SECTION 1: KEY PROGRAMME DETAILS

This section provides students with key details about their programme.

PROGRAMME INFORMATION	
Final Award Title	BA (Hons) Early Childhood
Default Award Title (Exit Award)	N/A
Interim Award Titles (Exit Awards)	Certificate in HE Early Childhood Diplioma in HE Early Childhood
Awarding Institution	UWE Bristol
Teaching Institutions	UWE Bristol
Partner Institutions	Villa College, Maldives
Delivery Locations	UWE Bristol Villa College, Maldives
Study Abroad / Exchange / Credit Recognition	N/A
Faculty Responsible For Programme	Faculty of Arts, Creative Industries and Education
Department Responsible For Programme	Education and Childhood
Professional Statutory or Regulatory Body (PSRB) Links	Students can choose to take a professional pathway through the Early Childhood Practitioner Competencies Level 6. This is endorsed by the Early Childhood Studies Degree Network
Apprenticeship	N/A
Mode of Delivery	FT (attendance)
Entry Requirements	The University's Standard Entry Requirements apply with the following additions: • A satisfactory Disclosure and Barring Service (DBS) check • Tariff points as appropriate for the year of entry - up to date requirements are available through the courses database.
For Implementation From	September 2019
Programme Codes	ISIS: X312 (UWE Bristol), X31W (Villa College) UCAS: X312 JACS/HECOS: SLC:

PART B: FOR STUDENT AND ACADEMIC SERVICES COMPLETION ONLY	
First Approval Date	29/04/2005
Date of Last Revalidation (through Programme Enhancement Review)	27/03/2019
Next Programme Enhancement Review Date	2024/25

SECTION 2: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

This section provides students with an overview of the programme, its aims and its learning outcomes. It sets out what prospective and registered students can expect to know, understand and be able to do on successful completion of the programme.

Please write this section in the first person, addressing your prospective students.

PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

1. (Programme) Overview (c. 400 words)

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 three years of the programme are themed, with children at the centre to ensure the lived experiences of children are foregrounded. These are:

Year 1 – Children's Worlds

Year 2 – Practice with Children

Year 3 – Children's Identities

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

- Narrative, enquiry-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.

The design of the Programme gives students the opportunity to follow academic themes which support a Practice, Research or Enterprise focus, according to modules chosen, and the assessment focus within modules. Year 1 modules will include elements of all themes to support choice in year 2. The 'Working with All Children' module in year 1 semester 2 offers assessment differentiation for students wishing to engage with Graduate Competecies Level 6, or to focus on a research theme through observation and theoretical links.Year 2 Semester 1 modules are shared across all themes.

Year 2, Semester 2 can be studied at distance allowing for students to undertake a practice module in a wide variety of national and international environments. Students wishing to follow the practice theme wil be required to take the 'Professional Practice ' module and will therefore be required to remain at UWE to allow for observations of practice.

Year 3 Modules are designed for students to develop their independence and bespoke focus.

2. Educational Aims (c. 4-6 aims)

PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

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 professional roles and responsibilities through theoretical study and work-related learning in a range of contexts
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.

3. Programme Learning Outcomes (c. 6-8 outcomes)

Programme (Learning) Outcomes (POs)

No.	PO Text
PO1	Draw on, apply and critically evaluate a range of physical, psychological, socio-cultural, historical, political and philosophical perspectives and how these support in-depth understandings of children and childhoods in a variety of contexts.
PO2	Critically discuss the significance of relevant contextual factors influencing knowledge, policy, provision and practice
PO3	Recognise and explore children's rights through issues relating to equality, diversity, inclusion and social justice.
PO4	Identify and reflect on their own value positions and evaluate these with reference to theory and practice.
PO5	Critically apply knowledge and understanding to the development of effective and innovative practice, including the use of digital tools
PO6	Recognise and respond critically to philosophical and ethical issues in Early Years when researching with young children.

4. Programme (Learning) Outcomes (POs) Mapping

Programme Outcomes:	UTTGPL-30-0	UTTGPE-30-0	UTTGNB-30-0	UTTGPK-30-0	UTTGU3-30-1	UTTGU4-30-1	UTTGU5-30-1	UTTGU6-30-1	UTTGU9-30-2	UTTGUA-30-2	UTTGV3-15-2	UTTGUC-15-2	UTTGUD-30-2	UTTGRX-30-2	UTTGQH-45-3	UTTGUH-30-3	UTTGUK-15-3	UTTGUJ-15 -3
PO1: Draw on and apply and critically evaluate a range of physical, psychological, sociological, historical, political and philosophical perspectives and how these support in-depth understandings of children and childhoods in a variety of contexts.			*		*	*	*	*	*	*	*	*	*	*	*	*	*	*
PO2 Critically discuss the significance of relevant contextual factors influencing knowledge, policy, provision and practice		*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*
PO3: Recognise and explain children's Rights through issues relating to equality, diversity, inclusion and social justice.			*		*	*	*	*	*	*	*	*	*	*	*	*	*	*
PO4: Identify, and reflect on their own value positions and evaluate how they can apply these both theoretically and in practice.		*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*
PO5: Critically apply knowledge and understanding to the development of effective and innovative practice, including the use of digital tools					*	*	*	*	*	*	*	*	*	*	*	*	*	*
PO6: Recognise and respond critically to philosophical and ethical issues in					*	*	*	*	*	*	*	*	*	*			*	*

