University of the
West of England
BRISTOL

PROGRAMME SPECIFICATION

Section 1: Basic Data

Awarding institution/body	University of the West of England, Bristol
Teaching institution	University of the West of England, Bristol
Delivery Location(s)	Frenchay Campus
Faculty responsible for programme	Social Sciences and Humanities
Modular Scheme title	Education Modular Scheme
Professional Statutory or Regulatory Body Links (type and dates)	None
Highest award title	BA (Hons) Early Childhood Studies
Default award title	None
Interim award titles	BA Early Childhood Studies Dip HE Early Childhood Studies Cert HE Early Childhood Studies
UWE progression route	MA Education
Mode(s) of delivery	Full time

Codes
UCAS code X312   **JACS code** X300

ISIS code X312   **HESA code** X300

Relevant QAA subject benchmark statements	Education Studies
On-going	
Valid from (insert date if appropriate)	January 2010
Original Validation date:	29 April 2005
Latest Committee Approval…QSC	**Date:…Chair's Action** 28 Jan 2010

Version Code 1.6
For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

Despite the Government's priority on extending understanding of early Years, there have been limited opportunities in the South west region for study in this area at undergraduate level. This award is therefore designed to help meet the demand that arises from an increased engagement with the concept of childhood, predicated on a substantial policy focus and covering aspects of Early Childhood ranging from care through to development and fulfilment.

The programme seeks to locate early childhood issues within a reflective context and to encourage participants to explore approaches to research about children. Such approaches will demand that those engaged in teaching the programme consider in depth the implications of their pedagogy when working with participants and critically reflect upon the impact of their teaching as a model for engagements with young learners. It also seeks to locate participants' individual activities and concerns within current debates and policy contexts.

Overarching aims:
- to enable participants to achieve a level of performance appropriate to the award of a degree;
- to enhance the quality of participants' understanding of issues within the care and education of young children through the encouragement of critical enquiry, innovative thinking and imaginative reformulation;
- to ground participants' study in reflection of personal learning experience as well as in current professional and academic practice;
- to create an environment appropriate to undergraduate study and research;
- to underpin the programme with innovative teaching, relevant staff research and staff development;
- to widen participation to include all those who can benefit from the programme of study.

And with specific regard to Early Childhood studies:
To enable participants to engage with:
- The idea of childhood as 'constructed';
- The development of policy in relation to the family;
- A critical understanding of approaches to researching children;
- Social, historical and cultural perspectives on the changing nature of children and childhood
- Contemporary representations of childhood and young children's positioning as audience and consumer in contemporary communications;
- Psychological, physical, social and anthropological accounts of children's development;
- The importance of inter-professional understanding.

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	Teaching, Learning and Assessment Strategies
A Knowledge and understanding of: 1. a comprehensive knowledge of early childhood, including physical and policy contexts, with areas of specialism in depth and an awareness of the provisional nature of knowledge 2. awareness of personal responsibility within an appropriate ethical framework in relation to professional codes of conduct in early child care and education 3. a comprehensive knowledge of established approaches to research and enquiry in the area of early child care and education 4. understanding of the significance of relevant contextual factors influencing knowledge of the basis of their own value position compared to that of ~~others in the area of study~~	**Teaching/learning methods and strategies:** The programme models good practice and promotes understanding of educational and related processes with specific reference to early childhood . 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, e.g. Perspectives on Play (UTTG59-20-1). 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 a personal and intellectual understanding of assessment processes. Strategies deployed include: tutor-assessed closed-book, open-book and/or pre-seen examinations;

others in the area of study 5. understanding the significance of relevant public theories with regard to issues of equality, diversity, inclusion and social justice related to the area of study	tutor-assessed group and individual written and oral assignments; self-assessment and peer-assessment. Assessment is diagnostic, formative and summative, as appropriate.

B Intellectual Skills

B Intellectual Skills 1. can analyse critically and/or evaluate new and/or abstract ideas, perspectives and theories used to interpret and/or explore the area of study 2. can use accurately established methods of data collection, justifying plans and methods on technical grounds 3. can evaluate critically evidence for its reliability, validity and significance and can investigate and give reasons for contradictory data 4. can transform abstract data and concepts towards a given purpose and design novel solutions 5. can use critical reflection in the learning process to explore indicative and relevant public theories in relation to professional practice in the area 6. can 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.* 'With regard to methods of data collection; this is addressed at 3 levels of the programme, culminating in UTTGHE-20-3 Researching Children and UTTGKC-10-3 Independent Contemporary Educational Studies. Active learning opportunities to apply knowledge in the development of intellectual skills are provided in all modules include evaluating evidence, analysing case studies e.g. Children's Spaces and Places (UTTGHJ-20-2), creating reports and presentations that require synthesis, engaging in discussions that require argument 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 a personal and intellectual 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 and Practical Skills

C Subject/Professional/Practical Skills
1. can apply techniques effectively and efficiently anticipating problems that may arise

2. can reference relevant theoretical, professional and/or research based sources and use them in the development of analysis and discussion of ideas

3. can 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

4. can develop a coherent strategy for work-based or other relevant experiences, identifying own goals and formulating plans for achieving these

5. can develop and demonstrate a critical, ethical, reflective and effective orientation to their educational practices or the practices of others.

