

BA (Hons) Early Childhood Studies

- [Exemptions](#)
- [Programme Overview](#)
- [Programme Aims](#)
- [Programme Intended Learning Outcomes \(ILOs\)](#)
- [Programme Content](#)
- [Assessment Methods](#)
- [Work Experience and Placement Opportunities](#)
- [Additional Costs Table](#)
- [Graduate Attributes](#)
- [Modifications](#)
- [Appendix 1: Programme Structure Diagram – BA \(Hons\) Early Childhood Studies](#)
- [Appendix 2: Map of Intended Learning Outcomes](#)
- [Appendix 3 : Map of Summative Assessment Tasks by Module](#)
- [Appendix 4: Module Descriptors](#)

| | |
|------------------------------------|--|
| Awarding institution | Bath Spa University |
| Teaching institution | Bath Spa University |
| School | School of Education |
| Main campus | Newton Park |
| Other sites of delivery | n/a |
| Other Schools involved in delivery | n/a |
| | |
| Name of award(s) | Early Childhood Studies |
| Qualification (final award) | BA (Hons) |
| Intermediate awards available | CertHE, DipHE, BA |
| Routes available | Single |
| Professional Placement Year | Optional |
| Duration of award | 3 years full-time or 4 years with Professional Placement Year 6 years part time |
| Modes of delivery offered | Campus-based |
| Regulatory Scheme[1] | Undergraduate Academic Framework |

| | |
|---|--|
| Exemptions from regulations /framework[2] | No |
| Professional, Statutory and Regulatory Body accreditation | DfE : Early Childhood Competencies at level 6 and level 3 full and relevant in child ratios (enabled through level 4, 5 and 6 core modules and assessed performance in an early childhood setting) |
| Date of most recent PSRB approval (month and year) | April 2013 |
| Renewal of PSRB approval due (month and year) | Renewal by University periodic review schedule |
| UCAS code | X312 |
| Route code (SITS) | ECSSIN |
| Relevant QAA Subject Benchmark Statements (including date of publication) | Subject Benchmark Statement Early Childhood Studies March 2022 |
| Date of most recent approval | June 2020 |
| Date specification last updated | January 2021 |

[1] This should also be read in conjunction with the University's Qualifications Framework

[2] See section on 'Exemptions'

Exemptions

There are no exemptions

Programme Overview

A Warm Welcome to Early Childhood Studies at Bath Spa University.

This course is designed to transform you into a professional early childhood educator – that could be as a practitioner, researcher, policy-maker or activist.

Early Childhood Studies at BSU takes a multi-disciplinary approach to explore the cross-cutting themes 'equality, diversity and inclusion', 'education for sustainable development' and 'employability and enterprise' Concepts such as 'play', 'development', 'democracy', 'ethics', 'social justice' and 'leadership' are all examined critically in core modules. At each level of study you will build your knowledge about babies, young children and childhood to develop an understanding of early childhood provision in both local and international contexts. There is also

a good range of other modules that introduce you to the many facets of early childhood research and practice. Each module is led by a well-qualified academic who will introduce you to the significant developments in the field including, in many cases, their own cutting-edge research.

Each year you will have an Academic Advisor who will help you to reflect on your areas of strength and identify actions to progress in your academic studies. By the end of your course, you will have had a range of placements, careers guidance, and the opportunity to meet the national early childhood competencies demonstrating practice, skills and knowledge at level 6 and the 'full and relevant' criteria for early years educators. We also offer you international study visits to countries such as Denmark to broaden your understanding of early childhood. As an Early Childhood Studies graduate you will possess many skills that employers seek.

You can also take this programme as a 'sandwich' degree, which is studied over 4 years and includes a Professional Placement Year module, taken in the education sector. The placement year is usually undertaken after you have completed year two of your degree. During this time you will be able to utilise knowledge gained during your studies in a real work environment to gain 'hands on' experience. Following your placement year, you will return to University to complete your final year of study.

Programme Aims

1. To examine and question the aims, values and outcomes for early childhood in local and global contexts.
2. To explore the social, cultural, historical, political and economic contexts of early childhood.
3. To interrogate early childhood education processes, societal and organisational structures and their impact on babies and young children.
4. To understand the role, range and scope of early childhood research and enquiry and to undertake research and enquiry in the context of early childhood.
5. To develop knowledge and skills that enable progression to a range of employment or postgraduate study in early childhood contexts.
6. To challenge your understanding of your role in social and educational change through an understanding of global issues and debates.

