

Course Specification

Published Date:	15-Feb-2024
Produced By:	Louise Wood
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Education		
Course Code(s):	CF015H01UV	Full-time	3 Years
	CF015H31UV	Part-time	6 Years
Course Title:	BA (Hons) Early Childhood Studies		
Hierarchy of Awards:	Bachelor of Arts with Honours Early Childhood Studies Bachelor of Arts Early Childhood Studies Diploma of Higher Education Early Childhood Studies Certificate of Higher Education Early Childhood Studies		
Language of Study:	English		
Date of DAG approval:	12/Apr/2017		
Last Review:	2019/0		
Course Specification valid from:	2015/6		
Course Specification valid to:	2025/6		

Academic Staff

Course Leader:	Dawn Jones
Head of Department:	Mrs Faye Stanley

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
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)

Typical entry requirement: 96 UCAS points

A Levels - grades CCC / BCD

BTEC L3 Extended Diploma or OCR Cambridge L3 Technical Extended Diploma - grades MMM

Access to HE Diploma: 45 L3 credits at Merit

Use the UCAS Tariff calculator to check your qualifications and points

If you've got other qualifications or relevant experience, please contact The Gateway for further advice before applying.

International entry requirements and application guidance can be found at <http://www.wlv.ac.uk/international/apply>

Successful completion of the International Foundation Year in Education, Health and Wellbeing

Other Requirements

Entry to this course requires a Disclosure and Barring Service (DBS) Check if you do not already have one through your employer or as an individual through the DBS update service.

If you have accepted a Conditional Offer made by the University of Wolverhampton you will receive correspondence asking you to complete an enhanced Disclosure and Barring Service (DBS) check. The charge for this will be a DBS fee of £38.00 and a £6.00 ID check service fee. Please note: DBS charges can vary.

You must usually have studied for a minimum of two years post GCSE level. However, we will consider applications from students who do not have two years of post-16 study, where they have relevant work experience. Please see <http://wlv.ac.uk/mature> for further information.

Distinctive Features of the Course:

The BA (Hons) Early Childhood Studies is designed to help you to develop the skills, knowledge and confidence to succeed in your studies with the University of Wolverhampton at degree level. The course is suitable for people new to this area or experienced staff searching for career development. We value and promote your individual engagement, progression and success and all of our staff will recognise and celebrate your unique learning needs. The curriculum in Early Childhood Studies will be relatable to you through our inclusive approaches to your teaching and learning experience.

The course at level 4, 5 and 6 offers a unique blend of theories and practices in relation to Early Childhood and Early Childhood Services. We recognise that you will have a unique learning journey and we will maximise your potential through optional assessment choices such as presentations, written assessments, reflective journals, reports and written plans.

Staff are active researchers and these interests contribute to high quality teaching, curriculum development and innovation which underpin the teaching and learning that you will experience. You will benefit from the latest research in the areas of Early Childhood such as 'mental health and resilience,' 'early year's professionalism,' 'men in childcare' and 'pedagogy of play.' Your teaching team has a range of expertise and practice in Early Childhood, Special Educational Needs, Young People and Families and Education which will help you to make the link between your learning on the course and your experiences and practice.

This course is taught as a three year full time route and integrates 'The Early Childhood Practitioner Competencies,' published in June 2018. Our Early Childhood Studies course at the University of Wolverhampton was one of the first degrees to embed the Early Childhood Studies Degrees Network's Early Childhood Graduate Practitioner competencies in England. The inclusion of the nine competencies in your degree provides you with the opportunity to undertake placements at every level of your course. You will be able to meet the competencies through assessed observations of practice, practice-based tasks and academic assessment. This focus on the development of your skills and practice within early year's settings will help to enhance your employment prospects as an Early Career Early Childhood Graduate.

Educational Aims of the Course:

As a student on this course, you will develop the skills and knowledge required to work with children from conception to eight years, their families and the services that support them. As part of the course you will learn about the factors which affect children's lives and the complexities of family life and children's development. Your learning on this course will involve gaining knowledge about the multiple perspectives of babies, young children, families and communities by drawing on a range of subject areas, such as history, psychology, education, health, welfare, sociology and social policy, cultural studies, law, and political and economic perspectives. By drawing on these different perspectives you will understand and analyse the processes that shape childhood and babies and young children's lives.

The linking of theory and practice is integral throughout the whole degree and you will undertake placements to gain work based experiences with babies and young children. This will allow you to consider theory in relation to the implications for practice so you can evaluate and develop creative approaches to working with babies and young children. You will also develop the skills of critical reflection and appraisal which will enable you to understand and analyse ethical principles, children's rights, health and wellbeing, child protection and safeguarding, multi-agency working and disability, diversity and inclusion.

