



## Programme Specification

Early Childhood {Foundation}[Sep][FT][Frenchay][4yrs]

Version: 2022-23, v1.0, 20 Jan 2022

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Early Childhood {Foundation}{Sep}[FT][Frenchay][4yrs]

**Highest award:** BA (Hons) Early Childhood

**Interim award:** BA Early Childhood

**Interim award:** DipHE Early Childhood

**Interim award:** CertHE Early Childhood

**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:**

Office for Standards in Education, Children's Services and Skills (Ofsted)

**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 2021

**Programme code:** X31X-SEP-FT-FR-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.

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 Competencies 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 will 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.

**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.

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

**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.
- PO7. Develop and deploy skills and dispositions needed to be successful lifelong learners

## 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
UTTGNB-30-0	Childhood and Educational Landscapes 2022-23	30
UTTGPL-30-0	Communication for Learning 2022-23	30
UTTGPK-30-0	Guided Studies 2022-23	30
UTTGPE-30-0	Learners and Learning 2022-23	30

### Year 2

The student must take 120 credits from the modules in Year 2.

**Year 2 Compulsory Modules**

The student must take 90 credits from the modules in Compulsory Modules.

In exceptional circumstances UTTGRW -30-1 Guided Studies can be substituted for another compulsory module.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTGU5-30-1	Children's Rights, Well-Being and Health 2023-24	30
UTTGU3-30-1	Constructions of Childhood 2023-24	30
UTTGU4-30-1	Exploring Play 2023-24	30

**Year 2 Optional Modules**

UTTGRW-30-3 Guided Studies is only to be taken in exceptional circumstances

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTGRW-30-1	Guided Studies 2023-24	30
UTTGU6-30-1	Working with all Children 2023-24	30

**Year 3**

The student must take 120 credits from the modules in Year 3.

**Year 3 Compulsory Modules**

Students must take 15 credits from Compulsory Modules

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTGV3-15-2	Becoming a Researcher 2024-25	15

**Year 3 Optional Modules**

The student must take 105 credits from the modules in Optional Modules.

UTTGRX-30-2 Guided Studies is only to be taken in exceptional circumstances in circumstances where students are unable to complete one of the other modules

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
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UTTGVU-30-2	Becoming an Early Years Teacher 1 2024-25	30
UTTGU9-30-2	Children's Meaning Making 2024-25	30
UTTGUA-30-2	Early Childhood Policy and Comparative Curricula 2024-25	30
UTTGRX-30-2	Guided Studies 2024-25	30
UTTGUC-15-2	Leadership and Professional Futures 2024-25	15
UTTGUD-30-2	Reflective Practice 2024-25	30

#### Year 4

The student must take 120 credits from the modules in Year 4.

#### Year 4 Compulsory Modules

Students must take 45 credits from Compulsory Modules

UTTGVC-45-3 Guided Study is only to be taken in exceptional circumstances in circumstances where students are unable to complete one of the other modules.

Module Code	Module Title	Credit
UTTGQH-45-3	Dissertation - Including Experience in EY Settings 2025-26	45
UTTGVC-45-3	Guided Study 2025-26	45

#### Year 4 Optional Modules

The student must take 75 credits from the modules in Optional Modules.

UTTGRY-30-3 Guided Studies is only to be taken in exceptional circumstances where students are unable to complete one of the other modules

Module Code	Module Title	Credit
UTTG7S-30-3	Becoming an Early Years Teacher 2 2025-26	30

UTTGJL-15-3	Core Subject Knowledge for the EYTS 2025-26	15
UTTGUK-30-3	Debating Childhoods 2025-26	30
UTTGUH-30-3	Emerging Languages and Identities 2025-26	30
UTTGRY-30-3	Guided Studies 2025-26	30
UTTGUJ-15-3	The Development of Reasoning 2025-26	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.

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**

Approved to University Regulations and Procedures



It is the Award Board's responsibility to determine whether the student's attainment at FHEQ Level 3 is sufficient to progress to Level 4.