



Programme Specification

Early Childhood [Frenchay]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Early Childhood [Frenchay]

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

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:

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

Modes of delivery: Full-time

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 September 2022

Programme code: X31200

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.

Features of the programme:

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.

Assessment strategy: This assessments are designed to meet the diverse needs, interests and attributes of learners. Formative and summative assessments are designed to provide consistent opportunities for students to develop and use assessment literacy skills to review their progress, identify strengths and determine future learning needs and priorities. Assessment design supports student development and engenders students' understanding of assessment as integral to the learning process.

Assessment will develop from module activity, including formative is assessment, to ensure that students are fully supported to demonstrate their knowledge, understanding and skills. This will include an explicit engagement with academic and professional skills embedded appropriately within programme delivery.

The assessment provides appropriate challenge to engage students with academic, research and creative opportunities to support students' developing professionalism. There will be opportunities for student-negotiated content to ensure bespoke delivery and engagement. The assessment strategy meets academic and professional standards such as the UWE Enhancement Framework, QAA Benchmark Statement for Early Childhood and the SEEC Level Descriptors.

Assessment criteria developed by the department for use across our programmes are used. These are developmental to make expected progression each year explicit and cover the following domains:

A: Conceptual

B: Literature

C: Contextual

D: Research

E: Ethical

F: Values

G: Action

These are shared in Handbooks and discussed with students.

Module assessments include, individual and group project work, written reports and evaluations, individual and group presentations. Portfolios feature prominently on this programme, and the details of the content will be unpacked in module handbooks. But in essence reflection, weekly activities and on-going work with contribute to portfolio work. It is envisaged that some portfolio work will be digital in the form of blogs, websites or similar. We are mindful of the need for students to have opportunities to develop their skills in extended writing pieces, particularly in preparation for their Y3 project as well as future work projects, so we will ensure that there is progression in expectation for extended writing across the programme, and that there is appropriate support to succeed in this.

Student support: In-department support for academic skills.

Specialist training from external speakers and groups

Working in partnership with local schools and the community

Flexible Second year to support off campus learning opportunities.

Safeguarding Training

Specialist Training offered as optional

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
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
UTTGU6-30-1	Working with all Children 2023-24	30

Year 1 Optional Modules - if additional credit is required

Students may take one of the below modules in exceptional circumstances where they are unable to complete one of the other compulsory modules.

Module Code	Module Title	Credit
UTTGRW-30-1	Guided Studies 2023-24	30
UTTGWR-15-1	Guided Studies 2023-24	15

Year 2

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

Year 2 Compulsory Modules

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

Module Code	Module Title	Credit
UTTGV3-15-2	Becoming a Researcher 2024-25	15
UTTGU9-30-2	Children's Meaning Making 2024-25	30

UTTGUA-30-2	Early Childhood Policy and Comparative Curricula 2024-25	30
UTTGUC-15-2	Leadership and Professional Futures 2024-25	15
UTTGUD-30-2	Reflective Practice 2024-25	30

Year 2 Optional Modules - if additional credit is required

Students may take one of the below modules in exceptional circumstances where they are unable to complete one of the other compulsory modules.

Module Code	Module Title	Credit
UTTGRX-30-2	Guided Studies 2024-25	30
UTTG5S-15-2	Guided Studies 2024-25	15

Year 3

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

Year 3 Compulsory Modules

Students take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UTTGUK-30-3	Debating Childhoods 2025-26	30
UTTGQH-45-3	Dissertation - Including Experience in EY Settings 2025-26	45
UTTGUH-30-3	Emerging Languages and Identities 2025-26	30
UTTGUJ-15-3	The Development of Reasoning 2025-26	15

Year 3 Optional Modules - if additional credit is required

UTTGV-45-3 Guided Study can be taken in negotiation with the programme leader in place of UTTGQH-45-3 Dissertation.

Guided Studies modules are only to be taken in exceptional circumstances where students are unable to complete one of the other modules (and never where students have chosen UTTGV-45-3 as an alternative to the Dissertation).

Module Code	Module Title	Credit
UTTGRY-30-3	Guided Studies 2025-26	30
UTTGS3-15-3	Guided Studies 2025-26	15
UTTGV-45-3	Guided Study 2025-26	45

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.