



Programme Specification

Early Childhood [SHAPE]

Version: 2026-27, v2.0, Validated

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Early Childhood [SHAPE]

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

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, Part-time

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

For implementation from: 01 September 2026

Programme code: X31Z13

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.

This programme's modules are designed for students to develop their independence and bespoke focus.

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 across the level 6 modules.

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

Students are supported to undertake an in depth research project which links to their bespoke future professional trajectory.

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. 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 Years 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: 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 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 recognises academic and professional standards such as the UWE Enhancement Framework, QAA Benchmark Statement for Early Childhood and the SEEC Level Descriptors.

Academic expectations are discussed in detail at the start of every module and embedded within the teaching. These are also shared in Handbooks and on the VLE (Virtual Learning Environment) for student reference.

Module assessments include, individual and group project work, written reports and evaluations, individual and group presentations. Weekly activities and on-going work offer opportunities summative and peer assessment.

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. This is available from both UWE and SHAPE HK.

Specialist training from external speakers and groups.

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, module diet, including compulsory modules.

For any direct entry into Level 6, all the core learning outcomes for Level 4 and Level 5 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.

Full time students must take 120 credits from the modules in Year 1.

Part time students take 120 credits from the modules in Year 1. 75 credits are completed in year 1 and 45 credits are completed in year 2.

Year 1 Compulsory Modules (Full time and Part time)

Full time students must take 120 credits from the modules in Compulsory Modules (Full time and Part time).

Part time students must take 120 credits from the modules in Compulsory Modules (Full time and Part time). 75 credits are completed in year 1 and 45 credits are completed in year 2. The module UTTGVC-45-3 is begun in Year 1 and completed in Year 2.

Module Code	Module Title	Credit
UTTGUUK-30-3	Debating Childhoods 2026-27	30
UTTGUH-30-3	Emerging Languages and Identities 2026-27	30
UTTGVC-45-3	Guided Study 2026-27	45

UTTGUJ-15-3	The Development of Reasoning 2026-27	15
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Year 2

Part time students must complete 45 credits from the modules in Year 2. The module UTTGVC-45-3 is begun in Year 1 and completed in Year 2.

Year 2 Compulsory Modules (Part time)

Part time students must complete 45 credits from the modules in Compulsory Modules (Part time).

Module Code	Module Title	Credit
UTTGVC-45-3	Guided Study 2027-28	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.

Assessment choices allow for bespoke engagement and will support students in achieving recognition in their chosen theme. The Programme has been designed with reference to the QAA Benchmark statements for Early Childhood Studies.

Part E: Regulations

Approved to University Regulations and Procedures.