

Title of Programme: BA (Hons) Early Childhood Education

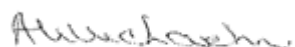
Programme Code: EDECE

# Programme Specification

This programme specification is relevant to students entering:  
01 September 2023

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.

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**Summary of amendments to the programme:**

Section	Amendment

If you have any queries regarding the changes please email [AQO@herts.ac.uk](mailto: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

<b>Awarding Institution/Body</b>	University of Hertfordshire
<b>Teaching Institution</b>	University of Hertfordshire
<b>University/partner campuses</b>	de Havilland
<b>Programme accredited by</b>	Not applicable
<b>Final Qualification</b>	BA (Hons)
<b>All Final Award titles</b>	BA (Hons) Early Childhood Education
<b>(Qualification and Subject)</b>	BA (Hons) Early Childhood Education with Study Abroad
<b>FHEQ level of award</b>	6

#### 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. The key principles of early childhood that underpin this programme are:

- Each child is a competent and capable individual.
- Children's rights are to be recognised and promoted.
- The child is seen holistically in contexts such as (but not limited to) the family, society, culture, and economies.
- Cooperation with others (such as parents, education professionals, colleagues, and other services) is a necessity and actively sought to benefit the child.

These ideals drive recent developments in the early childhood sector, and the BA (Hons) Early Childhood Education offers a degree to students who aspire to work in a range of careers and professions. In the first year of the programme, students begin to understand how their own educational experiences influence their growing knowledge of early childhood practice and engage with critical theorists and expert practitioners in the fields of education, care, and family support. In Year 2, students build a robust, critical understanding of knowledge and skills required to support children's learning and development in a range of practice settings. In Year 3, students' own practice is enhanced and consolidated through an increasing focus on areas of personal interest, aiming to achieve the best possible outcomes for both children and their families. Threaded through the three years of the programme are the personal and professional qualities of confidence, compassion and curiosity which graduates of this programme will have developed.

The opportunity to apply knowledge in practice through placement is an integral part of students' learning in all three years. The programme offers students an opportunity to understand and critically evaluate a range of theoretical and practice-based knowledge and skills that are both specific to the early childhood sector and relevant in many other professions. This will support students in their future careers and enable them to stand out from other candidates. In addition to their BA (Hons) award students have the option to attain the

Early Childhood Graduate Practitioner Competencies as specified by the Early Childhood Studies Degree Network in the QAA 2019 Benchmarking Statement for Early Childhood Studies.

To enhance the programme's reputation for inclusion and diversity, the BA(Hons) Early Childhood Education continues to be relevant to a wide range of applicants interested in, for example, education, family support and social work. The contribution this course makes to a variety of sectors through its students is a recognition of our full-time and part-time routes, strong relationships with employers, and two entry points (one at level 4 and another at level 6). The latter entry point enables professionals to progress from a relevant foundation degree to top-up to a BA (Hons) award. The flexibility offered to students makes this programme an attractive option in many child-related sectors.

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## **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 early childhood education and other child- and family-related professions
- Offer students the experiences, knowledge and understanding to become self-aware, reflective professionals able to operate in multi-professional contexts
- Equip students with skills to develop into leaders in the early childhood sector and beyond.

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## **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 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 (2021) have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
<p>A1- Child development and learning theory from conception to the age of 7 years.</p> <p>A2- Pedagogical approaches, curriculum development and assessment for learning in the work with babies, young children, and their families.</p> <p>A3- The importance, challenges, and constraints of working with carers, colleagues, and other professionals to meet the needs of young children, their families, and communities</p> <p>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).</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 inquiry into topics relevant to young children and early childhood.</p> <p>A8- Safeguarding practices and support for children's well-being, mental and physical health</p> <p>A9- Provision of pedagogical and professional leadership and practice improvement</p>	<p>Acquisition of knowledge and understanding is through a combination of lectures, seminars, tutorials, placement, and independent and guided small group work (A1-9). 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, portfolios, and academic posters.</p>

