

Programme Specification

When printed this becomes an uncontrolled document.

PLEASE DO NOT ADD ANY PICTURES OR TABLES.

Please check the Programme Directory for the most up to date version:

[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details

1.1	Awarding body	Wrexham University
1.2	Teaching institution	Wrexham University
1.3	Final award and programme title (Welsh and English)	BA (Anrh) Astudiaethau Plentynod Cynnar BA (Hons) Early Childhood Studies
1.4	Exit awards and titles	<ul style="list-style-type: none"> • BA Early Childhood Studies (Ordinary) • Diploma of Higher Education in Early Childhood Studies • Certificate of Higher Education in Early Childhood Studies
1.5	Credit requirements	<p>Successful completion of 360 credits at Level 6: Bachelor’s degree Early Childhood Studies (Hons)</p> <p>Successful completion of 300 credits at Level 6: Bachelor’s degree Early Childhood Studies (Ordinary)</p> <p>Successful completion of 240 credits at Level 5: Diploma of Higher Education in Early Childhood Studies</p> <p>Successful completion of 120 credits at Level 4: Certificate of Higher Education in Early Childhood Studies</p>
1.6	Intake points	September
1.7	Mode of study	Full & part time
1.8	Length of delivery	Full-time: 3 years Part-time: 4 years
1.9	Location of delivery	Plas Coch Campus, Wrexham
1.10	Language of delivery	English
1.11	Faculty	Faculty of Social and Life Sciences (FSLs)
1.12	Subject area	Education, Families and Childhood Studies
1.13	HECoS Code	100463

1.14	Suitable for applicants requiring a student visa?	No
1.15	Is DBS check required on entry?	All full-time applicants successful in being offered a place on the programmes will be subject to a satisfactory DBS clearance undertaken by Wrexham University. Part-time applicants successful in being offered a place on the programme will be expected to be covered by an existing DBS from their current employment.
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	N/A This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.
1.17	Welsh Medium Provision	<p>The BA (Hons) Early Childhood Studies will firmly be situated within the Welsh context. As a Welsh University it is important to foreground Welsh policy, legislation and to recognise that education is devolved. The Curriculum for Wales and the Curriculum for Funded Non-maintained Nursery Settings were launched in September 2022 and will apply to all children living in Wales from 3 to 16 years. This puts Wales on a very distinct pathway in terms of the provision offered to children and their families.</p> <p>The Welsh policy landscape will be addressed in the following modules:</p> <ul style="list-style-type: none"> • EDY402 Professional Practice for Childhood and Education (Level 4) • EDY503 Children’s Rights and Legal Framework (Level 5) • EDY603 Leadership and Professional Development (Level 6) • EDY605 Critical Perspectives of Health and Well-being (Level 6) <p><i>Cynefin</i> is a Welsh term defined by the Curriculum for Wales as ‘<i>the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable.</i>’</p> <p>Although the intention is to embed the ethos of Welsh policy and culture throughout the programme the concept of <i>Cynefin</i> will be approached through the following modules:</p> <p>Contemporary Issues in Childhood and Education (level 4) Civic Mission – Supporting Children in Society (Level 5) Exploring Expressive Arts (Level 6)</p> <p>The programme will be delivered through the medium of English, however all students are offered the opportunity to submit assessed</p>

