

University of Plymouth

Faculty of Arts, Humanities and Business

Plymouth Institute of Education

Programme Specification

BA (Hons) Early Childhood Studies

Amended by Minor Change:

5/12/18, 13/05/19, 4/12/19, 18/6/20, 25/11/20, 12/03/21, 15/06/21 & 30/11/21

The BA Early Childhood Studies

The BA Early Childhood Studies programme has been running for over twenty-five years at the University of Plymouth with the aim of developing critical, questioning graduates who are strong advocates for children, families and communities. This programme encourages students to bring their previous study, workplace, professional, voluntary and personal experiences of childhood and family life to develop a deep understanding of the rich complexities of children's lives today.

1. Final Award title

BA (Hons) Early Childhood Studies

Award titles		
Final award title	Level 6	*Bachelor of Arts Early Childhood Studies
Intermediate award title	Level 5	Diploma of Higher Education (DipHE) (Unnamed)
Intermediate award title	Level 4	Certificate of Higher Education (CertHE) (Unnamed)

UCAS code (s): X310

HECOS code: 100457

2. Awarding Institution: University of Plymouth

Teaching institution: University of Plymouth

3. Accrediting body(ies): NA

4. Distinctive Features of the Programme and the Student Experience

- **A holistic perspective of the children and their worlds:** The programme is taught by a team of tutors from different professional backgrounds and with different research interests. This allows us to model the multidisciplinary and multi-professional nature of early childhood studies and enable tutors to develop individual areas of expertise. Tutors come with a range of academic and professional heritages which makes supporting students a key strength of the programme. A number of the teaching team have also worked with level 3 students in Further Education settings, bringing with them a deep understanding of learning needs of those transitioning into level 4 study.
- **Our support and approach:** The programme is firmly grounded in support for each other. This informs all aspects of tutors' relationships with students and our expectations about how students treat each other and the people with whom they may work. We aim to facilitate the development of practitioners who are advocates for young children; who are engaged in social justice and at the forefront of action to seek positive social change by being able to challenge; to develop a critical voice and to be confident, empathetic and sensitive individuals.
- **Teaching and learning:** Furthermore, we believe that the experience of Early Childhood Studies should be one of co-creation; that our students work in partnership with us to shape their learning experiences and develop their interests. In this way, we seek to create professionals at all levels of the industry who are active learners, who question the assumptions of others and who are prepared to be creative and challenging.
- **Work based Learning Opportunities:** students are encouraged from the start of their studies to create connections between their academic studies and work based experiences. Creating aspirations through engaging in diverse range of placements is encouraged by all members of the team, with input from Careers and Employability. Throughout the degree students are required and expected to engage in work experience opportunities across the provision available for young children.
- **International opportunities:** Students studying ECS also have substantial opportunities to travel abroad, experiencing work with children and practitioners from a wide range of cultures. Trips to Gambia, Czech Republic, Hungary and Italy are regularly offered to students. There is an option in the second year to do an international study exchange.

5. Relevant QAA Subject Benchmark Group(s) Early Childhood Studies

6. Programme Structure

Stage 1 Level 4 of BA (Hons) Early Childhood Studies

Semester	Credits	Code	Title	Requirements
S1	20	EEC411	Introduction to Early Childhood Studies	39.5% to pass
S1	20	EEC432	Multi-professional Perspectives	39.5% to pass
S1	20	EEC423	Children in Society	39.5% to pass
S2	20	EEC414	Understanding Development: Biology and Psychology	39.5% to pass
S2	20	EEC415	Politics for Equality in Early Childhood	39.5% to pass
S2	20	EEC416	Places and Spaces for Playing and Learning	39.5% to pass

Stage 2 Level 5 – 40 credits core module plus 20 option per semester

Semester	Credits	Code	Title	Requirements
S1	20 - core	EEC524	Perspectives on Child Development	39.5% to pass
S1	20 - core	EEC566 or EEC566+	Work Based Learning or Work Based Learning Plus	39.5% to pass
Plus 20 credit option module				
S1	20 - option	EDST525	Inclusion and Therapeutic Interventions	39.5% to pass
S1	20 - option	EEC522	Working with a Range of Professionals	39.5% to pass
S2	20 - core	EEC527	Developing Communication in the Early Years	39.5% to pass
S2	20 - core	EEC521	Introduction to Research in Early Childhood Studies	39.5% to pass
Plus 20 credit common challenge elective module				
S2	20 - option	EEC545	Child Wellbeing in the Developing World Challenge Module	39.5% to pass
S2	20 - option	EDST517	Service Learning for Sustainable Change Challenge Module	39.5% to pass

