

1.2 BA (Hons) Early Childhood Studies Programme Specification

Overview/factual information

Programme/award title(s)	BA (Hons) Early Childhood Studies
Teaching Institution	Bridgwater and Taunton College
Awarding Institution	The Open University (OU)
Date of latest OU validation	March 2017
Next revalidation	
Credit points for the award	360 (120 at level 4; 120 at level 5; & 120 at level 6)
UCAS Code	887B
Programme start date	September 2017
Underpinning QAA subject benchmark(s)	QA Subject Benchmark Statement Early Childhood Studies (2014)
Other external and internal reference points used to inform programme outcomes	The Framework for Higher Education Qualifications (FHEQ) (2015) QAA Foundation Degree Characteristic Statement (2014) SEEC Credit Level Descriptors (2010)
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT, DL)	Three years Full Time Six Years Part Time
Dual accreditation (if applicable)	Level 3 Diploma for the Early Practitioner Level 3 Diploma in Specialist support for Teaching and Learning in Schools
Date of production/revision of this specification	January 2017

2.1 Educational aims and objectives

The Programme is intended to:

Provide a rigorous study of the theory and principles underlying Early Years Education and Development to support the development of the future Early Years workforce

Provide students with an opportunity to obtain an in-depth knowledge and understanding of selected areas of interest within the Early Years Education and Development sector

Develop an ability to compare and critically evaluate a range of theories, policies and practices within the Early Years Education and Development sector

Develop in students the ability to communicate effectively, to undertake independent learning and become a reflexive practitioner

Prepare students for and facilitate the development of a career in Early Years Care and Education settings using the National Occupational Standards as an assessment tool

Prepare students for assessment against National Occupational Standards to include professional development in placement

Develop students' skills to undertake primary research

2.2 Relationship to other programmes and awards

The BA (Hons) Early Childhood Studies programme has been written as a progression route for suitable candidates from Access/ QCF/ National Diploma/Apprenticeship or A level courses.

3. Programme outcomes

3.1. Intended learning outcomes are listed below for Level 4 BA (Hons) Early Childhood Studies

Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be able to:</p> <p>A1: Apply their knowledge of the history, concepts, values and skills of Early Years care, education and development.</p> <p>A2: Recognise the relationship between theory, policy and practice in Early Years care, education and development.</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures. • One-to-one / group seminars and tutorials. • Directed and independent study. • Research and project work. <p>Secondary</p> <ul style="list-style-type: none"> • Case studies. • Problem-solving exercises. • Effective online research. <p>Assessment</p> <p>Key knowledge and understanding is assessed via a combination of individual and small group presentations, seminars, reflective practice essay and professional discussion.</p>

Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be able to:</p> <p>B1: Consistently apply knowledge and wider intellectual skills.</p> <p>B2: Engage with complex issues systematically and creatively.</p>	<p>Primary</p> <ul style="list-style-type: none"> • One-to-one and group seminars and tutorials • Directed and independent study. • Research and project work <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Problem-solving exercises • Tutorials. • Verbal feedback • Effective online research. <p>Assessment</p> <p>Cognitive skills are assessed via a combination of individual and small group presentations, seminars, reflective practice essay and professional discussion.</p>

Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be able to:</p> <p>C1: Reflect on the links between individual experience of issues within Early Years settings and the wider social and structural elements relevant to Early Years practice.</p> <p>C2: Apply Early Years theory to practice to demonstrate professional competency.</p>	<p>Primary</p> <ul style="list-style-type: none"> • One-to-one and group seminars and tutorials • Directed and independent study. • Research and project work <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Problem-solving exercises • Tutorials. • Verbal feedback • Effective online research. <p>Assessment</p> <p>Practical and professional skills are assessed via a combination of individual and small group presentations, seminars, reflective practice essay and professional discussions.</p>

Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be able to:</p> <p>D1: Engage in reflective practice as part of continuous personal and professional development.</p> <p>D2: Plan relevant, effective, creative activities within the Early Years sector.</p>	<p>Primary</p> <ul style="list-style-type: none"> • One-to-one and group seminars and tutorials • Directed and independent study. • Research and project work <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Problem-solving exercises • Tutorials. • Verbal feedback • Effective online research. <p>Assessment</p> <p>Key/transferable skills are assessed via a combination of individual and small group presentations, seminars, reflective practice essay and professional discussions.</p>

