

**Programme Specification for**  
***BA (Hons) Early Childhood Studies***



<b>1. Programme title</b>	BA (Hons) Early Childhood Studies
<b>2. Awarding institution</b>	Middlesex University
<b>3. Teaching institution</b>	Middlesex University
<b>4. Details of accreditation by professional/statutory/regulatory body</b>	
<b>5. Final qualification</b>	BA (Honours)
<b>6. Year of validation</b> <b>Year of amendment</b>	
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	Full-time/ Part-time

**9. Criteria for admission to the programme**

Normal admission requirements are 240-280 points or equivalent at A Levels, Vocational Courses, or the completion of an Access to Higher Education or Teaching course plus GCSEs English Language and Maths Grade A-C or equivalent. Special arrangements can be made for the admission of some mature students who do not have these qualifications. Such applicants may contact the programme leader for advice on admission.

Applicants for whom English is not a first language should have an IELTS grade of 6 with at least 5.5 in each element.

**10. Aims of the programme**

The programme aims to:

- Increase all participants' competence and independence as learners, and aid understanding of their learning styles. Furthermore to develop students' transferrable skills.

- Encourage students to draw on a range of intellectual resources, academic disciplines and theoretical perspectives to illuminate their understanding of childhood, care and education in relevant contexts.
- Provide a flexible and changing curriculum that engages with current research issues and debates in childcare and education.
- Encourage students to engage with fundamental questions concerning the aims, values, policies and practices of childcare and education, and their relationship to the social context and society.
- Develop in students the ability to construct and sustain a reasoned argument about a wide range of issues related to childcare and education in a clear and coherent manner by engaging critically with evidence.
- Aid students in applying theory to practice, and prepare them to engage in a range of childcare and educational settings.

## 11. Programme outcomes

### A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

1. Current and historical ideologies, philosophies and political ideas, and their influence on childcare and education.
2. The diversity, complexity and changing nature of childcare and education, and their relationship with society.
3. The main theories and research evidence governing cognitive, social, emotional, and physical development, and well-being.
4. The processes of learning and their impact on individuals and educational practices.
5. Relevant research and research methods used in the field of childcare and education.
6. Current practice, procedures and

### Teaching/learning methods

Students gain knowledge and understanding through:

- Early Childhood Studies follows the university and school learning and teaching strategies. The intention of the subject is to enhance practice and improve the learning experiences of the students and move them as learners from dependence to independence. This is achieved by initial support in Level 4 and gradually developing skills to work independently at Level 6 with the completion of a small piece of research.
- A wide variety of teaching and learning methods are used including lectures, seminar activities, discussions and presentations, with both individual and group learning. Students are introduced to research methodology to give them the requisite understanding to carry out independent research.

### Assessment methods

Students' knowledge and understanding is

<p>professional requirements of those who work within childcare and educational settings.</p>	<p>assessed by:</p> <ul style="list-style-type: none"> <li>• essays and reports;</li> <li>• seen examination papers;</li> <li>• portfolios and reflective journals;</li> <li>• group and individual presentations;</li> <li>• dissertations and peer assessment.</li> </ul>
<p><b>B. Cognitive (thinking) skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and reflect on potential connections and discontinuities between theory, policy and practice in working with early years' children.</li> <li>2. Critically analyse and challenge received views, concepts and theories of education and childcare and show a willingness to accommodate new ideas.</li> <li>3. Reflect on their own learning processes in relation to learning theories.</li> <li>4. Demonstrate an understanding of the limitations of theory and research.</li> <li>5. Construct a reasoned argument based on sound theory and be able to substantiate independent points of view.</li> <li>6. Carry out a piece of independent individual empirical research based in an educational setting, analyse field-work findings against literature based information and make recommendations for future action.</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students learn cognitive skills through:</p> <ul style="list-style-type: none"> <li>• application and critical evaluation of ideas in relation to their reading;</li> <li>• seminars and small group discussion;</li> <li>• group and individual project work;</li> <li>• reflective practice through journals, essays, reports and presentations.</li> </ul> <p><b>Assessment methods</b></p> <p>Students' cognitive skills are assessed by:</p> <ul style="list-style-type: none"> <li>• exam papers;</li> <li>• essays and reports;</li> <li>• reflective journals;</li> <li>• a research project;</li> <li>• individual and group presentations.</li> </ul>
<p><b>C. Practical skills</b></p> <p>On completion of the programme the successful student will be able to:</p>	<p><b>Teaching/learning methods</b></p> <p>Students learn practical skills through:</p> <ul style="list-style-type: none"> <li>• participatory seminars and</li> </ul>