		<p>work through the medium of Welsh. Students are also offered the opportunity to access Welsh Medium placements at each level of study.</p> <p>Opportunities to develop Welsh language skills are critical to employability within the childhood/education sector in Wales. Within the proposed programmes this will be addressed by offering Welsh in the Workplace 1 (level 4, 20 credits) as part of the timetable for students studying at level 4 and level 5. This module is part of the employability package offered to students to support engagement with employment in the Welsh context.</p>
1.18	External reference points	QAA Subject Benchmark Statements (Early Childhood Studies)
1.19	Derogation to Academic Regulations	<p>Further attempts</p> <p>Students are required to meet the specified attendance hours requirement of L5 Practice Informed Research module (60 credits), in order to progress to the next block (part-time) or level (full-time) of their studies. If a student requires a further attempt at the attendance element, they will be required to repeat the relevant year of study in order to achieve the required number of placement hours.</p> <p>Part-time Routes only</p> <p>Progression</p> <p>Students will progress to Year 2 of their studies on completion of 80 credits at level 4.</p> <p>Upon completion of the remaining 40 credits at level 4 and the prerequisite module L5 Practice Informed Research, they will progress to Year 3 of their studies Students who do not complete the specified attendance hours of their placement at level 5 and require a further attempt at L5Practice Informed Research will be required to repeat the year.</p> <p>Students will progress to the final year of their studies providing they have completed the remaining 60 credits at level 5 in Year 3.</p>
1.20	Foundation Year route	Yes
1.21	Placement / Work based learning	Compulsory Work Placement – placements embedded within the programme, which must be completed to pass the module or programme. These may range from one day to a week or a few months and can be delivered as day release or in blocks.

1.22	Length and level of the placement	<p>Level 4 - Professional Practice for Childhood and Education (40 credits). Students will attend placement for 2 days per week for 6 weeks (84 hrs). At level 4 the purpose of the placement is for students to explore and experience professional competencies in practice.</p> <p>Level 5 - Practice Informed Research (60 credits). Students will attend placement 3 days a week for 8 weeks (168 hrs). At level 5 the purpose of the placement is for students to engage with authentic research ideas and to collect primary research data.</p> <p>Level 6 - Leadership and Professional Development (40 credits). Students will attend placement 3 days a week for 3 weeks (63 hrs). At level 6 the purpose of the placement is for students to observe leadership skills and to consider their own professional development in relation to future employment.</p>
1.23	Collaborative arrangement	Coleg Cambria (Franchise)

Section 2 – programme details

2.1 Aims of the programme

Early Childhood Studies (ECS) is an established field of study focusing on the holistic development of children up to eight years of age. ECS draws on research and practice from a range of domains, for example health, education, psychology, sociology, philosophy and neuroscience. The aim of Early Childhood Studies is to produce graduates who are well equipped to pursue a wide range of professional roles within the children’s workforce. Early Childhood graduates significantly contribute to the advancement of policy, research and workforce development, many taking managerial and leadership positions or continuing their studies to postgraduate level. The aim of ECS programmes is to prepare graduates to advocate for families and to champion the needs, voice, rights, development and learning of young children.

2.2 Programme structure and diagram, including delivery schedule

Full-time Programme Structure

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
4	EDY401	Skills for Study and Employment	20	Core	Sem 1	
4	EDY402	Professional Practice for Childhood and Education	40	Core	Sem 1 & 2	
4	EDY403	Psychology of Childhood	20	Core	Sem 1	
4	EDY404	Contemporary Debates in Childhood and Education	20	Core	Sem 2	
4	EDY406	Play and Outdoor Learning	20	Core	Sem 2	
5	EDY501	Social Action – Supporting Children and Families in Society	20	Core	Sem 1	

5	EDY502	Practice Informed Research	60	Core	Sem 1 & 2	
5	EDY503	Children's Rights and the Law	20	Core	Sem 2	
5	EDY505	Speech and Language Development in Early Childhood	20	Core	Sem 1	
6	EDY601	Dissertation	40	Core	Sem 1 & 2	
6	EDY602	Exploring Expressive Arts	20	Core	Sem 2	
6	EDY603	Leadership and Professional Development	40	Core	Sem 1	
6	EDY605	Critical Perspectives of Health and Well-being	20	Core	Sem 2	