3.2. Intended Learning outcomes are listed below for Level 5 BA (Hons) Early Childhood Studies

Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be expected to:</p> <p>A3: Demonstrate how Early Years policies and legislation influence curriculum and children’s’ services.</p> <p>A4: Evaluate how theory and research informs professional approaches to complex areas of practice.</p> <p>A5: Demonstrate the range of professional roles available in the delivery, management and development of the Early Years sector.</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures. • One-to-one / group seminars and tutorials. • Directed and independent study. • Research and project work. <p>Secondary</p> <ul style="list-style-type: none"> • Case studies. • Problem-solving exercises. • Effective online research. <p>Assessment</p> <p>Key knowledge and understanding is assessed via a combination of individual and small group presentations, seminars, reflective practice essay and professional discussions.</p>

Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be expected to:</p> <p>B3: Integrate theory, policy, research and practice to make informed professional and ethical decisions to support children and families.</p> <p>B4: Use critical analysis, academic explanation and reasoning to examine key theories within the Early Years sector.</p>	<p>Primary</p> <ul style="list-style-type: none"> • One-to-one and group seminars and tutorials • Directed and independent study. • Research and project work <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Problem-solving exercises • Tutorials. • Verbal feedback • Effective online research. <p>Assessment</p> <p>Cognitive Skills are assessed via a combination of individual and small group presentations, seminars, reflective practice essay and professional discussions.</p>

Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be expected to:</p> <p>C3: Work with a range of individuals in the Early Years sector to understand the roles, relationships and responsibilities of Early Years professionals and how they effectively work in collaboration with children primary care givers and families.</p> <p>C4: Apply Early Years theory to practice to demonstrate professional competency.</p>	<p>Primary</p> <ul style="list-style-type: none"> • One-to-one and group seminars and tutorials • Directed and independent study • Research and project work • Work-based learning <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Problem-solving exercises • Tutorials • Verbal feedback • Effective online research. <p>Assessment</p> <p>Practical and Professional Skills are assessed via a combination of work-based learning opportunities, individual and small group presentations, seminars, reflective practice essay, and professional discussions.</p>

Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be expected to:</p> <p>D3: Critically reflect on personal experiential learning in the workplace</p> <p>D4: Interpret and summarise information from a variety of sources for use in diverse contexts.</p> <p>D5: Work independently and collaboratively using effective interpersonal skills within the Early Years sector.</p>	<p>Primary</p> <ul style="list-style-type: none"> • One-to-one and group seminars and tutorials • Directed and independent study • Research and project work • Work-based learning <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Problem-solving exercises • Tutorials. • Verbal feedback • Effective online research. <p>Assessment</p> <p>Key/transferable skills are assessed via a combination of work-based learning opportunities, individual and small group presentations, seminars, reflective practice essay and professional discussions.</p>

3.3. Intended Learning outcomes are listed below for Level 6 BA (Hons) Early Childhood Studies

Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be expected to:</p> <p>A6: Demonstrate the critical and reflective abilities to recognise how historical, cultural, theoretical and personal assumptions affect theory, research, legislation and practice in the Early Years sector.</p> <p>A7: Demonstrate conceptual understanding of the arguments and evidence in current debates in the Early Years.</p> <p>A8: Demonstrate a critical awareness of ethical issues when undertaking research in the Early Years.</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures. • One-to-one / group seminars and tutorials. • Directed and independent study. • Research and project work. <p>Secondary</p> <ul style="list-style-type: none"> • Case studies. • Problem-solving exercises. • Effective online research. <p>Assessment</p> <p>Key knowledge and understanding is assessed via a combination of individual and group presentations, seminars, the production of a creative reflective piece and a primary or secondary research project.</p>

Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be expected to:</p> <p>B5: Analyse and present arguments that represent a diverse range of critical perspectives in order to consider their impact on theoretical models, legislation, policy and teaching and learning within the early years</p> <p>B6: Develop the cognitive skills necessary to critically engage with the research process as an ethical practitioner.</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures. • One-to-one / group seminars and tutorials. • Directed and independent study. • Research and project work. <p>Secondary</p> <ul style="list-style-type: none"> • Case studies. • Problem-solving exercises. • Effective online research. <p>Assessment</p> <p>Cognitive Skills are assessed via a combination of individual and group presentations, seminars, the production of a creative reflective piece and a primary or secondary research project.</p>

Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be expected to:</p> <p>C5: Collect evidence from various sources and present it in a range of creative formats.</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures. • One-to-one / group seminars and tutorials. • Directed and independent study. • Research and project work. <p>Secondary</p> <ul style="list-style-type: none"> • Case studies. • Problem-solving exercises. • Effective online research. <p>Assessment</p> <p>Practical and Professional skills are assessed via a combination of individual and group presentations, seminars, the production of a creative reflective piece and a primary or secondary research project.</p>

