

Programme Specification

With effect from: September 2021

A programme specification is the definitive record of your programme of study at the University. It sets out the aims, learning outcomes, and indicative content of the programme. You should read this programme specification alongside the relevant module descriptors and the University's Taught Programme Academic Regulations.

This specification only applies to the delivery of the programme indicated below. The details in this specification are subject to change through the modifications or periodic review processes.

1 Programme name and award

This programme specification relates to the following award(s)

BA (Hons) Early Childhood Studies

2 Aims of the programme

Rationale and general aims, including what is special about this programme

Early Childhood Studies is an established and distinctive area of study and research. This programme will enable you to understand the factors which shape childhood and children's lives in a way that fosters critical evaluation and includes an understanding of the changing nature of the concept of childhood, ethical principles and children's rights.

The aims of this programme are:

- to offer a challenging and stimulating learning experience which will encourage you to reach your potential within a supportive learning environment.
- to present multiple, interconnected, perspectives enabling students to draw on a range of subject areas, such as history, philosophy, sociology, psychology, health, welfare and education.
- to provide opportunities to consider theory in relation to the implications for practice and enable you to appraise and develop appropriate learning and development approaches.

One of the most important aspects of completing your Early Childhood Studies degree is gaining usable and transferable skills which will allow you to consider a range of careers as well as undertaking postgraduate qualifications in order to work in the health, legal, education and social work fields.

As an Early Childhood Studies graduate you will be able to make a positive contribution to policy and provision affecting the lives of young children, their

learning and well-being.

3 Level Learning Outcomes

Learning outcomes are expressed in terms of:

- Knowledge and understanding (K)
- Intellectual / cognitive / 'thinking' skills (I)
- Practical skills specific to the subject (P)
- Employability skills (E)

We design assessment tasks to enable you to demonstrate the level learning outcomes for your level of study. To a greater or lesser extent, all level learning outcomes are embedded into each assessment task. This means we can take a more integrated view of your overall performance at a level.

To progress to the next level, or to receive an award, you will need to satisfy the Level Learning Outcomes below and achieve credit as per the Taught Programme Academic Regulations.

Level Learning Outcomes	
Level 6	
K17	Demonstrate in-depth knowledge and critical understanding of childhood, from a range of sociological, philosophical and historical perspectives
K18	Critically evaluate aspects of relevant policy and provision
K19	Use a range of research paradigms, research methods and measurement techniques and awareness of their limitations
K20	Select and demonstrate knowledge of specialised areas which are at the cutting edge of research in the subject area
K21	Demonstrate a critical awareness of links between ethics, economics, politics, culture and ideology in the lives of babies, young children, their families and communities
K22	Explore and evaluate a range of cultural, historical and contemporary theories and perspectives relating to policy, practice and early childhood education
K23	Critically explore the interrelationships between a range of perspectives influencing the lives of babies and young children
K24	Develop and operationalise research questions and demonstrate competence in research skills
I15	Critically evaluate the conceptual underpinning of ECS as a subject area, its historical origins, development and limitations
I16	Reason clearly and make critical judgements about a range of arguments relating to the subject area of early childhood studies
I17	Critically reflect upon a range of philosophical, sociological and historical perspectives and consider how these influence global and national understanding of childhood
I18	Initiate, design, conduct and report an early childhood research project and demonstrate understanding of implications and limitations

