



## **Programme Specification**

### **Early Years Education {Top Up} [Frenchay]**

Version: 2024-25, v2.0, 16 Jan 2024

#### **Contents**

<b>Programme Specification</b> .....	<b>1</b>
<b>Section 1: Key Programme Details</b> .....	<b>2</b>
Part A: Programme Information .....	2
<b>Section 2: Programme Overview, Aims and Learning Outcomes</b> .....	<b>2</b>
Part A: Programme Overview, Aims and Learning Outcomes .....	2
Part B: Programme Structure.....	6
Part C: Higher Education Achievement Record (HEAR) Synopsis .....	6
Part D: External Reference Points and Benchmarks .....	7
Part E: Regulations .....	7

## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Early Years Education {Top Up} [Frenchay]

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

**Awarding institution:** UWE Bristol

**Teaching institutions:** UWE Bristol

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**School responsible for the programme:** CHSS School of Education and Childhood, College of Health, Science & Society

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

**Modes of delivery:** Full-time

**Entry requirements:** See the UWE website for current entry requirements.

**For implementation from:** 01 September 2024

**Programme code:** X00D00

## 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.

**Features of the programme:** This course examines Early Childhood Education. Students with other educational backgrounds can thus develop an understanding of a range of relevant UK curricula and pedagogies within a one year top-up degree.

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

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.

Provide students with opportunities to understand and develop reflective practices.

Provide students with opportunities to critically evaluate policy, provision and practice with reference to identity, social justice and transformative practices.

Develop students' understanding of leadership, professional roles and responsibilities.

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.

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 ecological systems on young children's lives and education.
- 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. Identify and reflect on leadership and professional responsibilities including personal strengths, values and attributes, and transferable skills for working with young children including consideration of keeping children safe and developing positive relationships.
- PO7. Evaluate and analyse research relating to early years education, reflecting on ethical, philosophical and methodological considerations.

**Assessment strategy:** Assessments are part of the teaching and learning.

Presentations - to support teamwork and leadership alongside providing a flexible engagement with sharing knowledge and understanding. These will involve elements of public presentation but also as professional conversations.

Essays - to develop academic writing skills

Portfolios - to offer opportunity to link theory and practice through engagement with professional skills in the Early Years workforce.

Reflective writing - to demonstrate academic underpinning of practice and to support students in their professional futures.

Case study - to make strong links between theory and practice in the context of the students own professional development and future aspirations.

**Student support:** This programme will include:

Induction and orientation support

An embedded and tailored study skills programme

Career planning and professional skills support, in partnership with the careers team

In-department support for developing academic skills, including academic personal

tutors.

Students will be encouraged to engage in peer group study tasks outside of timetabled sessions.

Some students may choose to access a pre-programme course in English/academic writing.

## 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.

Module Code	Module Title	Credit
UTTGY3-15-3	Debates in Early Childhood 2024-25	15
UTTGUH-30-3	Emerging Languages and Identities 2024-25	30
UTTGWY-30-3	Inquiry Project 2024-25	30
UTTH3D-30-3	Teaching, Learning and Professional Practice in Early Years 2024-25	30
UTTGUJ-15-3	The Development of Reasoning 2024-25	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.