

Prifysgol Wreccsam Wrexham University

Programme Specification

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[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 Regulatory Details

Awarding body	Wrexham University
Teaching institution	Coleg Cambria
Final award and programme title (Welsh)	BA (Anrh) Astudiaethau Plentyndod Cynnar
Final award and programme title (English)	BA (Hons) Early Childhood Studies
Exit awards and titles	BA Early Childhood Studies (Ordinary) Diploma of Higher Education in Early Childhood Studies Certificate of Higher Education in Early Childhood Studies
Credit requirements	Bachelor Honours degree: 360 credits in total including a minimum of 120 credits at level 6 Bachelor degree (Ordinary): 300 credits in total Dip HE: 240 credits in total including a minimum of 120 credits at level 5 Cert HE: A minimum of 120 credits at level 4
Does the programme offer Foundation Year route?	No
Placement / Work based learning	Yes
Length and level of the placement	Students engage with 315 hours of placement whilst studying for their degree.
Faculty / Department	Faculty of Social and Life Sciences (FSLS)
HECoS Code	100463
Intake Points	One intake point in September
Mode of Attendance	Full & part time
Normal Programme Length	Full-time – 3 years Part-time – 4 years
Mode of Study and Location of delivery	Blended – Coleg Cambria, Yale and Deeside campuses
Language of delivery	English
Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.
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.
External reference points	Education Studies Early Childhood Studies
Record of Prior (Experiential) learning	<u>Recognition of Prior Learning Procedure</u>
Is DBS check required on entry?	Yes All applicants successful in being offered a place on the programmes will be subject to a satisfactory DBS clearance undertaken by Wrexham University. <ul style="list-style-type: none"> Enhanced Check and Child Barred List
Does the Suitability for Practice Procedure apply to the programme?	Yes
Derogation to Academic Regulations	<p>Further attempts 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 Progression Students will progress to Year 2 of their studies on completion of 80 credits at level 4. Upon completion of the remaining 40 credits at Level 4 and the pre-requisite 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 L5 Practice Informed Research will be required to repeat the year. 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>
Date of Approval	04/08/2025
Date and type of Revision	

Section 2 Programme Details

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.

Programme Structure Diagram, including delivery schedule

BA (Hons) Early Childhood Studies

Full-time Delivery

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

Part-time Delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
Level 4	EDY401	Skills for Study and Employment	20	Core	Sem 1	Y1

Level 4	EDY402	Professional Practice for Childhood and Education	40	Core	Sem 1 & 2	Y1
Level 4	EDY403	Psychology of Childhood	20	Core	Sem 1	Y2
Level 4	EDY404	Contemporary Debates in Childhood and Education	20	Core	Sem 2	Y2
Level 4	EDY406	Play and Outdoor Learning	20	Core	Sem 2	Y1
Level 5	EDY501	Social Action – Supporting Children and Families in Society	20	Core	Sem 1	Y3
Level 5	EDY502	Practice Informed Research	60	Core	Sem 1 & 2	Y3
Level 5	EDY503	Children's Rights and the Law	20	Core	Sem 2	Y2
Level 5	EDY505	Speech and Language Development in Early Childhood	20	Core	Sem 1	Y2
Level 6	EDY601	Dissertation	40	Core	Sem 1 & 2	Y4
Level 6	EDY602	Exploring Expressive Arts	20	Core	Sem 2	Y3
Level 6	EDY603	Leadership and Professional Development	40	Core	Sem 1	Y4
Level 6	EDY605	Critical Perspectives of Health and Well-being	20	Core	Sem 2	Y4

Programme Learning Outcomes

BA (Hons) Early Childhood Studies

* To gain an Ordinary degree students are able to achieve any 60 credits from the 120 credits on offer. This does not preclude them from completing a research project (40 credits) in combination with 1 other module. As students do not normally set out to gain an ordinary degree the composition of the 60 credits is often not known until the end of the academic year. Therefore, there is no distinction between the learning outcomes for Level 6 and Level 6 (Hons) as there is no distinction in the teaching or assessment of individual level 6 modules to account for students choosing to accept an Ordinary degree.

Knowledge and Understanding

	Level 4	Level 5	Level 6*	Level 6 (Hons)
A1	Demonstrate an understanding of professional competencies, legislation and policy relevant to the children's workforce.	Analyse the role of practice informed research and the skills required to collect primary data.	Construct a research dissertation based on the critical evaluation of research data.	Construct a research dissertation based on the critical evaluation of research data.
A2	Identify and apply a range of academic conventions and skills and understand how these may transfer to employment.	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.	Critically evaluate the role of Expressive Arts within childhood and education and demonstrate a critical understanding of the creative process.	Critically evaluate the role of Expressive Arts within childhood and education and demonstrate a critical understanding of the creative process.
A3	Outline and discuss the psychological development of childhood.	Recognise the importance of Children's Rights and analyse the role of legislation within the children's workforce.	Critically appraise the role of health and well-being in the lives of children and their families.	Critically appraise the role of health and well-being in the lives of children and their families.
A4	Identify and explore a range of contemporary debates relevant to childhood and education.	Demonstrate knowledge and application of speech and language development in early childhood.	Demonstrate a critical understanding of leadership and professional development.	Demonstrate a critical understanding of leadership and professional development.
A5	Identify and explore the role of play and outdoor education in the lives of young children.			

