



Course Information Form

This Course Information Form provides the definitive record of the designated course

General Course Information

Course Title	Early Childhood Education Early Childhood Education (with Professional Practice Year) Early Childhood Education with Foundation Year
Qualification	BA(Hons)
FHEQ Level	6
Intermediate Qualification(s)	
Awarding Institution	University of Bedfordshire
Location of Delivery	AB – Bedford Campus (professional practice year will be off-campus)
Mode(s) of Study and Duration	Full-time over 3 years or 4 years for practice year route and foundation year route Part-time pathway typically over 4-6 years
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	
UCAS Course Code	X311; with professional practice year X308; X1FY with Foundation Year
External Benchmarking	QAA quality Code Section A1 QAA Subject Benchmark Early Childhood Studies 2014 FHEQ level 6
Entry Month(s)	October and February

Why study this course

This course offers you a strong foundation and subsequently an in-depth understanding of Early Childhood Education from a variety of professional perspectives, providing significant opportunities for you to develop your own individual academic and professional interests. The course provides a clear route into a professional graduate role within the Early Years Sector.

Educational Aims

The Early Childhood Education degree is designed to give you an understanding of the complexity of early education, child development, and the developing child in the context of their family and society in local and global contexts. The course focuses on a holistic approach to learning and understanding the needs of children. After an underpinning first year, introducing you to key knowledge and skills, you will have the opportunity to focus on particular themes within the course such as professional development, and the wider educational context of Early Childhood Education. You will be able to understand the importance of educational research and enquiry and carry out research in your own educational context. This will provide the background for you to be fully prepared for working in a diverse range of professions in the Early Years, and for further, possibly post-graduate, study or teacher training. It will also allow your individual interests to be explored. The course has a strong strand of employability running through it: you will undertake work placements in all three years; you are encouraged to gain voluntary experience and to reflect upon your own early childhood experiences or other work experience in your academic work, and on your personal development as a professional.

Course Structure

The Units which make up the course (including the Professional Practice Year as applicable) are:

Unit Code	Level	Credits	Unit Name	Core or option
EDC039-1	4	30	Key Concepts in Early Childhood Education	C
EDC048-1	4	30	Narratives of Childhood	C
EDC055-1	4	15	Early Child Development	C
EDC056-1	4	15	Early Years Curriculum Studies	C
EDC050-1	4	15	The Growing Child in Context	C
EDC051-1	4	15	Understanding Practice in Early Childhood Settings	C
EDC028-2	5	30	Early Representations of Literacy and Numeracy	C
EDC021-2	5	30	Investigating the Social World	C
EDC072-2	5	15	Inclusive Education in the Early Years	C

EDC065-2	5	15	Understanding Inclusive Practice in the Early Years	C
EDC063-2	5	15	Developing Teaching Practice*	O
EDC062-2	5	15	Developing Professional Practice*	O
EDC067-2	5	15	The Lifelong Curriculum	O
EDC070-2	5	15	Creativity and the Curriculum	O
EDC069-2	5	15	Children, Young People and the Digital Age	O
EDC066-2	5	15	Families and Communities	O
EDC055-2	5	0	Professional Practice Year (Education and English Language)	Core for degrees with PPY
EDC162-3	6	30	Professionalism, Leadership and Management in the Early Years	C
EDC207-3	6	30	Dissertation	C
EDC202-3	6	15	Developing Children's Thinking and Understanding	C
EDC208-3	6	15	Quality in the Early Years	O
EDC206-3	6	15	Contemporary Debates in Education, Childhood and Youth	O
EDC212-3	6	15	Children, Young People and the Media	O
EDC153-3	6	15	International Perspectives on Early Childhood Education	O
EDC205-3	6	15	Children's Literature	O
EDC165-3	6	15	Technology Enhanced Education	O

* Students must take one of these two units

Course-Specific Regulations

Additional Course Costs

All students require a DBS to be obtained on commencing their course in L4, 5 or 6. Students will need to pay for this check. Details of the DBS clearance (including current costs) can be found at www.gov.uk/disclosure-barring-service-check/overview

Entry requirements

Standard university entrance requirements:

Standard entry requirements for UK students –
<http://www.beds.ac.uk/howtoapply/ukugentryreqs>

Students from the European Union - <http://www.beds.ac.uk/howtoapply/eu/guides>

International students - <http://www.beds.ac.uk/howtoapply/international/apply>

DBS (Disclosure and Barring Service) clearance at the outset of the course is also required. You will be assisted in completing the DBS application by University staff and the DBS will be processed through the University. Without a DBS you may not be able to appropriately complete the compulsory work placements within core units. Any issues that may come to light will be referred to the Faculty 'Fitness to Practice Committee' for consideration prior to commencement of any work-based learning.