Intellectual skills	Teaching and learning methods	Assessment strategy
<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 regarding 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 inquiry modules at Level 6.</p>	<p>Intellectual skills are assessed through a range of coursework assignments which vary according to module content and level.</p>
Practical skills	Teaching and learning methods	Assessment strategy
<p>C1- Observe, record and evaluate patterns in play, behaviour and experience.</p> <p>C2- Implement the current statutory curriculum framework through planning and evaluating play and learning opportunities and enabling environments for young children.</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- Promote the rights of babies, young children and their families and advocate on their behalf.</p> <p>C5- Plan, implement and evaluate strategies to support children's health, welfare and safety to enable them to flourish.</p>	<p>Practical skills are developed through placement experience and directed placement tasks linked to several modules as well as during seminars, tutorials and independent group work and individual study tasks.</p>	<p>Practical skills are assessed through combination of course work assignments, in particular where these include activity and lesson plans, through the collation of a practice portfolio and through tutor observations of practice.</p>

Transferable skills	Teaching and learning methods	Assessment strategy
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 D7- Communicate effectively in writing for a range of different purposes	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.	Transferable skills are assessed through coursework, either written or verbal, reflection on engagement in the learning community, discussion of practice experience and explanations of portfolio entries.

## 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 a 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 Semester A (September).

### Professional and Statutory Regulatory Bodies

Not Applicable.

### Work-Based Learning, including Sandwich Programmes

Students will be in placement in all three years of the programme and all modules develop professional practice skills through placement-related tasks and assessments. Students can undertake placement in a wide range of contexts, for example, day nurseries, pre-schools, special schools, children's centres or family support organisations. Students have the option to attain the Early Childhood Graduate Practitioner Competencies in addition to gaining their BA (Hons) award.

### Student Exchange programme

#### Incoming Exchange

Incoming students are able to study from a selected range of modules as published by the Study abroad office.

### Study Abroad

Study abroad 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 Study abroad 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

**Mode of study** Full-time

**Entry point** Semester A

**Level 4**

<b>Compulsory Modules</b> Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Promoting Children's Well-being in the 21 <sup>st</sup> Century	4EDU2006	30	0	100%	0	A
Working with Children: exploring identity, values and voice	4EDU2007	30	0	100%	0	A
Supporting Children: Play, Learning and Development	4EDU2008	15	0	100%	0	B
The Child's World: family, culture and community	4EDU2009	30	0	100%	0	B
Placement 1: observing the curriculum in practice	4EDU2010	15	0	100%	0	B

**Mode of study** Full-time

**Entry point** Semester A

**Level 5**

<b>Compulsory Modules</b> Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Developing identity, values and voice in practice	5EDU2002	30	0	100%	0	A
Empowering Children	5EDU2003	30	0	100%	0	A

<b>Optional Modules</b> Module Titles	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Celebrating Difference: inclusion and diversity in early childhood practice	5EDU2004	30	0	100%	0	B
Enabling Children's Play	5EDU2005	15	0	100%	0	B
Placement 2: exploring approaches to the curriculum	5EDU2006	15	0	100%	0	B
Or						

Study Abroad (instead of the above three Semester B modules)	5EDU2007	60	0	P/F	0	B
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**Mode of study** Full-time

**Entry point** Semester A

**Level 6**

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
<b>Compulsory Modules</b>						
Module Title						
Working Together for Children in Professional Partnerships	6EDU2004	30	0	100%	0	A
The Curious Practitioner: Developing an early childhood specialism	6EDU2005	15	0	100%	0	A
Placement 3: observing the curriculum in practice	6EDU2006	15	0	100%	0	A
Living my Professional Values: Becoming an advocate for children	6EDU2007	30	0	100%	0	B
Improving my Practice through Inquiry	6EDU2008	30	0	100%	0	B