Intellectual Skills

	Level 4	Level 5	Level 6*	Level 6 (Hons)
B1	Reflect on personal learning and progression in relation to feedback and performance in a variety of subject areas.	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.	Critically reflect on the process and content of their own learning and progression, identifying needs and undertaking independent and collaborative learning to address them.	Critically reflect on the process and content of their own learning and progression, identifying needs and undertaking independent and collaborative learning to address them.
B2	Identify and locate a range of sources relevant to each area of study including those available digitally.	Access, retrieve, organise, and evaluate a range of sources relevant to each area of study including those available digitally.	Critically evaluate and synthesise a range of sources relevant to each area of study including those available digitally.	Critically evaluate and synthesise a range of sources relevant to each area of study including those available digitally.
B3	Identify and interpret key theoretical perspectives relevant to a variety of subject areas.	Analyse, and compare key theoretical perspectives relevant to a variety of subject areas.	Critically analyse, evaluate and synthesise key theoretical perspectives relevant to a variety of subject areas.	Critically analyse, evaluate and synthesise key theoretical perspectives relevant to a variety of subject areas.
B4	Discuss and present a range of viewpoints relevant to different audiences.	Evaluate a range of appropriate viewpoints relevant to different audiences.	Critically evaluate and justify a broad range of viewpoints relevant to a range of audiences.	Critically evaluate and justify a broad range of viewpoints relevant to a range of audiences.

Subject Skills

	Level 4	Level 5	Level 6*	Level 6 (Hons)
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C1	Engage with theory, legislation, policy and practice from a range of perspectives relevant to the sector.	Evaluate and analyse theory, legislation, policy and practice from a range of perspectives relevant to the sector and offer an informed point of view.	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.	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.
C2	Understand the purpose of and develop observation skills for use in an early childhood context.	Develop and analyse observation skills for use as a research tool.	Observe and critically evaluate the practice of self and others.	Observe and critically evaluate the practice of self and others.
	Level 4	Level 5	Level 6*	Level 6 (Hons)
C3	Describe the importance of equality in relation to working with children and families.	Recognise inequalities in early childhood and embrace an anti-bias approach.	Recognise and challenge inequalities in early childhood and embrace an anti-bias approach.	Recognise and challenge inequalities in early childhood and embrace an anti-bias approach.
C4	Recognise the early childhood sector as a political and cultural construct within a Welsh context.	Examine the early childhood sector as a political, cultural and ideological construct within a Welsh context.	Critically evaluate the interrelationship between political, cultural and ideological contexts in early childhood both nationally and globally.	Critically evaluate the interrelationship between political, cultural and ideological contexts in early childhood both nationally and globally.

Practical, Professional and Employability Skills

	Level 4	Level 5	Level 6*	Level 6 (Hons)
D1	Demonstrate an appropriate use of technology to support learning and practice.	Demonstrate an effective and appropriate use of technology to support and enhance learning and practice.	Demonstrate a comprehensive and reflective use of technology to support and enhance learning and practice.	Demonstrate a comprehensive and reflective use of technology to support and enhance learning and practice.
D2	Communicate effectively and appropriately, in writing and orally and across different media.	Communicate effectively and appropriately, for the intended purpose and audience, in writing and orally and across different media.	Communicate ideas, problems and solutions effectively and appropriately, for the intended purpose and audience, in writing and orally and across different media.	Communicate ideas, problems and solutions effectively and appropriately, for the intended purpose and audience, in writing and orally and across different media.

D3	Recognise the importance of working collaboratively with others in a study and work-based context.	Demonstrate an ability to work in collaboration with others and recognise the importance of effective leadership.	Demonstrate an ability to work collaboratively with others and to take a leadership role when appropriate.	Demonstrate an ability to work collaboratively with others and to take a leadership role when appropriate.
D4	Demonstrate an ability to plan, time-manage and meet deadlines.	Demonstrate an ability to plan, timemanage and meet deadlines, and appropriately prioritise competing demands.	Demonstrate an ability to plan, timemanage and meet deadlines, and appropriately prioritise competing demands effectively and efficiently in a study and work context.	Demonstrate an ability to plan, timemanage and meet deadlines, and appropriately prioritise competing demands effectively and efficiently in a study and work context.

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'.

The delivery of the programme by Coleg Cambria will align with WGU's Active Learning Framework (ALF). 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. Fulltime 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 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.

Assessment strategy

In designing an assessment approach to meet the needs of students on the BA (Hons) Early Childhood Studies the programme was developed with 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: <https://wrexham.ac.uk/academic-regulations-policies-and-procedures/>

The University Skills Framework: <https://wrexham.ac.uk/careers/skills-framework/>

Welsh Language Policy: <https://wrexham.ac.uk/about/welsh-at-wrexham-university/>

Equality and Diversity Policy: <https://wrexham.ac.uk/about/equality-and-diversity/>

The Student Union offers support for students, please access their website

<https://www.wrexhamglyndwrsu.org.uk/>