

Programme Specification: BA (Hons) Early Childhood Studies

| About the course | | |
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| 1 | Name of course and highest award – | BA (Hons) Early Childhood Studies |
| 2 | Level of highest award (according to FHEQ) | FHEQ Level 6 |
| 3 | Possible interim awards | Certificate in Higher Education (Cert HE) Diploma in Higher Education (Dip HE) BA Ordinary |
| 4 | Awarding/validating institution | University of Gloucestershire |
| 5 | Teaching institution | University of Gloucestershire |
| 6 | Faculty responsible | Business and Professional Studies |
| 7 | Mode of study (full-time, part-time, etc) | Full time, Part time |
| 8 | QAA subject benchmark statement(s) where relevant | Early Childhood Studies |
| 9 | Recognition by Professional, Statutory or Regulatory Body (PSRB), to include definition of the recognition | N/A |
| 10 | Other external points of reference | DfE (CWDC qualifications framework) |
| 11 | Date of initial validation | 2005 |
| 12 | Date(s) of revision | 2012 March |
| 13 | Course aims – | <p>In line with the QAA Benchmark statements for Early Childhood Studies, the broad aims of the BA (Hons) Childhood Studies are to provide students with the opportunity to:</p> <ol style="list-style-type: none"> 1. Become a reflective practitioner in order to develop the professional and practical skills and competencies which are required to work within the children’s workforce; 2. Develop the knowledge and understanding of best practice within the sector, based upon an understanding of current polices, initiatives and research; 3. Promote appropriate value and belief systems relating to anti-discriminatory practice, equality of opportunity and inclusion; 4. Explore cross cultural, global, sustainable and contemporary issues within childhood; 5. Develop the knowledge and confidence to participate fully in academic discourse and |

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| | <p>information dissemination within the profession;</p> <p>6. Develop the academic learning skills which will enable you to become a lifelong independent learner.</p> |
| 14 | <p>Learning outcomes of the course</p> <p>In line with the QAA Benchmark statements for Early Childhood Studies students will show</p> <p>Knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. The distinctive contribution made by childhood studies to an understanding and explanation of young children's holistic development from 0-8 and beyond; 2. The range of theoretical perspectives that can be applied to the study of children and childhood, including philosophical, sociological, psychological, historical and cultural dimensions; 3. The role of professional relationships, and collaboration with children, adults, parents and other professionals; 4. The significance of the family, community, play and environment in childhood; 5. The rights, responsibilities and needs of children; 6. The globalisation of childhood through examination of provision, policy and legislation in the UK, Europe and worldwide - including their underlying philosophy and impact on practice; 7. The concepts underpinning sustainability within childhood and childhood services; 8. inclusive practice for the health, care and education of children including team theory, leadership and management; 9. The major methodological and ethical considerations in conducting research into childhood. <p>Intellectual (thinking) skills - able to show:</p> <ol style="list-style-type: none"> 10. Confidence and flexibility in identifying and defining complex problems in the study of childhood to critical analysis; 11. An ability to judge the reliability, validity and significance of evidence to support conclusions and/or recommendations using these to inform practice; 12. The critical thinking skills required to become a reflective practitioner and an agent for change. <p>Practical, subject-specific skills to:</p> <ol style="list-style-type: none"> 13. Seek and apply new techniques and processes to own performance through professional and personal target setting, and to identify how these might be evaluated; 14. Develop and maintain fair, respectful, trusting, empowering, supportive and |