Programme Intended Learning Outcomes (ILOs)

A Subject-Specific Skills and Knowledge

| | Programme Intended Learning Outcomes (ILOs) (NB These will also be the Level 6 ILOS) | On Achieving Level 5 | On Achieving Level 4 |
|----|--|---|--|
| A1 | Can systematically evaluate detailed knowledge of babies and young children and multiple childhoods nationally and globally from psychological, sociological, health, welfare, education, cultural, philosophical, legal, historical, political and economic perspectives. | Demonstrate critical understanding that acknowledges the significance and limitations of different theoretical perspectives on babies, young children and multiple childhoods, nationally and globally from psychological, sociological, health, welfare, education, cultural, philosophical, legal, historical, political and economic perspectives. | Knowledge of babies, young children and multiple childhoods nationally and globally from psychological, sociological, health, welfare, education, cultural, philosophical, legal, historical, political and economic perspectives, and ability to sustain a well-supported position on these issues. |

| | | | |
|----|--|--|---|
| A2 | Can systematically evaluate detailed knowledge of multi-professional, inter-professional, multi-agency, inter-agency and multi-cultural working as a means of working to meet the diverse needs of babies and young children and their families. | Demonstrate critical understanding that acknowledges different perspectives, and knowledge of multi-professional, inter-professional, multi-agency, inter-agency and multi-cultural working as a means of working to meet the diverse needs of babies and young children and their families. | Knowledge of multi-professional, inter-professional, multi-agency, inter-agency and multi-cultural working as a means of working to meet the diverse needs of babies and young children and their families, and ability to sustain a well-supported position on these issues. |
| A3 | Can systematically evaluate detailed knowledge of inter-professional, multi-agency and inter-agency as a means of working to meet the diverse needs of babies and young children and their families. | Demonstrate critical understanding that acknowledges different perspectives, and knowledge of inter-professional, multi-agency and inter-agency as a means of working to meet the diverse needs of babies and young children and their families. | Knowledge of inter-professional, multi-agency and inter-agency as a means of working to meet the diverse needs of babies and young children and their families, and ability to sustain a well-supported position on these issues. |
| A4 | Can systematically evaluate detailed knowledge of policy, provision and pedagogical approaches in relation to babies and young children and their families in the UK and internationally. | Demonstrate critical understanding that acknowledges perspectives on policy, provision and pedagogical approaches in relation to babies and young children and their families in the UK and internationally. | Knowledge of policy, provision and pedagogical approaches in relation to babies and young children and their families in the UK and internationally, and ability to sustain a well-supported position on these issues. |
| A5 | Can systematically evaluate detailed knowledge of issues in relation to rights, diversity, equity, social justice, sustainability and inclusion in relation to working with babies and young children and families. | Demonstrate critical understanding of issues in relation to rights, diversity, equity, social justice, sustainability and inclusion in relation to working with babies and young children and families. | Knowledge of issues in relation to rights, diversity, equity, social justice, sustainability and inclusion in relation to working with babies and young children and families, and ability to sustain a well-supported position on these issues. |
| A6 | Can systematically evaluate detailed knowledge of the paradigms and main methods of enquiry in research relative to children and childhood and an ability to apply methods to their own research. | Demonstrate critical understanding of the paradigms and main methods of enquiry in research relative to children and childhood and an ability to apply methods to their own research. | Knowledge of the paradigms and main methods of enquiry in research particular to children and childhood, and an ability to apply methods to their own research. |

B Cognitive and Intellectual Skills

| | Programme Intended Learning Outcomes (ILOs) (NB These will also be the Level 6 ILOS) | On Achieving Level 5 | On Achieving Level 4 |
|----|--|--|---|
| B1 | Skills such as systematic evaluation to understand the assumptions that underpin the paradigms situated within the field of childhood and education. | Skills such as critical analysis to locate a theoretical position within the wider field of childhood and education. | Skills to interpret relevant concepts grounded in literature and research in relation to childhood and education. |

| | | | |
|----|--|--|--|
| B2 | Ability to identify and evaluate trustworthy sources to extend knowledge and understanding and to apply the concept to their own research. | Ability to identify and evaluate trustworthy sources to extend knowledge and understanding. | Ability to understand why some sources may be more trustworthy than others. |
| B3 | Ability to apply systematically, reflexive ethical judgements when collecting and working with relevant data. | Ability to critical reflect on ethical behaviours when collecting and working with relevant data. | Ability to consider ethical issues around collecting and working with relevant data. |
| B4 | Ability to create coherent, well-reasoned and persuasive arguments that are grounded in recognisable paradigms and present these using academic conventions. | Ability to create coherent, well-reasoned and persuasive arguments and present these using academic conventions. | Ability to use academic conventions to present arguments. |