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Contribute specialist expertise of Early Childhood Education to multi-disciplinary teams to augment a shared understanding of effective practice.
- Be a lead professional who contributes an innovative and reflective stance to the evolving Early Years sector and community nationally and internationally, using data to present and justify a chosen position having drawn upon relevant theoretical perspectives
- Be creative, open-minded and adaptable, accommodating new principles and understanding whilst recognising limitations within the workplace

Course Learning Outcomes

1. Demonstrate in-depth, systematic knowledge and consistently critical understanding of children and childhood nationally and globally, from philosophical, historical, psychological, sociological, cultural, global health, welfare, legal, political and economic perspectives.
2. Understand that professional and ethical behaviour is a key requirement of entrants to graduate careers in the field of Early Childhood Education
3. Understand current policies and debates in the field of Early Childhood Education and be able to critically engage in future debates
4. Demonstrate strong communication skills through written, oral, visual and electronic means, being able to organize and articulate opinions and arguments using relevant specialist vocabulary whilst working individually or as part of a team.

5. Demonstrate strong information literacy skills, in gathering and collating information from a wide variety of primary and secondary sources, including theoretical and research based evidence, in an ethical and professional manner.
6. Have developed the skills to undertake primary research and evaluate the significance and limitations of that research in relation to relevant theoretical perspectives.
7. Demonstrate the ability to critically explore, analyse and evaluate information and data and reinterpret that information to construct cogent and coherent arguments.

In order to qualify for the award of BA (Hons) Early Childhood Education (with Professional Practice Year) students will need to meet all of the outcomes above and:

8. Demonstrate knowledge and analytical understanding of the behaviours associated with the workplace by successfully completing an approved placement.

PSRB details

None to note

Learning and Teaching

Learning is promoted through participation in a wide range of teaching methods across the degree. In lectures you will be invited to be actively involved through such activities as commenting on videos of practice; in seminars you will share your reflections on your learning in lectures and your reading, debate viewpoints and engage in practical activities. You will attend practical workshops both on campus and in local Early Years settings, and undertake work-related learning through placements in Early Years settings each year. Please note that you must be aware of and adhere to the University of Bedfordshire and School of Education and English Language placement policies.

As the degree progresses you will be encouraged and guided to develop your learning towards increasingly independent study. You are encouraged to see your learning as a collaborative enterprise in which your participation is crucial. Individual tutorials with staff are offered across the degree to allow you to reflect on your on-going development.

Level 4 introduces you to key ideas about Early Childhood Education and specific professional and academic skills that you will need to further develop for success in HE. In Levels 5 and 6 of the course the emphasis on lectures decreases with a higher proportion of seminar and workshop sessions. In Level 6 you will complete independent research in a topic related to Early Childhood Education. You will have the opportunity to choose from a range of optional units that further your own particular interests in education.

Extensive use will be made of the University Virtual Learning Environment (VLE) to provide you with information and further materials for your study and facilitate interaction and discussion between students and between staff and students. You will have the opportunity to develop your own IT skills through engagement with various forms of technology such as discussion boards.

Some core units require short periods of work based placement. You will be able to find your own settings for this but you are able to use suitable settings for this that already work with (for example places that have paid employment at or are volunteering in) although this is subject to ethical approval processes. Where you not have such contacts you will get support from the Education Services Team on the Bedford Campus. You will be encouraged to develop work based contacts from the very start of your degree to enhance your learning experiences and to be better able to relate theory to practice.

This course is taught by a core group of lecturers with recent professional practice in a range of Early Years educational settings and research-based work.

Assessment

This course aims to provide a range of assessment methods to support the diverse needs of all learners. Assessments include exams, essays, case studies, portfolios, presentations, reflections on work-based learning, and culminate in a research-based dissertation. The assignments will build directly on the teaching sessions and you will be supported by lecturers to develop your individual assignment through tutorials and in class activities. In level 4 more support is also provided in the form of formative assessments. At Levels 5 and 6 developmental assessment opportunities are offered in the form of peer assessment and individual/group tutorials. Substantial guidance is provided on how to complete the assignments on the university Virtual Learning Environment called BREO (Bedfordshire Resources for Education Online) and in Unit handbooks, seminars and detailed assessment briefs. Many of the assessments relate to real world situations and will encourage you to draw upon your work experience and observations from Early Years settings.

