

BA (Hons) Early Childhood Studies	
Department	The Department of Health and Human Sciences
Awarding Body	University of East Anglia
Additional Accreditations	None
Full-time Duration	3 years
Part-time Duration	6 years
Full-time Annual Fee	£8,500
Part-time Annual Fee	£4,250 (where applicable)
Entry Requirements	UCAS Tariff: 96 points A Level: CCC Pearson BTEC L3 National Ext. Diploma: MMM <ul style="list-style-type: none"> • GCSE English and maths* at grade C or 4, or above. • Entry via Access to HE <p>*Students may be able to study GCSE maths alongside the programme if they do not already hold grade C/4 or above.</p>
Study Location	University and Professional Development Centre, 73 Western Way, Bury St Edmunds UK
Subject to Validation	No
Additional Potential Costs	Outside of course fees, there are some additional costs associated with the completion of the programme. Basic additional costs are estimated to include approximately £120 for course books/materials per annum and approximately £44 for an Enhanced DBS. We also recommend that students sign up for the Update Service once they have received their DBS, the cost of this service is £13 per year. Students may also incur additional costs travelling to work placements in Years 2 and 3.
Narrative	Early Childhood Studies is an exciting multi-disciplinary programme designed for those who wish to pursue a career working with children and/or their families. There are a range of subjects throughout the programme such as child development theory, sociological aspects of childhood, children's health, and wellbeing, safeguarding children, early years education, play, research methods, effective leadership in the early years, working with children and families, childhoods across the globe and the digital age amongst other subjects. The work placement element in the second and third years of the programme will provide students with valuable opportunities to develop their skills in early years practice and contextualise the theories being

	<p>learnt in class. Work experience also increases employability, make links within the early years sector, and try different types of placements with children and families.</p>
Key Course Features	<p>A unique aspect of this course is its holistic approach which gives students the opportunity to consider and evaluate a range of different perspectives in relation to children and childhood, whilst developing their knowledge, experience, and critical skills. Students feel welcomed and supported by an experienced course team, who hold relevant qualifications in the early years at MA level alongside relevant experience within the sector.</p> <p>Local employers and professionals have been involved in the development of the Early Childhood Studies programme, they have offered feedback on module content, assessment, and relevant resources. Thus, increasing the currency and relevance of the programme, which helps to ensure that the needs of local employers are being met. The employers and professionals involved have also offered support as guest speakers and in offering our students valuable work placements.</p> <p>Early Childhood Studies students have also been very influential in the development of the programme and continue to be, student feedback helps to ensure an enjoyable and worthwhile student experience at University Studies WSC.</p> <p>The work placement aspect of the course aims to broaden students' knowledge and understanding of the early years sector, including organisational structures, relevant legislation and working practices. This will enable students to have a greater understanding of the realities of working with children, their families and with other professionals. Students also have the opportunity to apply their academic knowledge to early years practice and critically reflect upon their experiences to further develop their skills for working with children and their families.</p> <p>For those particularly interested in a career within early years practice we offer an additional opportunity for students to gain the Graduate Practitioner Competencies as we are part of the Early Childhood Studies Degree Network. This certification is optional to students studying the BA (Hons) Early Childhood Studies (ECS) degree at University Studies, West Suffolk College.</p> <p>All ECS students at West Suffolk College will complete mandatory work placements at Levels 5 and 6. However, the Early Childhood Graduate Practitioner Competencies certification requires an additional work</p>

placement at Level 4 and a higher number of placement days at Levels 5 and 6.

Students who wish to be awarded the Graduate Practitioner Competencies are required to build a portfolio of practice over the three years of their degree that effectively evidences the competencies. There is also an end point assessment.

To complete the Graduate Practitioner Competencies ECS students must meet the following criteria:

- Be completing a full time (3 year) work-based Early Childhood Studies degree.
- Must have achieved Level 2 English and maths qualifications at grade 4 or above or hold a formally recognised equivalent (this can be done alongside the degree/competencies).

Career Prospects

Many ECS students wish to progress onto Primary teacher training, and we are immensely proud that all our students who have applied to date, have secured places. The child development, early years education, safeguarding and social policy aspects of the degree, ensure that students are well prepared for teacher training. We have also seen our students progress onto teaching within further education on Early Years and Health and Social Care courses.

Other students have decided that their passion lies within social care and family support roles; one of our Level 6 students recently secured a place on a Master's degree in Social Work, which on completion will allow her to qualify as a Social Worker. She was inspired by the *Safeguarding Children* module at Level 5 which she particularly enjoyed. Another student successfully secured a position within a local prison as a Family Liaison Worker.

