



## Programme Specification

*With effect from:* September 2024

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

A certificate relating to Early Childhood Graduate Practitioner Competencies of the Early Childhood Studies Degree Network will be awarded when students are also successful in the additional option. The competencies are endorsed by the Department for Education.

### 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 you 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 undertake postgraduate qualifications in order to work in the health, legal, education and social work fields.

The Early Childhood Studies Graduate Practitioner Competencies is an additional option running in parallel with the BA(Hons) Early Childhood Studies degree and is awarded at the end of Level 6. If students opt to follow this option and fail any of the nine competencies involved, it will not affect progression on the BA (Hons) Early Childhood Studies.

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 and Attributes and Skills or Employability Outcomes

Learning outcomes are expressed in terms of:

- Knowledge and understanding (K)
- Intellectual / cognitive / 'thinking' skills (I)
- Practical skills specific to the subject (P)
- Attributes and Skills (undergraduate) (AS) or Employability skills (postgraduate) (E)

We design assessment tasks to enable you to demonstrate the Level Learning Outcomes and relevant Employability Outcomes for your level of study. To a greater or lesser extent, all Level Learning Outcomes at each level of your study are embedded in the assessment task(s) at that level. 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 relevant Attributes and Skills Outcomes (UG) or Employability Outcomes (PG) and achieve credit as per the Taught Programme Academic Regulations.

Level Learning Outcomes	
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
K4	Identify signs and indicators of abuse including risk factors and the processes used by professional to report concerns
K5	Distinguish effective ways of working across different agencies through collaboration, including working with parents and carers, to promote the safety and protection of children

K6	Understand local and national legal and policy frameworks, including professional responsibilities in protecting and safeguarding 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	Demonstrate relevant academic skills when presenting theory and learning.
I7	Assess own skills and reflect on developing values as required for self-development and professional practice
<b>Level 5</b>	
K8	Demonstrate critical understanding of global and national childhood from a range of perspectives
K9	Critically reflect on key theoretical perspectives, concepts, research, and debates associated with inclusion, diversity, social justice,
K10	Evaluate the impact of inequalities within practice and services for children
K11	Evaluate the potential usefulness of various research methodologies for exploring specific research questions, and research designs
K12	Evaluate the impact of different pedagogical approaches on the learning environment for young children

K13	Through sustainable leadership practices critically evaluate multi-agency and interprofessional practices for babies and young children and identifying where improvements can be made, including through own role and behaviours.
K14	Debate the roles and responsibilities of managers and leaders working in early years settings, including the role of advocacy for babies, young children and families.
K15	Critically review strategies available to practitioners that aim to reduce inequalities when working with children
K16	Examine different professional roles relevant to practice, including awareness of wider team structures
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 to impact specific aspects of practice
I10	Identify and critique the impact of leadership in multi-agency working and the challenges and constraints of inter-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	Create and justify a research proposal, including research design, aims and ethical considerations
I14	Evaluate practical approaches to professional development and ongoing reflection
P1	Develop observations skills relevant to aspects of the lives of babies and young children
<b>Level 6</b>	
K17	Critically evaluate theory and research related to interventions with children or families including empowerment and advocacy

K18	Critically evaluate aspects of relevant policy and provision
K19	Create an ethical research project that is informed by relevant literature, including appropriate and justified methodology.
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	<del>Develop and operationalise research questions and demonstrate competence in research skills</del> Design, conduct and report on an independent research project which critically analyses data to inform recommendations for practice
I15	Critically evaluate the conceptual underpinning of ECS as a subject area, its historical origins, development and limitations, including how this impacts inter-professional practice
I16	Reason clearly and make critical judgements about a range of arguments relating to the subject area of early childhood studies
I17	Critically reflect on your own developing professional values and the impact of research to inform practice in an educational context
I18	Critically reflect upon the project's achievements and impact on your developing professionalism
I20	Collaborate with professionals to agree a project outline and continuously develop its implementation, leading your own learning and adapting with flexibility if required
I21	Devise a Collaborative Business Project rooted in an area of professional practice, with agreed aims,

**Attributes and Skills Outcomes (undergraduate)**

AS1	<b>Working Independently</b> - prioritising workload, anticipating and troubleshooting potential problems, and achieving this without requiring continual oversight from a supervisor or manager;
AS2	<b>Research &amp; Thinking Critically</b> - systematic investigation of resources to identify relevant information. Critical thinking refers to a process of independent scrutiny, allowing formation of a well-reasoned opinion for application of the research to decision-making and action;
AS3	<b>Digital Confidence</b> - identifying, learning and confident adoption of digital tools, applications and software to improve existing processes, meet emerging challenges or develop new approaches;
AS4	<b>Adaptability</b> - the ability to make the most of changing circumstances and adapt to new conditions;
AS5	<b>Resilience</b> - the ability to recognise that you will be exposed to adversity but that you will be able to respond positively and ultimately adapt and grow from challenging events;
AS6	<b>Professional Outlook</b> - preparing yourself to successfully research, plan and apply for opportunities through effectively articulating your skills and attributes whilst understanding how to present yourself in professional working environments to achieve your career goals;
AS7	<b>Effective Communication</b> - the ability to work cooperatively with others to achieve a group objective and the recognition that good leadership empowers achievement of collective goals through combined efforts;
AS8	<b>Ethics, Diversity, Sustainability</b> - making a positive impact on society and the environment as a whole;
AS9	<b>Enterprise and Entrepreneurship</b> - entrepreneurship is the application of enterprise behaviours, attributes and competencies into the creation of cultural, social, or economic value. Enterprise is generating and applying ideas that are practical when undertaking a new venture or project.