Key/transerable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be expected to:</p> <p>D6: Produce academic work using various formats demonstrating synthesis and criticality.</p> <p>D7: Use personal reflection and theory to develop as a critically reflexive practitioner.</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures. • One-to-one / group seminars and tutorials. • Directed and independent study. • Research and project work. <p>Secondary</p> <ul style="list-style-type: none"> • Case studies. • Problem-solving exercises. • Effective online research. <p>Assessment</p> <p>Key/transerable skills are assessed via a combination of individual and group presentations, seminars, the production of a creative reflective piece and a primary or secondary research project.</p>

4. Programme Structure

The diagrams below document the module structure for Level 4, Level 5 and Level 6 of the BA (Hons) qualification for full time students.

Programme Structure - LEVEL 4	
Compulsory modules	Credit points
Learning and Development	20
*The Reflective Practitioner	20
The Child in Society	20
Play and Creativity	20
Language and Literacy Development	20
Maths and Science in the Early Years	20
Programme Structure - LEVEL 5	
Compulsory modules	Credit points
*The Critically Reflective Practitioner	30
Early Years Pedagogy	20
Introduction to Leadership and Management	10
Child Health and Wellbeing	20
Working with Children and Families	20
Introduction to Research	20

Programme Structure - LEVEL 6			
Compulsory modules	Credit points	Optional Modules	Credit points
Adults' Concepts of Childhood	20		
Global Perspectives on Education	20		
The Creative Reflexive Practitioner	20		
Contemporary Discourses in the Early Years	20		
Dissertation	40		

* Key components of these two modules will be Work-Based Learning where formal assessment against National Occupational Standards will take place at level 5.

Students who elect to leave their studies early and have successfully achieved 120 credits at level 4 will be awarded the Certificate of Higher Education.

Students who elect to leave their studies early and have successfully achieved both 120 credits at level 4 and 120 credits at level 5 will be awarded a Foundation Degree qualification.

Students who have successfully achieved 120 credits at level 4, 120 credits at level 5 and 120 credits at level 6 will be awarded a BA (Hons) qualification.

Students who have successfully achieved 120 credits at level 4, 120 credits at level 5 and 60 credits at level 6 will be awarded a non-honours Ordinary Degree

Programme Structure - Part-time

There are no set modules per year for the part time programme. Learners who wish to undertake the programme part time will have the options explained at interview each year of which modules can be undertaken each year.

Students who elect to leave their studies early and have successfully achieved 120 credits at level 4 will be awarded the Certificate of Higher Education.

Students who elect to leave their studies early and have successfully achieved both 120 credits at level 4 and 120 credits at level 5 will be awarded a Foundation Degree qualification.

Students who have successfully achieved 120 credits at level 4, 120 credits at level 5 and 120 credits at level 6 will be awarded a BA (Hons) qualification.

Students who have successfully achieved 120 credits at level 4, 120 credits at level 5 and only 60 credits at level 6 will be awarded a non-honours Ordinary Degree.

5. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
- **Where in the structure above a professional/placement year fits in and how it may affect progression**
- **Any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

- Provides a focused programme of study for students in the discipline of Early Years Learning and Development
- Equips graduates with a range of skills securely underpinned by knowledge of the fundamental principles of early years care and education practice, and a clear understanding of how to apply those skills and how to progress them in the work place
- At Level 4 students will have an opportunity to develop their professional practice skills in two settings – a nursery setting and a school. This diversity of experience supports students to decide on their focus for study and future career
- At Level 5 students will be formally assessed against the National Occupational Standards, providing them with an opportunity to achieve a vocationally related L3 qualification. The achievement of the vocationally related qualification makes students skilled and ready for employment without the need for further training.
- Develops and formalises strategies, problem-solving skills and other general transferable skills appropriate to employment
- Encourages analysis of current issues affecting the Early Years Learning and Development sector
- Incorporates substantial work based learning which encourages students to apply theories and policies into services for children
- Incorporates various modes of delivery for flexibility and diversity, utilising online learning technologies, blended learning and student –friendly timetabling
- Provides students with an opportunity to undertake a small scale primary research project which is undertaken within an early years setting. The development of such a project further develops students' organisational, interpersonal, critical and evaluative skills context

6. Support for students and their learning

During induction week all students are provided with a personal tutor. Formal meetings with the personal tutor are scheduled a minimum of three times per year.

