

School of Education

Title of Programme: BA (Hons) Early Childhood Education
BA (Hons) Early Childhood Education with Study Abroad

Programme Code: EDECE

Programme Specification

This programme specification is relevant to students entering:
17 September 2018

Associate Dean of School (Academic Quality Assurance):
Alison McLauchlin

Signature



A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

Section	Amendment
Table 1a	Added new modules codes and amended module titles
Table 2	Replaced table 2 to reflect new module codes and titles

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification

BA (Hons) Early Childhood Education

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane/de Havilland
Programme accredited by	Not applicable
Final Award	BA (Hons)
All Final Award titles	Early Childhood Education
FHEQ level of award	6
UCAS code(s)	X310
Language of Delivery	English

A. Programme Rationale

The BA (Hons) Early Childhood Education focuses on young children's education, development and care from conception to the age of 7 years. Embedded in the programme are four underpinning principles:

- Each child is a competent and capable individual.
- Children's rights (as expressed by the United Nations Convention on the Rights of the Child) are recognised and promoted.
- The child is seen holistically in the context of family and society.
- Cooperation with others (parents, colleagues, other professionals etc.) is actively sought for the benefit of the child.

The programme supports students in developing their knowledge and understanding of issues affecting young children and their families as well as enhancing a wide range of skills, including communication skills, academic skills and professional skills. At level 4 students are supported to understand their own development and learning, and they are introduced to theoretical concepts underpinning child development and learning. At level 5 the theoretical base is extended and students relate theory and practice through placements and work-related learning opportunities. At Level 6 students have the opportunity to specialise on an area of particular interest to them through different module choices and a research project, which further develops academic, intellectual and transferable skills.

The BA (Hons) Early Childhood Education is designed to recruit students who wish to become graduate practitioners in the early childhood sector. In addition to attracting students directly after completion of their A-levels the programme will be relevant to mature students who are already in employment and wish to enhance their level of qualification. Therefore the course can be studied both full-time and part-time, and there are two entry points, at Level 4 and at Level 6 (the latter provides a progression opportunity for students who have already achieved a relevant Foundation Degree).

The programme builds on international research and practice including the exploration of global perspectives of children, different early childhood curricula and underpinning established theory making this programme suitable both for home and international students. Students have the option to study abroad to extend their understanding of global issues in early childhood education and care. The programme has been designed to ensure graduates hold a full and relevant qualification in the early childhood sector as well as possess the underpinning knowledge to progress to Early Years Teacher Training in the UK. Graduates will be able to access careers in early childhood care and education in a range of different roles and sectors (private, public, voluntary, independent) and can enter into employment as graduate professionals offering both theoretical knowledge and understanding as well as practice experience

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

Additionally this programme aims to:

- Provide students with the knowledge and understanding to equip them for a career in the early childhood sector.
- Offer students the experiences, knowledge and understanding to become self-aware, reflective professionals able to operate in multi-professional contexts.
- Equip students to develop into pedagogical leaders in the early childhood sector.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Early Childhood Studies (2014) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design. The overall structure of the programme and its learning outcomes build on the concept of the spiral curriculum. Throughout the different modules and levels students extend their knowledge, understanding and skills in areas like special educational needs, working with parents and families, research and pedagogical leadership.

Knowledge and Understanding	Teaching/learning methods & strategies	Assessment
<p>A1. Child development and learning theories from conception to the age of 7 years.</p> <p>A2. Pedagogical approaches for working with babies, young children and their families.</p> <p>A3. The importance, challenges and constraints of interprofessional working to meet the needs of young children and their families.</p> <p>A4. Key issues relating to babies, children and childhood nationally and globally from a range of different perspectives. (e.g. psychological, political, legal, sociological, cultural, economic).</p>	<p>Acquisition of knowledge and understanding is through a combination of lectures, seminars, tutorials and independent and guided small group work (A1-8). Work-related learning is offered at level 5 (compulsory) and level 6 (optional) (A1-8).</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	<p>Knowledge and understanding are assessed through a combination of coursework assignments including reflective logs, presentations, essays, research reports, and academic posters.</p>

