

## Programme Specification

**This specification is not of a programme but of a half award.  
The full programme specification is the ownership of IFP.**

### Section 1: Basic Data

<b>Awarding institution/body</b>	UWE
<b>Teaching institution</b>	UWE
<b>Faculty responsible for programme</b>	Social Sciences and Humanities
<b>Programme accredited by</b>	UWE
<b>Highest award title</b>	BA (Hons) Early Childhood Studies and...
<b>Default award title</b>	
<b>Interim award titles</b>	BA Early Childhood Studies and... Dip HE Early Childhood Studies and... Cert HE Early Childhood Studies and..
<b>Modular Scheme title (if different)</b>	University Joint Honours Programme
<b>UCAS code (or other coding system if relevant)</b>	
<b>Relevant QAA subject benchmarking group(s)</b>	
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	
<b>Valid from (insert date if appropriate)</b>	September 2007
<b>Authorised by ...</b>	<b>Date: ...</b>
<div style="border: 1px solid black; padding: 5px; width: fit-content;">           Version coding 1.4         </div>	<p><i>numerical sequence (1,2,3 etc.) for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications.</i></p> <p><i>sequential decimal numbering (1.1:1.2: 2.1: 2.2 etc) where there are different but</i></p>

**Section 2: Educational aims of the programme**

The University-wide Joint Honours Framework aims to:

- Allow students to exercise choice in combining two different subject areas to create a distinctive programme of study.
- Enable students to study two discrete subject areas in equal depth, developing specialist interests and skills, appropriate to each discipline.
- Widen participation by providing a flexible operational framework, designed to respond quickly to meet the needs of a heterogeneous student body.
- Enable students to develop their capacity to learn in a stimulating and enriching study environment.
- Provide students with the opportunity to acquire key skills, as appropriate to each subject area.
- Enable graduates to develop the transferable skills and flexibility needed to equip them for changing national and international labour markets.
- Provide students with the skills and knowledge necessary to maximise career and postgraduate opportunities.
- Take responsibility for his/her own learning.

Aims Specific to Early Childhood Studies:

Provide students with:

- knowledge of the problematic nature of child and childhood
- policy and provision for Early Years.

## Section 3: Learning outcomes of the programme

*The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...*

### **A Knowledge and understanding**

#### Learning Outcomes

##### **A Knowledge and understanding**

As a consequence of this programme, students will have

1. a knowledge of Early Childhood Studies (ECS), covering this specialism in depth while being aware of the provisional nature of knowledge
2. awareness of personal responsibility within an appropriate ethical framework in relation to professional codes of conduct in the area of study
3. A knowledge of established approaches to research and enquiry in relation to ECS.
4. understanding of the significance of relevant contextual factors influencing knowledge, provision and practice with respect to ECS
5. knowledge of the basis of their own value position compared to that of others in the area of study
6. understanding the significance of relevant public theories with regard to issues of equality, diversity, inclusion and social justice related to the area of study.

#### Teaching, Learning and Assessment Strategies

##### **Teaching/learning methods and strategies:**

The programme models good practice and promotes metacognitive understanding of teaching and learning processes. Strategies deployed cater for a variety of preferred learning styles and include: lectures; seminars; tutorials; directed study tasks including use of literature and reflective activities; research tasks; use of videos, case-studies, role-play, games and simulations; use of VLE and on-line materials; project work; group work and individual activity. The experiential learning cycle is used where appropriate. Personal Development Planning and Progress Files are used to aid reflection, progression and coherence in student learning.

##### **Assessment Strategies**

The programme models good practice and promotes metacognitive understanding of assessment processes. Strategies deployed include: tutor-assessed closed-book, open-book and/or pre-seen examinations; tutor-assessed group and individual written and oral assignments; self-assessment and peer-assessment.

Assessment is diagnostic, formative and summative, as appropriate. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process, matching assessment clearly with the intended learning outcomes of the programme.

### **B Intellectual skills**

As a consequence of this programme, students will be able to:

1. critically analyse and/or evaluate new and/or abstract ideas, perspectives and theories used to interpret and/or explore ECS
2. use accurately established methods of data collection, justifying plans and methods on technical grounds
3. critically evaluate evidence for its reliability, validity and significance and can investigate and give reasons for contradictory data
4. transform abstract data and concepts towards a given purpose and design novel solutions
5. use critical reflection in the learning process to explore significant and relevant public theories in relation to professional practice in the field.
6. engage with an appropriate ethical framework for interpreting ideas and practice.

### **Teaching/learning methods and strategies**

Intellectual skills are developed in a variety of ways using the diversity of approaches as referenced. Active learning opportunities to apply knowledge in the development of intellectual skills are provided in all modules include evaluating evidence, analysing case studies, creating reports and presentations that require synthesis, engaging in discussions that require argumentation and exploration of values. Role-play, games and simulations are used alongside more linear and traditional modes to develop the range of multiple intelligences. The experiential learning cycle is used where appropriate.