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| | <p>constructive relationships with children, professionals and parents / carers;</p> <p>15. Work effectively within a team, support or be proactive in leadership, showing initiative, autonomy and negotiation in a professional context.</p> <p>Generic, transferable skills – able to:</p> <p>16. Become an active and creative participant, individually and collaboratively, in the learning process through enhanced interpersonal skills;</p> <p>17. Communicate effectively through written, oral and visual means;</p> <p>18. Locate and synthesise information from a wide range of appropriate sources of information from printed and electronic media to support study and practice;</p> <p>19. Develop confidence in use of literacy, numeracy and technology enhanced learning, both personally and professionally.</p> | | |
| 15 | Learning and teaching strategy | | |
| | <p>The teaching and learning strategy has been designed to foster the skills that lead to the reflective practitioner – people who can understand and make critical use of theory and self-analysis to inform continual improvements in practice and in academic capability. This strategy is fully in line with the University's Learning and Teaching Strategy which has the following priorities:</p> <p style="text-align: center;">Independent and collaborative learning; Learning for life and employment; Learning for the future; Research/practice informed learning and teaching.</p> <p>In order to achieve this outcome there is considerable use of discussion within lectures, often built upon group tasks, case studies and scenarios. Lead lectures or videos develop students' understanding of theory which is then applied through assignments as well as in the workplace directly. All of the assignments have been created as mechanisms for enhancement of the depth of analysis and academic discipline as well as increased competence in practice. The teaching and the assessed tasks are designed to meet a range of learning styles. Work based learning is supported by mentoring and there are plans to develop learning sets to facilitate reflection. Moodle is used as a mechanism for consolidating material as well as for on-line discussion.</p> <p>The approaches used to promote learning are spread across the modules in order to enable programme outcomes to be met. This is shown in the appended table.</p> | | |
| 16 | Learning and teaching methods | | |
| | Level 4 | Scheduled learning and teaching activities | 21% |
| | | Guided independent learning | 57% |
| | | Placement and study abroad | 22% |
| | Level 5 | Scheduled learning and teaching activities | 14% |

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| | | Guided independent learning | 63% |
| | | Placement and study abroad | 23% |
| | Level 6 | Scheduled learning and teaching activities | 12% |
| | | Guided independent learning | 63% |
| | | Placement and study abroad | 25% |
| 17 | Assessment strategy | | |
| | <p>The course's approach to assessment, which enable learning outcomes to be achieved and demonstrated by the student, is to use a range of methods at each level that suit different learning styles and test and develop different skills. There is an expectation of progression in terms of the level of critical reflection on practice, the complexity of the skills, knowledge and understanding developed, the range of contexts to which it is applied and the level of student autonomy. There is also expected progression in terms of academic skills with theoretical understanding evolving into critical analysis and use of ever more complex information sources.</p> <p>Programme learning outcomes are assessed summatively through modules. The way this occurs is shown in the appended table.</p> | | |
| 18 | Assessment methods | | |
| | Level 4 | Written exams | 0% |
| | | Practical exams | 0% |
| | | Coursework | 100% |
| | Level 5 | Written exams | 0% |
| | | Practical exams | 0% |
| | | Coursework | 100% |
| | Level 6 | Written exams | 0% |
| | | Practical exams | 0% |
| | | Coursework | 100% |
| 19 | Location(s) of the course's delivery | University of Gloucestershire: Francis Close Hall Campus, Cheltenham | |
| 20 | Admissions requirements | The appropriate UCAS tariff The appropriate level in GCSE English and Maths Satisfactory enhanced CRB check | |
| 21 | Career and employability opportunities - details of any work experience, work-based learning, sandwich year or year abroad | There are work placement opportunities at each level. Careers sessions are embedded into each professional practice module and each level. PDP is used extensively to support career progression. In addition, students are encouraged to participate in voluntary activities through the University and Student Union schemes. | |