Our graduates have also progressed onto management roles within the early years, for example, one of our graduates successfully gained the role of Nursery Manager in a brand-new local nursery after the completion of her degree. The final year *Effective Leadership in the Early Years* module offers valuable preparation for this type of role.

Module Summary

Year 1

Child Development:

This module aims to provide students with an essential foundation in child development which will be pertinent to all their other modules on the Early Childhood Studies degree. This module offers students the opportunity to explore the key concepts and theories of developmental psychology and their influence on early years practice.

Children's Health and Wellbeing:

This module explores child development from conception through early childhood and takes a holistic approach to the factors which shape the interdependent concepts of childhood health and wellbeing for young children.

Sociological Aspects of Childhood:

The aim of this module is to introduce students to the study of childhood from a sociological perspective. The module encourages students to consider children's agency, rights, lived experiences and global diversities through a sociological lens. Students will explore the key aspects or features of children's daily lives such as, family, school, rights and citizenship, work, new media, moral panics, and parental concerns. It is also acknowledged that children's experiences of such aspects vary greatly depending on their culture, socio-economic background, religion, ethnicity, gender etc.

The Role of the Early Years Educator:

With increasing emphasis on *how* to prepare children effectively for life in the 21st century this module seeks to help students understand how crucial the role of the early years educator is in providing children with exciting, creative learning opportunities and environments that will not only take account of young children's learning, development, health and emotional well-being, but will also provide them with the skills they will need for their next steps.

Children and Families in Society:

This module allows students to explore the theoretical underpinnings of contemporary social policy and examine how social policy is relevant to the lives of children, their families and in early years practice. By the end of the module students will understand how welfare provision has evolved and changed since the Victorian era and how social policies can impact the lives of children and their families currently.

Introduction to Study and Research:

In Higher Education students are expected to be responsible for their learning, especially as a large proportion of learning will be self-directed. This module supports students with this endeavour by providing them with the opportunity to gain, practice and apply the study and research skills they will need and receive feedback that will help them develop further.

Year 2

Safeguarding Children:

A robust knowledge and understanding of safeguarding and child protection is an essential requirement of those working with children and families and certainly Early Childhood Studies students and graduates. This module aims to provide students with the opportunity to develop this knowledge and understanding thus preparing them for effective practice within the early years sector.

The Role of Play in Children's Development:

'Learning through play' has become a key approach in the early years. This module encourages students to explore the history of play and its emergence to current thinking today and how well play fits within current curricula guidance. The module also encourages students to consider the perspectives of parents and professionals and how they are influenced by cultural values and individual experience.

Research Methods:

This module builds on the Introduction to Study and Research module in year 1 by exploring research methodology and data collection methods relative to children and childhood in more depth. Students will be taken back in time to appreciate how research with children has developed and evolved within the social sciences and the work that still lies ahead in this field. Attention to the role and influence of research within early years policy and practice will also be given to help students contextualise the importance of research in the sector.

Supporting Children's Learning Outdoors:

The aim of this module is to equip students with relevant knowledge and understanding which will enable them to influence current and future early years provision, of effective, engaging, outdoor learning experiences for young children. Students will study different approaches to outdoor learning experiences for children, including Forest School, Bush Craft, and global examples. They will consider how to maximise opportunities to utilise nature, the four seasons and weather, whilst overcoming adult concerns and balancing risk with challenge in an outdoor environment.

Early Years Practice:

The Early Years Practice module will provide students with the opportunity to further develop their employability skills and contextualise their learning through its practice-based premise. For students without previous experience in the early years this module affords a valuable opportunity to gain relevant sector experience. Students who are already in early years practice can also benefit from this module through further development of their skills and may complete the placement hours in a different setting/context as part of their Continued Professional Development (CPD).

Psychological Perspectives of Childhood:

This introduction to social psychology will explore a range of key concepts and theoretical views which underpin the fundamental understanding of social psychology and children. Students will have the opportunity to investigate historical and contemporary concepts of psychology and apply current debates to childhood in the present day.

Year 3

Effective Leadership in the Early Years:

The aim of the module is to provide students with a valuable foundation to leadership practice, qualities, and skills to equip them for a career in the early years sector. This module will appeal to students who may wish to move into specific leadership roles. However, the module includes aspects such as quality provision, teamwork, multi-disciplinary working, reflective practice which are also pertinent and relevant to any role within the early years sector.

Working with Children and Families:

The aim of this module is to provide students with the opportunity to further develop their employability skills and contextualise their learning through its practice-based premise, also to enable students to critically analyse contemporary issues or challenges when working with children and their families. The module will explore elements of early years practice such as parent partnership, the child at the centre of provision as well as safeguarding, effective multiagency working and the challenges faced by some children and families.