Year 3 – 80 credits core module plus 20 option per semester

Semester	Credits	Code	Title	Requirements
AY	40 - core	EEC601	Research in Early Childhood Studies	39.5% to pass
S1	20 - core	EEC603	Adults Concepts of Childhood	39.5% to pass
Plus 20 credit option module				
S1	20 - option	EEC627	Enabling Environments for Young Children's Learning	39.5% to pass
S1	20 - option	EDST617	Education for the 21 st century: Global, Sustainable and Wild	39.5% to pass
Plus 20 credit option module				
S2	20 - core	EEC645	Current Issues in Early Childhood Studies: Politics Welfare and Society	39.5% to pass
Plus 20 credit option module				
S2	20 - option	EEC638	Children and Risk	39.5% to pass
S2	20 - option	EDST607	Drawing on the Margins of Society	39.5% to pass

7. Programme Aims

This programme aims:

- to develop students' knowledge and understanding of the wide range of interrelated factors (physical, affective, cognitive, social and cultural) which contribute to children's development, learning and progressive participation in a variety of sociocultural contexts;
- to prepare students to work effectively and sensitively with children, parents and colleagues, through careful and sensitive study of individual cases and contexts and through critical examination of the roots and ramifications of policy and practice;
- to enable students to develop as active and self-critical learners, with a sound understanding of the relationship between theoretical frameworks and the active, empirical methods of enquiry which inform the development, interpretation and continuing re-evaluation of theory;
- to develop students' understanding of the ways in which children and adults learn together in communities and to prepare them to act as creative, playful interpreters of public policies in particular contexts and as confident advocates for the rights and interests of young children.

8. Programme Intended Learning Outcomes

8.1 Levels 4-6

Early Childhood Studies benchmarks (see QAA 2019)

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-early-childhood-studies.pdf?sfvrsn=7e35c881_14

Knowledge and understanding

On successful completion graduates should have developed:

1. understanding of the conceptual underpinnings of ECS as a subject area, its historical origins, development and limitations
2. ability to demonstrate systematic knowledge and understanding of children and childhood, nationally and globally, from philosophical, historical, psychological, sociological, cultural, educational, health, welfare, legal, political and economic perspectives
3. ability to demonstrate systematic knowledge and critical understanding of the areas of interest contributing to ECS across the core subject-specific skills areas, and how they interrelate.

This includes:

- a systematic knowledge and critical understanding of all aspects of significant policy and provision for children and families
- a working knowledge of the importance of, but also the challenges and constraints of, multi-professional, interprofessional, multi-agency and inter-agency working in order to meet the needs of children and families
- a working knowledge and understanding of pedagogical approaches for working with young children and families
- a good knowledge of issues in relation to rights, diversity, equity and inclusion in relation to working with children and families
- A good working knowledge of the methods required for systematic study and research relative to children and childhood.

Cognitive and intellectual skills

On successful completion graduates should have developed the skills of:

1. to synthesise and critically evaluate a variety of information and present it in a clear and coherent argument in a variety of form;
2. to foster the skills of reflection with a view to developing personal insights into how their experiences have shaped their beliefs, attitudes and views
3. challenge a range of Early Childhood literature and articulate their own position in relation to it
4. apply knowledge constructed to the field of ECEC

Key and transferable skills

1. Manage their own learning (at university and in practice) using appropriate resources with minimum guidance
2. Deploy knowledge and skills in ECS in a range of different and unfamiliar contexts to solve conceptual and practical problems
3. Seek and make use of feedback and demonstrate good self-evaluation skills

4. Communicate and work effectively within a group and in a range of contexts, academic and professional

Employment related skills

On successful completion graduates should have developed:

1. skills in developing self and others
2. ability to work with children and families
3. ability to synthesise and present information in a variety of formats to a varied and diverse audience

Practical skills

On successful completion graduates should have experienced:

1. The opportunity to explore and begin to develop practice based skills as identified by Early Childhood Studies benchmarks.

An additional placement option in year 2 provides opportunities for practice to be evidenced, measured against the EYE level 3 criteria.

9. Admissions Criteria

Applicants are recommended to have GCSE (or equivalent) Maths and English at Grade C/Level C or above (or from 2017 Grade 4 or above). If applicants do not have the equivalent, completing this during this degree will be promoted.

International applicants must also satisfy the University's English language requirements as specified at: <https://www.plymouth.ac.uk/international/how-to-apply/international-students-entry-requirements>

Entry Requirements for BA (Honours) Early Childhood Studies	
DBS	Entry to the programme will be dependent on satisfactory completion of an enhanced DBS check.
A-level/AS-level	Normal entry requirement is 96 - 112 points on the UCAS tariff or equivalent, including General Studies
BTEC National Diploma/QCF Extended Diploma	18 Unit BTEC National Diploma/QCF Extended Diploma: DMM 12 Unit BTEC Diploma: D*D* (Preference for social science/health & social care/early years/childcare qualifications but all considered)
CACHE	CACHE Diploma in Child Care & Education: B – 120 points

