

Programme Specification



1. Programme title	BA (Hons) Early Childhood Studies
2. Awarding institution	Middlesex University
3a. Teaching institution	Dubai
3b. Language of study	English
4a. Valid intake dates	<i>September (F/T)</i>
4b. Mode of study	<input type="checkbox"/> 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. Year effective from	2022 -2023

9. Criteria for admission to the programme

Normal admission requirements are 96 – 112 UCAS Tariff points inc 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 aim of this programme is to encourage students to critically engage with fundamental questions concerning how children and childhoods can be understood from an ecological perspective. It will provide students with resources and opportunities to utilise multidisciplinary and interdisciplinary perspectives to critically reflect and debate the conceptual underpinnings related to babies, young children, families and communities. It will enable students to 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.

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 and global perspectives to enable the critical evaluation of the diversity, complexity, and changing nature of *childhoods*.

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

Teaching/learning methods

Students gain knowledge and understanding through:

A variety of teaching and learning methods including reading, lectures, 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.

Assessment methods

Students' knowledge and understanding is assessed by:

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

<p>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.</p>	<p>Students, through reflection on tutor and peer feedback, in formative and summative assignments, 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.</p>
<p>B. Skills</p> <p>On completion of this programme the successful student will be able to:</p> <p>B1. <i>Work effectively 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.</p> <p>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 diversity, inclusivity and social justice.</p> <p>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.</p> <p>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</p>	<p>Teaching/learning methods</p> <p>Students learn skills through:</p> <p><i>Application of theoretical knowledge, practical, and research skills</i> are taught, modelled and experienced during lectures, webinars, seminars and placements, through active participation, problem-solving, role play, workshops, reflective journals, portfolios, presentations and research projects. 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.</p> <p>Assessment methods</p> <p>Students performance is related to meeting deadlines in independent and group formative and summative assignments. <i>Presentation skills, as well as cognitive and research skills</i>, are assessed within a range of presentations, written and practical assignments, 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.</p>

<p>children's needs, whilst respecting them as co-constructors of their learning.</p> <p>B5. Be a <i>reflective and value-led early years 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.</p> <p>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.</p>	<p>The Independent Research Project is the culmination of the students' ability to demonstrate their independent research and problem-solving skills.</p>
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12. Programme structure (levels, modules, credits and progression requirements)
<p>12. 1 Overall structure of the programme</p> <p>The programme is studied over three years full time or studied on a part time basis up to a maximum of six years. The 4 x 30 Credit year-long modules consist of twenty two teaching weeks plus two study weeks, and three weeks of assessment by examination and submission of course work material at the end of the year. Full time students study four modules per year, and part-time students can study up to three modules per year.</p> <p>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.</p> <p>At Level 4, all modules are compulsory and include a placement module</p>

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

At Level 6, students study an independent research module (EDU3292) 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.

Early Childhood Studies Programme Planning Map

Year 1 – Compulsory Modules

EDU1217	Professional Expectations & Responsibilities; working with babies and young children (Placement 1)
EDU1203	Early Childhood Development
EDU1211	Children and Families in a Social Context
EDU1206	Infant Health & Well-Being
Part-time students	Choose two or three of the above per year

Year 2 – Compulsory Modules

EDU2201	Introduction to Research Methods in Early Childhood and Education Studies
EDU2206	Sociological perspectives on Early Childhood: Equality, Rights and Inclusion
EDU2217	Pedagogical Practice to enable Learning and Relationships (Placement 2)
EDU2309	Insights into Play & Pedagogy
Part-time students	Choose two or three of the above per year

Year 3

Compulsory Modules	
EDU3217	Leading Practice in Early Years (Placement 3)
EDU3292	Independent Research Project for Early Childhood Studies
Plus TWO of the following options	
EDU3202	Special Educational Needs, Disability and Inclusion
EDU3211	Creativity and the Arts in Education
EDU3307	Social and Emotional Aspects of Learning in Education and Early Years.
EDU3312	The Digital Child: Childhood in the Contemporary Media Landscape

Part-time students	Choose two or three of the above per year

12.2 Levels and modules		
Level 4		
COMPULSORY	OPTIONAL *	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p>EDU1217 Professional Expectations & Responsibilities; working with babies and young children (Placement 1)</p> <p>EDU1203 Early Childhood Development</p> <p>EDU1211 Children and Families in a Social Context</p> <p>EDU1206 Infant Health and Well-being</p>	NONE	<p>All modules are compulsory.</p> <p><i>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.</i></p> <p>EDU1203 and EDU1206 are core modules and must be passed before students can progress to Year 2.</p> <p>Students must achieve 90 credits at Level 4 (inc EDU1203 and EDU1206) to continue on the course.</p> <p>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.</p> <p>Compensation: Students cannot be compensated for core modules 1203 & 1206. Students can only be compensated for 30 credits at this level.</p>