C Skills for Life and Work

| | Programme Intended Learning Outcomes (ILOs) On Achieving Level 6 | On Achieving Level 5 | On Achieving Level 4 |
|----|---|--|---|
| C1 | Autonomous learning[3] (including time management) that shows the exercise of initiative and personal responsibility and enables decision-making in complex and unpredictable contexts. | Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility and decision-making such that significant responsibility within organisations could be assumed. | Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility. |
| C2 | Team working skills necessary to flourish in the global workplace with an ability both to work in and lead teams effectively. | Team work as would be necessary for employment requiring the exercise of personal responsibility and decision-making for effective work with others such that significant responsibility within organisations could be assumed. | Team work as would be necessary for employment requiring the exercise of personal responsibility for effective work with others. |
| C3 | Communication skills that ensure information, ideas, problems and solutions are communicated effectively and clearly to both specialist and non-specialist audiences. | Communication skills commensurate with the effective communication of information, arguments and analysis in a variety of forms to specialist and non-specialist audiences in which key techniques of the discipline are deployed effectively. | Communication skills that demonstrate an ability to communicate outcomes accurately and reliably and with structured and coherent arguments. |
| C4 | IT skills and digital literacy that demonstrate core competences and are commensurate with an ability to work at the interface of creativity and new technologies. | IT skills and digital literacy that demonstrate the development of existing skills and the acquisition of new competences. | IT skills and digital literacy that provide a platform from which further training can be undertaken to enable development of new skills within a structured and managed environment. |

[3] i.e. the ability to review, direct and manage one's own workload

Programme Content

This programme comprises the following modules

Key:

Core = C

Required= R

Required* - R*

Optional = O

Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme

| Early Childhood Studies | | | | Status | |
|-------------------------|-------------|---|---------|--------|-------|
| Level | Code | Title | Credits | Single | Joint |
| 4 | ECS4000-20 | Introduction to Early Childhood Studies | 20 | C | |
| 4 | ECS4001-20 | Children's Voices in Early Childhood | 20 | C | |
| 4 | ECS4002-20 | Constructions of Early Childhood | 20 | C | |
| 4 | ECS4003-20 | Research in Early Childhood | 20 | C | |
| 4 | ECS4006-20 | Introduction to Practice in Early Childhood Settings | 20 | C | |
| 4 | ECS4007-20 | Diversity and Inclusion in Early Childhood | 20 | C | |
| 5 | ECS5000-20 | Care, Development and Learning in Early Childhood | 20 | C | |
| 5 | ECS5001-20 | Professional Practice in an Early Childhood Setting | 20 | C | |
| 5 | ECS5002-20 | Issues in Early Childhood | 20 | C | |
| 5 | ECS5003-20 | Early Childhood Pedagogue | 20 | C | |
| 5 | EDU5100-20 | Literacy Learning in a Multi Media World | 20 | O | |
| 5 | EDU5101-20 | Supporting Learners with Additional Needs | 20 | O | |
| 5 | EDU5103-20 | Environment and Education | 20 | O | |
| 5 | EDU5105-20 | Youth in Society: Power, Politics and Participation | 20 | O | |
| 5 | EDU5106-20 | Values, Philosophy & Education: Dialogicality in Action | 20 | O | |
| 5 | PPY5100-120 | Professional Placement Year | 120 | O | |
| 6 | ECS6000-20 | Leadership and Teamwork in Early Childhood Settings | 20 | C | |
| 6 | ECS6001-20 | Play and Playfulness | 20 | C | |
| 6 | ECS6002-20 | Early Childhood Dissertation: Part 1 | 20 | C | |

| | | | | | |
|---|------------|--|----|---|--|
| 6 | ECS6003-20 | Early Childhood Dissertation: Part 2 | 20 | C | |
| 6 | EDU6101-20 | Learning in Mathematics | 20 | O | |
| 6 | EDU6104-20 | Childhood, Reading and Children's Literature | 20 | O | |
| 6 | EDU6105-20 | Health, Education and Wellbeing | 20 | O | |
| 6 | EDU6106-20 | Young People, Identities and Subcultures | 20 | O | |
| 6 | EDU6107-20 | Professional Practice: Supporting the Dyslexic Learning in the Classroom | 20 | O | |
| 6 | EDU6108-20 | Learning in Science | 20 | O | |
| 6 | EDU6109-20 | Culture, Creativity and Society: Perspectives in Art Education | 20 | O | |
| 6 | EDU6111-20 | Identity, Philosophy and Education | 20 | O | |
| 6 | ECS6101-20 | Symbolic Representations: Young Children Making Meaning | 20 | O | |

BA (Hons) Early Childhood Studies Dual Award Bath Spa University (BSU)/Hunan University of Humanities, Science and Technologies (HUHST)

| Early Childhood Studies | | | | Status | |
|-------------------------|------------|--|---------|--------|-------|
| Level | Code | Title | Credits | Single | Joint |
| 6 | ECS6000-20 | Leadership and Teamwork in Early Childhood Settings | 20 | C | |
| 6 | ECS6001-20 | Play and Playfulness | 20 | C | |
| 6 | ECS6002-20 | Early Childhood Dissertation: Part 1 | 20 | C | |
| 6 | ECS6003-20 | Early Childhood Dissertation: Part 2 | 20 | C | |
| 6 | ECS6104-20 | Early Childhood Studies and Academic Skills | 20 | R | |
| 6 | EDU6101-20 | Learning in Mathematics | 20 | O | |
| 6 | EDU6108-20 | Learning in Science | 20 | O | |
| 6 | EDU6109-20 | Culture, Creativity and Society: Perspectives in Art Education | 20 | O | |
| 6 | EDU6111-20 | Identity, Philosophy and Education | 20 | O | |
| 6 | ECS6101-20 | Symbolic Representations: Young Children Making Meaning | 20 | O | |

Assessment Methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessments by appropriate formative exercises.

