



Programme Specification

Early Childhood {Top Up}[Sep][FT][SHAPE][1yr]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Early Childhood {Top Up}[Sep][FT][SHAPE][1yr]

Highest award: BA (Hons) Early Childhood

Awarding institution: UWE Bristol

Affiliated institutions: School for Higher and Professional Education

Teaching institutions: School for Higher and Professional Education

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: X31Z13-SEP-FT-SC-X312

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 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.

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

Educational Aims: 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.

Programme Learning Outcomes:

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

Programme Learning Outcomes

- 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 Early Years when Researching with young Children.

Part B: Programme Structure**Year 1**

This structure diagram demonstrates the student journey from entry to level 6 of BA(Hons) Early Childhood through to Graduation. Such a journey would be typical of a full-time student at School for Higher and Professional Education (SHAPE) in Hong Kong, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules.

For any direct entry into Level 6, all the core learning outcomes for Level 4 (UWE Level 1) and Level 5 (UWE Level 2) must first be achieved.

A formal mapping of feeder programmes shows this in detail. For non-feeder programmes proof of having met the learning outcomes shall be assessed on a case-by-case basis.

Year 1 Compulsory Modules

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

Module Code	Module Title	Credit
UTTGUK-30-3	Debating Childhoods 2022-23	30
UTTGUH-30-3	Emerging Languages and Identities 2022-23	30
UTTGVC-45-3	Guided Study 2022-23	45
UTTGUJ-15-3	The Development of Reasoning 2022-23	15

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.

Assessment choices allow for bespoke engagement and will support students in achieving recognition in their chosen theme. The programme has been fully mapped against the QAA Benchmark statement for Early Childhood Studies.

Part E: Regulations

Approved to University Regulations and Procedures.