Additional pastoral tutorials can be arranged if necessary.

The HE Study Centre (sited within the main campus building) provides students with academic support in relation to research and writing.

A HE academic support officer is available across the academic year in support of students with dyslexia, dyspraxia, learning difficulties and mental health issues.

7. Criteria for admission

To commence the BA candidates must have:

1. **80 UCAS points** at AS/A2 Level (minimum 32 points at A2 level); or equivalent Edexcel qualification (MMP – Extended Diploma; DM – Diploma); or Pre-degree Access Diploma.
2. Level 3 vocationally related NVQ/QCF qualification (Level 3 Diploma for the Early Years Practitioner, Level 3 Diploma in Specialist Support for Teaching and Learning in Schools or equivalent).
3. 4 GCSEs at grade 9-4 (Old grading system A*-C) including English and Maths; or Equivalent Level 2 Literacy and Numeracy.

The nature of study at this level requires GCSE grade 9-4 (Old grade system–A*-C) in English and Maths or equivalent qualification.

Under exceptional circumstances, a conditional offer may be made to a prospective student to include an expectation of working towards GCSE Maths Grade 4 or level 2 Numeracy alongside completing the degree programme

Applicants with English as their second language must have minimum IELTS Level 6 or equivalent.

Where possible all students will be required to attend an interview.

Due to the nature of these courses, students will be required to undergo a Disclosure and Barring Service check (formerly known as CRB) prior to commencing any placement work.

8. Language of study

All classes are conducted in English. If English is not your first language you will be asked to provide evidence of your English language ability in order to apply and start the course. The standard English language requirement for entry is IELTS 6.0 or equivalent.

9. Information about assessment regulations

Assessment will take the form of:

Formative Assessment – this is an interim review of student work undertaken at key points during particular modules. It provides an indicative measure of student progress, allows students to consider their work in relation to that of their peers, allows students to agree with staff any adjustments needed in order to satisfy course requirements, and is designed to help staff improve student performance. It does not contribute to the final unit mark.

Summative Assessment - is that carried out at the end of a unit. It provides an evaluation of student progress at the end of the module, generates a module mark, and confirms the conditions for referral or retake.

The Purpose of Assessment

Assessment measures student performance in completed module. It is therefore retrospective and should not necessarily be taken as a guide to future success. Assessment can have the following purposes:

- To measure student performance over a specified part of the course by published criteria against a stated requirement;
- To provide students with feedback about their performance, helping them to identify strengths and weaknesses;
- To determine the suitability to progress to the next stage of the course;
- To determine the award of an appropriate qualification.

The assessment process is designed to recognise and credit students' achievement, rather than to penalise failure. If a student fails a module there will be a further chance to improve work and pass. Refer to Academic Regulations for further guidance.

10. Methods for evaluating and improving the quality and standards of teaching and learning.

The quality of the programme is annually monitored through evaluating:

- External examiner reports (considering quality and standards).
- Teaching observations and staff development reviews.
- Statistical information, considering issues such as pass rate.
- Student feedback (Student Voice), including module evaluation questionnaires.

The course team use this information to undertake annual monitoring, which, in turn, is monitored by the Bridgwater and Taunton College Senate.

Annex 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes							
		A1	A2	B1	B2	C1	C2	D1	D2
4	Learning and Development		✓	✓			✓		
	The Reflective Practitioner		✓				✓	✓	
	The Child in Society	✓			✓	✓			
	Play and Creativity		✓	✓			✓		✓
	Language and Literacy Development	✓	✓			✓			
	Math's and Science in the Early Years		✓						✓

Level	Study module/unit	Programme outcomes									
		A3	A4	A5	B3	B4	C3	C4	D3	D4	D5
5	The critically Reflective Practitioner	✓			✓			✓	✓		
	Early Years Pedagogy	✓				✓	✓				✓
	Introduction to Leadership and Management			✓	✓		✓				✓
	Child Health and Wellbeing		✓	✓	✓					✓	
	Working with Children and Families	✓			✓		✓				
	Introduction to Research		✓			✓	✓				

		Programme outcomes							
Level	Study module/unit	A6	A7	A8	B5	B6	C5	D6	D7
6	Adults' Concepts of Childhood	✓			✓				✓
	Global Perspectives on Education		✓		✓			✓	
	The Creative Reflexive Practitioner	✓				✓	✓		✓
	Contemporary Discourses in the Early Years	✓			✓		✓	✓	
	Dissertation			✓		✓	✓	✓	

