

## Programme Specification

<b>Awarding body:</b>	University of Surrey	
<b>Teaching institution (if different):</b>	UCF	
<b>Final award:</b>	BA (Hons)	
<b>Programme title:</b>	Early Childhood Studies	
<b>Subsidiary award(s) and title(s):</b>	<b>Award</b>	<b>Title</b>
	Ordinary Degree	Early Childhood Studies
	Diploma of HE	Early Childhood Studies
	Certificate of HE	Early Childhood Studies
<b>FHEQ Level:</b>	Level 6	
<b>Credits:</b>	360	
<b>ECTS credits:</b>	180	
<b>Name of Professional, Statutory or Regulatory Body (PSRB):</b>		
<b>Mode of study and route code:</b>	<b>Mode of study</b>	<b>Please tick applicable</b>
	Full-time	<input checked="" type="checkbox"/>
	Full-time with Professional Training/Postgraduate Year (PGT)	<input type="checkbox"/>
	Full-time with PTY	<input type="checkbox"/>
	Part-time	<input type="checkbox"/>
Distance learning / Online	<input type="checkbox"/>	
<b>Start date (date/month/year):</b>	August 2024 Level 4, April 2025 Level 5 and January 2026 Level 6	
<b>End date (date/month/year):</b>	April 2025 Level 4, December 2025 Level 5 and July 2026 Level 6	
<b>Length of programme in months:</b>	August 2024 Level 4 =7.5 months, April 2025 =7.5 months Level 5 and January 2026= 7 months Level 6	
<b>QAA Subject benchmark statement (if applicable):</b>	QAA ECS 2022,	
<b>Other internal and/or external reference points:</b>		
<b>Faculty and Department/School:</b>	Faculty of Adult, Academic and Professional Studies. Department of Early Years and Education.	
<b>Programme Leader:</b>	Dawn Burnham	
<b>Educational aims of the programme:</b>	<ul style="list-style-type: none"> <li>• Develop the knowledge, skills and understanding necessary for students to become a responsible, committed Early Years Professional able to respond to the complex realities of early years pedagogy and practice.</li> <li>• Develop students pedagogical and subject knowledge alongside a critical awareness of current issues and challenges.</li> </ul>	

- Equip students with knowledge and understanding of the core areas of early years care and education – building relationships, pedagogy, curriculum, assessment, and professional behaviours.
- Equip students to evaluate, critique and analyse early years practice, pedagogies, and theory to promote best possible outcomes for the children.
- Enable students to reflect on their personal and professional development and respond positively to feedback and change.
- Introduce students to conceptual and analytic methods used in educational research and develop independent research skills by providing opportunities for the development and application of these methods to small-scale educational research.
- Provide the experiences necessary to meet the standards for EYE.

**Programme learning outcomes:**

***The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities, and other attributes.***

Learning Outcomes	K	C	P	T	Optional Ref	BA / BEng / BSc (Hons) / MEng / MBA / MA / MSc Etc.	BSc / BA (Ord)	Dip HE / PG Dip	Cert HE / PG Cert
<b>Knowledge and Understanding</b>									
K1 Demonstrate knowledge and understanding of how children learn including theories of learning and child development and how these can be applied to early years practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K2 Demonstrate knowledge and understanding of the Early Years framework including prime and specific subjects and Key Stage 1 curriculum including the core and foundation subjects and related statutory documentation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K3 Demonstrate knowledge and understanding of a range of pedagogical approaches, strategies and issues related to effective early years practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K4 Demonstrate knowledge and understanding of methods of formative and summative assessment, including their application in early years practice, their strengths and limitations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K5 Demonstrate knowledge and understanding of methods of educational research, selecting appropriate data gathering strategies, making supported analyses of this data, and evaluating and synthesising their own findings within established literature and evidence.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

