

Programme Specification



1. **Programme title** BA (Hons) Early Childhood Studies
2. **Awarding institution** Middlesex University
- 3a **Teaching institution** Middlesex University
- 3b **Language of study** English
- 4a **Valid intake dates** *September (F/T)*
- 4b **Mode of study** On-campus/Blended
- 4c **Delivery method**
5. **Professional/Statutory/Regulatory body** N/A
6. **Apprenticeship Standard** N/A
7. **Final qualification(s) available** BA (Hons) Early Childhood Studies, BA (Hons) Early Childhood Studies (with Graduate Practitioner Competencies), Ordinary Degree Early Childhood Studies, DipHE Early Childhood Studies, CertHE Early Childhood Studies
8. **Academic year effective from** 2024 - 2025

9. **Criteria for admission to the programme**
An inclusive approach to admissions reflects a personalised and inclusive approach which values the breadth of relevant individual experiences and expertise that applicants may possess:

Normal admission requirements are 96 UCAS Tariff points including GCSE Grade C/4 in English.

Recognition of Prior Learning (RPL) – prior learning and experience may be applied for accredited according to the University regulations.

Application from mature candidates without formal qualifications are welcomed, provided they can demonstrate appropriate levels of relevant ability and experience.

10. Aims of the programme

The ambitious and challenging programme offers a synergy of critical academic and theoretically informed insight, invaluable sector related legislation and policy knowledge, and placement and practice related experiences. The programme enables, inspires and supports students to develop as reflexive, confident, skilled and inclusive education professionals with clear career aspirations and goals.

The programme encourages students to critically engage with fundamental questions concerning how children and multiple childhoods can be understood from an ecological perspective. An inclusive, flexible, responsive and adaptable curriculum experience provides students with a range of resources and personalised opportunities to utilise multidisciplinary, interdisciplinary and international perspectives to critically reflect and debate the conceptual underpinnings related to babies, young children, families and communities.

As graduate practitioners, students will apply their understanding of organisations to promote effective care, and to advocate for the rights, welfare and education of babies and young children. This will be achieved by encouraging students to recognise and evaluate meaningful patterns of behaviour in babies and young children, and apply critical knowledge of pedagogical approaches, to plan and meet children's needs. Through reflective practices, it is envisaged that students will develop an understanding of the importance of being a reflective professional, and to develop a value-led professional identity. This practice-led programme aims for students to develop sustainable and ethical ways of working with children, families and stakeholders considering Education for Sustainable Development (ESD) as an approach to learning.

The programme will inspire students to develop and assess their professional skills and knowledge base, and identify priority areas for professional development to achieve career goals. This is achieved through a range of embedded and engaging teaching and learning practices, formative and summative assessments, Academic Advising and placements. Employability skills, with clear links to Middlesex Graduate Competences, to help develop a career are embedded throughout the programme to develop essential skills in critical and independent-thinking, group work and collaboration, communication, time management and leadership.

11. Programme outcomes*

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of:

A1. The *ecological perspective* as a framework to evaluate the cultural agents and interrelated contexts that influence children's development, health, well-being, learning and education.

A2. Historical, cross-cultural, local, national and global perspectives to enable the critical evaluation of the diversity, complexity, and changing nature of *multiple childhoods*.

A3. *Multidisciplinary* theories and research drawn from studies of history, health and social sciences, social policy, cultural studies, decolonising, sustainable pedagogy, used to gain an *integrated* and critical understanding of babies and young children, and the contexts which they inhabit.

A4. The significance of the historical, cultural and contemporary features of *organisational* structures, policies, practices, and pedagogies, enabling students to critically evaluate and challenge current practices, and to advocate for the rights of babies and young children, and to enable effective provision.