## 4 External Benchmarks

### Statement of congruence with the relevant external benchmarks

All Leeds Trinity University programmes are congruent with the Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF)).

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).

QAA 2019 [Subject Benchmark Statement: Early Childhood Studies \(qaa.ac.uk\)](http://qaa.ac.uk) Appendix 1 details the Early Childhood Graduate Practitioner.

The additional option within the BA (Hons) Early Childhood Studies involves Graduate Practitioner Competencies of the [National Early Childhood Studies Degree Network \(ECSDN\)](#), of which Leeds Trinity University is a member.

## 5 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.

The optional Graduate Practitioner competencies fit into each level of the degree modules and are assessed skills reviewed within existing module assessment strategies. The award is achieved at the end of the Level 6 year, with key tasks that must be addressed across all 3 years of the degree programme. Each level of the programme has a pass/fail review point towards the end of Semester 2, with developmental plans created to support and nurture each student individually. For Level 4 and Level 5 the competency assessments are embedded within the professional development modules (CYP4093 CYP5045) And within the CYP6035 Professional Learning Through Work module.

## 6 Programme Structure

<b>Programme Structure – BA (Hons) Early Childhood Studies</b>			
<b>Duration</b>	3 years full time		
<b>Total credit rating</b>	360 (180 ECTS)		
<b>Level 4 – With effect from: September 2024</b>			
<b>Core:</b> 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
CYP4065	Safeguarding and Child Protection	Semester 2	15
CYP4025	Health, Care and Wellbeing in the Early Years	Semester 1	15
CYP4093	Academic Skills, Personal and Professional Development	Semester 1 & 2	30
<b>Level 5 – With effect from: September 2024</b>			
<b>Core:</b> You are required to take the following modules			
Module Code	Module Title	Semester	Credits
CYP5083	Equality, Diversity and Inclusive Education	Semester 1 & 2	30
CYP5013*	Creative Pedagogical Approaches	Semester 1 & 2	30
CYP5073	Research methods and Evidence Based Practice	Semester 1 & 2	30
CYP5055	Sustainability through Early years Leadership	Semester 1	15
CYP5045	Professional Placement	Semester 2	15
<b>Level 6 – With effect from: September 2024</b>			
<b>Core:</b> You are required to take the following modules			
Module Code	Module Title	Semester	Credits
CYP6003	Mental Health in the 21 <sup>st</sup> Century	Semester 1 & 2	30
CYP6035	Professional Learning Through Work	Semester 1 & 2	15



CYP6023	Critical issues in the Lives and Education of Young Children	Semester 1 & 2	30
CYP6173	Research Project	Semester 1 & 2	30
CYP6045	Therapeutic Interventions with children and families	Semester 1	15
For students completing Early Childhood Graduate Practitioner Competencies, this is within the Professional Learning Through Work module CYP6035, as an additional PSRB award.			

## 7 Pre-requisites

**Modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award**

For students to engage with the Early Childhood Graduate Practitioner Competencies they must have achieved Level 2 maths qualifications at grade 4 or above, or hold a formally recognised equivalent on completion of the competencies.

## 8 Learning, Teaching and Assessment

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

## 9 Entry requirements

<b>Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?</b>	Yes
<b>Detail of any deviation from (or within) and/or addition to the University's standard entry requirements (if applicable), e.g. English Language and/or English Literature requirement</b>	N/A

## 10 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.

<b>Programme-specific requirements / unavoidable restrictions on participation in the programme</b>
N/A

## 11 Technical Information

<b>Awarding Body / Institution</b>	Leeds Trinity University
<b>Teaching institution</b>	Leeds Trinity University
<b>Parent Faculty</b>	Health, Wellbeing and Life Sciences
<b>Parent School</b>	Children, Young People and Families
<b>Professional accreditation body</b>	Early Childhood Studies Degree Network
<b>Final award</b>	BA (Hons)
<b>Title of programme(s)</b>	Early Childhood Studies (Also, see Section 1 for the option award)
<b>Subsidiary (fallback) award(s)</b>	CertHE DipHE Ordinary
<b>Honours type</b>	Single
<b>Duration and mode(s) of study</b>	3 years full-time
<b>Month/year of approval of programme</b>	November 2023
<b>Periodic review due date</b>	2025/26
<b>HECoS subject code(s)</b>	100457 and 100463
<b>UCAS course code(s)</b>	UEYRCSSH and EYRCSSH
<b>SITS route codes</b>	EYRCSSH
<b>Delivery venue(s)</b>	Horsforth Campus..... <b>Yes</b> /No (please indicate) City Campus.....Yes/ <b>No</b> (please indicate) Partner Institutions (please specify which partners, where relevant) N/A