Part-time Programme Structure						
Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
4	EDY401	Skills for Study and Employment	20	Core	Sem 1	Y1
4	EDY402	Professional Practice for Childhood and Education	40	Core	Sem 1 & 2	Y1
4	EDY403	Psychology of Childhood	20	Core	Sem 1	Y2
4	EDY404	Contemporary Debates in Childhood and Education	20	Core	Sem 2	Y2
4	EDY406	Play and Outdoor Learning	20	Core	Sem 2	Y1
5	EDY501	Social Action – Supporting Children and Families in Society	20	Core	Sem 1	Y3
5	EDY502	Practice Informed Research	60	Core	Sem 1 & 2	Y3
5	EDY503	Children's Rights and the Law	20	Core	Sem 2	Y2
5	EDY505	Speech and Language Development in Early Childhood	20	Core	Sem 1	Y2
6	EDY601	Dissertation	40	Core	Sem 1 & 2	Y4
6	EDY602	Exploring Expressive Arts	20	Core	Sem 2	Y3
6	EDY603	Leadership and Professional Development	40	Core	Sem 1	Y4
6	EDY605	Critical Perspectives of Health and Well-being	20	Core	Sem 2	Y4

2.3 Programme Learning Outcomes

No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
1	Demonstrate an understanding of professional competencies, legislation and policy relevant to the children's workforce.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Identify and apply a range of academic conventions and skills and understand how these may transfer to employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Outline and discuss the psychological development of childhood.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Identify and explore a range of contemporary debates relevant to childhood and education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Identify and explore the role of play and outdoor education in the lives of young children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Analyse the role of practice informed research and the skills required to collect primary data.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Examine the role of society in relation to childhood, families and education and advocate for the services involved with improving the lives of children and families.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	Recognise the importance of Children's Rights and analyse the role of legislation within the children's workforce.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	Demonstrate knowledge and application of speech and language development in early childhood.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	Construct a research dissertation based on the critical evaluation of research data.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
11	Critically evaluate the role of Expressive Arts within childhood and education and demonstrate a critical understanding of the creative process.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
12	Critically appraise the role of health and well-being in the lives of children and their families.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
13	Demonstrate a critical understanding of leadership and professional development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
14	Reflect on personal learning and progression in relation to feedback and performance in a variety of subject areas.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15	Identify and locate a range of sources relevant to each area of study including those available digitally.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16	Identify and interpret key theoretical perspectives relevant to a variety of subject areas.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17	Discuss and present a range of viewpoints relevant to different audiences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18	Reflect on personal learning and progression, identifying needs and undertaking guided learning to address them in relation to feedback and performance in all subject areas.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19	Access, retrieve, organise, and evaluate a range of sources relevant to each area of study including those available digitally.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20	Analyse, and compare key theoretical perspectives relevant to a variety of subject areas.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21	Evaluate a range of appropriate viewpoints relevant to different audiences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22	Critically reflect on the process and content of their own learning and progression, identifying needs and undertaking independent and collaborative learning to address them.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
23	Critically evaluate and synthesise a range of sources relevant to each area of study including those available digitally.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
24	Critically analyse, evaluate and synthesise key theoretical perspectives relevant to a variety of subject areas.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
25	Critically evaluate and justify a broad range of viewpoints relevant to a range of audiences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
26	Engage with theory, legislation, policy and practice from a range of perspectives relevant to the sector.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27	Understand the purpose of and develop observation skills for use in an early childhood context.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28	Describe the importance of equality in relation to working with children and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29	Recognise the early childhood sector as a political and cultural construct within a Welsh context.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
30	Evaluate and analyse theory, legislation, policy and practice from a range of perspectives relevant to the sector and offer an informed point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31	Develop and analyse observation skills for use as a research tool.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32	Recognise inequalities in early childhood and embrace an anti-bias approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33	Examine the early childhood sector as a political, cultural and ideological construct within a Welsh context.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
35	Critically evaluate and analyse theory, legislation, policy and practice from a range of perspectives relevant to the sector and offer a critically informed point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
36	Observe and critically evaluate the practice of self and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
37	Recognise and challenge inequalities in early childhood and embrace an anti-bias approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
38	Critically evaluate the interrelationship between political, cultural and ideological contexts in early childhood both nationally and globally.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
39	Demonstrate an appropriate use of technology to support learning and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
40	Communicate effectively and appropriately, in writing and orally and across different media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
41	Recognise the importance of working collaboratively with others in a study and work-based context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
42	Demonstrate an ability to plan, time-manage and meet deadlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
43	Demonstrate an effective and appropriate use of technology to support and enhance learning and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
44	Communicate effectively and appropriately, for the intended purpose and audience, in writing and orally and across different media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
45	Demonstrate an ability to work in collaboration with others and recognise the importance of effective leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
46	Demonstrate an ability to plan, time-manage and meet deadlines, and appropriately prioritise competing demands.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
47	Demonstrate a comprehensive and reflective use of technology to support and enhance learning and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
48	Communicate ideas, problems and solutions effectively and appropriately, for the intended purpose and audience, in writing and orally and across different media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
49	Demonstrate an ability to work collaboratively with others and to take a leadership role when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
50	Demonstrate an ability to plan, time-manage and meet deadlines, and appropriately prioritise competing demands effectively and efficiently in a study and work context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