**Mode of study** Part-time

**Entry point** Semester A

**Level 4/Year 1**

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
<b>Compulsory Modules</b>						
Module Title						
Working with Children: exploring identity, values and voice	4EDU2007	30	0	100%	0	A
The Child's World: family, culture and community	4EDU2009	30	0	100%	0	B

**Mode of study** Part-time

**Entry point** Semester A

**Level 4/Year 2**



	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
<b>Compulsory Modules</b>						
Module Title						
Promoting Children's Well-being in the 21 <sup>st</sup> Century	4EDU2006	30	0	100%	0	A
Supporting Children: Play, learning and development	4EDU2008	15	0	100%	0	B
Placement 1: observing the curriculum in practice	4EDU2010	15	0	100%	0	B

**Mode of study** Part-time

**Entry point** Semester A

**Level** 5/Year 3

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
<b>Compulsory Modules</b>						
Module Title						
Developing identity, values and voice in practice	5EDU2002	30	0	100%	0	A
Celebrating Difference: inclusion and diversity in early childhood practice	5EDU2004	30	0	100%	0	B

**Mode of study** Part-time

**Entry point** Semester A

**Level** 5/Year 4

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
<b>Compulsory Modules</b>						
Module Title						
Empowering Children	5EDU2003	30	0	100%	0	A
Enabling Children's Play	5EDU2005	15	0	100%	0	B
Placement 2: exploring approaches to the curriculum	5EDU2006	15	0	100%	0	B

**Mode of study** Part-time

**Entry point** Semester A

**Level** 6/Year 5

### Compulsory Modules

Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
The Curious Practitioner: Developing an early childhood specialism	6EDU2005	15	0	100%	0	A
Placement 3: observing the curriculum in practice	6EDU2006	15	0	100%	0	A
Improving my Practice through Inquiry	6EDU2008	30	0	100%	0	B

**Mode of study** Part-time

**Entry point** Semester A

**Level** 6/Year 6

### Compulsory Modules

Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Working together for Children in Professional Partnerships	6EDU2004	30	0	100%	0	A
Living my Professional Values: Becoming an advocate for children	6EDU2007	30	0	100%	0	B

**For top-up students only who already hold a Foundation Degree:**

**Mode of study** Full-time

**Entry point** Semester A

**Level** 6

### Compulsory Modules

Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Working together for Children in Professional Partnerships – top-up	6EDU2009	30	0	100%	0	A
The Curious Practitioner: Developing an early childhood specialism – top-up	6EDU2010	15	0	100%	0	A
Placement 3: observing the curriculum in practice – top-up	6EDU2011	15	0	100%	0	A
Living my Professional Values: Becoming an advocate for children – top-up	6EDU2012	30	0	100%	0	B
Improving my Practice through Inquiry – top-up	6EDU2013	30	0	100%	0	B

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

#### 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)
University Certificate		45 credit points at level 4	4	See UPR AS11, section 13: <a href="http://sitem.herts.ac.uk/secreg/upr/AS11.htm">http://sitem.herts.ac.uk/secreg/upr/AS11.htm</a>
Certificate of Higher Education	Early Childhood Education	120 credit points at level 4	4, 5	A1, A2, A5, A8, B2, B3, B4, C1, D1, D3, D5
Diploma of Higher Education	Early Childhood Education	240 credit points including at least 120 at level 5	5, 6	A1, A2, A3, A5, A6, A8, B1, B2, B3, C1, C2, C4, C5, D1, D2, D3, D5
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, A9, B1, B2, B3, B5, C1, C2, C3, C4, C5, D1, D2, D3, D4, D5, D6, D7 (exact learning outcomes depend on the modules completed).
BA	Early Childhood Education with Study Abroad	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, A9, B1, B2, B3, B5, C1, C2, C3, C4, C5, D1, D2, D3, D4, D5, D6, D7 (exact learning outcomes depend on the modules completed).

## Programme-specific assessment regulations

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

The programme also complies with the University's 'Student Fitness to practise' regulation (UPR SA15).