4. Programme (Learning) Outcomes (POs) Mapping

Early Years when Researching with young Children.																						∗	∗	
PO7: Develop and deploy skills and dispositions needed to be successful lifelong learners	∗	∗	∗	∗																				

5. Stage Learning Outcomes (*Optional*)
This section is *optional*, and is to be completed only where relevant.

Associated Interim Award Title*	Cert HE Early Childhood	Dip HE Early Childhood	BA(Hons) Early Childhood
Learning Outcome (LO) No.	**Stage LO Level 4**	**Stage LO Level 5**	**Stage LO Level 6**
1	Recognise and engage with a range of physical, psychological, sociological, historical, political and philosophical perspectives and how these support in-depth understandings of children and childhoods in a variety of contexts.	Distinguish and apply a range of physical, psychological, sociological, historical, political and philosophical perspectives and how these support in-depth understandings of children and childhoods in a variety of contexts.	Draw on and apply and critically evaluate a range of physical, psychological, sociological, historical, political and philosophical perspectives and how these support in-depth understandings of children and childhoods in a variety of contexts.
2	Identify some relevant contextual factors influencing knowledge, policy, provision and practice	Interpret and examine relevant contextual factors influencing knowledge, policy, provision and practice.	Critically discuss the significance of relevant contextual factors influencing knowledge, policy, provision and practice.
3	Recognise children's Rights through issues relating to equality, diversity, inclusion and social justice to their studies and experiences in a variety of settings	Recognise and interpret children's Rights through issues relating to equality, diversity, inclusion and social justice to their studies and experiences in a variety of settings	Recognise and explain children's Rights through issues relating to equality, diversity, inclusion and social justice to their studies and experiences in a variety of settings
4	Identify their own value positions and begin to investigate how they can apply these both theoretically and in practice	Identify, and reflect on their own value positions and investigate how they can apply these both theoretically and in practice.	Identify, and reflect on their own value positions and evaluate how they can apply these both theoretically and in practice.
5	Demonstrate knowledge and understanding to the development of effective and innovative practice, including the use of digital tools	Apply knowledge and understanding to the development of effective and innovative practice, including the use of digital tools	Critically apply knowledge and understanding to the development of effective and innovative practice, including the use of digital tools
6	Recognise philosophical and ethical issues in Early Years when working and Researching with young Children.	Recognise and respond to philosophical and ethical issues in Early Years when Researching with young Children.	Recognise and respond critically to philosophical and ethical issues in Early Years when Researching with young Children.

PART B: PROGRAMME STRUCTURE

1. Structure (Full-time)

This structure diagram demonstrates the student journey from entry through to Graduation for a typical **full time student** including:
- level and credit requirements
- interim award titles
- compulsory and optional modules

Year: 1

Interim award: Cert HE Early Childhood requires *120 credits* at the appropriate level.
Please refer to UWE Academic Regulations for details.

Compulsory modules

Module Code	Module Title	Level	Credit
UTTGU3-30-1	Constructions of Childhood	4	30
UTTGU4-30-1	Exploring Play	4	30
UTTGU5-30-1	Childrens Rights, Health and Wellbeing	4	30
UTTGU6-30-1	Working with All Children	4	30

Optional modules
To be taken in exceptional circumstances

Module Code	Module title	Level	Credit
UTTGRW-30-1	Guided studies (Only to be taken in exceptional Circumstances)	4	30

Year: 2
Interim award: Dip HE Early Childhood requires 240 *credits* at the appropriate level.
Please refer to UWE Academic Regulations for details.

Compulsory modules

Module Code	Module Title	Level	Credit
UTTGV3-15-2	Becoming a Researcher	5	15

Optional modules

Module Code	Module title	Level	Credit
UTTGU9-30-2	Children Meaning Making	5	30
UTTGUA-30-2	Policy and Comparative Curricula	5	30
UTTGUC-15-2	Leadership and Professional Futures	5	15
UTTGUD-30-2	Reflective Practice	5	30
UTTGRX-30-3	Guided Studies (only to be taken in exceptional circumstances in circumstances where students are unable to complete one of the other modules)	5	30

Year: 3
Final Award: BA(Hons) Early Childhood requires 360 *credits* at the appropriate level.
Please refer to UWE Academic Regulations for details.

Compulsory modules

Module Code	Module Title	Level	Credit
UTTGQH-45-3	Dissertation	6	45
OR			
UTTGVC-45-3	Guided Study	6	45

Optional modules

Module Code	Module title	Level	Credit
UTTGUK-30-3	Debating Childhoods	6	30
UTTGUH-30-3	Emerging Languages and Identities	6	30
UTTGUJ-15-3	The Development of Reasoning	6	15
UTTGRY-30-3	Guided studies (only to be taken in exceptional circumstances in circumstances where students are unable to complete one of the other modules)	6	30

PART C: HIGHER EDUCATION ACHIEVEMENT RECORD (HEAR) SYNOPSIS

This Early Childhood 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 also includes a significant amount of time spent working with children and practitioners in Early Years / Educational settings.
The programme aims to create graduate that are advocates for children who facilitate the recognition of rights for children to actively participate in their worlds.

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 modules and assessments allow for bespoke engagement and will support students in achieving recognition in their chosen theme. This will include recognition in achieving the ESCDN Level 6 if chosen.
The programme has been fully mapped against the QAA Benchmark statement for Early Childhood Studies.

PART E: REGULATIONS

A: Approved to University Regulations and Procedures