



## Programme Specification

Early Years Education {Top Up} [Sep][FT][Frenchay][1yr]

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Early Years Education {Top Up} [Sep][FT][Frenchay][1yr]

**Highest award:** BA (Hons) Early Years Education

**Awarding institution:** UWE Bristol

**Affiliated institutions:** Not applicable

**Teaching institutions:** UWE Bristol

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**Department responsible for the programme:** ACE Dept of Education and Childhood, Faculty of Arts Creative Industries & Education

**Contributing departments:** Not applicable

**Professional, statutory or regulatory bodies:** Not applicable

**Apprenticeship:** Not applicable

**Mode of delivery:** Full-time

**Entry requirements:** For the current entry requirements see the UWE public website

**For implementation from:** 01 September 2022

**Programme code:** X00D-SEP-FT-FR-X00D

## Section 2: Programme Overview, Aims and Learning Outcomes

## Part A: Programme Overview, Aims and Learning Outcomes

**Overview:** Early Childhood as an academic area is interdisciplinary in nature and aims to provide a base for a wide range of professional roles including in the provision of integrated care and education for children from birth. The programme aims to create graduates that are advocates for children who facilitate the recognition of rights for children to actively participate in their worlds. However, it is also recognised that graduates follow a wide range of professional paths on completion of the programme and so transferrable skills are also embedded throughout including research, critical analysis, problem-solving and teamwork.

The pedagogical approach of the programme is based on notions of best practice in the early childhood field and is centred around four main themes:

Narrative, inquiry-led learning – students are supported to use their own experiences and childhood narratives to develop their understanding of children and childhood, challenge their own values and beliefs and critically engage with research evidence.

Rights – students have the right to be provided with a coherent and challenging programme which recognises and utilises their own perspectives, interests and knowledge.

Identities – students' individual identities inform the pedagogical approach, assessment strategy and teaching and learning activities.

Relationships – respectful relationships are central to the learning process.

**Educational Aims:** This programme aims to:

1. Support students in developing an understanding of physical, psychological, sociological, historical, political and philosophical accounts of children's development, learning and lived experiences in a range of practice and social contexts
2. Provide students with opportunities to understand and develop reflective practices.
3. Provide students with opportunities to critically evaluate policy, provision and

practice with reference to identity, social justice and transformative practices.

4. Develop students' understanding of leadership, professional roles and responsibilities.
5. Enable students to develop a critical understanding of the significance and contested nature of ethical approaches, equality, diversity, inclusion and social justice through enquiry and research practices.
6. Enable students through the provision of pathways, to gain a wide range of skills and knowledge necessary to enhance postgraduate and career opportunities in early childhood, including digital literacy, problem-solving and research skills.

### **Programme Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

### **Programme Learning Outcomes**

- PO1. Identify and critically examine the significance and impact of the political, cultural and social contexts of young children's lives.
- PO2. Critically discuss Early Years curriculum as a frame for education and as a cultural construct.
- PO3. Draw on relevant theoretical understanding to underpin and examine a range of pedagogical approaches and their application in practice
- PO4. Analyse the role of the learning environment and technologies in supporting teaching, learning, assessment and communication with young children.
- PO5. Recognise and apply understandings of child development in supporting children's wellbeing and success, including consideration of individual needs and promoting diversity, inclusion and equality of opportunity.
- PO6. Draw on, apply and critically evaluate a range of global perspectives, theories and values relating to early childhood and early years education.
- PO7. Identify and reflect on leadership responsibilities and required professional attributes of adults working with young children, including consideration of keeping children safe, positive relationships.
- PO8. Evaluate and analyse research relating to early years education, reflecting on ethical, philosophical and methodological considerations.

**Part B: Programme Structure****Year 1**

The student must take 120 credits from the modules in Year 1.

**Year 1 Compulsory Modules**

The student must take 120 credits from the modules in Compulsory Modules.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTG3-15-3	Debates in Early Childhood 2022-23	15
UTTGXV-30-3	Early Years Education 1: Learning and Teaching 2022-23	30
UTTGXW-30-3	Early Years Education 2: Professional Practice and Leadership 2022-23	30
UTTGWY-30-3	Inquiry Project 2022-23	30
UTTGXX-15-3	Researching Early Years 2022-23	15

**Part C: Higher Education Achievement Record (HEAR) Synopsis**

The Early Years Education programme involves a substantial amount of work related to sociological and psychological views of early childhood, child development, early childhood pedagogy, policy and practice. The programme includes immersion days in a variety of early years settings and input from professionals who work in these settings. The programme aims to develop graduates who are able to use reflection, research and leadership skills to inform future practice in early years education.

**Part D: External Reference Points and Benchmarks**

This programme has been designed to support students through a spiral engagement with core knowledge and skills that will support their achievement both in the degree and in their professional futures.

Optional assessment foci allow for bespoke engagement and will support students in achieving recognition in their chosen theme, and support their professional futures.

This programme has been designed with reference to the English Teachers' Standards and makes explicit reference to them. However it is important to note that this programme does not lead to recommendation for Qualified Teacher Status in the UK.

This programme is also informed by the QAA benchmarks for Early Childhood Studies as part of the broader aims of the programme. This programme has been designed to embed the principles, knowledge, application and skills outlined in the UK Quality Code for this Higher Education's subject benchmark statement.

### **Part E: Regulations**

Approved to University Academic Regulations and Procedures.