Teaching/learning methods

Students gain knowledge and understanding through:

- Research and practice informed learning and teaching approaches and activities which draw upon a range of disciplines and international perspectives.
- Learning and teaching approaches that advocate sustainable development, through embedding SDGs within a range of modules to develop sustainable and ethical ways of working with learners, families and stakeholders.
- Learning and teaching methods that are inclusive, supporting students in developing their academic voice, and communicating ideas with integrity that celebrate their background or characteristics, and with a commitment to decolonising curricula.
- A variety of inclusive, interactive and engaging teaching and learning methods including reading, webinars, seminars, problem-solving activities, discussions, debates, and presentations, used to analyse and evaluate themes within the learning objectives. Individual and group, synchronous and asynchronous, and blended learning activities are used to develop knowledge & understanding.
- Experiential, hands on learning, through placement and also through a range of engaging classroom activities, which support creative and critical thinking, reflection and professional development.

- Learning and teaching approaches which enable a flexible, responsive and adaptable curriculum experience and offer a wide range of personalised opportunities.
- Interactions on placement and in class (e.g. with guest speakers) to consider and engage with employer perspectives.
- Individual and group guided independent study, including key concept videos provided in advance, and directed reading which support learning.
- Individual tutorials and Academic Advising which support assessment preparation, professional skills and career development, and broader health and well-being.
- Academic Advising will be embedded in both seminars and individual/group tutorials.

The programme supports the content knowledge and embeds the transferable skills that enable learners to engage with their subject specialism at national and international level and is mindful of the needs of the employers.

Assessment methods

Authentic assessment requires students to work with placement settings which makes learning more relevant and meaningful for students. There are specific Placement Module assessments in each year of the programme, and all modules use placement experience to contextualise module assessments.

A wide variety of formative and summative authentic assessments are designed to show knowledge and skills underpinning ECSDN Graduate Practitioner Competencies and contribute evidence to the award of L6 Graduate Practitioner Status.

Students' knowledge and understanding, along with research, cognitive and presentation skills are assessed in a variety of ways that include essays, reports, digital media, case studies, portfolios, reflective journals, independent and collaborative presentations, and research projects.

Continual formative feedback through the semester in a range of formats (tutor-led, peer review), which monitor learning, focus teaching, and feed directly in summative assessments.

Students, through reflection on tutor and peer feedback, in formative and summative assessments, enable them to gain knowledge, produce reasoned arguments, hold justifiable points of view, make effective decisions and solve problems in relation to the learning objectives of each module.

A limited number of end-point summative assessments that build upon a number of formative assessments and providing continual feedback.

Choice is often built into assessments, allowing a wide range of personalised opportunities for study and flexible learning.

B. Skills

On completion of this programme the successful student will be able to:

B1. *Work effectively, sustainably and ethically* with babies, young children, and families in accordance with theory, the law, setting policies, practices, curricula and pedagogies, whilst acknowledging competing perspectives and priorities, remaining open to new ideas, and holding justifiable points of view.

B2. Advocate for the *rights of children*, in terms of their welfare and education by providing reasoned arguments to *challenge inequality*, providing pedagogies and practices that embrace sustainability, diversity, inclusivity and social justice.

B3. *Observe* for patterns of young children's behaviour, and to use reflection and a critical knowledge of theories and research governing *holistic development* and well-being. to make decisions and inform future planning.

B4. Use knowledge of development, policy and pedagogy to negotiate, plan, implement and evaluate safe and creative indoor and outdoor *play and curriculum activities* to maximise learning and meet children's needs, whilst respecting them as co-constructors of their learning.

B5. Be a *reflective and value-led early year professional*, who, with increasing autonomy, is confident to work and communicate within inter-professional *relationships* and *multi-agency teams*, in order to negotiate and enable effective care and education of babies and young children, and their families.

B6. Pose research questions, carry out ethical, practical initiatives and *independent research* in regards to early childhood. To analyse and critically discuss qualitative/quantitative findings, and to use them to draw conclusions based on evidence, make recommendations, or implement change.

Teaching/learning methods

Students learn skills through

Through Education for Sustainable Development (ESD) approaches to teaching and learning, students will develop ethical and sustainable ways of working within the sector.

Application of theoretical knowledge, practical, and research skills are taught, modelled and experienced during webinars, seminars and placements, through active participation, problem-solving, role play, workshops, reflective journals, portfolios, presentations and research projects. This is supplemented by a range of digital learning formats, including EduCare professional short online courses (widely recognised across the Education sector and by OFSTED).

