

Programme Specification – 2019/20



1. Awarding body	University of Surrey		
2. Teaching institution (if different)	Farnborough College of Technology		
3. Final award and programme/pathway title	BA (Hons) Early Childhood Studies (Top-up)		
4. Subsidiary award(s) and title(s)	Award	Title	
	BA (Ord)	Early Childhood Studies (Top-up)	
5. FHEQ Level	Level 6		
6. Credits and ECTS credits	120		
7. Name of Professional, Statutory or Regulatory Body (PSRB)	N/A		
8. Mode of study and route code		Mode of study	Route code
	Full-time	Y	N/A
	Full-time with PTY		
	Part-time		
	Distance learning		
	Short course		
9. JACs code	058, 105		
10. QAA Subject benchmark statement (if applicable)	Early Childhood Studies (2014) (ECS 2014)		
11. Other internal and / or external reference points			
12. Faculty and Department/School	Faculty of Commercial Services, Care & Sport		
13. Programme Leader	Clare Grimwood		
14. Date of production/revision of the specification	July 2018		
15. Educational aims of the programme			
<p>1. Provide a comprehensive and well-balanced programme of academic and vocationally-focused education at honours degree level by:</p> <ul style="list-style-type: none"> • Developing a reflective practice approach to empower early year’s workers to act as positive advocates for children and families; • Analysing issues and concerns relating to personal and professional development; and • Exploring factors that impact on outcomes for children in today’s society. <p>2. Provide opportunities to:</p> <ul style="list-style-type: none"> • Develop critical and reflective skills; • Formulate and articulate personal and professional perspectives; and • Encourage independent and cooperative learning. <p>3. Prepare students for careers in the care and education of children or progression to postgraduate level studies.</p>			
16. Programme learning outcomes – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:			

Award of BA (Ord) Early Childhood Studies Students who have achieved 60 credits at Level 6, may exit the BA (Honours) degree top-up programme with a BA (Ord) degree.	
<p><u>Knowledge and understanding</u></p> <p>K1. Critically review, consolidate and extend a systematic and coherent body of knowledge to understand a range of issues in early childhood.</p> <p>K2. Identify and explain in sufficient detail key concepts, theories and models relating to young children's development, well-being and learning, including those at the forefront of current thinking.</p> <p>K3. Identify how the underpinning principles and concepts of the Early Years Foundation Stage (EYFS) inform an appropriate curriculum and pedagogy for young children in different settings</p>	<p><u>Teaching and Learning Strategies</u></p> <ul style="list-style-type: none"> ○ Lecture based presentations ○ Practical sessions including role play and observation ○ Individual and group project work ○ Individual presentations ○ Virtual learning environment (Moodle) <p><u>Assessment</u></p> <ul style="list-style-type: none"> - Formal examination - Assessed coursework / assignments - Assessed oral presentation
<p><u>Intellectual / cognitive skills</u></p> <p>I1. Demonstrate high-level ability to reason clearly, analyse, evaluate and make informed and significant judgements to reflect critically upon a range of competing positions related to early childhood.</p> <p>I2. Make judgements by critically evaluating theories of teamwork, leadership and multi-professional working and identify their relevance to the review and development of early years practice.</p> <p>I3. Explore early years learning environments to inform the development of effective practice.</p>	<p><u>Teaching and Learning Strategies</u></p> <ul style="list-style-type: none"> ○ Lectures, practical work, report writing and directed reading <p><u>Assessment</u></p> <ul style="list-style-type: none"> - A mix of formal examination, coursework assignments and practical demonstrations. The overall range of assessment provides the opportunity for the student to demonstrate the ability to analyse problems and propose solutions in a clear, logical and structured manner.
<p><u>Professional practical skills</u></p> <p>P1. Critically evaluate and reflect upon knowledge and conceptual underpinnings to comment on the contested nature of children's development, to aid an understanding of pedagogy and practice.</p> <p>P2. Apply knowledge and a critical understanding of the conceptual underpinnings of early childhood to appreciate pedagogy and practice in the placement setting.</p> <p>P3. critically explore, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to babies, young children and childhood</p>	<p><u>Teaching and Learning Strategies</u></p> <ul style="list-style-type: none"> ○ Case study analysis ○ Role play ○ Use of ICT <p><u>Assessment</u></p> <ul style="list-style-type: none"> - Direct observation - Summative assessments

<p><u>Key transferable skills</u></p> <p>T1 Write for different purposes, which include persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis and summary</p> <p>T2 Use information and communications technology (ICT) appropriately in a range of contexts</p> <p>T3 Become more independent, resilient, responsible and pragmatic and develop as an autonomous learner.</p> <p>T4 Present information to others in appropriate forms, including having a sense of audience</p> <p>T5 Offer and justify an informed point of view, drawing upon a range of theoretical positions</p> <p>T6 Comprehend and use data effectively</p>	<p><u>Teaching and Learning Strategies</u></p> <ul style="list-style-type: none"> ○ Development of transferable skills permeates the programme at all levels ○ Oral seminar presentations ○ Tutorial and practical activities promoting interaction at peer and tutor level ○ Group work <p><u>Assessment</u></p> <ul style="list-style-type: none"> - Dissertation - Included as part of the assessment for modules
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17. Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.

All programmes operate on a 15 credit modular structure over two semesters. All taught modules are semester based and are worth 15 credits, which is indicative of 150 hours of learning, comprised of student contact, private study and assessment. Project and dissertation modules can be either 15, 30, 45 or 60 credits.

This programme is studied full-time over one academic year. In order to achieve the principal award of BA (Hons) a student must complete 120 credits at FHEQ level 6. Students are also eligible to exit the programme with the following subsidiary award:

BA(Ord) – 300 credits with a minimum of 60 credits at FHEQ level 6

In order for students to progress they must achieve a minimum average of 40% and have completed all 120 credits at FHEQ level 6.

Programme adjustments (if applicable)

N/A

FHEQ Level 6: Potential awards – BA (Hons) / BA (Ord)

Module code	Module title	Core /compulsory /optional	Credit volume	Semester (1 / 2)
ECS6001	Dissertation	Compulsory	30	1 & 2
ECS6002	Early Childhood Pedagogy	Compulsory	15	2
ECS6003	Early Intervention and Support	Compulsory	15	1
ECS6004	Critical Issues in Inclusive Practice	Compulsory	15	1
ECS6005	Early Literacy and Numeracy Skills	Compulsory	15	2
ECS6006	Professional Studies 1: Professional Issues	Compulsory	15	1
ECS6007	Professional Studies 2: The Reflective Practitioner	Compulsory	15	2

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?	THERE ARE NO OPTIONAL MODULES	
18. 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	Yes	
Professional Training Year (PTY)	No	
Placement(s) (study or work that are not part of the PTY or Erasmus Scheme)	Yes	
Clinical Placement(s) (that are not part of the PTY Scheme)	No	
ERASMUS Study (that is not taken during Level P)	No	
Study exchange(s) (that are not part of the ERASMUS Scheme)	No	
Dual degree	No	
19. Quality assurance		
<p>The <i>Regulations and Codes of Practice</i> for taught programmes can be found at: http://www.surrey.ac.uk/quality_enhancement/index.htm</p>		