Please note: If you choose an optional module from outside this programme, you may be required to undertake a summative assessment task that does not appear in the assessment grid here in order to pass that module.

Work Experience and Placement Opportunities

At Level 4, the following work experience and placement opportunities are available to Early Childhood Studies students:

- On the core modules, ECS4006-20 Introduction to Practice in Early Childhood Settings and ECS4007-20 Diversity and Inclusion in Early Childhood, you will complete placements in early childhood settings and have the opportunity to work towards the level 6 early childhood graduate practitioner. You must have DBS clearance. You are expected to cover DBS clearance costs as well as travel to and from settings.

At Level 5, the following work experience and placement opportunities are available to Early Childhood Studies students:

- On the core module, ECS5001-20 *Professional Practice in an Early Childhood Setting*, you will complete a placement in an early childhood setting and have the opportunity to work towards the level 6 early childhood graduate practitioner. You must have DBS clearance. You are expected to cover DBS clearance costs as well as travel to and from settings.
- On the core module, ECS5003-20 *Early Childhood Pedagogue*, you will complete a placement in an early childhood setting and undertake an element of assessed performance in order to work towards being full and relevant in criteria. You will also have the opportunity to work towards the level 6 early childhood graduate practitioner. You must have DBS clearance. You are expected to cover DBS clearance costs as well as travel to and from settings.
- On the optional module, EDU5103-20 *Environment and Education*, you can undertake training for a Level 2 Outdoor Learning Practitioner certificate.

At Level 6, the following work experience and placement opportunities are available to Early Childhood Studies students:

- On the core module ECS6000-20 *Leadership and Teamwork in Early Childhood* you will have the opportunity to undertake a placement and work towards the level 6 early childhood graduate practitioner competencies.
- On the core module ECS6001-20 *Play and Playfulness* you will have the opportunity to undertake a placement and work towards the level 6 early childhood graduate practitioner competencies.
- On the optional module, EDU6107-20 *Professional Practice: Supporting the Dyslexic Learner*, you can complete a placement in working towards the Accredited Learning Support Assistant qualification.

Additional Costs Table

| Module Code & Title | Type of Cost | Cost |
|---|----------------------------------|---|
| EDU5103-20 Environment and Education | Professional and regulatory fees | For the optional additional accredited course: DBS required (£30-40); transport costs; payment of accredited course fees, indicative amount approx. £200. |

A DBS certificate will be required for modules with placements, approximate cost to student £30-£40.

Students will also need to pay travel costs to attend placements.

Graduate Attributes

| | |
|-----------------------|---|
| Bath Spa Graduates... | In Early Childhood Studies, we enable this... |
|-----------------------|---|

| | | |
|---|--|--|
| 1 | Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams | By embedding employability within the Early Childhood Studies programme, we develop your skills to flourish in the global and professional workplace. You have opportunities to undertake placements in professional early childhood settings and you are assessed against a range of employment focused criteria. Optional modules also give you the opportunity to undertake further placements, both internationally and in the UK and to gain additional professional accreditations. |
| 2 | Will be able to understand and manage complexity, diversity and change | We believe that Early Childhood Studies is about change and we will challenge you to change and develop your ideas, attitudes, skills and knowledge as part of this course. |
| 3 | Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners | We believe that Early Childhood professions are creative ones – the School for Education strapline is ‘Be Creative, Educate’. You will have a range of options to explore your own creativity and the creativity of babies and young children. You will also take modules that encourage problem solving and give you opportunities to work across academic and professional disciplines. |
| 4 | Will be digitally literate: able to work at the interface of creativity and technology | We aim to build your existing skills as a ‘digital learner’ so that you can benefit from technology to its fullest extent. You become a confident user of digital technologies in your own learning by working extensively with Minerva Ultra (our virtual learning environment) on all of your modules. You will have the opportunity to choose modules that explore digital technologies and to develop creative work using technology as part of your assessments. |
| 5 | Will be internationally networked: either by studying abroad for part of their programme, or studying alongside students from overseas | <p>Early Childhood Studies equips you to understand and engage with issues with reference to the Sustainable Development Goals in the context of early childhood here in the UK and internationally. From year one, our curriculum presents an international perspective on issues in early childhood and you can take optional modules that explore issues in international education in detail.</p> <p>You will have the opportunity to participate in international placements and study visits associated with modules or to organise your own education focused international placement. There are also a number of opportunities to study abroad as part of the course including through Go Global, Global Citizenship and the Turing Scheme</p> |