Individual and group, synchronous and asynchronous, and blended learning activities are used to develop skills. Group work enables students to develop skills of planning, and negotiating agreed goals and responsibilities, whilst leading and supporting colleagues. Students are helped to move from dependence to independence as the course progresses.

Embedded Academic Advising encourages students to build a supportive relationships and support students with settling into University life, planning academic study and progression, overcoming challenges and making decisions around barriers to learning.

Assessment methods

Module assessments (both formative and summative) support students to develop the necessary employability skills – ability to lead and manage change, teamwork and collaboration, critical thinking, and communication to deal with the challenges they might face in their professional careers.

Student performance is related to meeting deadlines in independent and group formative and summative assessments.

The programme uses a range of digital assessments, learning and assessment supported by Virtual Learning Environment (VLE). Presentation skills, as well as cognitive and research skills, are assessed within a range of presentations, written and practical assessments, reflective journals and portfolios, placements, and independent research.

Students use their communication skills to present ideas effectively, in a range of ways, for a range of purposes with regard to their audience. Engaging with employers to reflect on professional skills, both in the placement and in class (e.g. through guest speakers). Group presentations provide opportunities to gain experience working collaboratively as team players.

The Independent Research Project is the culmination of the students' ability to demonstrate their innovation, independent research and problem-solving skills.

Employability skills embedded in assessment (and explicitly linked to the Middlesex Graduate Competencies at each level) which nurture the development of necessary skills in leadership, critical and independent-thinking, group work and collaboration, communication, time management and self-management, to develop a career.

Continual formative feedback through the semester in a range of formats (tutor led, peer review) which monitor learning, focus teaching, and feed directly into summative assessments. These enable students to undertake audits of current skills, reflect on practice, and identify future career development goals.

A limited number of end-point summative assessments, build upon a number of formative assessments providing continual feedback.

12. Programme structure (levels, modules, credits and progression requirements)

12.1 Structure of the programme

The programme is studied over three years full time or studied on a part time basis up to a maximum of six years. There are 30 Credit modules studied each year across two semesters. Full time students study four modules per year, and part-time students study two modules per year.

Each module is designated as Level 4, 5 or 6 equating to the stage of study reached and representing progression in the demand and nature of the expected learning outcomes. Students have to follow compulsory modules which make the core of the programme,

and can then choose from optional modules to complete their credit accumulation. To receive the award of BA Hons. a student must be successful in 360 credits of study.

At Level 4, all modules are compulsory and include a placement module

At Level 5, all modules are compulsory and include a placement module

At Level 6, students study an independent research module (EDU3492) and a placement module (both which are not-compensatable), plus two optional modules.

There will also be an opportunity for some students to use their course experiences to gain the Early Childhood Graduate Competencies by the end of their course.

FULL TIME STRUCTURE

Year	Level	Semester 1 Autumn	Semester 1 Autumn	Semester 2 Winter	Semester 2 Winter	Accumulated Credits	Exit Award
1	4	EDU1203 30 credits	EDU1206 30 credits	EDU1211 30 credits	EDU1217 30 credits	120 credits	CertHE Early Childhood Studies <i>(exit with 120 credits)</i>
2	5	EDU2401 30 credits	EDU2206 30 credits	EDU2217 30 credits	EDU2309 30 credits	240 credits	DipHE Early Childhood Studies <i>(exit with 240 credits)</i>
3	6	Choose one from EDU3202 EDU3307 EDU3211 or EDU3312 30 credits	Choose one from EDU3202 EDU3307 EDU3211 or EDU3312 30 credits	EDU3217 30 credits	EDU3492 30 credits	360 credits	Ordinary Degree Early Childhood Studies <i>(exit with 300 credits)</i> Or BA (Hons) Early Childhood Studies <i>(Completion with 360 credits)</i>

		Level 6 Graduate Practitioner Competencies	Level 6 Graduate Practitioner Competencies	Level 6 Graduate Practitioner Competencies	Level 6 Graduate Practitioner Competencies	BA (Hons) Early Childhood Studies with Graduate Practitioner Competencies (Completion with 360 credits plus GPC awarded)	BA (Hons) Early Childhood Studies with Graduate Practitioner Competencies (Completion with 360 credits plus GPC awarded)
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PART TIME STRUCTURE

