

Middlesex University

Programme Specification:

BA (Hons) Early Childhood Studies

1. Programme title	BA (Hons) Early Childhood Studies
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Programme accredited by	N/A
5. Final qualification	BA (Hons)
6. Academic year	2020/2021
7. Language of study	English
8. Mode of study	Full- time or part- time
9. Criteria for admission to the programme	
<p>Normal admission requirements are 96 UCAS points or equivalent at A Levels, Vocational Courses, or the completion of an Access to Higher Education course, plus GCSEs English Language and Maths Minimum Grade 4 (or C if taken before 2017), 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.</p> <p>Applicants for whom English is not a first language should have an IELTS grade of 6 with at least 5.5 in each element.</p>	
10. Aims of the programme	
<p>The programme aims to</p> <ul style="list-style-type: none">• 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 :

A1. Current and historical ideologies, philosophies and political ideas, and their influence on childcare and education.

A2. The diversity, complexity and changing nature of childcare and education, and their relationship with society.

A3. The main theories and research evidence governing cognitive, social, emotional, and physical development, and well-being.

A4. The processes of learning and their impact on individuals and educational practices.

A5. Relevant research and research methods used in the field of childcare and education.

A6 Current practice, procedures and professional requirements of those who work within childcare and educational settings.

Teaching/learning methods

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.

Application of knowledge and skills to work experience within childcare and education will be encouraged throughout the course.

	<p>Assessment Method</p> <p>Students' knowledge and understanding is assessed in a variety of ways according to the expected learning outcomes for each module.</p> <p>Modes of assessment are linked to the learning outcomes. Learning outcomes are detailed in the 'module narratives' in the programme handbook, which can be viewed on the university's intranet.</p> <p>Modes of assessment that measure knowledge and understanding include essays, reports, seen examination papers, portfolios, reflective journals, group and individual presentations, dissertations and peer assessment.</p>
<p>B. Cognitive (thinking) skills On completion of this programme the successful student will be able to:</p> <p>B1. Identify and reflect on potential connections and discontinuities between theory, policy and practice in working with early years' children.</p> <p>B2. Critically analyse and challenge received views, concepts and theories of education and childcare and show a willingness to accommodate new ideas.</p>	<p>Teaching/learning methods Students develop their cognitive skills through application and critical evaluation of ideas in relation to their reading, seminars and small group discussion; group and individual project work; reflective practice through journals, essays, reports and presentations.</p> <p>Assessment Method Students' cognitive skills are assessed through exam papers, essays, reports, reflective journals, a research project,</p>

<p>B3. Reflect on their own learning processes in relation to learning theories.</p> <p>B4. Demonstrate an understanding of the limitations of theory and research.</p> <p>B5. Construct a reasoned argument based on sound theory and be able to substantiate independent points of view.</p> <p>B6. 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.</p>	<p>essays and individual and group presentations.</p>
<p>C. Practical skills On completion of the programme the successful student will be able to:</p> <p>C1. Present ideas precisely and convincingly in a variety of written formats.</p> <p>C2. Communicate effectively orally for a range of purposes.</p> <p>C3. Use ICT resources effectively for communicating, researching and producing materials.</p> <p>C4 Participate and contribute to groups in a variety of learning situations.</p> <p>C5. Engage effectively in problem solving activities.</p>	<p>Teaching/learning methods</p> <p>Practical skills are taught, learnt and experienced through participatory seminars, workshops, assignments, work-experience and research projects.</p> <p>Assessment Method Written and practical tasks, such as essays, presentations, group assignments and individual projects.</p> <p>The dissertation is the culmination of the students' ability to demonstrate their independent research and problem solving skills.</p>

<p>C6. Apply research skills such as observation and interviewing in real life situations.</p>	
<p>D. Graduate Skills On completion of this programme the successful student will be able to:</p> <p>D1. Identify strengths and weaknesses in learning effectiveness and map these to personal and career development and aspirations.</p> <p>D2. Use knowledge of learning theories and styles, to identify suitable learning opportunities, and to enhance their own learning.</p> <p>D3. Organise own learning and demonstrate increasing levels of autonomy.</p> <p>D4. Work as a team member, collaborate, plan and fulfil agreed responsibilities.</p> <p>D5. Use resources and time effectively.</p> <p>D6. Learn independently in familiar and unfamiliar situations with open mindedness and in the spirit of critical enquiry.</p> <p>D7. Interpret and use data.</p>	<p>Teaching/learning methods Students acquire graduate skills at level 4. Thereafter skills are nurtured and developed throughout the programme.</p> <p>Assessment method Students' graduate skills are assessed in formative and summative assignments, developmentally across the levels.</p>