| | | |
|---|--|--|
| 6 | Will be creative thinkers, doers and makers | This course enables your knowledge and understanding of early childhood but it also gives you opportunities, through placements, study visits and creative assessments to develop your practice and your professionalism. |
| 7 | Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy | The development of critical thinking skills are embedded in our curriculum from the first weeks of your year one core module when you will be introduced to philosophical debates around early childhood. Your modules will encourage you to consider issues from a range of perspectives and will develop your skills to express your ideas clearly in oral and written form. You will also develop skills to understand, critically assess and conduct research in the context of early childhood. |
| 8 | Will be ethically aware: prepared for citizenship in a local, national and global context | We believe that Early Childhood Studies is about change and we provide you with opportunities to develop your personal values and beliefs about childhood in relation to babies, children and families. You will rigorously examine and defend these values against a framework of ethical behaviours which reference the Sustainable Development Goals, and will have the opportunity to consider the ethics of research in early childhood and of working as a professional in early childhood settings. |

Modifications

Module-level modifications

| Code | Title | Nature of modification | Date(s) of approval and approving bodies | Date modification comes into effect |
|-------------|---|---|---|-------------------------------------|
| EDU 5107-20 | Evidence-based Education | Module deleted | IfE Learning and Teaching Committee, 3 April 2019 | 2019/20 |
| ECS 6000-20 | Leadership and Teamwork in Early Childhood Settings | Change to outline syllabus and teaching and learning activities | IfE Learning and Teaching Committee, 3 April 2019 | 2019/20 |
| ECS 6100-20 | International Perspectives on Early Childhood | Change to outline syllabus and teaching and learning activities | IfE Learning and Teaching Committee, 3 April 2019 | 2019/20 |
| EDU 5002-20 | Education and International Development | Change to module description | IfE Learning and Teaching Committee, 3 April 2019 | 2019/20 |

| | | | | |
|--------------------|---|--|--|---------|
| EDU 6105 -20 | Health, Education and Wellbeing | Change to module name | IfE Learning and Teaching Committee, 3 April 2019 | 2019/20 |
| ECS 4004 -20 | The Holistic Child | New module | Education SQMC Nov 2019 | 2020/21 |
| ECS 4005 -20 | Children's Participation | New module | Education SQMC Nov 2019 | 2020/21 |
| ECS 5004 -20 | Children's Health and Well-being | New module | Education SQMC Nov 2019 | 2020/21 |
| ECS 6102 -20 | Child, Family and Community | New module | Education SQMC Nov 2019 | 2020/21 |
| ECS 6103 -20 | Professional Identities | New module | Education SQMC Nov 2019 | 2020/21 |
| EDU 4100 -20 | Working with Young People in the Community | Delete module | Education SQMC Nov 2019 | 2020/21 |
| ECS 4003 -20 | Research in Early Childhood | Change in assessment | Education SQMC Nov 2019 | 2020/21 |
| ECS 6001 -20 | Play and Playfulness | Change in brief description and aims of module | Education SQMC Nov 2019 | 2020/21 |
| EDU 4101 -20 | Controversial Issues in Special and Inclusive Education | Deleted | Curriculum Committee (fixed Level 4 project) June 2020 | 2020/21 |
| EDU 4102 -20 | Philosophical Enquiry and Education | Deleted | Curriculum Committee (fixed Level 4 project) June 2020 | 2020/21 |
| ECS 4004 -20 | The Holistic Child | Module status change | Curriculum Committee (fixed Level 4 project) June 2020 | 2020/21 |
| ECS 4005 -20 | Children's Participation | Module status change | Curriculum Committee (fixed Level 4 project) June 2020 | 2020/21 |
| EDU 6100 -20 | The Team around the Child /Young Person | Change of semester | Approved by Chair's action on 2/12/2020 | 2021/22 |
| ECS 6002 -20 | Early Childhood Dissertation: Part 1 | Change in assessment | Approved by Chair's action on 2/12/2020 | 2021/22 |