K6 Demonstrate knowledge and understanding of theory, practice and legislation related to inclusion and how to identify, assess and provide for all pupils.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K7 Demonstrate knowledge and understanding of the range of stakeholders involved in the education of children and young people.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K8 Demonstrate knowledge and understanding of the professional and statutory obligations and frameworks relating to an early years professionals' role.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Cognitive Skills</b>									
C1 Critically evaluate educational theories and policies to engage in debate about current issues, drawing on evidence from theory, policy, research, and practice.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C2 Critically evaluate the relationship between educational theories, research, and practice demonstrating critical awareness of how children learn, the curriculum, and teaching and learning approaches and strategies.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C3 Read, analyse, and produce critical synthesis of relevant research-based and policy-based literature to develop an argument and relate to early years practice.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C4 Critically reflect and evaluate own strengths and areas for development relevant to early years practice and setting of targets for further professional development.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C5 Formulate a research focus related to early years practice, selecting and applying appropriate methods of educational research for an independent enquiry, critically analysing literature and critically evaluating and synthesising findings within established literature and evidence.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Critically think and discuss issues and concepts related to the teaching and learning of the curriculum, prime and specific and core and foundation subjects.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Professional/ Practical Skills</b>									
P1 Reflect on skills, knowledge and understanding to set targets for continuing personal and professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

P2 Plan and deliver early years activities applying knowledge and understanding, including but not limited to how children learn, the curriculum, pedagogical approaches, strategies, and issues related to effective early years practice, assessment and inclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P3 Implement strategies to create, collate, interpret and react to various forms of evidence relating to child's knowledge, understanding and difficulties through adaptation of their professional teaching, assessment and preparation activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P4 Effectively communicate with a range of stakeholders involved in the education of children and young people including but not limited to class teacher/ room lead, TA, EYE's, manager/headteacher, governors, parents/guardians, SENCO, mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P5 Conduct a small-scale educational research enquiry, evaluating research to inform educational practices and develop personal and professional knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P6 Generate evidence which supports the EYE criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Transferable Skills</b>									
T1 Demonstrate high levels of literacy: organising and communicating information, ideas and arguments in speech and writing, showing confident use of specialist vocabulary; the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T2 Demonstrate mathematical ability and its application in practical contexts; relating to the delivery of the Early Years Foundation Stage framework and key stage 1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T3 Demonstrate the ability to identify the appropriate IT programme for a given task; familiarity with word-processing and digital media for the purpose of delivering the early years curriculums and producing appropriate academic work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Demonstrate excellent intrapersonal and interpersonal skills demonstrating the ability to work autonomously in a self-disciplined way to critically assess and manage learning within the university and setting/school environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T5 Demonstrate the ability to build positive relationships with children and their families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

T6 Demonstrate the ability to work cooperatively and effectively with others, including peers at university and other professionals at placement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T7 Demonstrate the ability to make decisions using your initiative and professional standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T8 Demonstrate the ability to critically reflect on personal research skills and their application to professional educational contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Module diet:**

**BA(HONS) Early Childhood studies with EYE**

FHEQ Level 4: potential awards – Cert HE

Module code	Module title	Core / Compulsory	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
<b>AECS4001</b>	Children's Development and learning (0-7 years) and Working with the Under 2's	Core	30	Term 1+2	40% pass each unit
<b>AECS4002</b>	Observation, Assessment and Planning	Core	15	Term 2	40% pass each unit
<b>AECS4003</b>	Safeguarding the Child	Core	15	Term 1	40% pass each unit
<b>AECS4004</b>	Children's Rights, Policy and Practice	Core	15	Term 1	40% pass each unit
<b>AECS4005</b>	Value of Play	Core	15	Term 2	40% pass each unit
<b>AECS4006</b>	Professional Practice 1: Academic and Professional Skills	Core	30	Term 1+ 2	40% pass each unit
					40% pass each unit

How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?