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| 22 | Management of Quality and Standards |
| | <p>Guidance on the University's approach to the management of quality and standards is contained in the Quality Assurance Handbook, Academic Regulations for Taught Provision, Assessment Principles and Procedures, and associated sources of advice. All regulations, policies and procedures are aligned with QAA reference points and, where relevant, those of Professional, Statutory and Regulatory Bodies.</p> <p>Quality assurance is undertaken as close as possible to the point of delivery. There is a route from the module level to courses and through to faculty and University levels so that issues can be addressed and delivery enhanced in the appropriate arena.</p> <p>Externality is guaranteed via external examiner reports which allow the University to make judgements on the quality and standards of its provision. The University also benefits from the input of externals in its approval and review procedures.</p> <p>Students are able to comment on their modules and courses in various ways including module evaluations, course boards and the NSS.</p> |
| 23 | Support for Students and for Student Learning |
| | <p>At University level, students are able to access information, advice and guidance on a range of issues as well as contacting most Student Services teams through the campus based Helpzones, either in person, accessing materials and advice via the website or by telephone/e-mail contact see www.glos.ac.uk/helpzones</p> <p>Available support specific to their studies includes Student Employability (Careers advice and guidance and placement related activity), Disability, Dyslexia and Learning Support team and the Student Achievement team (including study skills tutors for academic and numeracy skills). Full details of all Student Services is available at - www.glos.ac.uk/studentsservices.</p> <p>Further general and programme specific support is available through the Libraries, ICT and LTS. Library and Information Services support student learning by delivering effective, efficient and learner-focused services via the three campus libraries. These include traditional academic library resources, electronic information resources, open access IT and media facilities, integrated learner support, enquiry services, a choice of study spaces and access to the Archives and special collections. Students have access to expert help and advice in using the full range of resources to support their studies, whether they are working on or off campus. Full details of all LIS services are available at http://insight.glos.ac.uk/departments/lis/Pages/default.aspx.</p> |

24 Current Course Map

**UNIVERSITY OF GLOUCESTERSHIRE
UNDERGRADUATE COURSE MAP TEMPLATE FOR 2012/13**

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| Early Childhood Studies (Single Honours Degree) |
| Course Leader: Sally Palmer |
| Senior Tutor: Margarete Parrish and Yvette Summers |
| Notes: All students will require an enhanced CRB check prior to entry. Module CS6001 is only available for students with experience who are aiming for EYPS |

To achieve your intended award you must meet the overall award requirements and the Course requirements.

Award Requirements:

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| <i>For Single Honours Degree</i> |
| Take 360 CATS, with 120 CATS at each Level and at least 270 CATS from the Course map below |
| Pass 300 CATS in total with 210 CATS at Levels 5 and 6 |
| Achieve 30% in the remaining 60 CATS for them to be condoned |
| Pass at least 240 CATS from the Course map below with at least 75 CATS at each Level |
| Pass compulsory and core modules from the Course map below |

Course Requirements:

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| LEVEL 4 | | |
| To complete your programme you must pass the following compulsory modules: | | |
| CS4004 The Sociology of Childhood | 30 CATS | SEM 1 |
| CS4005 The Psychology of Childhood | 30 CATS | SEM 2 |
| CS4006 Special Needs: Listening to Children | 15 CATS | SEM 2 |
| CS4010 Professional Practice 1 | 15 CATS | SEM 1 |
| HH4001 Personal Development | 15 CATS | SEM 1 |
| HH4003 Becoming a Reflective Practitioner- WBL 1 | 15 CATS | SEM 2 |

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| LEVEL 5 | | |
| To complete your programme you must pass the following compulsory modules: | | |
| CS5004 Working with Children, Families and Communities | 15 CATS | SEM 1 |
| CS5005 Promoting Children's Wellbeing | 15 CATS | SEM 2 |
| CS5006 Promoting Children as Competent Learners | 15 CATS | SEM 2 |
| CS5007 Professionalism and Legal Responsibilities | 15 CATS | SEM 1 |
| CS5010 Professional Practice 2 | 15 CATS | SEM 1 |
| HH5001 Understanding Research | 15 CATS | SEM 1 |
| ES5003 Consolidation of Reflective Practice- WBL 4 | 15 CATS | SEM 2 |
| YW5004 Integrated Working | 15 CATS | SEM 2 |