As you progress through your degree you will have opportunities to develop your critical capabilities through the selection, analysis and combining of relevant perspectives, and be able to justify different positions on matters relating to early childhood studies. As a graduate, you will be able to reflect on your own value systems, development and inclusive practices, question concepts and theories you have encountered in your studies and interrogate the assumptions underpinning research and your own practice. This means you will be able to relate your experiences and thoughts to your learning on the course.

Intakes:

September
January

Major Source of Funding:

Office for Students (OFS)

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
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£12950.00
2021/2	H	Part Time	£3100.00
2022/3	H	Full Time / Sandwich	£9250.00
2022/3	Overseas	Full Time / Sandwich	£13450.00
2022/3	H	Part Time	£3120.00
2023/4	H	Full Time / Sandwich	£9250.00
2023/4	Overseas	Full Time / Sandwich	£14450.00
2023/4	H	Part Time	£4625
2024/5	H	Full Time / Sandwich	£9250.00
2024/5	Overseas	Full Time / Sandwich	£14950.00
2024/5	H	Part Time	£4625.00

PSRB:

None

Course Structure:

January (Part-time)

Module	Title	Credits	Period	Type
6CF011	Leading Quality in Practice	20	SEM2	Core
6CF018	Learning in the Outdoor Environment	20	SEM2	Core

January (Part-time)

Module	Title	Credits	Period	Type
6CF010	Evaluating The Early Years Curriculum	20	SEM1	Core
6ED015	Dissertation	40	YEAR	Core

January (Part-time)

Module	Title	Credits	Period	Type
6CF020	Pedagogy of Play	20	SEM2	Core

September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
4CF004	Growing Up in the 21st Century	20	SEM1	Core
4CF002	Child Development	20	SEM1	Core
4CF005	Safeguarding and Multi-Agency Perspectives	20	SEM1	Core
4CF012	Role of Play in Childhood	20	SEM2	Core
4CF003	Power, Inclusion and Diversity	20	SEM2	Core
4CF009	Developing Professionals in Early Childhood	20	SEM2	Core

September (Part-time)

Module	Title	Credits	Period	Type
4CF005	Safeguarding and Multi-Agency Perspectives	20	SEM1	Core
4CF002	Child Development	20	SEM1	Core
4CF003	Power, Inclusion and Diversity	20	SEM2	Core

September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
5CF016	Health in the Early Years	20	SEM1	Core
5CF013	Understanding Children's Worlds	20	SEM1	Core
5ED002	Becoming a Researcher	20	SEM2	Core
5CF011	Communication, Language and Literacy in Early Childhood	20	SEM2	Core
5CF006	The Enquiring Practitioner	20	SEM2	Core

Group 01 | Min Value: 20 | Max Value: 20

5SN001	Inclusion in the Early Years	20	SEM1	
5CF017	Young Lives, Parenting and Families	20	SEM1	

September (Part-time)

Module	Title	Credits	Period	Type
4CF009	Developing Professionals in Early Childhood	20	SEM2	Core
4CF004	Growing Up in the 21st Century	20	SEM1	Core
4CF012	Role of Play in Childhood	20	SEM2	Core

September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
6ED015	Dissertation	40	YEAR	Core
6CF011	Leading Quality in Practice	20	SEM2	Core
6CF010	Evaluating The Early Years Curriculum	20	SEM1	Core

Group 01 | Min Value: 20 | Max Value: 20

6CF017	Perspectives on Children and Childhood	20	SEM1	
6CF020	Pedagogy of Play	20	SEM1	

Group 02 | Min Value: 20 | Max Value: 20

6CF016	Childhood and Youth in a Global Context	20	SEM2	
6CF018	Learning in the Outdoor Environment	20	SEM2	

September (Part-time)

Module	Title	Credits	Period	Type
5CF006	The Enquiring Practitioner	20	SEM2	Core

Group 01 | Min Value: 20 | Max Value: 20

5CF017	Young Lives, Parenting and Families	20	SEM1	
5SN001	Inclusion in the Early Years	20	SEM1	

5CF016	Health in the Early Years	20	SEM1	Core
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September (Part-time)

Module	Title	Credits	Period	Type
5CF011	Communication, Language and Literacy in Early Childhood	20	SEM2	Core
5CF013	Understanding Children's Worlds	20	SEM1	Core
5ED002	Becoming a Researcher	20	SEM2	Core

