Course Specification

Course Summary Information		
1	**Course Title**	BA (Hons) Early Childhood Studies With Graduate Practitioner Competencies (GPC)
2	**Course Code**	US1488
3	**Awarding Institution**	Birmingham City University
4	**Teaching Institution(s)** (if different from point 3)	
5	**Professional Statutory or Regulatory Body (PSRB) accreditation** (if applicable)	Not applicable

6	**Course Description**
	BA (Hons) Early Childhood Studies with Graduate Practitioner Competencies is a course designed to support you to develop the skills, knowledge, and experience to work effectively in meeting the needs of babies and young children from 0 – 8 years old, and their families. The course covers theoretical and practical aspects of early childhood, with a strong commitment to social justice and promoting equity. As you progress throughout the course, you will develop the skills and confidence needed to be an agent for change, discovering and building on your passion in advocating for children to make a positive contribution both to their lives and to the early childhood sector. Through both course modules and on placement, you will work towards Graduate Practitioner Competencies, gathering knowledge and practical experience in understanding the fundamental aspects of working with babies and young children. This is part of our commitment to supporting you in preparing for the world of work. This course can open doors into a variety of professions related to Early Childhood, and we will support and guide you as you discover the role that suits you best. Placement opportunities across all three years of the degree will enable you to work and learn alongside a variety of professionals delivering services that support the wellbeing, development and learning needs of babies and young children. Student placements can include early years settings (nurseries), primary schools, and health and social care sectors (so can include hospitals, home visits). Opportunities may include charities such as Barnardo's, children and family hubs, museums, family support centres, Action for Children, Children's Quarter (an organisation for inclusion), SEND settings, playgroups, and libraries among many other organisations. We also draw on employers and professionals who provide some guest lectures, offering insight into their experiences alongside our own tutors. Our tutors on the programme come from a wide range of professional backgrounds and are research active, understanding the demands of study, work, and family life. They are committed to the same agenda of social justice, social mobility and social responsibility that forms the underpinning philosophy of the programme. Gaining knowledge and understanding of babies' and young children's developmental, well-being and learning needs is a common theme throughout the course. You will build the skills and knowledge necessary to enable you to meet those needs and discover how you can

	respond in creative, reflective and analytical ways to issues relating to early childhood, being mindful of the need to adopt a resourceful approach. As well as learning about policy, practice, and provision within the field of Early Childhood, we will encourage you to become a graduate who is outward-looking with an awareness of global issues that relate to the field of Early Childhood. We will support you to develop your personal and professional skills, including your resilience, to become self-assured and assertive so that you can be influential in developing practice, policy, and provision in your future career. We provide you with a supportive and nurturing learning environment, which will enable you to take risks as you explore and find out new things about early childhood, as well as yourself. Our aim is for you to be confident to meet the challenges of a changing society, and competent as a researcher in gathering and analysing data to evaluate and plan for change. You will have the opportunity to become a graduate who can demonstrate a real commitment to the youngest and sometimes most vulnerable citizens in our society, with the ability to manage change and lead others effectively to make a positive impact on babies, young children, and their families.

7	**Course Awards**		
7a	**Name of Final Award**	**Level**	**Credits Awarded**
	Bachelor of Arts with Honours Early Childhood Studies with Graduate Practitioner Competencies (GPC) Bachelor of Arts with Honours Early Childhood Studies (Successful completion of all modules without GPC awarded)	*Level 6* *Level 6*	*360* *360*
7b	**Exit Awards and Credits Awarded**		
	Certificate of Higher Education Early Childhood Studies Diploma of Higher Education Early Childhood Studies Bachelor of Arts Early Childhood Studies	Level 4 Level 5 Level 6	120 240 300

8	**Variations from the University Regulations**
	Not applicable

9	**Delivery Patterns**		
Mode(s) of Study	**Location(s) of Study**	**Duration of Study**	**Code(s)**
Full time	City Centre	3 years	US1488

10	**Entry Requirements**
	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk, or may be found by searching for the course entry profile located on the UCAS website.

