

## Course Specification

<b>Published Date:</b>	15-Sep-2020
<b>Produced By:</b>	Laura Clode
<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Institute of Education		
<b>Course Code(s):</b>	CF015T01UV	Full-time	4 Years
	CF015T31UV	Part-time	8 Years
<b>UCAS Code:</b>	X310		
<b>Course Title:</b>	BA (Hons) Early Childhood Studies with Foundation Year		
<b>Hierarchy of Awards:</b>	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 Foundation and Preparatory Studies Early Childhood Studies University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	01/Sep/2017		
<b>Last Review:</b>	2019/0		
<b>Course Specification valid from:</b>	2015/6		
<b>Course Specification valid to:</b>	2025/6		

## Academic Staff

<b>Course Leader:</b>	Mrs Helen Perkins
<b>Head of Department:</b>	Mrs Faye Stanley Mrs Jenny Worsley

# Course Information

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<b>Location of Delivery:</b>	University of Wolverhampton
<b>Category of Partnership:</b>	Not delivered in partnership
<b>Teaching Institution:</b>	University of Wolverhampton
<b>Open / Closed Course:</b>	This course is open to all suitably qualified candidates.

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## Entry Requirements:

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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

Level 2 English, this could be GCSE Grade 4 or above OR equivalent.

Please note we do NOT accept GCSE Short Courses.

You must provide a satisfactory personal statement detailing your motivation for studying this course. See our Personal Statement Guidance for further information.

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

Applicants must be 18 years old or above at the start of the course.

International entry 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.

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 £40.00 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:

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The BA (Hons) Early Childhood Studies with Foundation Year 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. Our Foundation Year programme has been designed to prepare you for studying at undergraduate level. The modules at level 3 will provide you with the required skills and knowledge to transition effectively into Level 4 study. During your Foundation Year you will develop skills appropriate to University such as finding and using information, working collaboratively with others, challenging and debating ideas and expressing yourself with greater confidence. We hope the Foundation year helps you to become familiar with University life and to feel at home on campus.

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 as 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 3, 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 four 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:

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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:

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September

### Major Source of Funding:

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Office for Students (OFS)

### Tuition Fees:

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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

PSRB:

None

Course Structure:

## September (Full-time)

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

### Year 1

Module	Title	Credits	Period	Type
3ED003	Valuing the Self & Others	20	SEM1	Core
3CF002	The Developing Child in the World	20	SEM1	Core
3ED002	Preparing for Undergraduate Study	40	YEAR	Core
3ED005	Exploring Inclusive Education and Practice	20	SEM2	Core
3ED004	Interprofessional Working	20	SEM2	Core

## September (Full-time)

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

### Year 2

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

Continuing students will follow the programme indicated below:

## September (Full-time)

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

## Year 2

Module	Title	Credits	Period	Type
4CF003	Power, Inclusion and Diversity	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
4CF004	Growing Up in the 21st Century	20	SEM2	Core
4CF009	Developing Professionals in Early Childhood	20	SEM2	Core

## September (Full-time)

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

## Year 3

Module	Title	Credits	Period	Type
5CF016	Health in the Early Years	20	SEM1	Core
5CF013	Developing knowledge and understanding with young children	20	SEM1	Core
5ED002	Research Methods	20	SEM2	Core
5CF011	Language and Literacy in the Early Years	20	SEM2	Core
5CF006	Professional Studies	20	SEM2	Core

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

5SN001	Including Young Children	20	SEM1	
5CF017	Young Lives, Parenting and Families	20	SEM1	

Continuing students will follow the programme indicated below:

## September (Full-time)

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

## Year 3

Module	Title	Credits	Period	Type
5CF016	Health in the Early Years	20	SEM1	Core
5CF013	Developing knowledge and understanding with young children	20	SEM1	Core
5CF007	Children, Family and Society	20	SEM1	Core
5ED002	Research Methods	20	SEM2	Core
5CF011	Language and Literacy in the Early Years	20	SEM2	Core
5CF006	Professional Studies	20	SEM2	Core

## September (Full-time)

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

### Year 4

Module	Title	Credits	Period	Type
6ED015	Education Research Project	40	YEAR	Core
6CF010	Evaluating Curricula Frameworks	20	SEM1	Core
6CF011	Leading Quality	20	SEM2	Core

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

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

**For this option group you must choose a minimum of 20 credits and a maximum of 20 credits**

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

Continuing students will follow the programme indicated below:

## September (Full-time)

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

### Year 4

Module	Title	Credits	Period	Type
6ED015	Education Research Project	40	YEAR	Core
6CF003	Tackling Inequalities	20	SEM1	Core
6CF005	Rights, Responsibilities and Advocacy	20	SEM1	Core
6CF011	Leading Quality	20	SEM2	Core
6CF010	Evaluating Curricula Frameworks	20	SEM2	Core

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:

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AFRSC/19/5.1.15 FEHW Undergraduate degrees with Foundation Years.