### **Assessment Strategies**

The programme models good practice and promotes metacognitive understanding of assessment processes. Strategies deployed include: tutor-assessed closed-book, open-book and/or pre-seen examinations; tutor-assessed group and individual written and oral assignments; self-assessment and peer-assessment.

Assessment is diagnostic, formative and summative, as appropriate. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process, matching assessment clearly with the intended learning outcomes of the programme.

### **C Subject/Professional/Practical Skills**

As a consequence of this programme, students will be able to:

1. apply techniques effectively and efficiently anticipating problems that may arise
2. identify own practice goals and formulates plans for achieving these
3. reference relevant theoretical, professional and/or research based sources and use them in the development of analysis and discussion of ideas
4. plan for and execute a small-scale enquiry in a systematic and reflexive manner, clearly justifying plans and methods on technical grounds and evaluating research outcomes
5. articulate a coherent, reflective and effective orientation to practice and responsibilities to professional practice.

### **Teaching/learning methods and strategies**

Subject/professional/practical skills are developed in variety of ways using the diversity of approaches as referenced. In particular research and enquiry tasks are frequently used in modules to develop research skills, and an active reading strategy is deployed to ensure students learn how to access and utilise sources effectively. This includes the use of a VLE and on-line materials. The experiential learning cycle is used where appropriate.

#### **Assessment Strategies**

The programme models good practice and promotes metacognitive understanding of assessment processes. Strategies deployed include: tutor-assessed closed-book, open-book and/or pre-seen examinations; tutor-assessed group and individual written and oral assignments; self-assessment and peer-assessment.

Assessment is diagnostic, formative and summative, as appropriate. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process, matching assessment clearly with the intended learning outcomes of the programme.

## ***D Transferable Skills and other attributes***

### **D Transferable skills and other attributes**

As a consequence of this programme, students will be able to:

1. interact effectively within a group
2. use the full range of learning resources, including ICT, making judgements on the merits and appropriateness of the resources
3. apply confidently their own criteria of judgement and can challenge received opinion and reflect on action
4. select and manage information undertaking given research tasks competently with minimum guidance
5. take responsibility for own work and can critically reflect on it
6. engage effectively in debate in a professional manner and produce detailed and coherent project reports
7. identify and define complex problems confidently and flexibly and can apply appropriate knowledge and skills to their solution

### **Teaching/learning methods and strategies**

Transferable skills and other attributes are developed in variety of ways using the diversity of approaches as referenced. Role-play, games and simulations encourage group work as do group work projects and presentations. Individual and group presentations are used to encourage the use of a variety of presentational modes.

Research activities as well as policy analysis require the use of quantitative data and use of ICT is expected and promoted across all modules. The experiential learning cycle is used where appropriate. Elements of self-directed learning promote independence and motivation.

#### **Assessment strategies**

The programme models good practice and promotes metacognitive understanding of assessment processes. Strategies deployed include: tutor-assessed closed-book, open-book and/or pre-seen examinations; tutor-assessed group and individual written and oral assignments; self-assessment and peer-assessment.

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<b>Section 4: Programme Structure</b>			
Use next page to provide a structural chart of the programme, showing:			
<ul style="list-style-type: none"> <li>• Level and credit requirement</li> <li>• Interim award requirements</li> <li>• Module diet, including compulsory/core/optional modules</li> </ul>			
<b>Level 1</b>	<b>Compulsory modules</b>	<b>Optional modules</b> (subject to availability) UTTGHM-20-1 Inventing childhood: definitions, needs and rights.	<b>Interim Awards:</b>  Not applicable 60 Level 1 credits to be taken.
	<b>Core modules</b> UTT5E-20-1 Cognitive Processes : teaching children to think UTT5F-20-1 Child Development in social context UTT59-20-1 Perspectives on Play		
<b>Level 2</b>	<b>Compulsory modules</b>	<b>Optional modules</b> (subject to availability) 60 credits to be taken from the following: UTT5H-10-2 Comparative Early Education UTT5B-10-2, Growth Patterns UTT5C-20-2 Social Policy and Children UTT5A-20-2 Symbolic Representation in the Early Years UTT5FG-20-2 Children and Social Policy UTT5HH-20-2, Growth, Development and Learning UTT5HN-20-2 Young Children and Screen	<b>Interim Awards:</b>  Not applicable
	<b>Core modules</b>		
<b>Level 3</b>	<b>Compulsory modules</b>	<b>Optional modules</b> (subject to availability) 60 credits to be taken from the following: UTLGC4-40-3 Extended Study UTT6K6-20-3 Independent Contemporary Educational Studies (B) UTT6K6-40-3 Independent Contemporary Educational Studies (B) UTT6KC-10-3 Independent Contemporary Educational Studies	<b>Interim Awards:</b>  Credit requirements Other requirements
	<b>Core modules</b>		