	<p>CACHE Extended Diploma for the Children & Young People's Workforce: B – 120 points</p> <p>CACHE Extended Diploma for Children's Care, Learning, and Development: B – 120 points</p> <p>CACHE Diploma in Early Years Education and Care: A* - 112 points</p> <p>CACHE Level 3 Extended Diploma in Health and Social Care: B – 120 points</p>
Access to Higher Education at level 3	Pass a named Access to HE Diploma (preference to education/ social science/ health and social care, but all considered) with at least 33 credits at Merit/Dist.
Welsh Baccalaureate	Awards additional A-level equivalent points, depending on grade (A-E)
Scottish Qualifications Authority	112 points to include CC at Advanced Highers preferably social science/ health and social care/ early years/ childcare
Irish Leaving Certificate	Irish Highers, a minimum of four to six approved subjects at higher level, Grades H2 H2 H3 H3 H3 (112 points) or equivalent
International Baccalaureate	28 overall to include 5 points in one subject at HL. Profiles should include at least one of the following subjects: social science/ health & social care/ early years/ childcare. English & Maths accepted within If overseas and not studying English within IB – MUST have IELTS: 6.0 overall with 5.5 in all elements
Proficiency in English	Students for whom English is an additional language will need to demonstrate ability in spoken and written English equivalent to an IELTS score of 6.0 and/or successfully complete the university's special test before entering stage 1.

10. Progression

- a. Students must achieve 120 credits at level 4 and 5 to progress to the next level of study.
- b. If students withdraw from the programme after successfully completing Level 4, they are eligible for the award of a Certificate of Higher Education (CertHE).
- c. If students withdraw after successful completion of Level 5, they are eligible for the award of Diploma of Higher Education (DipHE)
- d. If students fail to achieve 120 credits at Level 6 but gains 80 credits they may be eligible for an Ordinary Degree.

Students must achieve 120 credits at level 4 to progress to level 5 and 240 credits (including 120 at level 5) to progress to level 6.

Students from appropriate other courses may be eligible to join year 2 if they have 120 level 4 credits from a relevant programme. If, in addition to 120 credits at level 4, they also have 120 level 5 credits from a relevant programme, they may be eligible to join year 3.

The final mark on which degree classification will be based will be calculated on the following basis:

Year 1 – (average mark from best 4 module marks) 10%

Year 2 – (average mark from all 6 modules (120 credits) 30%

Year 3 – (average mark from all 5 modules (120 credits) 60%

11. Non-standard Regulations

There are no exceptions to the university regulations

12. Transitional Arrangements

N/A

Appendices

Appendix 1: Programme Specification Mapping (UG): L4 – L6 module contribution to the meeting of Award Learning Outcomes

CORE MODULES: tick those Award Learning Outcomes the module contributes to through its assessed learning outcomes

Module Code	Level	Credits	C - core E - elective	Award Learning Outcomes (for more information see Section 8 of the Programme Specification) Please map where a module does one or more of the following: I – ALO is introduced A – ALO is assessed																			
				8.1 Knowledge & understanding				8.2 Cognitive & intellectual skills				8.3 Key & transferable skills				8.4 Employment related skills				8.5 Practical skills			
				1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1			
EEC411	4	20	C			x		x	x	x		X		x	x			X					
EEC432	4	20	C	X	x			x	x	x	x	x	x	x	x	X		X					
EEC423	4	20	C	X	x			x		x		x		x	x			X					
EEC414	4	20	C	x	x			x		x		x	x	x	x	X		X					
EEC415	4	20	C	x	x				x		x	x	x	x	x			X					
EEC416	4	20	C	X	X	X						x			x	x	X						
EEC524	5	20	C		x	x		x		x		x		x	x	x	X						
EEC566	5	20	C						x		x	x	x	x	x	X		X		x			
EEC566+	5	20	C						X		X	X	X	X	X	X	X	X		X			
EEC521	5	20	C			x		x		x		x		x	x			X					
EEC527	5	20	C	x	x	x		x		x		x	x	x	x	X	x	X					
EEC545	5	20	E		x	x		x		x		x	x	x	x	X		X					

EEC522	5	20	E	x		x		x		x	x	x	x	x	x	x	x	X				
EDST517	5	20	E		x			x	x			x	x	x	x	x	x	x				
EDST525	5	20	E	x		x		x	x			x	x			x		x				
EEC601	6	40	C	x	x	x		x		x	x	x	x	x	x	X	X	X				
EEC603	6	20	C	x	x	x		x		x		x	x	x	x	X		X				
EEC645	6	20	C		x			x		x		x	x	x	x	x		X				
EEC627	6	20	E		x	x		x	x	x	x	x	x	x	x	X	X	X				
EEC638	6	20	E	x	x	x		x		x		x	x	x	x			X				
EDST617	6	20	E					x	x					x	x	x		x				
EDST627	6	20	E	x				x				x			x	x		x				