2.4 Learning and teaching strategy

This learning and teaching strategy has been informed by the University Strategy for Supporting Student Learning and Achievement (SSSLA) which promotes opportunities for students based in high levels of challenge and support within an Active Learning Framework (ALF). This aligns with the wider University Vision and Strategy to promote 'Teaching that Inspires'.

Based within the principles of ALF the modules on the BA(Hons) Early Childhood Studies are designed to offer a flexible and engaging approach to teaching. All modules have been developed to embrace the principles of Universal Design for Learning so that students may access learning materials using a variety of formats. Full-time students can expect to engage with modules offering:

- Classroom teaching – whole and small group engagement through lectures, workshops, discussion and collaborative activity (inside and outside) are key to the learning experience.
- Asynchronous online materials - situated within the VLE and used to initiate and extend learning. These materials are designed to be accessible using a range of formats, for example, written text, pre-recorded video/audio, web-based content and collaborative tasks.
- Work-based learning - Each module has an employability focus and is aligned to the University Skills Framework, covering specific attributes, attitudes and skillsets. There are ample opportunities for students to engage with and practice key employability skills both in the modules and in the 315 hours of placement.
- External engagement - guest speakers from the children's workforce and third sector organisations will be invited to speak with students to promote and inform career choices.

In addition, part-time students who choose to study 100% online will have access to:

- Asynchronous online materials – situated within the VLE to allow students to study the content of the modules. These materials are designed to be accessible using a range of formats, for example, written text, pre-recorded video/audio, web-based content and collaborative tasks.
- Synchronous support sessions – these sessions are designed to support students in their study of the asynchronous module content. They provide an opportunity to work with the programme team, to ask questions and to gain clarity around course materials and assessment. For example, these sessions would typically take place once per week in an evening.

Flexibility is key to engaging students who wish to study part-time. Students often start University with a range of pre-existing family and work commitments which must co-exist with their learning journey. To this end part-time students can choose from the following options:

- Study 1 day per week (2 modules) in the classroom alongside the full-time cohort.
- Study 1 morning or afternoon per week (1 module) alongside the full-time cohort with one module studied online.
- Study the equivalent of one day per week (2 modules) online (asynchronous) at a time and place convenient to the student. Synchronous sessions are offered outside of work hours.

In essence the teaching team aim to motivate students to engage with their studies and to recognise the importance of developing both academic and employability skills, attitudes and attributes from the outset and throughout their time at the University. The team are committed to a growth mindset and the positive

use of digital technologies across all aspects of teaching. Our aim is to support students to achieve their learning goals through active, accessible, flexible and inclusive learning and teaching that inspires.

2.5 Assessment strategy

In designing an assessment approach to meet the needs of students on the BA (Hons) Early Childhood Studies the programme team accessed guidance from the Active Learning Framework (ALF), Advanced HE Framework for Transforming Assessment in Higher Education and the Strategy for Supporting Student Learning and Assessment (2020-2025) which requires programme teams:

‘To develop innovative, relevant, flexible and accessible assessment and feedback, supported appropriately by digital tools in order to optimise student engagement and achievement within a healthy learning environment’.