Assessment Map

Unit Code	C/O	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
EDC 039-1	C					C W- Es s									C W- O T															
EDC029-1	C													P R- o r a l																
EDC 003-1	C											E X- P T																		
Narratives of child	C																												C W- e s s	P J - e x h i b
Understanding EY practice	C																													C W - C S
Growing child	C																												C W- J o u r	
EDC028-2	C					P R- o r a l							C W- L R																	

		2	3	4	5	6	7	8	9	10	11	12	13	14	15	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
EDC045 -2	C											C R- R W																			
EDC055 -2	O																														C W - R W
Developi ng prof prac	O											P R- or al																			
Dev Teching Practice	O											P R- or al																			
EDC047 -2	O													W R- Po st																	
EDC021 -2	C																												W R- I		
Underst anding inc pract	C																														C W- C S
EDC002 -2	O																														C W- po rt
EDC027 -2	O																														C W- po rt

Developing your employability

Employability is central to the course both within the curriculum and in the extra-curricular activities promoted by the course team. You will undertake placements in Early Years settings each year in a core unit where you will gain practical experience of teaching and learning in the Early Years; you will have the option of taking another work-based learning unit in both level 5 and 6. Significant use is made of real life case studies drawn from Early Years practice which will allow you to make the links between your academic work and professional practice. This will help you develop your professional skills in readiness for the workplace. Visiting speakers from a range of disciplines within the Early Years field support your awareness of professional practice in context. The course team works closely with the Careers and Recruitment Service to promote relevant paid and volunteer work.

The degree will prepare students for a wide range of careers across the Early Years field.

DBS clearance, required before any formal placement, will enhance your employability.

After Graduation

As well as providing the background needed for application to teacher training, this course offers graduates potential career options within a wide range of careers working with children such as working in a leadership capacity in private, voluntary or independent nurseries or children's centres, social care, education welfare, charities.

Many students from this programme have returned to the University to study for Higher degrees or to undertake a Primary Teacher Training Postgraduate Certificate in Education (PGCE) and/or Early Years Initial Teacher Training. Other students have progressed into Primary teacher training via SCITT (School Centred Initial teacher Training) or SDITT (Schools Direct Initial Teacher training) programmes.

Additional Information

Semester 2 starters will join the new cohort in October of the following year to complete their first level of study.

Student Support during the course

You will have the support of a Personal Academic Tutor (PAT) throughout the course who will regularly meet to advise you individually during the year to support your academic, personal and professional development. If you have personal worries or concerns that may affect your work, they will be able to direct you to the right support.

You will have weekly opportunities to meet with your lecturers, during Office Hours, to discuss your knowledge and understanding of specific units you are taking, gain a deeper insight on the feedback on your assignments and gain support in maximising your achievement in your degree.

During the course you will also have the opportunity to engage in formative peer assessment, formative written assessment and group tutorials for specific assignments.

You will have access to the university's specialist academic support service, Personal Academic Development Team (PAD) who offer workshops on key elements of academic skills needed for studying in Higher Education and provide the studyhub online.

All students in their first year attend a Peer Assisted Learning (PAL) session each week. This is an informal, structured session that is led by a pair of experienced 2nd/3rd year students. PAL is linked to a named core unit and sessions will have activities for you to do to prepare you for assessments.

Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
The promotion of the course is open and inclusive in terms of language, images and location?	Y	
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	N	
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ¹ ?	N	
If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	N/A	
Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.	Y	
Confirm that the course handbook makes appropriate reference to the support of disabled students.	Y	

Administrative Information – Faculty completion	
Faculty	Education and Sport
Portfolio	Undergraduate Education and English Language
Department/School	School of Education and English Language
Course Coordinator	Abigail Gosling
Trimester pattern of operation	Oct (Trimester 1), Feb (Trimester 2)
PSRB renewal date (where recognised)	
Version number	1/17

¹ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

Approved by (c.f. Quality Handbook ch.2)	University Approval
Date of approval (dd/mm/yyyy)	February 2017
Implementation start-date of this version (plus any identified end-date)	September 2017
Study model type (e.g. study centre)	On campus

Form completed by:

Name: ...P.Wright..... **Date:**December 2017.....