12. Programme structure

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 a year (in 4-6 years). There are twenty two weeks of teaching plus two student study weeks and three weeks of assessment by examination, and/or submission of coursework assignments. Each module consists of a total of 300 hours study time which is sub divided into contact with tutors (sometimes online), with self-paced learning materials, and non-contact (independent 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 2 compulsory and 2 optional modules. In year 3, students study a dissertation module (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 (year 1)

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
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<p>Students must take all of the following:</p> <p>EDU1202 Approaches to Learning</p> <p>EDU1203 Early Childhood Development</p> <p>EDU1204 Reflective, Professional Practice in Early Years</p> <p>EDU1206 Infant Health and Well-Being</p>	<p>None</p>	<p>Students must pass all of the modules to continue on this award.</p>
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Level 5 (year 2)		
COMPULSORY		
<p>Students must take all of the following:</p> <p>EDU2201 Researching Lives: Social Investigation in the Contemporary World.</p> <p>EDU2206 Social Perspectives on Childhood</p>	<p>Students must also choose TWO from the following:</p> <p>EDU2303 Comparative Education</p> <p>EDU2307 Curriculum Studies 0-7 years</p> <p>EDU2308 Education and the Social World: Who Educates Whom and Why?</p> <p>EDU2309 Insights into Play</p>	<p>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 alternative module)</p>

Level 6 (year 3)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

<p>Students must take the following:</p> <p>EDU3392 Dissertation Module for Early Childhood Studies</p>	<p>Students must also choose THREE from the following:</p> <p>EDU3202 Special Educational Needs, Disability and Inclusion</p> <p>EDU3304 Children's Literature</p> <p>EDU3205 Leadership and Management in Early Years</p> <p>EDU3307 The Social and Emotional Aspects of Teaching & Learning</p> <p>EDU3309 The Child in Context: the Influence of Socio-Cultural Factors on Development</p> <p>EDU3310 Children's Rights and Self Determination: Theory into Practice</p> <p>EDU3211 Creativity and the Arts in Education</p> <p>EDU3212 The Digital Child: Childhood in the Contemporary Media Landscape</p>	<p>Students must pass all the modules to gain the award</p>
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Module level	Module code
Six (3)	Modules are compensatable, except for the core modules.

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)

Over the three years, 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 1 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 its employability and careers centre.

16. Future careers (if applicable)

Students receive input on career progression at Level four ,five and six. 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 online induction programme and receive details of the course handbook, ensuring that everything is in place for a successful start to their studies. In the mission to make the course more inclusive and flexible, many aspects are already provided online, including some recorded lectures, e-textbooks, online assessment guidance, and feedback, as standard. This means that the course is well positioned for providing an engaging learning experience from Autumn 2020.

During the first session of each module, students are provided with a module introduction and supporting materials by individual tutors. For the first term, students will be taught through a mixture of online, face to face sessions, recorded lectures and interactive seminars, where it will be possible to discuss key topics with academic staff and other students, in smaller groups. Students are encouraged to participate and support each other in these live sessions, to get to know peers, and get the full experience of a university classroom. Seminar tutors are on hand in these sessions to clarify ideas, and assessment requirements. In addition, they are available during published office hours for booked online tutorials. At Level 6, Dissertations are supported by personal supervision with a named tutor.

Learning will be supported with a range of other resources and activities, presented on MyUnihub, encouraging self-paced and independent learning before, during and after sessions. The Level 4 modules introduce students to the study skills required by successful

graduates and these are developed throughout the course. There is also the opportunity for one to one online support time with a personal tutor. The library and its staff, can help to identify a range of books and resources, relevant to learning and assessments, and accessible online. Within the Department, Graduate Teaching Assistants and Student Learning Assistants provide further online guidance and support for improving academic skills.

The University provides a central support system for students – Learner Enhancement Team (LET), currently online, 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 online support from central university services and their learning will be supported by the provision, where possible, of materials in a suitable format. There is also online welfare support through Student Services. Once it's safe to do so, some sessions, support and services will return to the campus for those students who are able or willing to attend in person. Staff will stay connected with students, updating them on any changes to delivery.

18. JACS code (or other relevant coding system)

X301

19. Relevant QAA subject benchmark group(s)

Early Childhood Studies

20. Reference points

- The QAA FHEQ Early Childhood Studies Benchmarks
- University's Regulations
- University's Learning and Teaching Strategy
- National Qualifications Framework
- SEEC level descriptors

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.