11	Course Aims
1	To develop, and apply your knowledge and understanding of the development, well-being and learning needs of babies and young children, with consideration of their families.
2	To support you in developing your confidence and ability to advocate for children, to make a positive contribution to their lives and the Early Childhood sector.
3	To be active agents of change within your community, pursuing social justice, social responsibility, and social mobility through a commitment to diversity, inclusion, and equity.
4	To enable you to be competent in leading and managing change in a range of professions that support babies, young children, and their families.
5	To promote an awareness of global issues relating to the field of Early Childhood and to recognise that diversity of background impacts on Early Childhood.

12	Course Learning Outcomes
1	Students will be able to enter the workforce in a graduate role or undertake postgraduate study with the aim of making a positive contribution to children and families.
2	Demonstrate a commitment to social justice, safeguarding and advocating for children and families.
3	Be able to critically reflect on contemporary issues within early childhood and employ research skills to carry out independent research, using source materials to justify perspectives
4	Have developed interpersonal skills that can be applied to communicate professionally in a range of contexts, reflecting on your personal and professional identity.
5	Demonstrate intellectual curiosity, knowledge and understanding towards healthy child development, learning and wellbeing, recognising factors impacting upon this.
6	Take a critical approach to and engage with early childhood policy, practice, and pedagogy at a national and international level.
7	Act as a pedagogical leader, understanding and implementing the curriculum from birth to age eight, effectively meeting the needs of young children.
8	Be an inclusive practitioner, taking a proactive approach to anti-discriminatory practice.
9	Have developed collaborative skills to work with multi-agency teams, being committed to responding to the needs of the child.
10	Be able to articulate your own personal philosophy and mission to make a difference to children's lives.

13	Level Learning Outcomes
	Upon completion of Level 4 / the Certificate of Higher Education, students will be able to:
1	Identify key theories of child development and apply in practice when working with young children.
2	Recognise practices involved in observing and assessing babies and young children and use this information to plan for future learning.
3	Explain the importance of working with families, to meet the needs of young children.
4	Demonstrate relevant study skills, including (but not limited to) reflective thinking, independent learning and research, information searching and collection, group work skills, IT skills, written and oral communication, problem solving and time planning and management.
	Upon completion of Level 5 / the Diploma of Higher Education, students will be able to:
1	Demonstrate knowledge of and apply safeguarding policy and legislative framework which underpins work with young children and their families and apply in practice.
2	Promote children's health and well-being, taking into consideration the impact of factors which can affect this.
3	Evaluate approaches to early childhood practice and review their developing skills in working towards meeting the needs of babies and young children.

4	Evaluate a range of research methods and assess the appropriateness of their use when communicating information, ideas, and arguments in a range of academic formats
	Upon completion of 60 credits at Level 6 / the Bachelors Degree, students will be able to:
1	Conduct independent research to investigate a specific topic and be able to communicate findings, information, ideas, problems and solutions to both specialist and non-specialist audiences.
2	Critically discuss the importance of being an inclusive practitioner, promoting children's voice and their rights within society.
3	Critically reflect on their skills and dispositions as an early childhood practitioner to support their transition to graduate employment.

14	**Course Learning, Teaching and Assessment Strategy**
	The learning, teaching and assessment strategy reflects the commitment of the course team to deliver high quality teaching and learning experiences that will transform lives and empower you to become an independent learner and advocate for change. Our teaching sessions are interactive, we do not see the value in traditional 'lecture' style sessions where students are expected to sit and listen for extended periods of time. Instead, we promote interactive sessions where students are engaged and active participants who feel confident to ask questions, clarify understanding and to challenge key ideas presented. We know that students learn in a wide range of ways, so we incorporate different strategies that respond to your needs. The learning approaches that you may expect to engage in, include: - Workshops - Seminars - Lectures - Tutorials - Small group work - Independent study - Online learning via the virtual learning environment (Moodle) - Peer discussion and peer learning - VR simulations - Conferences - Trips and visits to the local community - Practice-based work within relevant settings - Online lessons We are committed to supporting students to develop their technological skills to prepare them for future work, so we incorporate technology where possible to facilitate learning and teaching. We offer a blended learning approach which includes both face-to-face teaching, and some online learning to support you in engaging in modules in different ways, which we utilise to meet the needs of our students. Whilst studying with us, we expect you to become autonomous learners; we will set tasks for you to complete either in preparation for your next session, or as a directed learning task after a session. These tasks are designed to support you in extending your knowledge and understanding of key concepts and we expect full engagement with these. A key part of being an active and engaged learner is attendance in sessions, and therefore your attendance is a requirement in all scheduled learning activities. In class, we encourage and expect full participation; working with children means hands-on practice, so expect to do the same when studying with us! Across modules, you will have the chance to learn through play and make sense of key ideas and theory in practical and engaging ways. We are strongly committed to