<p>A5.The provision of education and care for babies and young children.</p> <p>A6.issues in relation to rights, diversity, equity and inclusion affecting the work with young children, their families and communities.</p> <p>A7. A range of research paradigms, methods and techniques for the systematic study of and enquiry into topics relevant to young children and early childhood.</p> <p>A8. Change and transitions in young children’s lives including their psychological impact and effective support</p>		
<p>Intellectual skills</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>
<p>B1. Analyse and constructively critique theories, practice and research in the area of early childhood education.</p> <p>B2. Analyse and evaluate multiple perspectives and competing positions in relation to early childhood.</p> <p>B3.Critically explore and evaluate the significance of national and international policies, initiatives, institutions and agencies in regard to babies, young children and early childhood.</p> <p>B4. Explore critically the interrelationships between political, economic, cultural and ideological contexts in the lives of babies and young children.</p> <p>B5. Design, conduct and report on an early childhood research project in line with relevant ethical guidelines.</p>	<p>Intellectual skills are developed through the same methods as outlined in section A, especially seminars, small group work and tutorials. At each stage of the programme, the learner is encouraged to develop intellectual skills further through independent study. Analysis and the skills to develop consistent arguments are particularly important in the research based modules, and for their dissertation at Level 6 students are supported by individual supervisors.</p>	<p>Intellectual skills are assessed through a range of coursework assignments which vary according to module content and level.</p>
<p>Practical skills</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>
<p>C1.Observe, record and evaluate patterns in play, behaviour and experience.</p> <p>C2.Plan and evaluate play and learning opportunities and environments for young children.</p>	<p>Practical skills are developed mainly through the work-related learning modules but also during seminars, tutorials and independent group work and individual study tasks.</p>	<p>Practical skills are assessed through a combination of course work assignments, in particular where these include the development of action plans and lesson plans and where these involve an element of work-related learning.</p>

<p>C3. Plan for and implement effective collaborative working practices with parents/carers and a range of different professionals and agencies.</p> <p>C4. Support and lead the learning of adults in the early childhood context.</p> <p>C5. Promote the rights of babies, young children and their families and advocate on their behalf.</p> <p>C6. Plan for meeting and promoting children's health, welfare and safety to enable them to flourish.</p>		
<p>Transferable skills</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>
<p>D1. Communicate effectively orally and in writing for a range of different purposes.</p> <p>D2. Work effectively and collaboratively with others.</p> <p>D3. Manage own learning and undertake self-directed study.</p> <p>D4. Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.</p> <p>D5. Reflect on own values, beliefs and actions to enhance practice taking into account a range of different perspectives.</p> <p>D6. Construct and present effective arguments.</p>	<p>Transferable skills are developed through written course work, oral presentations, independent group work, activities during seminars and tutorial tasks. Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</p>	<p>Transferable skills are assessed through coursework, either written or verbal, participation in group tasks, engagement in the learning community.</p>

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full-time (3 years) and part-time (6 years) modes, and leads to the award of BA (Hons) Early Childhood Education. Entry is normally at level 4 but is also possible at level 6 with suitable qualifications (e.g. relevant foundation degree). Intake is normally in Semester A (September).

Professional and Statutory Regulatory Bodies

N/A

Work-Based Learning, including Sandwich Programmes

The programme includes 4 work-related learning modules. For those students who are not in practice a placement is compulsory at level 5 (approximately 22 days over 2 semesters at level 5).

Erasmus Exchange programme

Erasmus students are permitted to study the course at level 5 and 6. Students would be expected to have undertaken related studies at level 4. Applications from Erasmus students would be considered on an individual basis.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Table 1a Outline Programme Structure

Mode of study: Full-time	Entry point: Semester A			Level 4			
	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Module Title							
Introduction to Inter-professional Education	4HSK0013	15	English	0	100	0	A
Personal and Professional Skills	4EDU1017	15	English	0	100	0	A
Early Childhood Development	4EDU1018	30	English	0	100	0	A
Creativity and Learning	4EDU1019	30	English	0	100	0	B
Global Perspectives on Childhood	4EDU1020	30	English	0	100	0	B

Mode of study: Full-time	Entry point: Semester A			Level 5			
	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Module Title							
Designing an Inquiry	5EDU1042	15	English	0	100	0	A
Psychological Perspectives	5EDU1022	15	English	0	100	0	A
Pedagogical Approaches	5EDU1024	30	English	0	100	0	A
Child Study	5EDU1043	15	English	0	100	0	B
Transitions in Early Childhood	5EDU1023	15	English	0	100	0	B
Children's Wellbeing	5EDU1025	30	English	0	100	0	B
Or Study Abroad (instead of the above Semester B modules)	5EDU1027	60	English		100	0	B