Year	Level	Semester 1 Autumn	Semester 2 Winter	Accumulated Credits	Exit Award
1	4	EDU1203 30 credits	EDU1217 30 credits	60 Credits	
2	4	EDU1206 30 credits	EDU1211 30 credits	120 credits	CertHE Early Childhood Studies (<i>exit with 120 credits</i>)
3	5	EDU2206 30 credits	EDU2217 30 credits	180 credits	
4		EDU2401 30 credits	EDU2309 30 credits	240 credits	DipHE Early Childhood Studies (<i>exit with 240 credits</i>)
5	6	Choose one from EDU3202 EDU3307 EDU3211 or EDU3312 30 credits	EDU3217 30 credits	300 credits	Ordinary Degree Early Childhood Studies (<i>exit with 300 credits</i>)

6		Choose one from EDU3202 EDU3307 EDU3211 or EDU3312 30 credits	EDU3492 30 credits	360 credits	BA (Hons) Early Childhood Studies (<i>Completion with 360 credits</i>)
		Level 6 Graduate Practitioner Competencies	Level 6 Graduate Practitioner Competencies	BA (Hons) Early Childhood Studies with Graduate Practitioner Competencies (<i>Completion with 360 credits plus GPC awarded</i>)	BA (Hons) Early Childhood Studies with Graduate Practitioner Competencies (<i>Completion with 360 credits plus GPC awarded</i>)

12.2 Levels and modules

Level 4

Compulsory

Students must take all of the following:

EDU1217 Professional Expectations & Responsibilities; working with babies and young children (Placement 1)

EDU1203 Early Childhood Development

EDU1206 Infant Health and Well-being

EDU1211 Children and Families in a Social Context

Optional

NONE

Progression requirements

All modules are compulsory.

Students must undertake a DBS check in order to participate in placements each year. Convictions or cautions flagged as a consequence may therefore result in the student being unable to progress on the course, in accordance with Fitness to Practice policy.

EDU1203 and EDU1206 are core modules and must be passed before students can progress to Year 2.

Students must achieve 90 credits at Level 4 (inc EDU1203 and EDU1206) to continue on the course.

Students who continue with a credit deficit will need to make up the outstanding 30 credits at a later point by re-taking the module.

Compensation: Students cannot be compensated for core modules 1203 & 1206. Students can only be compensated for 30 credits at this level.

Level 5

Compulsory

Students must take all of the following:

EDU2217 Pedagogical Practice to enable Learning and Relationships (Placement 2)

EDU2401 Ethical Research in Early Childhood

EDU2206 Social Perspectives on Childhood and Education for Early Years

EDU2309 – Insights into Play & Pedagogy

Optional

NONE

Progression requirements

All modules are compulsory.

Students must pass the core modules: EDU2401 and EDU2217 to continue on the course.

Students must achieve 90 credits at Level 5 (to continue on the award).

Students with credit deficit will need to make up the outstanding 30 credits at a later point by re-taking the module.

Compensation: Students cannot be compensated for core modules. Students can only be compensated for 30 credits at this level.

Level 6

Compulsory

Students must take all of the following:

EDU3217 Leading Practice in Early Years (Placement 3)

EDU3492 Independent Graduate Practitioner Research Project

Optional

Students must also choose from the following:

EDU3202 Special Educational Needs, Disability and Inclusion

EDU3307 Social and Emotional Aspects of Learning in Education and Early Years

EDU3211 Creativity and the Arts in Education

EDU3312 The Digital Child: Childhood in the Contemporary Media Landscape

**Please refer to your programme page on the website re availability of option modules*

Progression requirements

Students must pass the core modules: EDU3492 and EDU3217 to be awarded.

For the Honours Degree students need to pass EDU3492

Students must achieve 120 credits at Level 6 to be eligible for the full Honours award.

Compensation: Students cannot be compensated for the core modules. Students can only be made on the modules up compensated for 30 credits at this level.

NB: Students can only be compensated for 60 credits across the three years.

