced with Recognition of Prior Learning (RPL). As a student on this course, you will develop the skills and knowledge required to work with children from conception to 8 years old, their families and the services that support them.

You will also develop the skills of critical reflection and appraisal, which will enable you to understand and analyse ethical principles, health and wellbeing, child protection and safeguarding, multi-agency working and how children learn and communicate.

What will I do for the Foundation degree?

Throughout the course, there is an emphasis on developing your personal and professional attributes. At Level 4, you will have opportunities to develop your knowledge and skills of Early Years theory and practice.

At Level 5, you will begin to develop your critical capabilities through the selection, analysis and combining of relevant perspectives and be able to justify different positions on matters relating to Early Childhood studies. Within the Foundation degree, there are various teaching and learning activities to help you succeed in your course. Your sessions will have formative learning opportunities and formative feedback from your tutors, which will help you prepare for your final marked assessment (summative assessment). You will also be provided with feed-forward written and/or oral feedback on



your summative assessments that will help you develop your academic skills as you progress through your course. All your modules will offer opportunities for you to interact and relate your learning to your practice through the application, exploration, critique and analysis of theory. In each of your modules, you will be provided with a structure of scheduled learning and teaching activities (both on campus and online) combined with guided and independent learning to enable you to fully engage to achieve specified learning outcomes.

These include:

- active contribution to lectures and group activities, including critical debate and discussion in seminars
- additional online consolidation activities
- guided reading
- asynchronous discussion forums
- non-timetabled one-to-one meetings with Module Leader/Module Team
- preparation for scheduled learning and teaching activities
- preparation/completion of assessment tasks
- revision tasks
- non-synchronous webinars
- wider reading and research activities
- field trips and practical learning opportunities

We recognise that you will have a unique learning journey, and we will maximise your potential through various assessment styles such as presentations, written assessments, reflective journals, work-related research, reports, and written plans. This variety of assessment types is used to support and test your learning and progress and to help you develop employability skills valued beyond your university studies and into your working life.



Introducing the LEYF Social Pedagogy

(4CF014)

LEVEL
4

Credits
20 credits

Learning outcomes

LO1 - Gain knowledge of the LEYF pedagogical approach to learning.

LO2 - Reflect upon a range of theoretical approaches when evaluating play opportunities for children.

LO3 - To explore the role of Action Research as a tool to influence learning environments.

Module outline

This module will expand your knowledge and understanding of the development of babies and young children from birth to 8. You will explore historical and contemporary theories relevant

to different aspects of social pedagogies by drawing on research and literature. There will be a focus on holistic approaches within social pedagogies through the lens of the LEYF Pedagogy.

“

You will explore historical and contemporary theories relevant to different aspects of social pedagogies by drawing on research and literature.



Child development

(4CF002)

LEVEL
4

Credits
20 credits

Learning outcomes

LO1 - Demonstrate knowledge of child development theories

LO2 - Contrast key theories and perspectives in child development.

LO3 - Reflect on the issues that can affect child development

Module outline

This module will expand your knowledge and understanding of the development of babies and young children from birth to 8. You will explore historical and contemporary theories relevant to different aspects of child development by drawing on research and literature.

There will be a focus on children's holistic development, particularly brain development, physical growth, and social and emotional development. As part of your learning, you will be encouraged to consider factors that may affect the lives of babies and young children in relation to their growth and development, such as the complexities of family life and risks within the environment.



“

As part of your learning, you will be encouraged to consider factors that may affect the lives of babies and young children in relation to their growth and development, such as the complexities of family life and risks within the environment.

The role of play in childhood

(4CF012)

LEVEL
4

Credits
20 credits

Learning outcomes

LO1 - Compare theories and concepts relating to the role of play in Early Childhood

LO2 - Identify approaches which promote high quality play provision

LO3 - Reflect upon your own values and principles when developing play opportunities for children

Module outline

This module will provide you with the opportunity to question and evaluate the role of play in childhood by examining historical and contemporary theories and concepts. You will also explore the body of knowledge accumulated in recent years, which identifies the importance of play as a fundamental right for children. You will be required to use your placement/workplace experience to investigate the role of play in curricula frameworks and the family, as well as explore international perspectives.

You will also examine your own principles and values in relation to working with children to facilitate play activities by researching the role of the professional, the use of play spaces and planning and assessment. This will enable you to gain knowledge of ways to develop quality play provision and how the quality of play can be evaluated.