Section 1.3.1 - Exemption to exceed normal module credits within the standard University Framework allowing for the use of 40 credit modules at Level 3 including Year Long delivery.

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

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

Effective date: September 2020.

APPROVED by AFRSC.

### Reference Points:

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

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

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

[University Policies and Regulations](#) (2019-2020)

[Equality Act \(2010\)](#)

ECS Graduate Competencies (2018)

### Learning Outcomes:

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Foundation Year Course Learning Outcome 1 (UCCL01)

Develop an independent, reflective and self-managed approach to study.

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Foundation Year Course Learning Outcome 2 (UCCL02)

Utilise skills appropriate for study in Higher Education.

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Foundation Year Course Learning Outcome 3 (UCCL03)

Apply new approaches to learning, study and finding information.

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Foundation Year Course Learning Outcome 4 (UCCL04)

Describe your existing transferable skills and new skills and how these may be developed.

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CertHE Course Learning Outcome 1 (CHECLO1)

"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"

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CertHE Course Learning Outcome 2 (CHECLO2)

"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."

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CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

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CertHE Course Learning Outcome 4 (CHECLO4)

"Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments"

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CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

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DipHE Course Learning Outcome 1 (DHECLO1)

"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."

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DipHE Course Learning Outcome 2 (DHECLO2)

"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"

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DipHE Course Learning Outcome 3 (DHECLO3)

"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"

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DipHE Course Learning Outcome 4 (DHECLO4)

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

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DipHE Course Learning Outcome 5 (DHECLO5)

"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"

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DipHE Course Learning Outcome 6 (DHECLO6)

"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."

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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."

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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."

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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."

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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."

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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."

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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."

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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."

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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."

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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."

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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."

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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."

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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:

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<b>Module</b>	<b>Title</b>	<b>Course Learning Outcomes</b>
3CF002	The Developing Child in the World	UCCL01, UCCL04
3ED002	Preparing for Undergraduate Study	UCCL01, UCCL02, UCCL03, UCCL04
3ED003	Valuing the Self & Others	UCCL01, UCCL02, UCCL03, UCCL04
3ED004	Interprofessional Working	UCCL01, UCCL02, UCCL03, UCCL04
3ED005	Exploring Inclusive Education and Practice	UCCL01, UCCL04
4CF002	Child Development	CHECLO2, CHECLO5
4CF003	Power, Inclusion and Diversity	CHECLO4, CHECLO5
4CF004	Growing Up in the 21st Century	CHECLO2, CHECLO3, CHECLO5
4CF005	Safeguarding and Multi-Agency Perspectives	CHECLO1, CHECLO5
4CF009	Developing Professionals in Early Childhood	CHECLO3, CHECLO4, CHECLO5
4CF012	Role of Play in Childhood	CHECLO2, CHECLO3, CHECLO5
5CF006	Professional Studies	DHECLO2, DHECLO4, DHECLO5, DHECLO6
5CF007	Children, Family and Society	DHECLO1, DHECLO4, DHECLO5, DHECLO6
5CF011	Language and Literacy in the Early Years	DHECLO2, DHECLO4, DHECLO5, DHECLO6
5CF013	Developing knowledge and understanding with young children	DHECLO2, DHECLO4, DHECLO5, DHECLO6
5CF016	Health in the Early Years	DHECLO2, DHECLO3, DHECLO4, DHECLO5
5CF017	Young Lives, Parenting and Families	DHECLO2, DHECLO3, DHECLO4
5ED002	Research Methods	DHECLO2, DHECLO4, DHECLO5
5SN001	Including Young Children	DHECLO1, DHECLO2, DHECLO5
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
6CF016	Childhood and Youth in a Global Context	DEGCLO2, DEGCLO3, DEGCLO4, ORDCLO2, ORDCLO3, ORDCLO4
6CF017	Perspectives on Children and Childhood	DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5
6CF018	Learning in the Outdoor Environment	DEGCLO1, DEGCLO5, ORDCLO1, ORDCLO5
6CF020	Pedagogy of Play	DEGCLO1, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO4, ORDCLO5
6ED015	Education Research Project	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6

**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:

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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:

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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](http://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

- The level 3 modules are designed to prepare you for, and facilitate your progress into study at Level 4.
- 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:

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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.