| | | | | |
|--------------------|---|----------------------|--|---------|
| ECS 5004 -20 | Children's Health and Wellbeing | Module deletion | Approved by Chair's Action on behalf of SQMC June 2021 | 2021/22 |
| EDU 5110 -20 | Childhood | Module deletion | Approved by Chair's Action on behalf of SQMC June 2021 | 2021/22 |
| ECS 6102 -20 | Child, Family and Community | Module deletion | Approved by Chair's Action on behalf of SQMC June 2021 | 2021/22 |
| ECS 6103 -20 | Professional Identities | Module deletion | Approved by Chair's Action on behalf of SQMC June 2021 | 2021/22 |
| ECS 4004 -20 | The Holistic Child | Module deletion | Approved by Chair's Action on behalf of SQMC Nov 2021 | 2022/23 |
| ECS 4005 -20 | Children's Participation | Module deletion | Approved by Chair's Action on behalf of SQMC Nov 2021 | 2022/23 |
| ECS 4007 -20 | Diversity and Inclusion in Early Childhood Settings | Module addition | Approved by Chair's Action on behalf of SQMC Nov 2021 | 2022/23 |
| ECS 4006 -0 | Introduction to Practice in Early Childhood Settings | Module addition | Approved by Chair's Action on behalf of SQMC Nov 2021 | 2022/23 |
| ECS 6001 -20 | Play and Playfulness | Change in assessment | Approved by SQMC March 2022 | 2022/23 |
| ECS 4003 -20 | Research in Early Childhood | Change in assessment | Approved by SQMC March 2022 | 2022/23 |
| ECS 6104 -20 | Early Childhood Studies and Academic Skills | Module addition | Approved by SQMC March 2022 | 2022/23 |
| EDU 5102 -20 | Critical Approaches to PMLD in Education | Module deletion | Approved by SQMC March 2022 | 2022/23 |
| EDU 6100 -20 | Building Bridges: the Team Around the Child/Young Person | Module deletion | Approved by SQMC March 2022 | 2022/23 |
| EDU 5002 -20 | Education and International Development | Module deletion | Approved by SQMC March 2022 | 2022/23 |
| EDU 6100 -20 | Building Bridges; The team around the young child /person | Module deletion | Approved by SQMC March 2022 | 2022/23 |

| | | | | |
|--------------------|---|-----------------|--------------------------------|---------|
| EDU 6102 -20 | Creativity and digital technologies in education | Module deletion | Approved by SQMC March 2022 | 2022/23 |
|--------------------|---|-----------------|--------------------------------|---------|

Programme-level modifications

| Nature of modification | Date(s) of approval and approving bodies | Date modification comes into effect |
|------------------------|--|-------------------------------------|
| | | |
| | | |
| | | |

Attached as Appendices:

1. Programme Structure Diagram
2. Map of Module Outcomes to Level/Programme Outcomes
3. Assessment Map
4. Module Descriptors

Appendix 1: Programme Structure Diagram – BA (Hons) Early Childhood Studies

| Single Honours | |
|---|--|
| Level 4 | |
| Semester 1 | Semester 2 |
| Core Modules | |
| ECS4000-20 Introduction to Early Childhood Studies | ECS4001-20 Children’s Voices in Early Childhood |
| ECS4002-20 Constructions of Early Childhood | ECS4003-20 Research in Early Childhood |
| ECS4006-20 Introduction to Practice in Early Childhood Settings | ECS4007-20 Diversity and Inclusion in Early Childhood |
| Level 5 | |
| Core Modules | |
| ECS5001-20 Professional Practice in Early Childhood | ECS5000-20 Care, Development and Learning in Early Childhood |
| ECS5002-20 Issues in Early Childhood | ECS5003-20 Early Childhood Pedagogue |

| Single Honours | |
|---|--|
| Optional Modules | |
| EDU5100-20 Literacy Learning in a Multimedia World | EDU5106-20 Values, Philosophy & Education: Dialogicality in Action |
| EDU5101-20 Supporting Learners with Additional Needs | EDU5103-20 Environment and Education |
| | EDU5105-20 Youth in Society: Power, Politics and Participation |
| Optional Professional Placement Year 120 credits | |
| Level 6 | |
| Core Modules | |
| ECS6000-20 Leadership and Teamwork in Early Childhood Settings | ECS6001-20 Play and Playfulness |
| ECS6002-20 Early Childhood Dissertation: part 1 | ECS6003-20 Early Childhood Dissertation: part 2 |
| Optional Modules | |
| EDU6014-20 Childhood, Reading and Children's Literature | |
| EDU6106-20 Young People, Identities and Subcultures | |
| EDU6105-20 Health, Wellbeing and Education | |
| EDU6107-20 Professional Practice: Supporting the Dyslexic Learning in the Classroom | |

BA (Hons) Early Childhood Studies Dual Award Bath Spa University (BSU)/Hunan University of Humanities, Science and Technologies (HUHST)

| Single Honours | |
|---|---|
| Level 6 | |
| Semester 1 | Semester 2 |
| Core Modules | |
| ECS6000-20 Leadership and Teamwork | ECS6001-20 Play and Playfulness |
| ECS6002-20 Early Childhood Dissertation: part 1 | ECS6003-20 Early Childhood Dissertation: part 2 |
| Required Modules | |