No optional modules at Level 4

FHEQ Level 5: Potential awards – Dip HE

Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
-------------	--------------	------------------------------	---------	---	-----------------------

<b>AECS5001</b>	Understanding Young Children's Behaviour and Health and Wellbeing	Core	30	Term 3&4	40% pass each unit
<b>AECS5002</b>	Early Years Curriculum, Framework and Planning	Core	15	Term 3	40% pass each unit
<b>AECS5003</b>	Introduction to Research	Core	15	Term 3 & 4	40% pass each unit
<b>AECS5004</b>	Leadership and Management in the Early Years	Core	15	Term 3 & 4	40% pass each unit
<b>AECS5005</b>	History and Perspectives of Early Childhood	Core	15	Term 4	40% pass each unit
<b>AECS5006</b>	Professional Practice 2: Personal Development and Partnerships	Core	30	Term 3+4	40% pass each unit
How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?					
FHEQ Level 6: Potential awards – BA (Hons)					
Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
<b>AECS6001</b>	Dissertation	Core	30	Term 5 & 6	40% pass each unit
<b>AECS6002</b>	Early Childhood Pedagogy	Core	15	Term 6	40% pass each unit
<b>AECS6003</b>	Early Intervention and Support and Inclusive education	Core	30	Term 5&6	40% pass each unit
<b>AECS6004</b>	Early Literacy and Numeracy Skills	Core	15	Term 5	40% pass each unit
<b>AECS6005</b>	Professional Practice 3: Professional Issues and the reflective practitioner	Core	30	Term 5&6	40% pass each unit
How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?		None.			
<b>Other Information:</b>					
1. <b>Digital Capabilities:</b>					
• <b>Researching Content:</b>					

- Develop a module where students use advanced search techniques and tools to gather information efficiently.
  - Assign projects that require students to evaluate the credibility and reliability of online sources.
  - **Creation of Tasks and Assignments:**
    - Have students create multimedia-rich assignments, incorporating various digital tools such as video editing, infographics, and interactive presentations.
    - Explore collaborative platforms where students can work together on assignments in real-time.
  - **Presentation of Work:**
    - Introduce students to different presentation formats, including virtual presentations, webinars, and podcast creation.
    - Incorporate peer review of digital presentations to enhance constructive feedback skills.
2. **Employability:**
- **Research Abilities to Keep Current Within the Sector:**
    - Assign regular tasks that require students to stay updated on industry trends, news, and emerging technologies.
    - Mapping of overall degree to include industry required Early Years Educator criteria.
3. **Global and Cultural Capabilities:**
- Encourage students to collaborate with peers from different settings to share ethos and pedagogy that is designed and delivered differently.
  - Discuss case studies that explore the impact of cultural differences on decision-making and teamwork within industry.
4. **Resourcefulness and Resilience:**
- **Problem-Solving Challenges and resilience**
    - Design problem-solving scenarios that simulate real-world challenges and tensions that are present in the industry, requiring students to think creatively and adapt to changing situations.
    - Integrate within the module is the need to find ways to develop their research skills, thus focusing on building resilience skills.
    - Assign reflective tasks where students analyze their experiences, setbacks, and successes to develop a resilient mindset.

**Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme**

Associate Tutor(s)/Guest Speakers/Visiting Academics:	<input checked="" type="checkbox"/>
Professional Training Year (PTY):	<input type="checkbox"/>
Placement(s) (study or work that are not part of the PTY):	<input checked="" type="checkbox"/>
Clinical Placement(s) (that are not part of the PTY Scheme):	<input type="checkbox"/>
Study exchange(s):	<input type="checkbox"/>
Dual degree:	<input type="checkbox"/>

**Programme set up questions**

Source of funding for the programme (e.g., NHS where not student/employer funded):	Student funded
Collaborating organisation (e.g., NHS providing significant input into a programme):	In order for the students to achieve EYE status, the university will collaborate with partner early years settings and schools

Location of study (e.g., if distance learning/overseas centre):	University Centre Farnborough
Registered body (where the award is to be mandatory regulated by HCPC, RCVS or NMC etc – not optionally regulated e.g., accreditation/registration is an option):	
Closed programme (is the programme specifically to be offered privately to a group of students, e.g., only employees of companies or organisations that are meeting the costs of the students' studies):	N/A