“

You will be required to use your placement/workplace experience to investigate the role of play in curricula frameworks and the family, as well as explore international perspectives.

Safeguarding and multi-agency perspectives

(4CF005)

LEVEL
4

Credits
20 credits

Learning outcomes

LO1 - Explain the professional responsibilities that are associated with safeguarding children, young people and vulnerable adults

LO2 - Identify how policy, legislation and research evidence inform safeguarding practice

LO3 - Consider how multi-agency intervention can lead to tensions between families and professionals

Module outline

As part of your learning on this module, you will be introduced to current debates around safeguarding children, young people and vulnerable adults.

You will be encouraged to explore how policy, legislation and research evidence inform safeguarding practice. You will also consider the roles and responsibilities of all professionals to safeguard children, young people and vulnerable adults. As part of this, you will be encouraged to reflect on how professionals must work together.

You will explore how risk is managed and how families are supported by multi-agency teams, to ensure the wellbeing of all children, young people and vulnerable adults.



“

You will be encouraged to explore how policy, legislation and research evidence inform safeguarding practice.

Health in the Early Years

(5CF016)

LEVEL
5

Credits

20 credits

Learning outcomes

LO1 - Discuss how policy and health standards influence practice

LO2 - Explore approaches when developing a health environment for babies and young children

LO3 - Reflect on the development of your professionalism when promoting the health and wellbeing of babies and young children

Module outline

This module aims to increase your understanding, knowledge and practical skills required to work with babies, young children and their families. You will learn about policy and health standards to achieve the health and wellbeing of babies and young children in Early Years settings. You will also gain knowledge of the roles and responsibilities of an Early Year's practitioner when promoting health and wellbeing.

By drawing upon literature and research, you will develop a critical understanding of the importance of creating a healthy environment, and how you can meet the needs of individual children to enhance their health and wellbeing. This will include developing planned activities and interventions that promote babies' and young children's health, wellbeing and safety that enable them to flourish.



“

You will learn about policy and health standards to achieve the health and wellbeing of babies and young children in Early Years settings.

Understanding children's worlds

(5CF013)

LEVEL
5

Credits
20 credits

Learning outcomes

LO1 - Discuss pedagogical approaches for supporting child-centred learning

LO2 - Apply child-centred theories, concepts and principles to aspects of children's learning and development

LO3 - Reflect on the development of your own professionalism when supporting children's learning

Module outline

Within this module, you will develop a critical understanding of how children learn, the role of the adult and how learning environments can influence children's understanding of the world around them. You will compare theories, concepts and principles of children's learning by drawing upon literature and research.

In this module, you will learn about children's cognitive development, and will be able to apply these theories to practice in Early Years settings. You will also be able to critically evaluate aspects such as child-centred and adult-directed pedagogy, creativity and critical thinking, and children's choice and needs. You will be able to analyse different teaching and learning approaches which are part of the curriculum for children up to 8 years.



“

In this module, you will learn about children's cognitive development, and will be able to apply these theories to practice in Early Years settings.

Communication, literacy and language

(5CF011)

LEVEL
5

Credits
20 credits

Learning outcomes

LO1 - Discuss pedagogical approaches for supporting children in communication, language and literacy development

LO2 - Apply your values and professionalism in teaching and interacting with children

LO3 - Evaluate socio-cultural concepts and theories relating to communication, language and literacy

Module outline

In this module, you will explore how babies and young children develop communication, language and literacy skills. You will gain an understanding of how social and cultural aspects influence the role of the adult in supporting children's communication, language and literacy development.

As part of this module, you will also critically evaluate how children learn to communicate and develop language and literacy skills and the range of pedagogical approaches that can support development. You will also analyse how adults interact with children to develop their language, literacy and communication skills. You will have the opportunity to develop your own professionalism and decision-making skills based on your own value systems.



“

You will gain an understanding of how social and cultural aspects influence the role of the adult in supporting children's communication, language and literacy development.

Becoming a researcher

(5ED002)

LEVEL
5

Credits
20 credits

Learning outcomes

- LO1** - Describe relevant theoretical concepts in research methods to project design
- LO2** - Apply theoretical concepts to project design
- LO3** - Analyse relevant literature to a research topic

Module outline

Research is not just for researchers: as active members of our profession and society, we all are affected by the research of others. Learning how to conduct your own research gives insight and understanding into such work and improves your skills as a scholar and educator.