		<p>           UTTGKC-20-3            Independent            Contemporary            Educational Studies            UTTGKC-40-3            Independent            Contemporary            Educational Studies            UTTG5M-10-3 The            development of children's            scientific thinking            UTTG5J-10-3 Developing            mathematical thought            UTTG5K-10-3 Cognitive            Processes Language            acquisition            UTTG5D-10-3 Becoming            a Person            UTTG5L-10-3 Inter            professional collaboration            in early years            UTTGBX-40-3            Dissertation            UTTGHE-20-3,            Researching children:            methodology and modes            of analysis         </p>	
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→ **GRADUATION**

## **Section 5: Entry requirements**

The minimum entry requirements are one of the following:

- GCE A-level or VCE (Vocational Certificate of Education) A-level at grade E or above in two subjects with grade C or above in three GCSE subjects.
- GCE A-level or VCE A-level at grade E or above in three subjects with grade C or above in one GCSE subject
- A National Certificate or Diploma
- Pass in an appropriate Access or Foundation course
- The 12-unit Vocational Certificate of Education (VCE) double award
- Advanced General National Vocational Qualification (AGNVQ)
- Advanced General Scottish Vocational Qualification (AGSVQ)
- The International Baccalaureate
- The European Baccalaureate
- The Irish Leaving Certificate with grade C or above in two subjects at Higher level and three at Ordinary level
- The Scottish Certificate of Education with Grade C or above in three subjects at Higher and grade 3 or above in two subjects at Standard grade or Intermediate 2
- National Vocational Qualifications or Scottish Vocational Qualifications Level 111
- Other European and International qualifications which the University considers to be equivalent to the above
- Evidence which demonstrates to the University that a person can benefit from study at the appropriate level
- Two AS (Advanced Subsidiary) qualifications will be considered equivalent to one GCE or VCE A-level, providing you also have a minimum of two GCE or VCE A-levels or one VCE Double Award

Those considering the degree as a route onto a PGCE (Primary) are advised to have, prior to application to a PGCE, an A-level in a National Curriculum Subject to Grade B together with a standard equivalent to a grade C or above in the GCSE examination in English Language, Mathematics and double science. Students studying Early Childhood Studies combined with subjects other than Education Studies may wish to consider entry to PGCE (Secondary); PGCE (PCET); Postgraduate Diploma (Careers Guidance); Diploma for Connexions Personal Advisers. Each of these professional qualifications has high levels of employability. In addition, the permeating focus on key skills and use of personal development planning, ensures graduate awareness of transferable employability outcomes.

## **Section 6: Assessment Regulations**

a) MAR 3.0

## **Section 7: Student learning: distinctive features and support**

Students will be able to access the student support sessions including sessions on study support and the writing of assignments together with a range of relevant study skill resources. The library also offers specific workshops on information retrieval and using a variety of databases for references. Students have access to a wide range of ICT workshops covering – word processing, use and design of spreadsheets, using images, webspace design, presentation packages, e-mail access and other areas. The use of a virtual learning environment, and the use of on-line materials, support students studying in a variety of settings and modes, which is particularly helpful for part-time students.

An explicit and common bank of assessment criteria used for all assessments on the programme aids transparency and consistency in the student experience of assessment. Students are encouraged to discuss their individual learning needs with their module leader and/or programme leader to ensure they are able to access appropriate support for their study needs.

All students have easy access to the excellent facilities in the Faculty of Education building, including the Education Resource Centre, the Faculty of Education Student Adviser as well as all the facilities described in the University Student Handbook.

Students on the programme are supported by a dedicated Programme Leader, a Scheme Director and a team of skilled tutors. The Programme Leader will provide advice about module choice and study pathways.



## **Section 8: Reference points/benchmarks**

- *Subject benchmarks (QAA Unit ...)*
- *University teaching and learning policies:*
- *staff research projects:*
- *employer interaction/feedback:*

### **Programme design has been informed by:**

- the QAA benchmarks for Education Studies;
- SEEC Credit Level Descriptors 2001;
- the University's mission statement;
- the University's policies on Key Skills; Learning and Teaching; Assessment and on emerging practice in relation to Personal Development Planning and Progress Files;
- the Race Relations (Amendment) Act (2000) and the University's Race Equality Action Plan;
- the SEN and Disability Act (2001)

### **Staff research projects**

- Faculty of Education staff are involved in research related to both substantive and methodological issues of relevance to the programme. Examples of staff research include:
  - citizenship and education for democracy;
  - education of excluded and disaffected children and young people;
  - ICT and young children;
  - evaluation of student-led learning;
  - Excellence Challenge and the experience of widening participation co-ordinators;
  - gender studies and in particular the education of boys;
  - literacy and learning in the Early Years;
  - policy and practice in inclusion and special educational needs;
  - urban education policy.

### **Employer interaction/feedback**

Whilst this programme is not directly a vocational programme it provides clear lines of progression onto other professional qualifications provided by the Faculty of Education: PGCE (Primary); PGCE (PCET);

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 and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

*Note: Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.*