Single Honours

ECS6104-20 Early Childhood Studies and Academic Skills

Optional Modules

N/A

EDU6101-20 Learning in Mathematics

ECS6101-20 Symbolic Representations: Young Children Making Meaning

EDU6108-20 Learning in Science

EDU6109-20 Culture, Creativity and Society: Perspectives in Arts Education

EDU6111-20 Identity, Philosophy and Education

Rule Notes:

Appendix 2: Map of Intended Learning Outcomes

| Level | Module Code | Module Title | Status (C,R,R*,O) ^[4] | Intended Learning Outcomes | | | | | | | | | | | | | |
|-------|-------------|--|----------------------------------|---------------------------------------|----|----|----|----|----|-----------------------------------|----|----|----|--------------------------|----|----|----|
| | | | | Subject-Specific Skills and Knowledge | | | | | | Cognitive and Intellectual Skills | | | | Skills for Life and Work | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| 4 | ECS4000-20 | Introduction to Early Childhood Studies | C | x | | | x | | | | x | | | | x | | |
| 4 | ECS4001-20 | Children's Voices in Early Childhood | C | | | x | | x | | | x | | | x | | | |
| 4 | ECS4002-20 | Constructions of Early Childhood | C | | x | | | | | | | x | | | | x | |
| 4 | ECS4003-20 | Research in Early Childhood | C | | | | | | x | | x | | | | | | x |
| 4 | ECS4006-20 | Introduction to Practice in Early Childhood Settings | C | | | x | | | | x | | | | | | x | |
| 4 | ECS4007-20 | Diversity and Inclusion in Early Childhood | C | | | | | x | | x | | | | x | | | |
| 5 | ECS5000-20 | Care, Development and Learning in Early Childhood | C | x | | | | | x | x | | | | | | | x |
| 5 | ECS5001-20 | Professional Practice in an Early Childhood Setting | C | | | | x | x | | | | x | | x | | | |
| 5 | ECS5002-20 | Issues in Early Childhood | C | | x | | | | | | x | | | x | | | |
| 5 | ECS5003-20 | Early Childhood Pedagogue | C | | | x | | x | | | x | | | | | x | |
| 5 | EDU5100-20 | Literacy Learning in a Multi-Media World | O | | x | | | | | x | | | | | | | x |
| 5 | EDU5101-20 | Supporting Learners with Additional Needs | O | | | | x | | | | | x | | x | | | |
| 5 | EDU5103-20 | Environment and Education | O | | | | x | | | | | x | | x | | | |
| 5 | EDU5105-20 | Youth in Society: Power, Politics and Participation | O | x | | | | | | x | | | | | | x | |

| | | | | | | | | | | | | | | | | |
|---|-------------|--|---|---|---|--|---|--|---|---|---|---|---|---|---|---|
| 5 | EDU5106-20 | Values, Philosophy & Education: Dialogicality in Action | O | x | | | | | | | | x | | | x | |
| 5 | PPY5100-120 | Professional Placement Year | O | | | | | | | | | | x | x | x | x |
| 6 | ECS6000-20 | Leadership and Teamwork in Early Childhood Settings | C | | x | | x | | | | | x | | x | | |
| 6 | ECS6001-20 | Play and Playfulness | C | | x | | x | | | x | | | | | | x |
| 6 | ECS6002-20 | Early Childhood Dissertation: Part 1 | C | x | | | | | x | | x | | | x | | x |
| 6 | ECS6003-20 | Early Childhood Dissertation: Part 2 | C | | x | | | | x | | | x | | | | x |
| 6 | ECS6104-20 | Early Childhood Studies and Academic Skills | R | | | | x | | | | x | | x | x | | x |
| 6 | EDU6101-20 | Learning in Mathematics | O | | | | x | | | | x | | | | x | |
| 6 | EDU6104-20 | Childhood, Reading and Children's Literature | O | | | | x | | | x | | | | | | x |
| 6 | EDU6105-20 | Health, Education and Wellbeing | O | x | | | | | | | x | | | | | x |
| 6 | EDU6106-20 | Young People, Identities and Subcultures | O | x | | | | | | | | x | | | x | |
| 6 | EDU6107-20 | Professional Practice: Supporting the Dyslexic Learning in the Classroom | O | | | | x | | | x | | | | x | | |
| 6 | EDU6108-20 | Learning in Science | O | | | | x | | | | | x | | | x | |
| 6 | EDU6109-20 | Culture, Creativity and Society: Perspectives in Art Education | O | | | | x | | | | | x | | | x | |
| 6 | EDU6111-20 | Identity, Philosophy and Education | O | x | x | | | | | | x | | | | | x |
| 6 | ECS6101-20 | Symbolic Representations: Young Children Making Meaning | O | | x | | | | | x | | | x | | | x |