This module prepares you for a successful personal research dissertation in Level 6. You will be introduced to various techniques and theories on how to gather information, make sense of it and report it effectively.



“

You will be introduced to various techniques and theories on how to gather information, make sense of it and report it effectively.

Developing critical reflection

(5CF004)

LEVEL
5

Credits

20 credits

Learning outcomes

LO1 - Discuss skills required to promote practice and quality improvement

LO2 - Appraise the application of theoretical concepts in working contexts

LO3 - Reflect on your own experiences and development of your professionalism

Module outline

This module aims to allow you to extend your skills of reflection to inform your work-based practice. You will be able to engage in ideas about the importance of reflection and how it is an essential process for transforming experiences into genuine learning.

This module will enhance your ability to assess your own values, goals and progress, and you be able to evaluate the development of your personal and professional skills through critical reflection of your own learning experiences in practice. As part of your learning on the module, you will explore a range of theoretical ideas and concepts that relate to practice within educational settings, such as pedagogy, engaging parents and multi-agency working to inform your reflection.



“

This module will enhance your ability to assess your own values, goals and progress, and you be able to evaluate the development of your personal and professional skills through critical reflection of your own learning experiences in practice.

Young lives, parenting and families

(5ED017)

LEVEL
5

Credits
20 credits

Learning outcomes

LO1 - Discuss the impact of political and social issues, on children, young people and families

LO2 - Apply principles and theoretical concepts of family support

LO3 - Analyse the role of the practitioner when planning to meet the needs of vulnerable families

Module outline

This module will enhance your knowledge and understanding of the practitioner's role when working with children, young people and families. You will explore and show a critical understanding of the impact of adverse childhood experiences and other social issues that may affect young lives.

As part of your learning, you will develop a critical understanding of how policy impacts a range of diverse and vulnerable families and the challenges that policy may present for you, the practitioner, in your day-to-day role. Key theories and therapeutic interventions will be evaluated as your professional knowledge and family support skills are enhanced.



You will develop a critical understanding of how policy impacts a range of diverse and vulnerable families and the challenges that policy may present for you, the educator, in your day-to-day role.

Top-up degree



Qualification name
BA Early Childhood
Studies



Duration
1.5 to 2 years



Intake of students
December (option to
automatically move
into BA following
foundation completion
of FD)



The BA (Hons) Early Childhood Studies top-up is designed to help you develop the skills, knowledge and confidence to succeed with the University of Wolverhampton and London Institute of Early Years at degree level.

The course at Level 6 offers a unique blend of theories and practices in relation to Early Childhood and Early Childhood Services. We recognise that you will have a unique learning journey, and we will maximise your potential through optional assessment choices such as a dissertation, interview, written assessments, reports and written plans.

Your teaching staff at London Institute of Early Years and the university are active researchers, and these interests contribute to high quality teaching. You will benefit from the latest research in Early Childhood, such as ‘mental health and resilience’, ‘Early Years professionalism’, ‘men in childcare’ and ‘pedagogy of play’.

What will I do for the top-up degree?

As a student on this course, you will further develop the skills and knowledge required to work with children from birth to 8 years, their families and the services that support them.

Your learning on this course will involve gaining knowledge about the multiple perspectives of babies, young children, families and communities by drawing on a range of subject areas, such as history, psychology, education, health, welfare, sociology and social policy, cultural studies, law, and political and economic perspectives. Drawing on these different perspectives, you will understand and analyse the processes that shape childhood and babies and young children's lives. You will also understand and analyse ethical



principles, children's rights and perspectives on childhood, outdoor play, multi-agency working, and leadership for sustainability in Early Year's contexts, the Early Year's curriculum and inclusive play provision.

Your engagement with London Early Years Foundation will allow you to participate in research, and potentially present your findings at conferences.



Leadership for sustainability

(6CF022)

LEVEL
6

Credits
20 credits

Learning outcomes

LO1 - Critically analyse concepts, theories and policies which influence leadership for sustainability in the context of Early Years education

LO2 - Appraise national and global theories, perspectives and approaches for sustainability in terms of children's health and wellbeing and development

LO3 - Critically reflect upon your own values and beliefs when making decisions to promote sustainability

Module outline

Within this module, you will explore the ways in which Early Childhood professionals lead and make provision for sustainable development within Early Childhood education. You will also be able to enhance your understanding of different theories, concepts and approaches to sustainable development with a focus on children's wellbeing and development.