	promoting collaborative learning and in sessions we will work with you to support your developing skills. We welcome your input and often draw on students' expertise and experience. The teaching team all have a background within Early Childhood and are experienced in teaching in Higher Education. The team collectively appreciate the varied needs of students and work to ensure all needs are adequately met. Our assessment methods are sustainable and designed based on the modules offered and in line with practice. We recognise that students respond well when there is a clear connection to their learning, what they will gain on successful completion, and how this is assess. We provide support within each module to support you in understanding the assessment tasks and ways that they can be approached. We assess students' knowledge and understanding of essential elements of Early Childhood, and we will support you in further developing your skills to strengthen graduate attributes. We know that you will need to draw upon a wide range of skills when working in the Early Childhood sector, so our assessment methods are designed to help you develop these across all three years. Throughout the course we will offer different assessments that draw on a wide range of written and verbal skills. These may include (but are not limited to): - Reports - Essays - Posters - Podcasts - Portfolios - Projects - Reflective journals - Patchwork assessments - Interviews - Presentations - Observations - Case study reviews There are no exams on this course, and we ensure there are multiple opportunities on every module for formative feedback both formally and informally. In the formative submissions, you will receive feedback either verbally (which is recorded) or written to identify strengths and areas of improvement prior to your final submission. You will be supported by your module lead throughout the module to ensure you understand the assessment and we work collaboratively to design an assessment brief document to outline the requirements of each assessment, and we explore this in class with you. After each summative assignment submission, you will receive written, detailed, and individual 'feedback' to enable you to understand the grade you achieved on the work submitted and 'feedforward' which will provide key points to improve upon for your next submission. All module assessment on the course has been carefully aligned to the course learning outcomes and have been designed to prioritise the development of skills which will be important to your employability. Examples include assessed group work to develop interpersonal and collaborative skills, case studies to promote team working and effective communication skills via round table discussions, and professional portfolio development to help you to build a strong repertoire of skills. There are multiple opportunities throughout the course to meet the course learning outcomes through your module assessments.

15	**Course Requirements**
15a	**Level 4:** ***In order to complete this course a student must successfully complete all of the following CORE modules (totalling 100 credits):***

Module Code	Module Name	Credit Value
EDU4188	Preparing to Study in HE	20
EDU4181	Children and Families	20
EDU4182	The Developing Child	20
EDU4184	Observing, Assessing, and Planning for Babies and Young Children	20
EDU4183	Contemporary Perspectives of Childhood	20

In order to complete this course a student must also successfully complete at least 20 credits from the following indicative list of OPTIONAL modules:

Module Code	Module Name	Credit Value
EDU4185	Environments as Enabling and Sustainable Places	20
EDU4186	Transitions and Change in Early Childhood	20
EDU4187	Children's Stories	20

Students must also complete a zero-credit module EDU4179 Level 4 Placement if they intend to achieve Graduate Practitioner Competencies.

Level 5:

In order to complete this course a student must successfully complete all of the following CORE modules (totalling 100 credits):

Module Code	Module Name	Credit Value
EDU5187	The Critically Reflective Practitioner	20
EDU5193	Preparing to Research	20
EDU5186	Safeguarding and Child Protection	20
EDU5191	Child Health and Well-Being	20
EDU5192	Playful and Creative Approaches to the Curriculum	20

In order to complete this course a student must also successfully complete at least 20 credits from the following indicative list of OPTIONAL modules.

Module Code	Module Name	Credit Value
EDU5190	Introduction to SEND	20
EDU5189	Digital Childhoods	20
EDU5188	Creativity and the Arts in the Early Years	20

Students must also complete a zero-credit module EDU5185 Level 5 Placement if they intend to achieve Graduate Practitioner Competencies.

Level 6:

There are various Level 6 awards available to students.