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: **Date:**

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
February 2017	Move to new UIF template. Semesterisation, housekeeping	

Administrative Information – Academic Registry completion	
Route code (post approval)	
JACS / HECoS code (KIS)	
SLC code (post approval)	
Qualification aim (based on HESA coding framework)	



Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	Early Childhood Education Early Childhood Education (with Professional Practice Year) Early Childhood Education with Foundation Year
Qualification	BA (Hons)
Route Code (SITS)	BAECEABF+BAEYPABF+BAECFABF
Faculty	Education and Sport
Department/School/Division	Education and English Language
Version Number	1/2017

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	Key Con	EYCS	ECD	NofC	UEYP	GrC	EDC0 28-2	Inc ED	Dev T	DProf P	LLCur	EDC02 1-2 RM	Und IED	Can d theC	CYP DA	Fam Com	PrfPrac W/P Year
Level	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5
Credits	30	15	15	30	15	15	30	15	15	15	15	30	15	15	15	15	
Core or option	C	C	C	C	C	C	C	C	O	O	O	C	C	O	O	O	O
Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>																
1	LO1			LO1		LO1	LO1	LO1			LO1			LO1		LO1	
2					LO1			LO2		LO1		LO2	LO1				
3	LO2								LO1						LO1		
4		LO1	LO1										LO2				
5		LO2													LO2		
6				LO2	LO2				LO2			LO1					
7			LO2			LO2	LO2			LO2	LO2			LO2		LO2	
8 (PPY)																	LO1, LO2

Unit code	Pr, L and M	Diss	Q in EY	Cont Deb	CYP Media	Dev Ch t and u	Int pers EY	Tech Enh L	Ch Lit
Level	6	6	6	6	6	6	6	6	6
Credits	30	30	15	15	15	15	15	15	15
Core or option	C	C	O	O	O	C	O	O	O
Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>								
1	LO1				LO1	LO1		LO1	LO1
2		LO1							
3		Lo2	LO1	LO1			LO2		
4		LO2							LO2
5		LO2	LO2					LO2	
6		LO2							
7	LO2			LO2	LO2	LO2	LO1		

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title	BA (Hons) Early Childhood Education BA (Hons) Early Childhood Education (with Professional Practice Year) CLO8 only applies to professional practice year
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FHEQ Descriptor for a higher education qualification	<i>(insert level and title)</i>	Course Learning Outcome(s)									
		1	2	3	4	5	6	7	8	9	10
1) a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline		X		X							
2) an ability to deploy accurately established techniques of analysis and enquiry within a discipline					X						
3) conceptual understanding that enables the student: a) to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline b) to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline		X		X							
4) an appreciation of the uncertainty, ambiguity and limits of knowledge		X		X			X				
5) the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).						X	X	X			

Typically, holders of the qualification will be able to:						X	X	X	
6) apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects									
7) critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem	X					X	X		
8) communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.				X	X			X	
And holders will have:		X						X	
9) the qualities and transferable skills necessary for employment requiring: a) the exercise of initiative and personal responsibility b) decision-making in complex and unpredictable contexts c) the learning ability needed to undertake appropriate further training of a professional or equivalent nature.									

Subject Benchmark Statement(s)	<i>Early Childhood Studies (2014)</i>	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i>
Subject knowledge: On graduating with a bachelor's degree with honours in early childhood studies, students are expected to:		
understand the conceptual underpinnings of early childhood studies as a subject area, its historical origins, development and limitations		CLO1

demonstrate systematic knowledge and critical understanding of babies and young children and childhood nationally and globally from psychological, sociological, health, welfare, educational, cultural, philosophical, legal, historical, political and economic perspectives	CLO1
demonstrate systematic knowledge and critical understanding of the areas of interest contributing to early childhood studies across the core subject-specific skills areas, and how they interrelate.	CLO1
This includes:	
a systematic knowledge and critical understanding of all aspects of significant policy and provision for babies and young children, families and communities	CLO3
a working knowledge of the importance of, but also the challenges and constraints of, multiprofessional, interprofessional, multi-agency and inter-agency working in order to meet the needs of babies and young children, families and communities	CLO3
a working knowledge and understanding of pedagogical approaches for working with babies and young children, families and communities	CLO1
a good knowledge of issues in relation to rights, diversity, equity and inclusion in relation to working with babies and young children, families and communities	CLO2 CLO5
a good working knowledge of the methods required for systematic study and research relative to children and childhood	CLO3 CLO5
a systematic knowledge of a range of research paradigms, research methods and measurement techniques, and awareness of their limitations	CLO5 CLO6
detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the subject area	CLO6 CLO7
demonstrate a well-developed critical understanding of the links between ethics, economics, politics, culture and ideology in the lives of babies and young children and their families and communities	CLO5 CLO6