By drawing on national and global research and literature, you will develop your knowledge of the benefits and challenges of facilitating sustainability with young children, parents, carers and the wider community. You will also be able to critically reflect on your own role and values as an Early Childhood practitioner in planning approaches to sustainable development.



“

By drawing on national and global research and literature, you will develop your knowledge of the benefits and challenges of facilitating sustainability with young children, parents, carers and the wider community.

Learning in the outdoor environment

(6CF018)

LEVEL
6

Credits
20 credits

Learning outcomes

LO1 - Apply key theories, concepts and principles to learning in the outdoors

LO2 - Relate your value system to your pedagogical goals

LO3 - Appraise wider issues and challenges in implementing learning outdoors

Module outline

This module will increase your knowledge of learning in the outdoors for children from birth to 8. You will consider how developing opportunities for learning in the outdoors relates to relevant curricula frameworks.

You will research and critically review a range of key theoretical ideas and pioneers to evaluate their influences on pedagogical approaches concerned with learning in the outdoors. This will be supported by reflective and critical investigation considering global pedagogical approaches to learning in an outdoor context. You will appraise the challenges that practitioners face in developing and providing opportunities for learning in an outdoor context. This module will also develop your own value

systems, and you will have the opportunity to relate this to your practice and professional goals.



“

You will research and critically review a range of key theoretical ideas and pioneers to evaluate their influences on pedagogical approaches.

Evaluating the Early Years Curricula

(6CF010)

LEVEL
6

Credits
20 credits

Learning outcomes

LO1 - Evaluate theoretical perspectives and concepts on curriculum design

LO2 - Appraise your own value system and relate this to your own practice and professional goals

LO3 - Analyse the challenges in implementing a creative curriculum

Module outline

This module will consolidate your knowledge of the Early Years Foundation Stage for children from birth to age 5 and the Primary National Curriculum in England. As part of your learning, you will reflect upon a range of key theories, pioneers and research, and their influences on different pedagogical approaches to the curriculum and curriculum design. You will also critically reflect on your own value systems and will have the opportunity to relate this to your practice and professional goals.

As part of your learning, you will also make critical judgements regarding Early Years and educational policy and the challenges practitioners face in implementing a creative curriculum. This will be supported by a reflective and critical approach when comparing the curriculum in England to that of other countries.



“

You will reflect upon a range of key theories, pioneers and research, and their influences on different pedagogical approaches to the curriculum and curriculum design.

Leading quality

(6CF011)

LEVEL
6

Credits
20 credits

Learning outcomes

LO1 - To demonstrate the ability to apply knowledge and understanding of the importance and challenges of multi-agency (working with other professionals) working in order to evaluate the leadership approaches needed to support children and families

LO2 - To be able to critically reflect on their own value system in relation to leading quality provision and identify future learning goals

LO3 - To be able to critically analyse the quality of services by applying Early Childhood concepts, theories, new principles and issues of policy in a systematic way

Module outline

This module will increase your knowledge of learning in the outdoors for children from birth to 8. You will consider how developing opportunities for learning in the outdoors relates to relevant curricula frameworks. You will research and critically review a range of key theoretical ideas and pioneers to evaluate their influences on pedagogical approaches concerned with learning in the outdoors.

This will be supported by reflective and critical investigation considering global pedagogical approaches to learning in an outdoor context. You will appraise the challenges that practitioners face in developing and providing

opportunities for learning in an outdoor context. This module will also develop your own value systems, and you will have the opportunity to relate this to your practice and professional goals.

“

You will research and critically review a range of key theoretical ideas and pioneers to evaluate their influences on pedagogical approaches concerned with learning in the outdoors.

Dissertation project

(6ED015)

LEVEL
6

Credits
40 credits

Learning outcomes

LO1 - Critically review literature in the chosen area

LO2 - Construct a rationale for your dissertation or review

LO3 - Report on analysed data which meets with scientific reporting requirements

LO4 - Appraise findings by relating reviewed literature

LO5 - Evaluate study outcomes

Module outline

This module is the culmination of your study and practice, building upon your learning at Level 4 and Level 5, and provides you with the opportunity to develop your expertise and independent research skills in an area of your choice.

