

Course Specification

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Produced By:	Oliver Jones
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Education		
Course Code(s):	CF015H31PC	Part-time	2 Years
Course Title:	BA (Hons) Early Childhood Studies at Bournemouth and Poole College		
Hierarchy of Awards:	Bachelor of Arts with Honours Early Childhood Studies at Bournemouth and Poole College Bachelor of Arts Early Childhood Studies at Bournemouth and Poole College University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	16/Jan/2017		
Last Review:	2015/6		
Course Specification valid from:	2015/6		
Course Specification valid to:	2021/2		

Academic Staff

Course Leader:	Mrs Jayne Daly
Head of Department:	Mrs Faye Stanley

Course Information

Location of Delivery:	The Bournemouth and Poole College
Category of Partnership:	Off-site delivery of University Provision
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

2017 Entry

- CCD from 'A' levels or equivalent
- BTEC National Diploma grade MMM, BTEC National Certificate DD
- Access to HE Diploma full award (Pass of 60 credits - of which a minimum of 45 credits must be at level 3 including 18 at Merit or Distinction).
- Successful completion of the [Foundation Year of Learning Education and Progression](#)
- Successful completion of the [International Foundation Year in Education, Health and Wellbeing](#)
- If you've got other qualifications or relevant experience, please contact [The Gateway](#) for further advice before applying.
- International student language requirements and application guidance can be found at <http://www.wlv.ac.uk/international/apply>

[Other Requirements](#)

[Entry to this course requires a Disclosure and Barring Service \(DBS\) check and Medical check](#)

Students must have studied a minimum of two years post GCSE level. However, it is expected that some applicants will be mature students with work experience, who wish to further their career development. These applicants will be processed through standard procedures, which may involve an interview as part of the process. Please see <http://wlv.ac.uk/mature> for further information.

Those who do not meet the entry requirements may be offered an alternative course

Distinctive Features of the Course:

- This course involves placements at every level of study.
- The teaching team are from a range of professional backgrounds including education, local authorities, social work, adult education and youth work and are all actively involved in research and writing.
- This course is taught full time and part time
- Members of the Childhood Studies team are all active researchers in an area of childhood studies. For example, the experience of part time students, teachers perspectives in primary education of government agendas and comparative education and the role of the adult with pre-school settings.

Educational Aims of the Course:

The Childhood Studies degree will develop your skills and knowledge required for a range of careers working with children, their families and the services that support them. The course will draw on a range of disciplines such as history, psychology, education, sociology, welfare and social policy.

The course is suitable for people new to this area or experienced staff searching for career development. The course takes account of the ecology of children's lives in studying the complexities of family life and of children's development from conception onwards and the significance of childhood across cultures and

societies.

Work experience placements are an integral part of the course and can be negotiated in a variety of settings such as schools, nurseries, community care centres, hospitals, social services, libraries, children's centres, and other relevant settings. The course will consider theory in relation to the implications for practice and enable you to evaluate and develop appropriate pedagogical approaches to work with children and their families and to consider ethical principles and high quality practice.

Teaching and learning is designed to support digital literacy through use of a range of on-line tools, such as virtual learning environments and e-portfolios and you are encouraged to share knowledge and be enterprising with your ideas.

Intakes:

September

Major Source of Funding:

HE FUNDING COUNCIL FOR ENGLAND (HEFCE)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2017/8	HEU	Part Time	£2780.00
2018/9	HEU	Part Time	£2835.00

PSRB:

None

Course Structure:

January (Part-time)

Year 5

Module	Title	Credits	Period	Type
6CF011	Leading Quality	20	SEM2	Core
6CF010	Evaluating Curricula Frameworks	20	SEM2	Core

January (Part-time)

Year 6

Module	Title	Credits	Period	Type
6ED015	Education Research Project	40	YEAR	Core
6CF003	Tackling Inequalities	20	SEM1	Core
6CF005	Rights, Responsibilities and Advocacy	20	SEM2	Core

Learning, Teaching and Assessment

Academic Regulations Exemption:

Exemption from 4.4.3.: the requirement to compensate marginal failure in a module

(approved by AFRSC 14th August 2014)

N.B The Safeguarding module needs to be successfully passed as it is exempt from compensation in the event of marginal failure

Reference Points:

QAA Subject Benchmarks for Early Childhood Studies and QAA Benchmarks for Foundation Degrees have been inter-related

Framework for Higher Education Qualifications

Early Years Teacher Status (National College for Teaching and leadership) – the standards have been considered in the learning outcomes as the Department for Education have indicated that the BA (Hons) Childhood Studies is one of the recognised routes for Early Years Teacher Status. (Graduate route)

Equality Act 2010

University Guidelines for BA (Hons)

School documents: Teaching and Learning Strategy – the development of a wider range of TSL, and blended learning. Assessment Strategy – a wide range of differing assessment strategies have been chosen (refer to section 12) to ensure that the full range of skills are developed, Ethics Policy and Equality Policy

Learning Outcomes:

Ordinary Course Learning Outcome 1 (ORDCLO1)

Reflect upon a range of philosophical, historical, psychological, sociological and consider how these underpin different understanding of children and childhood.