[4] C = Core; R = Required (i.e. required for this route); R* = Required*; O = Optional

Appendix 3 : Map of Summative Assessment Tasks by Module

| Level | Module Code | Module Title | Status (C,R, R*,O) [5] | Assessment Method | | | | | | | | | | | | |
|-------|-------------|--|---------------------------------|-------------------|-------|---------|-----------|--------|-------------------|------------------|--------------|---------------------|----------------------|------------------------|--|--|
| | | | | Coursework | | | | | Practical Project | | | Written Examination | | | | |
| | | | | Dissertation | Essay | Journal | Portfolio | Report | Practical Project | Practical skills | Presentation | Written Examination | In-class test (seen) | In-class test (unseen) | | |
| 4 | ECS4000-20 | Introduction to Early Childhood Studies | C | | | | 1x | | | | | 1x | | | | |
| 4 | ECS4001-20 | Children's Voices in Early Childhood | C | | | | | 1x | 1x | | | | | | | |
| 4 | ECS4002-20 | Constructions of Early Childhood | C | | 1x | | | | | | | 1x | | | | |
| 4 | ECS4003-20 | Research in Early Childhood | C | | | | | 1x | | | | 1x | | | | |
| 4 | ECS4006-20 | Introduction to Practice in Early Childhood Settings | C | | 1x | | | | 1x | | | | | | | |
| 4 | ECS4007-20 | Diversity and Inclusion in Early Childhood | C | | | | | 1x | | | | 1x | | | | |

| | | | | | | | | | | | | |
|---|-----------------|--|---|----|----|----|----|----|----|----|--|--|
| 5 | ECS50 00-20 | Care, Development and Learning in Early Childhood | C | 1x | | 1x | | | | | | |
| 5 | ECS50 01-20 | Professional Practice in an Early Childhood Setting | C | | | 1x | | | | | | |
| 5 | ECS50 02-20 | Issues in Early Childhood | C | 1x | | 1x | | | | | | |
| 5 | ECS50 03-20 | Early Childhood Pedagogue | C | | | 1x | | | 1x | | | |
| 5 | EDU50 02-20 | Education and International Development | O | 1x | | | | | | 1x | | |
| 5 | EDU51 00-20 | Literacy Learning in a Multi-Media World | O | | | 1x | 1x | | | | | |
| 5 | EDU51 01-20 | Supporting Learners with Additional Needs | O | 1x | | | | | | 1x | | |
| 5 | EDU51 03-20 | Environment and Education | O | | | 1x | | | | 1x | | |
| 5 | EDU51 05-20 | Youth in Society: Power, Politics and Participation | O | | | | 1x | | | 1x | | |
| 5 | EDU51 06-20 | Values, Philosophy & Education: Dialogicality in Action | O | | | 1x | | | | 1x | | |
| 5 | PPY51 00-120 | Professional Placement Year | O | | 1x | 1x | | | | | | |
| 6 | ECS60 00-20 | Leadership and Teamwork in Early Childhood Settings | C | 1x | | | | | | 1x | | |
| 6 | ECS60 01-20 | Play and Playfulness | C | | | 1x | | | 1x | | | |
| 6 | ECS60 02-20 | Early Childhood Dissertation: Part 1 | C | 1x | 1x | | | | | 1x | | |
| 6 | ECS60 03-20 | Early Childhood Dissertation: Part 2 | C | 1x | | | | | | | | |
| 6 | ECS61 04-20 | Early Childhood Studies and Academic Skills | R | | | 1x | | | 1x | | | |
| 6 | EDU61 01-20 | Learning in Mathematics | O | 1x | 1x | | | | | | | |
| 6 | EDU61 02-20 | Creativity and Digital Technologies in Education | O | | | 1x | 1x | 1x | | | | |
| 6 | EDU61 04-20 | Childhood, Reading and Children's Literature | O | 1x | 1x | | | | | | | |
| 6 | EDU61 05-20 | Health, Education and Wellbeing | O | | | 1x | | | | 1x | | |
| 6 | EDU61 06-20 | Young People, Identities and Subcultures | O | | | | 1x | | | 1x | | |
| 6 | EDU61 07-20 | Professional Practice: Supporting the Dyslexic Learning in the Classroom | O | 1x | | | | | | 1x | | |
| 6 | EDU61 08-20 | Learning in Science | O | 1x | | | | | | 1x | | |
| 6 | EDU61 09-20 | Culture, Creativity and Society: Perspectives in Art Education | O | | | | 1x | | | 1x | | |
| 6 | EDU61 11-20 | Identity, Philosophy and Education | O | 1x | | 1x | | | | | | |
| 6 | ECS61 01-20 | Symbolic representations: Young Children Making Meaning | O | 1x | | 1x | | | | | | |

[5] C = Core; R = Required; R* = Required*; O = Optional