Subject specific skills: On graduating with a bachelor's degree with honours in early childhood studies, students are expected to:	
reason clearly, understand the role of evidence and make critical judgements about arguments relating to the subject area of early childhood studies	CLO3 CLO4 CLO5 CLO7
be able to adopt multiple perspectives in relation to early childhood and systematically analyse the relationships between them	CLO4 CLO5 CLO6 CLO7
have a well-developed ability to reflect upon a range of psychological, sociological, health, welfare, educational, cultural, philosophical, legal, historical, political and economic perspectives, and consider how these underpin different understandings of babies' and young children and childhood, nationally and globally	CLO1 CLO3 CLO7
analyse and evaluate competing positions in relation to the construction of babies and young children and childhood by different subjects, societal agents and time, place and culture	CLO6 CLO7
analyse and constructively critique theories, practice and research in the area of child development	CLO6 CLO7
detect meaningful patterns in play, behaviour and experience, and evaluate their significance	CLO5 CLO6 CLO7
critically explore, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to babies and young children and childhood	CLO1 CLO3
have a well-developed knowledge and awareness of the skills needed for different relational pedagogical approaches	CLO4 CLO6
have a well-developed ability to plan for, and where appropriate implement, play and the curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of babies and young children's health and emotional well-being	CLO4 CLO6 CLO7

have a well-developed ability to plan for, and where appropriate implement, working effectively and in collaboration with parents, carers and other agencies	CLO2 CLO4
have a well-developed ability to plan for, and where appropriate implement, meeting and promoting children's health, well-being, protection and safety, and the conditions which enable them to flourish	CLO2 CLO4 CLO7
have a well-developed ability to lead, support and work collaboratively with others in the early childhood context	CLO2 CLO4
have a well-developed ability to produce critical arguments for improvements to multi-agency, multi-professional and inter-professional practices for babies and young children	CLO4 CLO7
have a well-developed ability to explore critically the interrelationships between political, economic, cultural and ideological contexts in the lives of babies and young children	CLO1 CLO3
pose, operationalise and critique research questions related to early childhood, and demonstrate competence in research skills through practical and theoretical activities	CLO5 CLO6 CLO7
use developed skills of observation and analysis in relation to aspects of the lives of babies and young children	CLO5 CLO6
have a well-developed ability to reflect upon the ethics of studying babies and young children, families and communities	CLO2 CLO5
competently initiate, design, conduct and report an early childhood research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations	CLO5 CLO6 CLO7
be aware of the complexity of ethical principles and issues, and demonstrate this in relation to personal study, particularly with regard to the research project	CLO5
have a well-developed ability to give voice to and where appropriate act as an	CLO4

advocate for babies and young children, families and communities	
have a well-developed ability to recognise and challenge inequalities in society and to embrace an anti-bias approach.	CLO1 CLO7
Generic skills On graduating with a bachelor's degree with honours in early childhood studies, students are expected to:	
communicate ideas and research findings both effectively and fluently by written, oral and visual means	CLO4 CLO7
present a wide range of theoretical positions and offer and justify a well-informed point of view	CLO5 CLO7
interpret and use numerical and other forms of data, critically and securely	CLO5 CLO6
present information to others in a variety of appropriate forms	CLO4
solve problems by clarifying questions, considering alternative solutions and evaluating outcomes	CLO6 CLO7
listen carefully to others and reflect critically upon one's own and others' skills and views	CLO3 CLO4 CLO7
use a range of sources of information critically	CLO3 CLO7
use the communication skills necessary to effectively converse, debate, negotiate, persuade and challenge the ideas of others	CLO4 CLO7
be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams	CLO4
have critical insight and confidence in leading and working collaboratively with others	CLO3 CLO4 CLO7
have the ability to write for different purposes, which include persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis and summary	CLO4 CLO7

have the ability to use ICT critically and appropriately as part of the learning process in a range of contexts, both at one's own level and to enhance provision for children	CLO5 CLO6
undertake self-directed study and project management in order to meet desired objectives	CLO5 CLO6
be able to take charge of their own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning.	CLO6 CLO7