September (Part-time)

Module	Title	Credits	Period	Type
6CF011	Leading Quality in Practice	20	SEM2	Core

Group 01 | Min Value: 20 | Max Value: 20

6CF017	Perspectives on Children and Childhood	20	SEM1	
6CF020	Pedagogy of Play	20	SEM1	

6CF010	Evaluating The Early Years Curriculum	20	SEM1	Core
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September (Part-time)

Module	Title	Credits	Period	Type
6ED015	Dissertation	40	YEAR	Core

Group 01 | Min Value: 20 | Max Value: 20

6CF016	Childhood and Youth in a Global Context	20	SEM2	
6CF018	Learning in the Outdoor Environment	20	SEM2	

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Section 4.4.3 - Exemption in accordance with the standards required for Early Years Teacher Status (granted by the Children's Workforce Development Council). Compensation will not be permitted for the following core module (repeats will be allowed);

4CF005 Safeguarding and Promoting Well-Being (20 credits).

APPROVED by AFRSC.

Reference Points:

[UK Quality Code for Higher Education](#) (2018)

[Qualifications and Credit Frameworks](#) (2014)

[Subject Benchmark Statements Early Childhood Studies](#) (2019)

Overview of Assessment:

Learning Outcomes	Modules
BHONS01 Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study.	4CF002 Child Development 4CF004 Growing Up in the 21st Century 4CF012 Role of Play in Childhood 6CF003 Tackling Inequalities in Children, Young People and their Families 6CF005 Rights, Responsibilities and Advocacy 6CF010 Evaluating The Early Years Curriculum 6CF011 Leading Quality in Practice 6CF016 Childhood and Youth in a Global Context 6CF017 Perspectives on Children and Childhood 6ED015 Dissertation 5CF006 The Enquiring Practitioner 5CF011 Communication, Language and Literacy in Early Childhood 5CF013 Understanding Children's Worlds 5CF016 Health in the Early Years 5CF017 Young Lives, Parenting and Families 5ED002 Becoming a Researcher 5SN001 Inclusion in the Early Years 6CF003 Tackling Inequalities in Children, Young People and their Families 6CF005 Rights, Responsibilities and Advocacy 6CF010 Evaluating The Early Years Curriculum 6CF011 Leading Quality in Practice 6CF016 Childhood and Youth in a Global Context 6CF017 Perspectives on Children and Childhood 6ED015 Dissertation
BHONS02 Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.	4CF004 Growing Up in the 21st Century 4CF009 Developing Professionals in Early Childhood 4CF012 Role of Play in Childhood 6CF005 Rights, Responsibilities and Advocacy 6CF016 Childhood and Youth in a Global Context 6CF017 Perspectives on Children and Childhood 6ED015 Dissertation 5CF016 Health in the Early Years 5CF017 Young Lives, Parenting and Families 6CF005 Rights, Responsibilities and Advocacy 6CF016 Childhood and Youth in a Global Context 6CF017 Perspectives on Children and Childhood 6ED015 Dissertation
BHONS03 Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work.	4CF003 Power, Inclusion and Diversity 4CF009 Developing Professionals in Early Childhood 6CF003 Tackling Inequalities in Children, Young People and their Families 6CF010 Evaluating The Early Years Curriculum 6CF016 Childhood and Youth in a Global Context 6CF017 Perspectives on Children and Childhood 6CF020 Pedagogy of Play 6ED015 Dissertation 5CF006 The Enquiring Practitioner 5CF007 Children, Family and Society 5CF011 Communication, Language and Literacy in Early