Mode of study: Full-time	Entry point: Semester A			Level 6			
	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Module Title							
Research Project	6EDU1078	30	English	0	100	0	B
Developing my Pedagogical Creed	6EDU1064	30	English	0	100	0	B
Optional Modules							

(Students have to gain 60 credits)**Module Titles**

Developing Maths and Literacy in Early Childhood settings	6EDU1108	15	English	0	100	0	A
Special Educational Needs and Disability	6EDU1109	15	English	0	100	0	A
Pedagogical Leadership	6EDU1111	15	English	0	100	0	A
Interprofessional Working in Early Childhood Settings	6EDU1110	15	English	0	100	0	A
Diversity and Inclusion	6EDU1068	30	English	0	100	0	A
Working with Parents, Families and Communities	6EDU1066	30	English	0	100	0	A

Mode of study: Part-time**Entry point:** Semester A**Level 4/Year 1**

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Module Title							
Introduction to Inter-professional Education	4HSK0013	15	English	0	100	0	A
Personal and Professional Skills	4EDU1017	15	English	0	100	0	A
Global Perspectives on Childhood	4EDU1020	30	English	0	100	0	B

Mode of study: Part-time**Entry point:** Semester A**Level 4/Year 2**

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Module Title							
Early Childhood Development	4EDU1018	30	English	0	100	0	A
Creativity and Learning	4EDU1019	30	English	0	100	0	B

Mode of study: Part-time**Entry point:** Semester A**Level 5 /Year 3**

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Module Title							
Pedagogical Approaches	5EDU1024	30	English	0	100	0	A
Children's Wellbeing	5EDU1025	30	English	0	100	0	B

Mode of study: Part-time**Entry point:** Semester A**Level 5 /Year 4**

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Module Title							
Designing an Inquiry	5EDU1042	15	English	0	100	0	A
Psychological Perspectives	5EDU1022	15	English	0	100	0	A
Child Study	5EDU1043	15	English	0	100	0	B
Transitions in Early Childhood	5EDU1023	15	English	0	100	0	B

Mode of study: Part-time

Entry point: Semester A

Level 6 /Year 5

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Special Educational Needs and Disability	6EDU1109	15	English	0	100	0	A
Pedagogical Leadership	6EDU1111	15	English	0	100	0	A
Research Project	6EDU1078	30	English	0	100	0	B

Mode of study: Part-time

Entry point: Semester A

Level 6 /Year 6

Module Title	Module Code	Credit Points	Language of Delivery	% examination	% coursework	% Practical	Semesters
Compulsory Module							
Developing my Pedagogical Creed	6EDU1064	30	English	0	100	0	B
Optional Modules (Students have to gain 30 credits)							
Module Titles							
Diversity and Inclusion	6EDU1068	30	English	0	100	0	A
Working with Parents, Families and Communities	6EDU1066	30	English	0	100	0	A
Developing Maths and Literacy in Early Childhood settings	6EDU1108	15	English	0	100	0	A
Interprofessional Working in Early Childhood Settings	6EDU1110	15	English	0	100	0	A

For Consortium top-up students only*

Mode of study: Full-time

Entry point: Semester A

Level 6 /Year 6

Module Title	Module Code	Credit Points	Language of Delivery	% examination	% coursework	% Practical	Semesters
Compulsory Modules							
Developing my Pedagogical Creed	6EDU1097	30	English	0	100	0	B
Diversity and Inclusion	6EDU1099	30	English	0	100	0	A
Working with Parents, Families and Communities	6EDU1098	30	English	0	100	0	A
Research Project	6EDU1096	30	English	0	100	0	B

*These modules are only available to those progressing from the Consortium Colleges.

Progression to Level 5 normally requires a minimum of 120 credits. Progression to Level 6 normally requires a minimum of 240 credits, including 120 at Level 5. Where students have not met the required credits they may be allowed to progress subject to the agreement of the Programme Board. Attendance and engagement

in the programme will be used to inform the decision made by the Programme Board. A maximum of 30 credits may be carried from one year to the next.

The award of an Honours degree requires 360 credit points with 120 at level 6.

Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BA (Hons)	Early Childhood Education	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	All programme learning outcomes (see Table 2)
BA (Hons)	Early Childhood Education with Study Abroad	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	All programme learning outcomes (see Table 2)

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
Certificate of Higher Education	Early Childhood Education	120 credit points at level 4	4, 5	A1, A2, A3, A4, A5, A6, A7, A8, B1, B2, B3, B4, C1, C2, C3, C4, C5, D1, D2, D3, D4, D5, D6
Diploma of Higher Education	Early Childhood Education	240 credit points including at least 120 at level 5	5, 6	A1, A2, A3, A4, A5, A6, A7, A8, B1, B2, B3, B4, B5, C1, C2, C3, C4, C5, C6, D1, D2, D3, D4, D5, D6
BA	Early Childhood Education	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6	A1, A2, A3, A4, A5, A6, A7, A8, B1, B2, B3, B4, B5, C1, C2, C3, C4, C5, C6, D1, D2, D3, D4, D5, D6

Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) (*delete as applicable*) and [UPR AS14](#)) with the exception of those listed below, which have been approved by the University:

Further points of clarification and interpretation relevant to this specific programme are given below

- Attendance at a minimum of 80% of all scheduled taught lectures, seminars, workshops and tutorials is mandatory.
- Attendance at a minimum of 80% of all placement sessions is mandatory.

E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:

- The Dean of School.
- Associate Dean of School (AQA)
- A Programme Leader and a Deputy Programme Leader who are responsible for the day-to-day management of the programme.
- The Module Leaders who take responsibility for their individual modules.
- A designated Administrator to deal with day to day administration associated with the programme.
- An Admissions Tutor with specific responsibility for open days and marketing.
- A Placement Tutor and a Placement Administrator.
- A Programme Committee, the membership of which includes the Programme Leader, the Deputy Programme Leader, the module Leaders, two student representatives from each year group, the Associate Dean (AQA), employers, members of the Professional Advisory Group and others as appropriate

Support

Students are supported by:

- A Programme Leader to help students understand the programme structure.
- Individual and small-group tutorials to provide academic and pastoral support.
- A placement tutor.
- A placement supervisor.
- A designated student administrator.
- A student representative from each your group on the programme committee.
- A Student Engagement Co-ordinator.
- Peer mentoring support.
- An induction/orientation session at the beginning of each academic year.
- StudyNet, an on-line interactive learning environment.
- Access to a wider range of digital and printed text books, journal articles and other material through the Learning Resources Centres.
- The Student Union.
- Counselling service.

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The [Herts Handbook](#) is an introduction to the academic, social, cultural and sporting services and opportunities available at the University of Hertfordshire, and includes the Student Charter and Student Code of Conduct.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

The UK Quality Assurance Agency for Higher Education (QAA) has confirmed the quality and standards of provision at the University of Hertfordshire. A key part of QAA's role is to review and report on how universities maintain their academic standards and quality, to inform students and the wider public. The team

of QAA reviewers visited the University of Hertfordshire in 2015/16 and judged that its academic standards, the quality and enhancement of its students' learning experience, and the quality of information about this learning experience all meet UK expectations. In other words, the University meets national requirements for standards and quality. The QAA's report can be accessed at: <http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.V-KHajXy0nE>

G. Entry requirements

The normal entry requirements for the programme are:

- 104 UCAS points
- BTEC ND/NC
- Access course

- An acceptable Enhanced DBS disclosure.

For entry into Level 6 the normal entry requirements apply plus

- 120 Level 4 and 120 Level 5 credits (or equivalent).

All applicants (at any level) will also need a GCSE at grade 4 or above (or recognized University equivalent) in English Language and Maths. In addition to the above we would consider applications from overseas students with a minimum IELTS score of 6.0* or equivalent as accepted as equivalent to GCSE English Language at grade 4.

International students are also required to demonstrate an English Language capability of IELTS of 6.0 with no lower than 5.5 in each band or equivalent. They further require either a declaration of good conduct from their home country or a legal declaration of good conduct signed in the UK.

The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL). The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact: aqo@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