<ol style="list-style-type: none"> <li>1. Present ideas precisely and convincingly in a variety of written formats.</li> <li>2. Communicate effectively orally for a range of purposes.</li> <li>3. Use ICT resources effectively for communicating, researching and producing materials.</li> <li>4. Participate and contribute to groups in a variety of learning situations.</li> <li>5. Engage effectively in problem solving activities.</li> <li>6. Apply research skills such as observation and interviewing in real life situations.</li> </ol>	<p>workshops;</p> <ul style="list-style-type: none"> <li>• assignments;</li> <li>• work- experience;</li> <li>• research projects.</li> </ul> <p><b>Assessment methods</b></p> <p>Students' practical skills are assessed by:</p> <ul style="list-style-type: none"> <li>• essays;</li> <li>• presentations;</li> <li>• group assignments;</li> <li>• individual projects;</li> <li>• dissertation.</li> </ul>
<p><b>D. Graduate skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify strengths and weaknesses in learning effectiveness and map these to personal and career development and aspirations.</li> <li>2. Use knowledge of learning theories and styles, to identify suitable learning opportunities, and to enhance their own learning.</li> <li>3. Organise own learning and demonstrate increasing levels of autonomy.</li> <li>4. Work as a team member, collaborate, plan and fulfil agreed responsibilities.</li> <li>5. Use resources and time effectively.</li> <li>6. Learn independently in familiar and unfamiliar situations with open mindedness and in the spirit of critical</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students acquire graduate skills through:</p> <ul style="list-style-type: none"> <li>• Students acquire graduate skills at level 4. Thereafter skills are nurtured and developed throughout the programme.</li> </ul> <p><b>Assessment methods</b></p> <p>Students' graduate skills are assessed by:</p> <ul style="list-style-type: none"> <li>• formative and summative assignments, developmentally across the levels.</li> </ul>

enquiry.	
7. Interpret and use data.	

## 12. Programme structure (levels, modules, credits and progression requirements)

### 12.1 Overall structure of the programme

The programme is studied over three years full time with the completion of four modules per academic year or studied on a part time basis with the completion of up to three modules. There are twenty two weeks of teaching plus two student study weeks and three weeks of assessment by examination, and submission of coursework assignments.

Each module consists of a total of 300 hours study time which is sub divided into contact (with lecturer) and non-contact (personally directed learning) time. Each module is designated as level 4, 5 or 6, equating to the year of study, representing progression in the demand and nature of the expected learning outcomes for the modules, year on year. To gain a BA Hons, students must acquire 360 credits.

Students on this programme are following **Early Childhood Studies** as a single honours. They follow four compulsory modules in **year 1**.

In **year 2**, they study two compulsory and two optional modules.

In **year 3**, students study a **dissertation module**, which offers a research-only, or **research in professional practice** option (**EDU3292**), plus three other optional modules.

Discontinuation of the programme will mean the academic exit award made will reflect academic credit achieved. For example:

- **Cert HE** (120 Credits minimum)
- **Dip HE** (240 Credits minimum)
- **BA Early Childhood Studies** (Ordinary) (300 Credits minimum)

In some cases the awards may be in Combined Studies.