Level 5		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p>EDU2217 Pedagogical Practice to enable Learning and Relationships (Placement 2)</p> <p>EDU2201 Introduction to Research Methods in Early Childhood and Education Studies</p> <p>EDU2206 Sociological Perspectives on Early Childhood: Equality, Rights and Inclusion</p> <p>EDU2309 – Insights into Play & Pedagogy</p>	NONE	<p>All modules are compulsory.</p> <p>Students must pass the core modules: EDU2201, EDU2206 and EDU2217 to continue on the course.</p> <p>Students must achieve 90 credits at Level 5 (to continue on the award).</p> <p>Students with credit deficit will need to make up the outstanding 30 credits at a later point by re-taking the module.</p> <p>Compensation: Students cannot be compensated for core modules. Students can only be compensated for 30 credits at this level.</p>

Level 6		
COMPULSORY	OPTIONAL *	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p>EDU3217 Leading Practice in Early Years (Placement 3)</p> <p>EDU3292 Independent Research Project for Early Childhood studies (Pre-requisite EDU2201)</p>	<p>Students must also choose at least XX from the following:</p> <p>EDU3202 Special Educational Needs, Disability and Inclusion</p> <p>EDU3307 Social and Emotional Support to promote Learning & Well-being in Early Years & Education.</p> <p>EDU3211 Creativity and the Arts in Education</p> <p>EDU3312 The Digital Child: Childhood in the Contemporary Media Landscape</p>	<p>Students must pass the core modules: EDU3292 and EDU3217 to be awarded.</p> <p>For the Honours Degree students need to pass EDU3394.</p> <p>Students must achieve 120 credits at Level 6 to be eligible for the full Honours award.</p> <p>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.</p> <p>NB: Students can only be compensated for 60 credits across the three years.</p>

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

12.3 Non-compensatable modules	
Module level	Module code
Level 4	EDU1203; EDU1206
Level 5	EDU2201, EDU2206; EDU2217
Level 6	EDU3292; EDU3217

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 MDXWorks for students in Hendon, and the Careers and Employability Services in Dubai, 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 Hendon students will be expected to go through the DBS clearance process upon joining the University. Dubai students will need an up to date police certificate. 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 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 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 Employability Office MDX Works. Students develop graduate and transferable skills throughout the programme.

A first rate education system has been a fundamental pillar for the development of the UAE, and the sector has been experiencing a steady growth as a result. As well as applying for positions in settings with a broad range of international curricular, Dubai students also have the opportunity to work for a diverse range of companies in the UAE's private childcare and education industry.

16. Particular support for learning (if applicable)

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 'Myunihub' 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. Within the department Graduate Academic Assistants and Student Learning Assistants provide further guidance and support. The Progression and Support Team can be contacted regarding, achievement and progression issues.

Both Hendon and Dubai campuses have a centralised support system for supporting students in their learning - in Hendon this is the Learning Enhancement Team (LET), and in Dubai, the Centre For Academic Success (CAS). Both teams provide extra support for students who require personal academic support. Students with disabilities will receive support from central university services and reasonable adjustments will be made to facilitate their learning.

17. HECos code(s)

CAH22-01

18. Relevant QAA subject benchmark(s)

Early Childhood Studies 2019

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/>

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 [title of Programme]

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

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 and global perspectives to enable the critical evaluation of the diversity, complexity, and changing nature of *childhoods*.

A3. *Multidisciplinary* theories and research drawn from studies of history, health and social sciences, social policy, cultural studies, and 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.

B. Skills

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

B1. *Work effectively 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 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 years 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.

Highest Level at which Learning Objectives are Achievable

A1	A2	A3	A4	B1	B2	B3	B4	B5	B6
6	6	6	6	6	6	6	6	6	6

Mapping of Learning Outcomes against Modules

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
Introduction to Research Methods in Early Childhood and Education Studies	EDU2201			X	X	X	X	X		X	X
Insights into Play & Pedagogy	EDU2309	X	X	X	X		X	X		X	
Sociological perspectives on Early Childhood: Equality, Rights and Inclusion	EDU2206		X	X	X		X			X	
Leading Practice in Early Years (Placement 3)	EDU3217	X		X	X	X	X	X	X	X	X
Independent Research Project for Early Childhood Studies	EDU3292	X	X	X	X	X	X	X	X	X	X
Special Educational Needs, Disability and Inclusion	EDU3202	X	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		