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. Genuine reasons for absence, substantiated with evidence will be taken into account by the Board of Examiners.
- Attendance at 100% of all work-based learning opportunities or placement days is mandatory.

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## **E. Management of Programme & Support for student learning.**

### **Management**

The programme is managed and administered through:

- A Year/Programme Tutor to help students understand the course/programme structure
- Student representatives on programme committees
- Module Leaders
- A designated administrative team to deal with day-to-day administration associated with the modules within the programme.

### **Support**

Students are supported by:

- An induction week at the beginning of each new academic session
- Overseas Orientation
- Personal Tutors to provide academic and pastoral support
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc
- Office of Dean of Students, Student Wellbeing (incorporating Counselling, Mental Health and Disability Support), Chaplaincy, and Day Nursery
- A versatile on-line inter-active intranet and learning environment
- Guided student-centred learning on Canvas module sites
- Access to extensive digital and print collections of information resources
- Attractive modern study environments in 3 Learning Resources Centres
- Student Success Hubs, which include a Mathematics Drop-in Centre
- Medical Centre
- University Disability Advisors
- Careers and Employment
- Hertfordshire Student's Union
- Dedicated programme site.

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## **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:

- An online Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- Online module information for each constituent module.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

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.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

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## G. Entry requirements

The normal entry requirements for the programme are: Applicants must hold GCSEs in English and Maths at level 4 or above.

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

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).

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If you would like this information in an alternative format please contact:  
[dhaq@herts.ac.uk](mailto:dhaq@herts.ac.uk)

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to [aqo@herts.ac.uk](mailto:aqo@herts.ac.uk)

## BA(Hons) 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	A9	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7
Level 4	Promoting Children's Well-being in the 21 <sup>st</sup> Century	4EDU2006	x				x			x			x							x	x		x			x		
	Working with Children: Exploring Identity, Values and Voice	4EDU2007						x				x	x									x	x	x		x		x
	Supporting Children: Play, Learning and Development	4EDU2008	x	x			x						x				x	x				x		x				x
	The Child's World: Family, Culture and Community	4EDU2009				x		x						x	x					x		x					x	
	Placement 1: Observing the Curriculum in Practice	4EDU2010		x			x			x		x					x	x			x	x				x		
Level 5	Developing Identity, Values and Voice in practice	5EDU2002			x	x			x							x							x	x	x			x
	Empowering Children	5EDU2003	x			x		x					x	x				x		x		x			x		x	
	Study Abroad	5EDU2007																										
	Celebrating Difference: Inclusion and Diversity in Early Childhood Practice	5EDU2004				x		x				x	x		x					x	x		x		x	x	x	
	Enabling Children's Play	5EDU2005		x	x							x					x	x	x			x	x				x	
	Placement 2: Exploring Approaches to the Curriculum	5EDU2006					x					x						x	x		x		x			x		x
Level 6	Working Together for Children in Professional Partnerships:	6EDU2004 & 6EDU2009			x						x	x	x						x				x		x		x	x
	The Curious Practitioner: Developing an Early Childhood Specialism	6EDU2005 & 6EDU2010				x		x				x	x			x								x	x		x	x
	Placement 3: Enhancing the Curriculum	6EDU2006 & 6EDU2011					x				x								x		x		x					



### **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 regarding 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

### **Transferable Skills**

- D1. Communicate effectively orally 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 orally and in writing
- D7. Communicate effectively in writing for a range of different purposes



## Section 2

### Programme management

Relevant QAA subject benchmarking statements	Early Childhood
Type of programme	Undergraduate
Date of validation/last periodic review	July 21
Date of production/ last revision of PS	June 22
Relevant to level/cohort	Level 4 entering September 2023
Administrative School	School of Social Sciences, Humanities, and Education
Language of Delivery	English

**Table 4 Course structure**

Course details			
Course Code	Course Description	HECOS	UCAS
EDECE	BA (Hons) Early Childhood Education	100463	X310