Learning Outcomes

Childhood Modules

	5CF013 Understanding Children's Worlds
	5CF016 Health in the Early Years
	5CF017 Young Lives, Parenting and Families
	5ED002 Becoming a Researcher
	6CF003 Tackling Inequalities in Children, Young People and their Families
	6CF010 Evaluating The Early Years Curriculum
	6CF016 Childhood and Youth in a Global Context
	6CF017 Perspectives on Children and Childhood
	6CF020 Pedagogy of Play
	6ED015 Dissertation
BHONS04 Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments.	4CF002 Child Development
	4CF003 Power, Inclusion and Diversity
	4CF004 Growing Up in the 21st Century
	4CF005 Safeguarding and Multi-Agency Perspectives
	4CF009 Developing Professionals in Early Childhood
	4CF012 Role of Play in Childhood
	6CF003 Tackling Inequalities in Children, Young People and their Families
	6CF005 Rights, Responsibilities and Advocacy
	6CF010 Evaluating The Early Years Curriculum
	6CF011 Leading Quality in Practice
	6CF017 Perspectives on Children and Childhood
	6CF018 Learning in the Outdoor Environment
	6CF020 Pedagogy of Play
	6ED015 Dissertation
	5CF006 The Enquiring Practitioner
	5CF007 Children, Family and Society
	5CF011 Communication, Language and Literacy in Early Childhood
	5CF013 Understanding Children's Worlds
	5CF016 Health in the Early Years
	5ED002 Becoming a Researcher
	5SN001 Inclusion in the Early Years
	6CF003 Tackling Inequalities in Children, Young People and their Families
	6CF005 Rights, Responsibilities and Advocacy
	6CF010 Evaluating The Early Years Curriculum
	6CF011 Leading Quality in Practice
	6CF017 Perspectives on Children and Childhood
	6CF018 Learning in the Outdoor Environment
	6CF020 Pedagogy of Play
	6ED015 Dissertation
BHONS05 Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.	6CF010 Evaluating The Early Years Curriculum
	6CF011 Leading Quality in Practice
	6ED015 Dissertation
	5CF006 The Enquiring Practitioner
	5CF007 Children, Family and Society
	5CF011 Communication, Language and Literacy in Early Childhood
	5CF013 Understanding Children's Worlds
	6CF010 Evaluating The Early Years Curriculum
	6CF011 Leading Quality in Practice
	6ED015 Dissertation
BHONS01 Reflect upon a range of philosophical, historical, psychological, sociological and consider how these underpin different understanding of children and childhood.	
BHONS02 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	

BHONS03 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.

BHONS04 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.

BHONS05 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.

BHONS06 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.

BHONS01 Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

BHONS02 Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.

BHONS03 Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.

BHONS04 Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.

BHONS05 Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.

BHONS06 Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

BHONSN01 Reflect upon a range of philosophical, historical, psychological, sociological and consider how these underpin different understanding of children and childhood.

BHONSN02 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.

BHONSN03 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

BHONSN04 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.

BHONSN05 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.

BHONSN06 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.

Teaching, Learning and Assessment:

At the University of Wolverhampton there are a range of teaching and learning activities to help you achieve successfully on your course. Your sessions will have formative learning opportunities and formative assessment which will help you prepare for your final marked assessment (summative assessment). These include

Active contribution to lectures, group activities, including critical debate and discussion in seminars.

Individual and group tutorials

Individual and group research activities using a range of sources, reading of the literature relating to issues raised in lectures and through independent research

Participation in online tasks and discussions

Problem solving activities

There are also a variety of assessment types are used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course will include a variety of assessment activity, which may include:

Coursework (for example, essays, reports, project proposals, case study analysis, poster presentation)

Practical (for example, oral and video presentations and a radio broadcast)

In the final year of your undergraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)

Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)

Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University support:

[University Libraries](#) are the key source of academic information for students, providing access to a wide range of books, journal, DVDs etc. Each library offers a range of study areas to allow students to study in the environment that suit them best, including group and quiet areas with access to PCs. In addition the Library enables access to wide range of online information sources, including eBooks, e-Journals and subject databases.

The Library also provides students with academic skills support via the [Skills for Learning programme](#) . Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Course Specific Support

- You will be allocated a Personal Tutor
- You will be allocated an Academic Coach who will provide you with academic support and pastoral care, to improve your independent learning skills to help you maximise your potential
- Specific assessment support will be factored into each module.
- If you have disabilities and/or specific learning difficulties you can gain a wide range of support from the Student Support and Well Being team and your Faculty Enabling Tutor.
- Higher Education academic skills will be embedded throughout the curriculum.
- You will be allocated a supervisor for your final year dissertation.

Employability in the Curriculum:

A range of employability skills is built into this programme in order that you develop and refine attributes that will be beneficial to you in the workplace, such as sharing information with others, working in groups, literacy and oral skills, leadership, using critical thinking, and becoming a reflective practitioner. You will also develop and consolidate a range of employability and transferable skills, including sharing information, working with and in groups, presenting information, digital literacy and critical thinking skills

Successful completion of this course could lead to careers in a variety of careers such as health education, early year's management, children's information services, play services and community family support work.

If you want to become a primary school teacher you may choose to undertake a Postgraduate Certificate in Education (PGCE). If you want to become an Early Years Teacher, you can choose to apply for the Postgraduate Early Years Initial Teacher training. You could also choose to apply for a Master's Degree in Social Work or Education or undertake a Post Graduate Teaching Certificate in Adult Education.