BA Early Childhood Education

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																															
		Knowledge & Understanding								Intellectual Skills								Practical Skills								Transferable Skills							
Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8
Level 4	Introduction to Inter-professional Education	4HSK0013			x	□		x			x	x															x			x			
	Personal and Professional Skills	4EDU1017						x		x	x	x								x						x	x	x	x	x	x	x	x
	Early Childhood Development	4EDU1018	x	x		x	x		x	x								x												x			
	Creativity and Learning	4EDU1019	x	x		x	x			x	x							x	x									x					
	Global Perspectives on Childhood	4EDU1020				x		x	x		x	x	x								x	x				x	x	x	x				
Level 5 and 6	Designing an Inquiry	5EDU1042					x		x	x				x				x										x	x				
	Child Study	5EDU1043					x		x					x			x	x				x		x	x	x	x						
	Psychological Perspectives	5EDU1022	x			x		x		x		x						x				x			x		x						
	Transitions in Early Childhood	5EDU1023	x		x			x		x		x							x			x			x			x	x				
	Pedagogical Approaches	5EDU1024	x	x		x	x	x		x	x	x	x												x				x	x	x	x	
	Study Abroad	5EDU1027	x	x		x		x		x	x	x					x								x	x	x						
	Children's Wellbeing	5EDU1025	x	x		x	x			x	x	x									x				x				x				
	Pedagogical Leadership	6EDU1111		x			x	x		x	x									x	x	x				x			x				
	Developing Maths and Literacy in Early Childhood setting	6EDU1108	x	x			x				x						x	x							x								
	Diversity and Inclusion	6EDU1068/ 6EDU1099	x		x	x	x	x		x	x	x	x						x		x	x			x	x					x	x	

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

- A1. Child development and learning theory from conception to the age of 7 years.
- A2. Pedagogical approaches for working with babies, young children and their families.
- A3. The importance, challenges and constraints of inter-professional working to meet the needs of young children and their families.
- A4. Key issues in relation to babies, children and childhood nationally and globally from a range of different perspectives (e.g. psychological, political, sociological, legal, cultural, and economic).
- A5. The provision of education and care for babies and young children.
- A6. Issues in relation to rights, diversity, equity and inclusion affecting the work with young children, their families and communities.
- A7. A range of research paradigms, methods and techniques for the systematic study of and enquiry into topics relevant to young children and early childhood.
- A8. Change and transitions in young children's lives including their psychological impact and effective support.

Intellectual Skills

- B1 Analyse and constructively critique theories, practice and research in the area of early childhood education.
- B2. Analyse and evaluate multiple perspectives and competing positions in relation to early childhood.
- B3. Critically explore and evaluate the significance of national and international policies, initiatives, institutions and agencies in regard to babies, young children and early childhood.
- B4. Explore critically the interrelationships between political, economic, cultural and ideological contexts in the lives of babies and young children.
- B5. Design, conduct and report on an early childhood research project in line with relevant ethical guidelines.

Practical Skills

- C1. Observe, record and evaluate patterns in play, behaviour and experience.
- C2. Plan and evaluate play and learning opportunities and environments for young children.
- C3. Plan for and implement effective collaborative working practices with parents/carers and a range of different professionals and agencies.
- C4. Support and lead the learning of adults in the early childhood context.
- C5. Promote the rights of babies, young children and their families and advocate on their behalf.
- C6. Plan for meeting and promoting children's health, welfare and safety to enable them to flourish.

Transferable Skills

- D1. Communicate effectively orally and in writing for a range of different purposes.
- D2. Work effectively and collaboratively with others.
- D3. Manage own learning and undertake self-directed study.
- D4. Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes.
- D5. Reflect on own values, beliefs and actions to enhance practice taking into account a range of different perspectives.
- D6. Construct and present effective arguments.

Section 2

Programme management

Relevant QAA subject benchmarking statements	Early Childhood Studies
Date of validation/last periodic review	November 14
Date of production/ last revision of PS	March 2018
Relevant intakes	Level 4 entering September 2018
Administrative School	School of Education
Relevant QAA subject benchmarking statements	Early Childhood Studies

Table 3 Course structure

Course details					
Course code	Course description				JACS
EDECE	BA (Hons) Early Childhood Education				X310
Course Instances					
Instances code	Intake	Stream	Instances Year	Location :	Mode of study
ECE1F	A	Early Childhood Education	1	Hatfield	Full-time
ECE2F	A	Early Childhood Education	2	Hatfield	Full-time
ECE3F	A	Early Childhood Education	3	Hatfield	Full-time
ECET3F	A	Early Childhood Education (top up)	3	Hatfield	Full time
ECE1P	A	Early Childhood Education (Part-time)	1	Hatfield	Part-time
ECE2P	A	Early Childhood Education (Part-time)	2	Hatfield	Part-time
ECE3P	A	Early Childhood Education (Part-time)	3	Hatfield	Part-time
ECE4P	A	Early Childhood Education (Part-time)	4	Hatfield	Part-time
ECE5P	A	Early Childhood Education (Part-time)	5	Hatfield	Part-time
ECE6P	A	Early Childhood Education (Part-time)	6	Hatfield	Part-time