I19	Demonstrate complexity of ethical principles and issues
I20	Interpret and use numerical and other forms of data, critically and securely
I21	Undertake self-directed study and project management in order to meet desired objectives
Level 5	
K8	Demonstrate critical understanding of global and national childhood from a range of perspectives
K9	Analyse aspects of relevant policy and provision
K10	Analyse issues related to rights, diversity, equity, inclusion, integration and segregation in relation to working with babies, young children, families and communities
K11	Demonstrate working knowledge in the selection and appraisal of a range of methodologies relative to the subject area studies
K12	Evaluate the impact of different pedagogical approaches on the learning environment for young children
K13	Critically evaluate multi-agency, and interprofessional practices for babies and young children and identifying where improvements can be made
K14	Understand importance of advocacy for babies, young children, families and communities
K15	Communicate recognition of inequalities in society and demonstrate understanding of how to develop an anti-bias approach
K16	Be aware of contextual and interpersonal factors in groups and teams
I8	Investigate the conceptual underpinning of ECS as a subject area, its historical origins, development and limitations
I9	Critically discuss the core subject areas of early childhood studies and investigate how they interrelate
I10	Outline the importance of multi-agency working and the challenges and constraints of multi-professional working to meet the needs of babies, young children, families and communities
I11	Appraise a range of pedagogical perspectives and approaches for working with babies and young children
I12	Analyse theories, practice and research in the context of children's learning
I13	Reflect on ethical issues relating to the study of babies, young children, families and communities
I14	Listen carefully to others and reflect critically upon one's own and others' skills and views
P1	Develop observations skills relevant to aspects of the lives of babies and young children
Level 4	

K1	Explain understanding of the conceptual underpinnings of ECS as a subject area
K2	Demonstrate an understanding of global and national childhood from a range of perspectives
K3	Demonstrate knowledge and understanding of the core subject areas of early childhood studies and how they interrelate
K4	Identify aspects of significant policy and provision for babies and young children, families and communities
K5	Demonstrate an understanding of effective working and collaboration with parents, carers and other agencies
K6	Demonstrate the ability to plan and promote the safeguarding and protection of babies and young children
K7	Identify relevant health, safety and care conditions which meet the health, well-being and safety needs of babies and young children
I1	Identify key theoretical perspectives on play and role of play in the development of babies and young children
I2	Review theories, practice and research in the areas of Physical, Cognitive, Social and Emotional Development
I3	Identify meaningful patterns in play, behaviour and experiences of babies and young children
I4	Demonstrate knowledge and awareness of the ideal environment to meet the needs of a range of young children
I5	Plan, assess and evaluate learning activities in the context of play and the curriculum in the context of children's health and emotional well-being
I6	Listen carefully to others and reflect upon one's own and others' skills and views
I7	Assess own skills and reflect on them for future learning

Employability Outcomes

Employability skills are embedded and assessed throughout your programme. Therefore, we use a generic set of employability outcomes at all levels of study.

E1	Self-management – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
E2	Team-working – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
E3	Business and sector awareness – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
E4	Problem-solving – a capacity for critical reasoning, analysis and synthesis; a

	capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
E5	Communication – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
E6	Application of numeracy – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
E7	Application of information technology – the ability to identify and use the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
E8	Entrepreneurship/enterprise – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
E9	Social, cultural & civic awareness – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

3.1 External Benchmarks

Statement of congruence with the relevant external benchmarks

This programme has been designed to fully address the latest QAA subject benchmark standards for Early Childhood Studies (2019) and reflects the expectations set out by the UK Quality Code for Higher Education. This degree also takes account of the requirements of the Statutory Framework for the Early Years Foundation Stage (2017).

4 Indicative Content

Summary of content by theme

The acquisition of knowledge of early childhood studies is progressive and your study of each of the core areas will continue and deepen throughout the course of the degree as the subjects become increasingly varied and advanced. You will develop understanding of both the demands of current policy and the requirements for what constitutes good practice in the early years.

Children’s learning and development from birth will be a central focus of your first year of study; you will explore this in the context of play, health, wellbeing and protection. Subsequent years will build on this knowledge; for example, the Play and Learning module will provide you with initial understanding of how children learn and develop which will be extended as you are introduced to some of the wider, international, pedagogical approaches in Creative Pedagogical approaches module. In your final year you will be in a position to apply a more critical and self-directed approach as you will have developed essential skills in using reflection, enquiry, analysis and evaluation.