12.3 Non-compensatable modules

Module level

Level 4

Level 5

Module code

EDU1203; EDU1206

EDU2401; EDU2217

13. Information about assessment regulations

This programme assessment and progression rules will run in line with general University Regulations: <https://www.mdx.ac.uk/about-us/policies>

14. Placement opportunities, requirements and support (if applicable)

Students are required to participate and pass a placement module at Levels 4, 5 and 6. Students can identify their own early years placement setting, which will be verified by the module tutor as suitable. Tutors, in conjunction with the University careers and employability service and sector relationships, will provide opportunity to attend a compliant and suitable placement that will enable them to obtain skills and to apply their knowledge to relevant practice. All students will be expected to go through the DBS clearance process upon joining the University. All students are offered support with completing applications, and references where necessary. The timetable is arranged to permit students to participate in a work setting for at least 1 day a week during the University academic year. Additionally, there may be the opportunity to complete a block placement at certain points during the three years, including during Semester 3 and the summer recess. The number of hours and type of placements required for the Graduate Competencies will be clarified to those students participating.

15. Future careers / progression

Students develop graduate competencies and transferable skills throughout the programme. They develop the necessary employability skills – ability to lead and manage change, teamwork and collaboration, critical thinking, and communication to deal with the challenges they might face in their professional careers.

Students completing this course may apply for the PGCE / QTS Training in Education (Primary and Early Years) or Social Work programmes, Careers in Special Educational Needs support services, unqualified teaching positions in independent and free schools, teaching assistant roles in Primary and Higher Education, Local Authority Education Administration, Parenting Support Programmes.

Others seeking a more academic or research route may continue to develop their careers studying for Masters Programmes, including our very own MA; 'Education and Childhood in Diverse Societies 'or taking up work as research assistants.

Students receive input on career progression at Level 4 – 6. Advice on progressing to ITT, PGCE or the School Direct can be obtained from relevant tutors or the University careers and employability service.

16. Particular support for learning

Students attend an induction programme and receive a course handbook. The Level 4 modules introduce students to the academic literacy and study skills required by successful graduates, and these are developed, and mapped throughout the course. Students are provided with a module introduction and supporting materials, and uploaded materials thereafter via the University VLE study platform.

Seminars are run using group work and discussion and all students are encouraged to participate and support each other. Seminar tutors are on hand to clarify ideas and assessment requirements. In addition to this, tutors are available during office hours for booked tutorials.

Independent Research Projects are supported by personal supervision by a named tutor. Student Learning Assistants provide further guidance and support. The Progression and Support Team can be contacted regarding, achievement and progression issues.

Hendon campus has a centralised support system for supporting students in their learning - Students with disabilities will receive support from central university services and reasonable adjustments will be made to facilitate their learning. The Learning Enhancement Team support students and colleagues across the University to develop advanced Maths Statistics and Numeracy skills and Academic Writing and Language skills which are fundamental to success in assignments and to future life, work, and studies. Support for these skills are integrated into the curriculum of core programmes, and additional opportunities can be accessed on a one-to-one or group basis here: [Learning Enhancement | UniHub \(mdx.ac.uk\)](#)

17. HECos code(s) CAH22-01

18. Relevant QAA subject benchmark(s) Early Childhood Studies 2022

19. Reference points

QAA (2018) UK Quality Code for Higher Education; <https://www.qaa.ac.uk/quality-code>

Early Childhood Studies Benchmark Statements Nov. 2019

<https://www.ecsdn.org/about-us/subject-benchmarks/>

QAA(2022) UK Quality Code for Higher Education; <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/early-childhood-studies> Feb 2024

Early Childhood Studies Degrees Network' Graduate Practitioner Competencies at Level 6

<https://www.ecsdn.org/competencies/>

University's Regulations

<https://www.mdx.ac.uk/about-us/policies>

University's Learning and Teaching Strategy

<https://www.mdx.ac.uk/study-with-us/autumn-2022-coronavirus/teaching-learning-plans>

National Qualifications Framework

<https://www.gov.uk/what-different-qualification-levels-mean>

SEEC Level Descriptors (UALL)

<https://www.uall.ac.uk/networks/seec>

20. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the University regulations.

