

SUMMARY PROGRAMME SPECIFICATION

Course Title	BA (Hons) Childhood Studies BA (Hons) Childhood Studies (Top Up)
Awarding Body	University of East Anglia (UEA)
Level of Award	Undergraduate
Professional, Statutory and Regulatory Bodies Recognition	N/a
Credit Structure	BA (Hons) Childhood Studies 360 Credits Level 4: 120 Credits Level 5: 120 Credits Level 6: 120 Credits BA (Hons) Childhood Studies (Top Up) - Level 6: 120 Credits
Mode of Attendance	Full time
Standard Length of Course	3 years - BA (Hons) Childhood Studies 1 year - BA (Hons) Childhood Studies (Top Up)
Intended Award	BA (Hons) Childhood Studies
Fall-back Awards	Unclassified Degree (BA) – 300 credits Diploma of Higher Education (Dip HE) – 240 credits Certificate of Higher Education (Cert HE) – 120 credits
Entry Requirements	<ul style="list-style-type: none"> • Minimum 64 UCAS points • Any level 3 qualification - merit/distinction desirable • GCSE English and Maths (or equivalent) desirable • BA Top Up – students from FdA Early Years at CCN normally will be accepted (unless there are concerns about progress) Other routes will require an interview.
Delivering Institution(s)	School of Higher Education, City College Norwich
UCAS Code	BA (Hons) Childhood Studies XL35 BA (Hons) Childhood Studies (Top Up) X310

This Summary Programme Specification sets out the essential features and characteristics of the course.

Course Summary

The BA (Hons) in Childhood Studies seeks to put the child at the centre of the programme by addressing children and childhood from a psychosocial, cultural and philosophical perspective. It will allow students to develop a holistic understanding of children and therefore ensure the best outcomes for children and adolescents in all areas of childhood practice.

Course Aims

1. To provide an intellectually stimulating programme of work that will develop the student as a reflective, independent and flexible learner within the childhood sector

SUMMARY PROGRAMME SPECIFICATION

2. To provide a programme of learning that will develop the learner's transferable skills needed to respond to a rapidly changing workforce, including; communication, application of number, IT, team working, problem solving and creativity.
3. To develop the student's higher learning skills and specific employability skills and competencies in childhood practice
4. To develop skills needed to meet identified and primarily local and regional employment needs in the sector
5. To enhance the student's understanding of the childhood sector and to develop skills of working in a multi-disciplinary team
6. Provide grounding in current policy and legislation in relation to the childhood sector and its impact on practice
7. To enhance student's employment and career development opportunities in the childhood sector and for their professional progression
8. To widen participation in and progression through higher education
9. To ensure that students can demonstrate within their practice that they have adopted appropriate value and belief systems for care or school-based settings. These values include those relating to anti-discriminatory practice, equality of opportunity and ensuring inclusive practice

Course Design

The design of this course has been guided by the following QAA Benchmark and Professional Standards:

QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008):

<http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf>

QAA Subject Benchmark Statement Early Childhood Studies (2014):

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-early-childhood-studies-14.pdf>

Course Structure

This course comprises modules at levels 4, 5 and 6.

Module Specifications for each of these modules will be made available to students on-line at the beginning of each academic year.

SUMMARY PROGRAMME SPECIFICATION

	Module	Credits	Module Type
Level 4 (1st year)			
	Higher Learning Skills – Learners will identify and develop Higher Education Study Skills	20	Mandatory
	The Childhood Sector – This is designed to provide opportunity for the student to reflect upon external environmental influences on the place of work, and its place with the industry and the subsectors that it encompasses	20	Mandatory
	Professional Practice - Learners will explore the concept of inclusion looking at both the medical and social models of disability the impact of the professional on learning and behavior.	20	Mandatory
	Understanding Childhood – Learners will explore the concept of childhood and how it has evolved over time and across cultures.	20	Mandatory
	Pedagogical Principles in Practice – This will explore the basic principles of pedagogy and pedagogical theorists and how these support the process of learning.	20	Mandatory
	Learning and Development in Childhood – This module enables learners to develop knowledge and understanding of the key theories that underpin children’s learning and development along with methods to observe this.	20	Mandatory
Level 5 (2nd year)			
	Research Skills for the Childhood Sector – This will focus on skills and methods needed to develop appropriate and ethical research	20	Mandatory
	Curriculum in Practice - This module will enable students to develop their knowledge and understanding of the characteristic development as children acquire concepts, skills and attitudes in communication and language, mathematics and science as well as other areas of learning	40	Mandatory
	Education in A Digital World – This takes a critical view of the use of technology for and by those aged 0 - 18	20	Mandatory
	Multi-Agency and Safeguarding Children – examines the role of the practitioner in relation to other professional roles and parental responsibilities	20	Mandatory
	Health and Wellbeing in Childhood – This module develops an awareness of differing perspective, models and approaches to health and wellbeing.	20	Mandatory
Level 6 (3rd year and Top Up)			

SUMMARY PROGRAMME SPECIFICATION

	Dissertation – This module is intended to allow learners to research, on an individual basis, some agreed aspect of professional practice or to explore some in-depth theoretical aspects of childhood care/education.	40	Mandatory
	Communication and Leadership – This will provide a critique of leadership and management styles, linking practice to theory	20	Mandatory
	Supporting Additional Needs – Learners will be given the opportunity to explore the underpinning ethos of inclusiveness and how this impacts on curriculum delivery and opportunities for successful learning	20	Mandatory
	Creativity – This module promotes an examination of students' own values, attitudes in and beliefs of the place that creativity has in childhood	20	Mandatory
	Contemporary Issues – This gives the opportunity to look at the political, social and legislative environment around a contemporary issue.	20	Mandatory

Awards

On successful completion of the course, students will be awarded a BA (Hons) Childhood Studies or BA (Hons) Childhood Studies (Top Up).

Course Delivery

The full BA programme will run over 3 years with students attending two days per week for the first two years and then for one day for the final year with additional Dissertation supervisory support. It is anticipated that the majority of students will be gaining experience of working with children alongside the course and so this attendance mode should suit this purpose. Students will complete 120 credits per academic year and therefore the programme will be full time.

The Top Up programme will run the same structure as the third year of the full BA programme with one day attendance and Dissertation supervisory support on top of this.

Students will be taught in College by experienced, well qualified tutors.

Students will attend college one day per week for taught sessions (9.00am-6.00pm). This will include tutorial time.

Class contact time – approximately 8 hours per week

Tutorial time – 3 hours per annum

The remainder of the time will be personal study with tutors available for email support where necessary.

Course Assessment

Assignments, exams, presentations, observations, creative items, professional discussions, multimedia resources, research proposals and a dissertation.

SUMMARY PROGRAMME SPECIFICATION

Course Team

The academic staff delivering this course are drawn from a team that includes Head Teachers, childcare practitioners and subject specialists. All staff are qualified in their subjects with their own specialist knowledge to contribute to the breadth of the course.

Course Costs

The tuition fees that new students pay will be fixed for the duration of the course and will not be subject to any further increases.

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Course Fees & Eligibility Statement and Rules and Regulations.

Students may choose to buy some books to support their studies, although the library has access to a full range of core texts, including e-books. Students will also be expected to print and bind two copies of their final year dissertation, although there are low cost options within the college for this.

Academic Framework and Regulations

This course is delivered according to the Norfolk Regulatory Framework and other academic policies and procedures of the College as published on Blackboard.