In order to successfully complete the course with Honours and Graduate Practitioner Competencies, a student must successfully complete all of the following CORE modules (totalling 100 credits):

Module Code	Module Name	Credit Value
EDU6303	Individual Research Project	40
EDU6309	Children's Rights and Child Voice	20
EDU6304	Towards Employability	20
EDU6308	Promoting Diversity, Equity, and Inclusion	20

In order to complete this course a student must successfully complete at least 20 credits from the following indicative list of OPTIONAL modules.

Module Code	Module Name	Credit Value
EDU6306	International Curricula	20
EDU6305	Attachment-informed Practice	20
EDU6307	Leadership and Management	20

Students must also complete a zero-credit module EDU6302 Level 6 Placement if they intend to achieve Graduate Practitioner Competencies.

If students intend to successfully complete the course with Honours but without the Graduate Practitioner Competencies, they should successfully complete all modules as outlined above but do not need to complete Placement modules at Levels 4, 5 and 6.

15b	Structure Diagram

Please note list of optional modules is indicative only. Students' choice will not be guaranteed for optional modules, but a fair and transparent process will be adopted and shared with students.

Level 4

SEMESTER ONE	SEMESTER TWO
Optional: (all year) EDU4179 Level 4 Placement (0 credits)	
Core EDU4188 Preparing to Study in HE (20 credits) EDU4181 Children and Families (20 credits) EDU4182 The Developing Child (20 credits)	**Core** EDU4184 Observing, Assessing, and Planning for Babies and Young Children (20 credits) EDU4183 Contemporary Perspectives of Childhood (20 credits)
	Optional EDU4185 Environments as Enabling and Sustainable Places (20 credits) EDU4186 Transitions and Change in Early Childhood (20 credits) EDU4187 Children's Stories (20 credits)

Level 5

SEMESTER ONE	SEMESTER TWO
Optional: (all year) EDU5185 Level 5 Placement (0 credits)	
Core EDU5186 Safeguarding and Child Protection (20 credits) EDU5187 The Critically Reflective Practitioner (20 credits)	**Core** EDU5193 Preparing to Research (20 credits) EDU5191 Child Health and Well-Being (20 credits) EDU5192 Playful and Creative Approaches to the Curriculum (20 credits)
Optional EDU5190 Introduction to Special Educational Needs and Disabilities (20 credits) EDU5188 Creativity and the Arts in the Early Years (20 credits) EDU5189 Digital Childhoods (20 credits)	

Level 6

SEMESTER ONE	SEMESTER TWO
Core: (all year) EDU6303: Individual Research Project (40 credits) **Optional: (all year)** EDU6302 Level 6 Placement (0 credits)	
Core EDU6603 Towards Employability (20 credits)	**Core** EDU6309 Children's Rights and Child Voice (20 credits) EDU6308 Promoting Diversity, Equity and Inclusion (20 credits)
Optional EDU6306 International Curricula (20 credits) EDU6305 Attachment-informed Practice (20 credits) EDU6307 Leadership and Management (20 credits)	

16 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning, and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes, and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g., coursework, exam, and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 4

Workload

18% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	220
Directed Learning	228
Private Study	752
Total Hours	1200

Level 4 Placement module: 6 hours SL, 200 hours DL, 50 hours PS.

Balance of Assessment

Assessment Mode	Percentage
Coursework	66.67%
Exam	0%
In-Person	33.33%

Level 5

Workload

20% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	240
Directed Learning	240 (if studying Introduction to SEND optional module) 276 (if studying either Digital Childhoods or Creativity and the Arts optional module)
Private Study	720 (if studying Introduction to SEND optional module)

	684 (if studying either Digital Childhoods or Creativity and the Arts optional module)
Total Hours	1200

Level 5 Placement module: 5 hours SL, 240 hours DL, 60 hours PS.

Balance of Assessment

Assessment Mode	Percentage
Coursework	68% 51% (if studying Digital Childhoods optional module)
Exam	0%
In-Person	32% 49% (if studying Digital Childhoods optional module)

Level 6

Workload

18% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	215
Directed Learning	266
Private Study	719
Total Hours	1200

Level 6 Placement module: 6 hours SL, 200 hours DL, 60 hours PS.

Balance of Assessment

Assessment Mode	Percentage
Coursework	100% (if studying International Curricula optional module) 83% (if either Leadership and Management or Attachment-Informed Practice are chosen as an optional module)
Exam	0%
In-Person	17% (if either Leadership and Management or Attachment-Informed Practice are chosen as an optional module)