21. Curriculum map for **BA(Hons) Early Childhood Studies**

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding

A1	The <i>ecological perspective</i> as a framework to evaluate the cultural agents and interrelated contexts that influence children's development, health, well-being, learning and education.
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A2	Historical, cross-cultural, local, national and global perspectives to enable the critical evaluation of the diversity, complexity, and changing nature of <i>multiple childhoods</i> .
A3	<i>Multidisciplinary</i> theories and research drawn from studies of history, health and social sciences, social policy, cultural studies, decolonising, sustainable and pedagogy, used to gain an <i>integrated</i> and critical understanding of babies and young children, and the contexts which they inhabit.
A4	The significance of the historical, cultural and contemporary features of <i>organisational</i> structures, policies, practices, and pedagogies, enabling students to critically evaluate and challenge current practices, and to advocate for the rights of babies and young children, and to enable effective provision.

Skills

B1	<i>Work effectively, sustainably and ethically</i> with babies, young children, and families in accordance with theory, the law, setting policies, practices, curricula and pedagogies, whilst acknowledging competing perspectives and priorities, remaining open to new ideas, and holding justifiable points of view.
B2	Advocate for the <i>rights of children</i> , in terms of their welfare and education by providing reasoned arguments to <i>challenge inequality</i> , providing pedagogies and practices that embrace sustainability, diversity, inclusivity and social justice.
B3	<i>Observe</i> for patterns of young children's behaviour, and to use reflection and a critical knowledge of theories and research governing <i>holistic development</i> and well-being. to make decisions and inform future planning.
B4	Use knowledge of development, policy and pedagogy to negotiate, plan, implement and evaluate safe and creative indoor and outdoor <i>play and curriculum activities</i> to maximise learning and meet children's needs, whilst respecting them as co-constructors of their learning
B5	Be a <i>reflective and value-led early year professional</i> , who, with increasing autonomy, is confident to work and communicate within inter-professional <i>relationships</i> and <i>multi-agency teams</i> , in order to negotiate and enable effective care and education of babies and young children, and their families.
B6	Pose research questions, carry out ethical, practical initiatives and <i>independent research</i> in regards to early childhood. To analyse and critically discuss qualitative/quantitative findings, and to use them to draw conclusions based on evidence, make recommendations, or implement change.

Programme outcomes

A1	A2	A3	A4	B1	B2	B3	B4	B5	B6					
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Highest level achieved by all graduates

6	6	6	6	6	6	6	6	6	6					
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Module Title	Module Code by Level	A1	A2	A3	A4	B1	B2	B3	B4	B5	B6
Professional Expectations & Responsibilities; working with babies and young children (Placement 1)	EDU1217	X		X	X	X	X	X		X	
Early Childhood Development	EDU1203	X	X	X	X			X	X		
Infant Health & Well-being	EDU1206	X	X	X	X		X			X	
Children & Families in a Social Context	EDU1211	X	X	X	X	X	X		X		
Pedagogical Practice to enable Learning and Relationships (Placement 2)	EDU2217	X		X	X	X	X	X	X	X	X
Ethical Research in Early Childhood	EDU2401			X	X	X	X	X		X	X
Insights into Play & Pedagogy	EDU2309	X	X	X	X		X	X		X	
Social Perspectives on Childhood and Education for Early Years	EDU2206		X	X	X		X			X	
Leading Practice in Early Years (Placement 3)	EDU3217	X		X	X	X	X	X	X	X	X
Independent Graduate Practitioner Research Project	EDU3492	X	X	X	X	X	X	X	X	X	X
Special Educational Needs, Disability and Inclusion	EDU3202	X	X	X	X		X			X	
Creativity and the Arts in Education	EDU3211		X	X	X		X	X			X
Social and Emotional Support to promote Learning & Well-being in Early Years & Education.	EDU3307	X	X	X	X		X		X	X	
The Digital Child: Childhood in the Contemporary Media Landscape	EDU3312	X	X	X			X		X		

<http://www.mdx.ac.uk/about-us/policies/academic-quality/handbook/>

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