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| LEVEL 6 | | |
| To complete your programme you must pass the following compulsory modules: | | |
| CS6001 Work based Project / Dissertation | 30 CATS | YEAR |
| CS6004 The Thinking Child | 15 CATS | SEM 1 |

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| CS6005 Contemporary Issues in Childhood Studies | 15 CATS | SEM 2 |
| ES6003 Developing Leadership Skills –WBL 6 | 15 CATS | SEM 2 |
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| To complete your programme you must pass a minimum of 15 CATS from the following core modules: | | |
| CS6006 Lifelong Learning (core with CS6007) | | |
| CS6007 Health for Life (core with CS6006) | 15 CATS | SEM 1 |
| CS6008: International Comparative Visit (core with CS6009) | 15 CATS | SEM 2 |
| CS6009 Comparative Studies (core with CS6008) | 15 CATS | SEM 2 |
| CS6010 Professional Practice 3 | 15 CATS | SEM 1 |
| CS6011 Professionalism in Early Years | 30 CATS | YEAR |

BA Early Childhood Studies Programme Outcomes mapped against modules

| | | Programme Outcomes | | | | | | | | | | | | | | | | | | |
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| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| M od ul es Le vel 4 | HH4001 | | | | | | | | | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | HH4003 | √ | √ | | | | | | √ | | √ | √ | √ | √ | √ | √ | √ | | √ | √ |
| | CS4004 | √ | √ | | √ | √ | √ | | | √ | √ | √ | √ | | | | √ | √ | √ | √ |
| | CS4005 | √ | √ | √ | √ | √ | | | √ | √ | | √ | √ | √ | √ | | √ | √ | √ | √ |
| | CS4006 | √ | √ | √ | √ | √ | | | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | √ |
| | CS4010 | √ | √ | √ | | √ | | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| M od ul es Le vel 5 | HH5001 | √ | √ | | | | | | | √ | √ | √ | √ | | | | √ | √ | √ | √ |
| | ES5003 | √ | √ | | | | | | | | | | √ | √ | √ | √ | √ | √ | √ | √ |
| | CS5004 | √ | √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | | | √ | √ | √ | √ |
| | CS5005 | √ | √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | | | √ | √ | √ | √ |
| | CS5006 | √ | √ | √ | √ | √ | | | √ | | √ | √ | √ | √ | | | √ | √ | √ | √ |
| | CS5007 | √ | | √ | √ | √ | | √ | √ | | √ | √ | √ | √ | | | √ | √ | √ | √ |
| | CS5010 | √ | √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | YW5004 | √ | √ | √ | √ | √ | | | √ | | √ | √ | √ | √ | | √ | √ | √ | √ | √ |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| M od ul es Le vel 6 | CS6001 | √ | √ | | | | | | | √ | √ | √ | √ | √ | | | √ | √ | √ | √ |
| | ES6003 | | | | | | | | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | CS6004 | √ | √ | | √ | | | √ | | | √ | √ | √ | √ | | | √ | √ | √ | √ |
| | CS6005 | √ | √ | | | | √ | √ | | √ | √ | √ | √ | √ | | | √ | √ | √ | √ |
| | CS6006 | √ | √ | | √ | √ | √ | | | | √ | √ | √ | √ | | | √ | √ | √ | √ |
| | CS6007 | √ | √ | | √ | √ | √ | | | | √ | √ | √ | √ | | | √ | √ | √ | √ |
| | CS6008 | √ | √ | | | √ | √ | | | | √ | √ | √ | √ | | | √ | √ | √ | √ |
| | CS6009 | √ | √ | | | √ | √ | | | | √ | √ | √ | √ | | | √ | √ | √ | √ |
| | CS6010 | √ | √ | √ | √ | √ | | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | CS6011 | √ | √ | | | | | √ | | √ | √ | √ | √ | √ | | | √ | √ | √ | √ |