This module builds on the proposal you developed for the module 'Becoming a Researcher' that you studied at Level 5. For this module, you will develop your proposal into a research dissertation in collaboration with a supervisor you will be given. The dissertation will involve you drawing on a wide range of literature and research to develop a critical review of previous theories, concepts and research around your chosen subject area.

You will also have the opportunity to explore research methodology and methods that you can draw upon to develop your own research design. You will have the choice to undertake primary or secondary research for your data collection to provide you with the opportunity to analyse key findings and reflect on what you have learnt.

“

The dissertation will involve you drawing on a wide range of literature and research to develop a critical review of previous theories, concepts and research around your chosen subject area.

Career development

Completing this course could lead to a range of careers working with children and families, including nursery management, Early Years advisor, SEND advisory services, playwork or community and family support work. It also opens pathways to further study including early years initial teacher training, primary or secondary school teaching, and social work.

Graduates of Early Childhood Studies who pursue further study often enrol in courses leading to professional qualifications, such as Early Years Initial Teacher Training (EYITT) or a Postgraduate Certificate in Education (PGCE).

They may also choose to complete a Master's-level qualification in education or related disciplines, such as Speech and Language Therapy, Educational Psychology, or Special Educational Needs.”

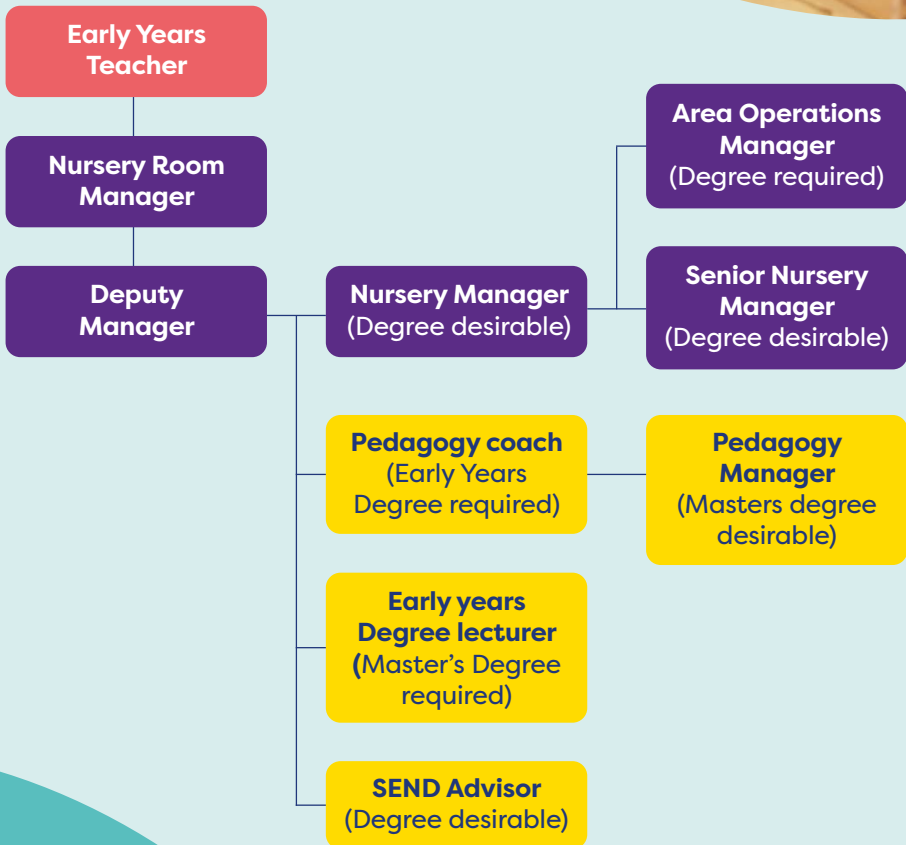
Upon completion of your studies, you can complete a further 18 months study to achieve Upon completion of your studies you degree in Early Childhood Studies.

You will also develop and consolidate various employability skills, including sharing information, working with and in groups, presenting information, digital literacy and critical thinking skills to support your long-term career ambitions.





Example of progression at LEYF





LONDON INSTITUTE
OF EARLY YEARS

Key dates

March to September

(application and enrolment period
for Foundation degree)

August to January

(application and enrolment
period for BA top-up)

London Institute of Early Years

121 Marsham Street, London, SW1P 4LX.

 0207 834 8679

 info@leyf.org.uk

   @leyfonline

Company no: 02228978 Charity no: 299686