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 e.g. Issues and Values in the Study of Contemporary Childhood (UTTGHF-40-3). 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	**Teaching/learning methods and strategies**
1. can interact effectively within a group, supporting or leading, negotiating and managing conflict	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.
2. can use the full range of learning resources, including ICT, making judgements on the merits and appropriateness of the resources	
3. can apply confidently their own criteria of judgement and can challenge received opinion and reflect on action	
4. can select and manage information undertaking given research tasks competently with minimum guidance	**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.
5. can take responsibility for own work and can criticise it	
6. can engage effectively in debate in a professional manner and produce detailed and coherent project reports	
7. can identify and define complex problems confidently and flexibly and can apply appropriate knowledge and skills to their solution	
8. can interpret and present relevant numerical information	

Section 4: Programme structure

Use next page to provide a structural chart of the programme showing:
- *Level and credit requirements*
- *Interim award requirements*
- *Module diet, including compulsory/core/optional modules*

		Compulsory modules None	**Optional modules** UTLGA9-60-1 Evidencing Learning from Experience (available only to those students following the EYPS programme)	**Interim Awards:** • 120 credits Cert HE Early Childhood Studies
ENTRY ↓	**level 1**	**Core modules** • UTTG59-20-1 Perspectives on Play • UTTGHM-20-1 Inventing Childhood: Definitions, Needs and Rights • UTTG5E-20-1 Cognitive Processes Teaching Children to Think • UTTGHP-20-1 Questioning Images of Childhood • UTTGHL-20-1 The Child in History: an Introduction • UTTGHK-20-1 Children Studied - an Introduction to Researching Children		
	level 2	**Compulsory modules** None **Core modules** • UTTG5A-20-2 Symbolic Representation in the Early Years • UTTGHJ-20-2 Children's Spaces and Places • UTTGHH-20-2 Growth, Development and Learning • UTTGHG-20-2 Understanding Cultural Differences in Bringing up Children • UTTG5G-20-2 Children and Social Policy • UTTGHN -20-2 Young Children and screen • UTTGMG-20-2 Educational contributions to sustainable development at local and global levels	**Optional modules** UTTGKC-20-2 Independent Contemporary Educational Studies UTTGKC-10-2 Independent Contemporary Educational Studies UTTGMF-20-2 Learning from Intercultural Dialogue	**Interim Awards:** • 240 credits Dip HE Early Childhood Studies
	level 3	**Compulsory modules** • UTTGHF-40-3 Issues and Values in the Study of Contemporary Childhood • UTTGHE-20-3 Researching Children: Methodology and Modes of Analysis • UTTGKU-60-3 Professional Practice for EYPS (available only to those students following the EYPS programme)	**Optional modules** UTLGC4-40-3 Extended Study UTTGKC-40-3 Independent Contemporary Educational Studies UTTGKC-20-3 Independent Contemporary Educational Studies UTTGKC-10-3 Independent Contemporary Educational Studies UTTG5M-10-3 The Development of Children's Scientific Thinking	**Prerequisite requirements** • Minimum credit/module requirements • Holders of the sector endorsed Foundation Degree and comparable qualifications will be admitted to this stage of the degree using AL procedures.

| | **Core modules**
UTTGHC-20-3 Contemporary Social Policy- issues and Controversies
UTTG5H-10-3 Comparative early Years Education
UTTG5L-10-3 Inter-professional Collaboration | Thinking
UTTG5J-10-3 Developing mathematical thought
UTTGMF-20-3, Learning from intercultural dialogue
UTTG5K-10-3 Cognitive Processes Language Acquisition
UTTG5D-10-3 Becoming a Person
UTTG59-20-3, Perspectives on Play
UTTGBX-40-3 Dissertation
UTTGHE-20-3, Researching Children: Methodology and Modes of Analysis
UTTGAP-20-3, Education for Citizenship in Europe

UTTGN9-20-3 Evidencing Excellence in Early Years (available only to those students following the EYPS programme)

UTLGA9-30-3 Evidencing Learning from Experience (available only to those students following the EYPS programme)

UTLGA9-60-3 Evidencing Learning from Experience (available only to those students following the EYPS programme) | **Awards:**
• BA (Hons) Early Childhood Studies
360 credits
• Interim Award title: BA Early Childhood Studies
300 credits |

→ **GRADUATION**

Section 5: Entry requirements

Entry requirements for this programme conform to the university regulation E3.4R, except that the UCAS tariff point range required for entry will be 230 - 300.   Applications from those with non-standard entry qualifications will be considered under academic regulation E4.2R

Note 1: 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 may wish to consider entry to PGCE (Primary); PGCE (PCET) and all other courses. 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.

Note 2: The programme has also been designed to build on the sector endorsed Foundation Degree and comparable qualifications. It is envisaged that holders of these qualifications will be admitted to the level three modules of this degree programme. Such applicants would be expected to bring with them knowledge and understanding relevant values, beliefs and practices related to early childhood provision, a reflective approach to knowledge and working environments related to early childhood provision, and an understanding of contemporary policy issues. This is comparable to levels one and two of the degree and provides a sound basis for progression to level three work.

Section 6: Assessment Regulations

a)   University Academic Regulations and Procedures

Section 7: Student learning: distinctive features and support

The use of Personal Development Planning and Progress Files enhances reflection, progression and coherence in student learning. Extra-curricular activities compatible with the thematic focus of the programme, that may be recorded in such a file, are encouraged, eg involvement in UWE's widening participation activities.

Peer support processes and associated assessment processes are encouraged and facilitated. Workshops on developing study skills and associated assessment processes, together with a range of relevant study skill resources, are provided. The use of a virtual learning environment, and the use of on-line materials, support students studying in a variety of settings and modes – both full-time and part-time thus enabling a wide range of students access to learning.

Students will be able to access a range of additional student support sessions including sessions on study support and the writing of assignments together with a range of relevant study skill resources online. 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.

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)
- Children Act (2004)
- UN Convention on the Rights of the Child (1989)

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:
  - Changing Classroom Talk During the Reception year
  - The development of young children's understanding of film and television
  - 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);   The Faculty will continue to consult those in the field as to progression into different working environments.