



## Programme Specification

### Early Childhood [Frenchay]

Version: 2026-27, v2.0, Validated

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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:** Not applicable

**Modes of delivery:** Full-time

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

**For implementation from:** 01 September 2026

**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 to eight.

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 Programme is wide-ranging and gives students the opportunity to develop the skills and knowledge for a broad range of careers in the early childhood field and beyond. Level 4 modules introduce students to topics which provide a starting point for further exploration across the rest of the programme, including children's play, constructions of childhood, children's rights and work-related learning in an early childhood setting.

Level 5 modules develop the baseline knowledge through engagement with other key topics in the field, including early childhood policy, children's meaning-making and developing research skills. Students are also supported to begin reflecting on future career pathways, through a Leadership and Professional Futures modules,

which includes input from careers and alumni. A work-related learning module enables students to undertake practice in a wider range of settings (if available) to further explore their future career options.

Level 6 modules are designed for students to draw on their previous learning to further develop their independence and make choices centred around their own interests. Topics include the development of reasoning, children's languages and identities and debating childhoods. Level 6 includes a dissertation module where students undertake their work-related learning, and plan and execute a research project in collaboration with young children.

**Features of the programme:** This Programme explores how young children shape, and are shaped by, their lived experiences. This includes a programme-wide focus on children's rights, and how young children are competent and agentic, but are often made vulnerable by adult power and agendas.

There are strong links between theory and practice with opportunities for work related learning across all 3 years of the programme.

Employability, Research and Practice skills are embedded in learning and assessment throughout the course to support students' professional choices.

Students are supported to undertake a research project in collaboration with young children at Level 6.

**Educational Aims:** The programme aims to create graduates that are advocates for children who facilitate the recognition of their rights 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. Apply and critically evaluate a range of educational, 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.
- PO6. Recognise and respond critically to philosophical and ethical issues in early childhood when researching with young children.
- PO7. Apply, critique and adapt professional skills and attributes relevant to a range of contexts and future careers and professions.

**Assessment strategy:** The assessments on this programme are designed to meet the diverse needs, interests and attributes of learners. Assessments provide consistent opportunities for students to develop their assessment literacy skills, by reviewing their progress, identify strengths and determining future learning needs and priorities. Assessment support within and across modules is designed to support student development and to engender an understanding of assessment as integral to the learning process.

Assessment will build on module activity, and will include formative assessment opportunities, 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 across different stages of

programme delivery.

Assessment tasks are designed to provide appropriate challenge by engaging students with academic, research and creative opportunities that support their developing professionalism. Some assessments have sufficient flexibility to provide 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, the most current QAA Benchmark Statement for Early Childhood Studies and the SEEC Level Descriptors.

Module assessments include; essays, individual project work, written reports and evaluations, individual and group presentations. Portfolios are used to enable students to evidence their learning drawing on a range of module learning activities. We are mindful of the need for students to have opportunities to develop their skills in extended writing pieces, particularly in preparation for their Level 6 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:** UWE based support is available including academic support locally and through the library services, careers support, wellbeing support.

Specifically within this programme there is also:

In-School support for academic skills.

Specialist safeguarding training

Specialist inputs from external speakers and groups

Working in partnership with local settings and schools

Opportunities for work-related learning in every year of the programme

**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.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTGU5-30-1	Children's Rights, Well-Being and Health 2026-27	30
UTTGU3-30-1	Constructions of Childhood 2026-27	30
UTTGU4-30-1	Exploring Play 2026-27	30
UTTGU6-30-1	Working with all Children 2026-27	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.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTGRW-30-1	Guided Studies 2026-27	30

**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.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTH4C-15-2	Becoming a Researcher 2027-28	15
UTTGU9-30-2	Children's Meaning Making 2027-28	30

UTTGUA-30-2	Early Childhood Policy and Comparative Curricula 2027-28	30
UTTGUC-15-2	Leadership and Professional Futures 2027-28	15
UTTGUD-30-2	Reflective Practice 2027-28	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.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTG5S-15-2	Guided Studies 2027-28	15
UTTGRX-30-2	Guided Studies 2027-28	30

### **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.

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTTGUK-30-3	Debating Childhoods 2028-29	30
UTTGQH-45-3	Dissertation - Including Experience in EY Settings 2028-29	45
UTTGUH-30-3	Emerging Languages and Identities 2028-29	30
UTTGUJ-15-3	The Development of Reasoning 2028-29	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
UTTGS3-15-3	Guided Studies 2028-29	15
UTTGRY-30-3	Guided Studies 2028-29	30
UTTGV-45-3	Guided Study 2028-29	45

**Part C: Higher Education Achievement Record (HEAR) Synopsis**

This Early Childhood programme involves a substantial amount of content 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 graduates that are advocates for children who facilitate the recognition of their rights 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.

The programme is fully mapped against the QAA Benchmark statement for Early Childhood Studies, and meets the DfE requirements for graduates to be counted as full and relevant at level 3 in an early childhood setting.

**Part E: Regulations**

Approved to University Regulations and Procedures.