### 12.2 Levels and modules

Level 4 (1)

COMPULSORY

OPTIONAL

PROGRESSION  
REQUIREMENTS

Students must take all of the following: <b>EDU1202</b> <b>EDU1203</b> <b>EDU1204</b> <b>EDU1206</b>		Students must pass all of the modules to continue on this award.
Level 5 (2)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: <b>EDU2201</b> <b>EDU2206</b>	Students must also choose <b>two</b> from the following: <b>EDU2303</b> <b>EDU2307</b> <b>EDU2308</b> <b>EDU2309</b>	Students must pass all of the compulsory modules and, in addition, gain 90 credits at Level 5 to continue on this award.  Students will need to make up the outstanding 30 credits by re-taking the module or taking relevant summer school modules.
Level 6 (3)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: <b>EDU3392</b>	Students must also choose <b>three</b> from the following: <b>EDU3202</b> <b>EDU3304</b> <b>EDU3205</b> <b>EDU3307</b> <b>EDU3309</b> <b>EDU3310</b> <b>EDU3211</b>	Students must pass all the modules to gain the award.

### 12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
	None

### 13. Curriculum map

See attached.

### 14. Information about assessment regulations

The assessment and progression rules are those that apply under the University regulations. All EDU modules provide 30 credits. Modules may be assessed by examination, coursework or a combination of the two. Assessment criteria are provided in each module narrative. Students who fail an assignment have one chance to resubmit the coursework or resit the examination.

The final degree classification for students following the three year BA programme is based on grades received at levels 5 and 6.

### 15. Placement opportunities, requirements and support (if applicable)

It is strongly recommended that students gain paid or voluntary experience working with children, including in early years settings.

A number of modules require students to relate theory to examples from practice (see, for example, module narratives for **EDU1203**, **EDU1206**, **EDU2307**, **EDU3205** and **EDU3292**).

A number of students will work in early years' settings. However, during the course some may choose to work in, for example, learning centres, special schools, museums etc.

The timetable is arranged to permit students to participate in a work setting for at least one day a week during the University academic year.

There is also the opportunity to find related work-experiences during the summer in, for example, private nurseries and summer camps. Students should not carry out work experience in an organisation which does not comply with legal health and safety requirements.

Tutors will support students in taking up placements, where appropriate, with information and references. All students will be expected to go through the DBS clearance process upon joining the University. Work placements are further supported across the University by the Employability and Careers Centre.

#### **16. Future careers (if applicable)**

Students receive input on career progression at Level 4, 5 and 6. Advice on progressing to EYITT and Schools Direct can be obtained from relevant tutors or other staff in the school. Students develop graduate skills throughout the programme and work-oriented modules give students the possibility of working in an environment they may consider as a career possibility.

#### **17. Particular support for learning (if applicable)**

Students attend an induction programme and receive details of the course handbook. The Level 4 modules introduce students to the study skills required by successful graduates and these are developed throughout the course. Students are provided with a module introduction and supporting materials by individual tutors.

Seminars are run using group work and discussion and all students are encouraged to participate and support each other. Seminar tutors are on hand to clarify ideas and assessment requirements. In addition to this, tutors are available during office hours for booked tutorials.

Dissertations are supported by personal supervision with a named tutor. Within the Department, Graduate Teaching Assistants and Student Learning Assistants provide further guidance and support. The Progression and Support Officers can be contacted regarding general progression and achievement issues.

The University provides a central support system for students – Learner Enhancement Team (LET) which provides extra support for students who require help with areas such as essay writing and numeracy. They can be accessed by email during usual work hours.

Students with disabilities will receive support from central university services and their learning will be supported by the provision, where possible, of materials in a suitable format.

<b>18. JACS code (or other relevant coding system)</b>	X301
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<b>19. Relevant QAA subject benchmark group(s)</b>	Early Childhood Studies
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#### **20. Reference points**

- The QAA FHEQ Education Studies Benchmarks
- University's Regulations
- University's Learning and Teaching Strategy

- National Qualifications Framework
- SEEC level descriptors

## **21. Other information**

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

## Appendix 2: Curriculum Map

### Curriculum map for *[title of Programme]*

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

#### Programme learning outcomes

Knowledge and understanding		Practical skills	
A1		C1	
A2		C2	
A3		C3	
A4		C4	
A5		C5	
A6		C6	
A7		C7	
Cognitive skills		Graduate Skills	
B1		D1	
B2		D2	
B3		D3	
B4		D4	
B5		D5	
B6		D6	
B7		D7	