## 12 Level Learning Outcomes and Employability Outcomes

The grids below demonstrate where Level Learning Outcomes and Attributes and Skills Outcomes or Employability Outcomes are assessed at module level and ensure that students are assessed in all Level Learning Outcomes at each level of their study. Students might not be assessed in all Attributes and Skills Outcomes at each level of study. However, all Attributes and Skills/Employability Outcomes will have been assessed by the end of the programme.

Level 4	Skills development																					
<i>Adjust LO codes as necessary.</i> ↓	K1	K2	K3	K4	K6	K7	I1	I2	I3	I4	I5	I6	I7	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	<i>Understand ECS as subject area</i>	<i>Understand global &amp; national childhood</i>	<i>Knowledge of core subject</i>	<i>Identify aigns and indicators</i>	<i>Understand local and national safeguarding</i>	<i>Health, safety and care conditions</i>	<i>Key theoretical perspectives</i>	<i>Theories, practice and research</i>	<i>Play, behaviour &amp; Experiences</i>	<i>Knowledge of environment</i>	<i>Assess and plan tasks</i>	<i>Demonstrate academic skills</i>	<i>Assess own skills</i>	<i>Working indepently</i>	<i>Research &amp; Thinking Critically</i>	<i>Digital Confidence</i>	<i>Adaptability</i>	<i>Resilience</i>	<i>Professional Outlook</i>	<i>Effective Communication</i>	<i>Ethics, Diversity, Sustainability</i>	<i>Enterprise and Entrepreneurship</i>
CYP4093 <i>Academic Skills, Personal and Professional Development</i>																						
CYP4003 <i>Child Development*</i>																						
CYP4025 <i>Health, Care and Wellbeing in the Early Years</i>																						
CYP4013 <i>Play and Early Learning*</i>																						
CYP4065 <i>Safeguarding and Child Protection</i>																						
<b>Integrated Assessment</b>																						

Level 5	Assessed level learning outcomes																Skills development									
<i>Adjust LO codes as necessary.</i> ↙	K8	K9	K10	K11	K12	K13	K14	K15	K16	I8	I9	I10	I11	I12	I13	I14	P1	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Critical understanding childhood perspectives	Critically reflect .../I/D./SU	, Evaluate inequalities	Methodologies knowledge	Different pedagogical approaches	Through sustainable leadership practices	Debate the roles and responsibilities	Societal inequalities and anti-bias	Examine Different professional roles	Conceptual underpinning of ECS study	Core subject areas & interrelationships	Multi-agency working challenges	Pedagogical perspectives	Theories, practice & research in learning	Create and justify a proposal	Evaluate practical approaches	Observational skills	Working indepently	Research & Thinking Critically	Digital Confidence	Adaptability	Resilience	Professional Outlook	Effective Communication	Ethics, Diversity, Sustainability	Enterprise and Entrepreneurship
<b>CYP5013 Creative Pedagogical Approaches*</b>																										
<b>CYP5045 Professional Placement</b>																										
<b>CYP5083 Equality, Diversity and Inclusive Educational Practice</b>																										
<b>CYP5055 Sustainability through Early Years Leadership</b>																										
<b>CYP5073 Research Methods and Evidence Based Practice</b>																										
<b>Integrated Assessment</b>																										

Level 6	Skills development																						
<i>Adjust LO codes as necessary. ↓</i>	K17	K18	K19	K20	K21	K22	K23	K24	I15	I16	I17	I18	I20	I21	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Critically evaluate theory and research related to interventions	Critically evaluation policy & Provision	Create ethical research	Knowledge of specialised areas	Links between ethics, economics etc	Cultural, historical and contemporary theory	Inter-relationship between range of perspectives	Design conduct and report	Conceptual understanding of ECS	Reasoning and judgement	Critically reflect professionalism	Critically Reflect on project	Collaborate with professionals	Collaborative business plan	Working indepently	Research & Thinking Critically	Digital Confidence	Adaptability	Resilience	Professional Outlook	Effective Communication	Ethics, Diversity, Sustainability	Enterprise and Entrepreneurship
<b>CYP6023</b> <i>Critical Issues in the Lives and Education of Young Children</i>																							
CYP6045 Therapeutic Interventions with Children and Families																							
<b>CYP6173</b> <i>Research Project</i>																							
CYP 6035 Professional Learning Through Work																							