Ordinary Course Learning Outcome 2 (ORDCLO2)

Demonstrate the knowledge and awareness of the skills needed for different pedagogical approaches when working with children, families, communities and other professionals as well as acting as an advocate for children, families and communities including promoting children's welfare and safety needs.

Ordinary Course Learning Outcome 3 (ORDCLO3)

Recognise and critically analyse issues in relation to rights, diversity, equity and inclusion in relation to

working with children, families and communities in the UK and globally.

Ordinary Course Learning Outcome 4 (ORDCLO4)

Make critical judgements and evaluations about key concepts, theories and principles including current debates in the area of childhood studies and research in child development and analyse data effectively and interpret this arriving at supported conclusions.

Ordinary Course Learning Outcome 5 (ORDCLO5)

Critically reflect on your own value systems and that of others, in a systematic and sensitive way to develop your professional and ethical practice for improvements to multi-agency practices for children.

Ordinary Course Learning Outcome 6 (ORDCLO6)

To communicate clearly to a range of audiences for a range of purposes including the ability to take the lead, support, plan and work collaboratively with others.

Honours Course Learning Outcome 1 (DEGCLO1)

Reflect upon a range of philosophical, historical, psychological, sociological and consider how these underpin different understanding of children and childhood.

Honours Course Learning Outcome 2 (DEGCLO2)

Demonstrate the knowledge and awareness of the skills needed for different pedagogical approaches when working with children, families, communities and other professionals as well as acting as an advocate for children, families and communities including promoting children's welfare and safety needs.

Honours Course Learning Outcome 3 (DEGCLO3)

Recognise and critically analyse issues in relation to rights, diversity, equity and inclusion in relation to working with children, families and communities in the UK and globally.

Honours Course Learning Outcome 4 (DEGCLO4)

Make critical judgements and evaluations about key concepts, theories and principles including current debates in the area of childhood studies and research in child development and analyse data effectively and interpret this arriving at supported conclusions.

Honours Course Learning Outcome 5 (DEGCLO5)

Critically reflect on your own value systems and that of others, in a systematic and sensitive way to develop your professional and ethical practice for improvements to multi-agency practices for children.

Honours Course Learning Outcome 6 (DEGCLO6)

To communicate clearly to a range of audiences for a range of purposes including the ability to take the lead, support, plan and work collaboratively with others.

Overview of Assessment:

Module	Title	Course Learning Outcomes
6CF003	Tackling Inequalities	DEGCLO2, DEGCLO4, DEGCLO5, ORDCLO2, ORDCLO4, ORDCLO5
6CF005	Rights, Responsibilities and Advocacy	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO5
6CF010	Evaluating Curricula Frameworks	DEGCLO1, DEGCLO2, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO4, ORDCLO5, ORDCLO6
6CF011	Leading Quality	DEGCLO2, DEGCLO5, DEGCLO6, ORDCLO2, ORDCLO5, ORDCLO6
6ED015	Education Research Project	DEGCLO2, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO2, ORDCLO4, ORDCLO5, ORDCLO6

Teaching, Learning and Assessment:

Lectures, seminars, debates, small group learning sets, presentations, online tasks and blogging, tutorials, independent research, video analysis, visits, case studies. Students will also have the opportunity to experience a placement at every level of their course giving students' the opportunity to relate their theoretical knowledge to practice.

Learning and Teaching Methods:

This data indicates the proportion of time in each year of study that students can expect to engage in the following activities (expressed as a percentage for each level).

Level	Teaching	Independent	Placement
4	24	50	26
5	16	46	38
6	16	66	17

Assessment Methods:

This data indicates the proportion of summative assessment in each year of study that will derive from the following: (expressed as a percentage for each level).

Level	Written Exams	Practical Exams	Coursework
4	17	33	50
5	0	20	80
6	0	17	83

Student Support:

You will have a range of student support at the University's Walsall campus. These are available through study skills sessions at the Learning Centre and access to electronic resources.

- Learning and Information Services www.wlv.ac.uk/lib
- Library Catalogue (Summon) www.wlv.ac.uk/lib/search
- Education Subject Resources (Journal databases etc) www.wlv.ac.uk/lib/education
- Harvard Referencing www.wlv.ac.uk/lib/harvard
- Skills for Learning (Workshops, guides etc) www.wlv.ac.uk/lib/skills

Study skills are embedded in this course as part of teaching and learning activities, in terms of analysing articles, undertaking literature searches and writing activities.

We also have an academic member of staff who provides academic support sessions which will provide you with the opportunity to talk through issues and concerns that you may wish to focus on to improve your academic skills further.

There is also a 'Faculty Enabling Tutor' for students who feel they have a special or additional need that may affect their learning, achievement or inclusion in University life.

In addition students' will be supported by tutors to find a placement in a variety of early years settings throughout the course.

Employability in the Curriculum:

You may choose to apply at level 6 for Early Years Teacher Status with the University of Wolverhampton and Best Practice Network. Additionally, successful completion of this course, following further study could lead to primary teaching, social work, health education, early year's management, children's information services, play services and community family support work. If you want to become a teacher you may choose to undertake a Postgraduate Certificate in Education (PGCE). You could also choose to apply for a Master's Degree in Social Work or Education or undertake a Post Graduate Certificate in Adult Education.

You will also develop and consolidate a range of employability skills, including sharing information, working with and in groups, presenting information, digital literacy and critical thinking skills



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