In addition, the QAA Early Childhood Studies Benchmark statements provide a clear steer towards assessments which:

- Are accessible, varied and innovative
- Aim to develop both academic and practical skills
- Reflect real life situations
- Support future employment
- Use contemporary digital skills
- And allow students to demonstrate a full range of knowledge and understanding.

The programme team also identified the following requirements:

- Students should be given the opportunity to develop key assessment types across levels to improve competency year on year.
- Assessment should be designed in light of current technological advancements, for example acknowledging the role of AI developments.

Embracing the above guidance, the following principles were adopted:

Assessment is accessible, varied and innovative and provides opportunity to develop and practice key academic skills

All module assignments are designed to comply with the Active Learning Framework. This means assessment types should be varied and accessible. Where possible modules will contain more than one assessment opportunity and use different assessment types. For example, a more academic assessment type i.e. an essay would be combined with a more practical assessment type i.e. a recorded reflection or a handout for practitioners. This will give students a fair opportunity to access an assessment type which better aligns with their abilities. Students should see value in the assignments they undertake, through clear links to employability. They should also be given the opportunity to develop and practice key academic skills from one year to the next. Where possible one off assignment types (i.e. not repeated in any other module) have been avoided to allow key skills to develop and grow through repetition over time.

Assessment should reflect real life situations and develop skills transferable to employment

As work expectations change so too must the skills that students demonstrate through assessment. For example, it is now commonplace for students to present at a job interview or to be engaged in small scale research within the education sector. Within the degree modules there are key employability skills which translate into assessment types which are practiced at each level of study in preparation for employment, these include (amongst others):

- Presentation skills
- Writing for a specific audience
- Designing attractive informative materials or artefacts
- Report writing
- Research skills
- Personal reflection and career development

Assessment should develop contemporary digital skills and be mindful of technological advancements

The majority of assessment undertaken by students takes place within the digital environment. All students are required to submit a digital version of their assignment for marking (where appropriate) and staff make use of the feedback opportunities created through effective use of Turnitin. In keeping with the Active Learning Framework assignment guidance is provided on Moodle using a range of accessible formats from written documents to video. All documents are uploaded in an appropriate format to enable students to use accessibility features such as Recite Me.

Students are introduced to and encouraged to engage with a range of technologies within the assessment process from word processing to audio and video recording, presentations and using design software to produce handouts and leaflets for a variety of audiences. Students are introduced to this expectation at level 4 and supported to understand their own level of technical skill using the JISC Discovery tool and other means of support. It is expected that students engagement and skill in the use of technology will develop year on year as they progress through their studies. Where appropriate students will be signposted to further training and support opportunities offered by the University.

The continued development of AI programmes such as Chat GPT must also be considered when designing assignment types. The programme team have avoided the use of single descriptive assessment types in favour of 'patchwork' or multiple assessment points where students are expected to contextualise knowledge and understanding in a variety of formats.

Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

Section 3 – Programme set up (office use only)		
3.1	Framework	Framework 001
3.2	Board dates (progression)	Choose an item. Linked to Framework selection only complete if non-standard.
3.3	Cost centre	
3.4	Course type (HESA)	Choose an item.
3.5	Fee model	Choose an item. If other, please specify To include a rationale
3.6	In-year resits	
3.7	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	Choose an item.
3.8	Progression points	
3.9	Semesters per intake	Choose an item. If other, please specify
3.10	Semesters per progression point	Choose an item. If other, please specify
3.11	Start and end dates	Standard September
3.12	Student funding model	
3.13	Does the Suitability for Practice Procedure apply to the programme?	Yes. Students engage with 315 hours of placement whilst studying for their degree. As a University we have a duty to ensure that students are suitable to practice within the children's workforce by the time they complete their degree. Therefore, any concerns around a student's behaviour or professional practice which impacts their suitability to work within the sector are dealt with under a suitability to practice procedure.
3.14	Programme Leader	Laura Williams
3.15	Date of Approval	21 August 2023
3.16	Date and type of Revision	January 2026: AM0 to update DBS requirements to clarify arrangements for full-time and part-time applicants. May 2025: AM1 modification to update delivery schedule for implementation from Sep 2025.