Throughout your three years on the degree you will be introduced to the critical issues such as ethics and social justice and the important impact on children’s lives this understanding will have. The curriculum for this degree places strong emphasis on making space for other philosophies and knowledge systems. You will be encouraged to think widely about the importance of adjusting cultural perceptions, and power relations in significant and real ways through critique of dominant (often westernised)

narratives.

At the end of the first year, you will undertake an integrated assessment which brings together the learning from different modules. This will be an assessment around a series of blogs across a sequence of topics related to early childhood, policy, practice, culture and language. At the end of the second year, you will undertake an integrated assessment which brings together the learning from different modules. This will be an assessment involving the observation of filmed evidence of alternative approaches and appraising the effectiveness of provision and practice.

5. Programme Structure

Programme Structure - BA (Hons) Early Childhood Studies			
Duration	3 years full time		
Total credit rating	360 (180 ECTS).		
Level 4– With effect from September 2021			
Core: You are required to take the following modules			
Module Code	Module Title	Semester	Credits
CYP4003*	Child Development	Semester 1&2	30
CYP4013*	Play and Early Learning	Semester 1&2	30
CYP4015	Safeguarding and Child Protection	Semester 2	15
CYP4025*	Health, Care and Wellbeing in the Early Years	Semester 1	15
CYP4023	Academic Skills, Personal and Professional Development	Semester 1&2	30
	*Integrated Assessment included – series of blogs	Semester 2	Number
Level 5– With effect from September 2022			
Core: You are required to take the following modules			
Module Code	Module Title	Semester	Credits
CYP5003*	Inclusion, Diversity and SEN	Semester 1&2	30
CYP5013*	Creative Pedagogical Approaches	Semester 1&2	30
CYP5023	Research Methods and Evidence Based Practice	Semester 1&2	30
CYP5005*	Multi-Agency Working	Semester 1	15
CYP5015	Professional Placement	Semester 2	15
	*Integrated Assessment included – Observation of film	Semester 2	Number
Level 6– With effect from September 2023			
Core: You are required to take the following modules			
Module Code	Module Title	Semester	Credits
CYP6003	Mental Health in the 21st Century	Semester 1&2	30
CYP6013	Sociological, Philosophical and Historical Perspectives of Childhood	Semester 1&2	30
CYP6023	Critical issues in the Lives and Education of Young Children	Semester 1&2	30

CYP6033	Research Project	Semester 1&2	30
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5.1 Pre-requisites

Modules which must be passed before enrolment to a module at a higher level

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5 Learning, Teaching and Assessment

The University's Learning, Teaching and Assessment Strategy informs the design of your programme. You can find more information about learning, teaching and assessment for your programme within the relevant Assessment Handbooks.

6 Entry requirements

Honours degree programmes (Level 4, 5 and 6)

Applicants should normally have achieved the following prior to registration for the programme:

5 academic qualifications, of which at least 2 should be level 3 qualifications equivalent to A2 and must also include GCSE grade C or 4 or above in English Language (or equivalent qualification). However, in some cases there may be additional special requirements, for example for ITT programmes or when the entry criteria are specified by an accrediting body. All required GCSEs will be listed by programme on the University website.

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Recognition of Prior Learning Guidelines and Procedure.

7 Additional support needs

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.

Programme-specific requirements / unavoidable restrictions on participation in the programme

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8 Technical Information

Awarding Body / Institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Parent School	Institute of Childhood and Education
Department	Children, Young People & Families
Professional accreditation body	N/A
Final award	BA (Hons)
Title of programme(s)	Early Childhood Studies
Subsidiary award(s)	Certificate of Higher Education; Diploma of Higher Education; Ordinary Degree
Honours type	Single
Duration and mode(s) of study	3 years full-time
Month/year of approval of programme	June 2021
Periodic review due date	TBC
HECoS subject code(s)	100457 and 100463
UCAS course code and route code	UEYRCSSH and EYRCSSH
SITS codes	This is generic across the University n/a programme code.
Delivery venue(s)	Leeds Trinity University