Childhood in the Digital Age:

This module provides students with the opportunity to critically analyse an interesting and ever-changing aspect of children's lives. The module starts with exploration of children's use of digital technologies within the home, family dynamics and parental concerns relating to the use of digital technologies and the internet. Students will study online safety and safeguarding issues and explore strategies to protect and empower children online. There will be acknowledgement and analysis of children's competency and agency in relation to how they use, negotiate, and interact with technology in a continually evolving digital world.

Childhoods Across the Globe:

The aim of this module is to enable students to explore childhoods around the globe. The students will be able to compare, contrast and critically analyse the concepts of childhood within different countries. The module will consider the definition of globalisation and how this has an influence on childhood. The module content will explore global parenting styles and cultural differences in relation to child rearing. Areas of psychological, sociological, health, welfare, educational, cultural, philosophical, and economic factors will be considered in relation to global childhoods.

Dissertation:

The dissertation module gives students the opportunity to research an area of personal interest, developed from personal or course-related experiences. The module requires students to carry out a valid and independent, small-scale research study whereby they will develop key skills in data and information gathering, evaluation, analysis and communication in an Early Childhood Studies area.

Staff Team	Most lecturing staff are qualified to at least master's degree level and all our staff have a wealth of experience working within the education and/or the early years sector.																							
Assessment Methods	<p>Summative assessment methods include a Child Development Theories Guide, Poster Presentations, Observation of Children and Analysis, Multiple-Choice Exams, Case Study Analysis, Literature Review, Plan of Early Years Setting Outdoor Environment, Group Presentation, Essays and Dissertation.</p> <p>There are twenty-five pieces of summative assessment over the programme. Some modules have one piece of summative assessment and others have two.</p>																							
Typical Module Diet All modules are 20 credits unless stated	<table border="1"> <thead> <tr> <th>Year 1 (L4)</th><th>Year 2 (L5)</th><th>Year 3 (L6)</th></tr> </thead> <tbody> <tr> <td>Child Development</td><td>Safeguarding Children</td><td>Effective Leadership in the Early Years</td></tr> <tr> <td>Children's Health and Wellbeing</td><td>The Role of Play in Children's Development</td><td>Working with Children and Families</td></tr> <tr> <td>Sociological Aspects of Childhood</td><td>Research Methods</td><td>Childhood in the Digital Age</td></tr> <tr> <td>The Role of the Early Years Educator</td><td>Supporting Children's Learning Outdoors</td><td>Childhoods Across the Globe</td></tr> <tr> <td>Children and Families in Society</td><td>Early Years Practice</td><td>Dissertation (40 credits)</td></tr> <tr> <td>Introduction to Study and Research</td><td>Psychological Perspectives of Childhood</td><td></td></tr> </tbody> </table>			Year 1 (L4)	Year 2 (L5)	Year 3 (L6)	Child Development	Safeguarding Children	Effective Leadership in the Early Years	Children's Health and Wellbeing	The Role of Play in Children's Development	Working with Children and Families	Sociological Aspects of Childhood	Research Methods	Childhood in the Digital Age	The Role of the Early Years Educator	Supporting Children's Learning Outdoors	Childhoods Across the Globe	Children and Families in Society	Early Years Practice	Dissertation (40 credits)	Introduction to Study and Research	Psychological Perspectives of Childhood	
Year 1 (L4)	Year 2 (L5)	Year 3 (L6)																						
Child Development	Safeguarding Children	Effective Leadership in the Early Years																						
Children's Health and Wellbeing	The Role of Play in Children's Development	Working with Children and Families																						
Sociological Aspects of Childhood	Research Methods	Childhood in the Digital Age																						
The Role of the Early Years Educator	Supporting Children's Learning Outdoors	Childhoods Across the Globe																						
Children and Families in Society	Early Years Practice	Dissertation (40 credits)																						
Introduction to Study and Research	Psychological Perspectives of Childhood																							
Study Hours	<p>Study Hours per 20 credit Module: 200 hours</p> <p>Lectures and Seminars: 36 – 48 hours</p> <p>Assessments: 30 hours</p> <p>Preparation and Independent study: 122 – 134 hours</p> <p> *Typically, three 20 credit modules will be studied per Semester. There are two Semesters a year.</p>																							

This programme is regulated by the Office for Students under the Quality Assurance Agency framework for UK Higher Education. Where studying may incur additional incidental or optional costs these are listed on the relevant course page on our website. Our Terms and Conditions, Admissions Policy (including baseline English language requirements) can be accessed via the University Studies website at

<https://www.universitystudies.wsc.ac.uk/policies>