COURSE SPECIFICATION

BA (Hons) Early Childhood Studies with Psychology

Academic Standards, Quality and Partnerships
Department of Student and Academic Administration

July 2021

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COURSE SPECIFICATION

Course Title	BA (Hons) Early Childhood Studies with Psychology
Final Award	BA
Exit Awards	BA (Hons)
Course Code / UCAS code (if applicable)	C2401S /X3C8
Mode of study	Full time
Mode of delivery	Campus
Normal length of course	3 years, 4 years with placement
Cohort(s) to which this course specification applies	from September 2019 intake onwards
Awarding Body	University of Portsmouth
Teaching Institution	University of Portsmouth
Faculty	Faculty of Humanities and Social Sciences
School/Department/Subject Group	School of Education and Sociology
School/Department/Subject Group webpage	http://www.port.ac.uk/school-of-education-and-childhood-studies/
Course webpage including entry criteria	https://www.port.ac.uk/study/courses/ba-hons-early-childhood-studies-with-psychology
Professional and/or Statutory Regulatory Body accreditations	None
Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	Level 4, 5, 6

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the Course and Module Catalogue for further information on the course structure and modules.

Educational aims of the course

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As part of the Early Childhood Studies with psychology pathway the aims are:

● To provide a framework allowing students to follow a flexible coherent programme of study across two subjects
● To enable students to study two subject areas and develop specialist interests and knowledge
● To provide an opportunity for students to create links between two different subject areas
● To provide students with the opportunity to develop key skills
● To provide students with the skills and knowledge required to maximise career and postgraduate study opportunities
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The Early Childhood Studies route of the Combined Honours Degree Programme:

● Explore the key skills and knowledge required for working with children, young people and families
● Understand key aspects of this applied social science discipline
● Apply appropriate techniques of analysis to the subject area
● Research topics and devise and sustain arguments related to the subject area
● Discuss current research and scholarship related to the subject area
● Discuss current limits of knowledge in the subject area
● Communicate information in a manner appropriate to the subject and intended audience
● Complete an extended piece of independent enquiry in the subject area
● Take responsibility for their own learning in a single honours degree programme
● Show initiative and be able to make and justify decisions
● Interrogate a variety of learning media to develop knowledge
● Be self-reflective

Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The Quality Assurance Agency for Higher Education (QAA) sets out a national framework of qualification levels, and the associated standards of achievement are found in their Framework for Higher Education Qualifications document.

The Course Learning Outcomes for this course are outlined in the tables below.

A. Knowledge and understanding of:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	A range of classical contemporary educational, psychological and sociological theories and concepts related to children and early childhood, including international contexts.	Lectures, seminars, group work, work placements, simulations	Essays, Group presentations, Online test, Article Review, Reflective commentary, Poster, Report
A2	Societal structures relating to the nature of the relationship between individuals, families and	Lectures, seminars, group work, work	Essays, Group presentations, Online test,

		placements, simulations	Article Review, Reflective commentary, Poster, Report
A3	Interdisciplinary approach to working with children and families within the context of main institutions of the UK welfare and education system including early years' settings.	Lectures, seminars, group work and simulations	Essays, Group presentations, Online test, Article Review, Reflective commentary
A4	Key legislation and social policy including that relating to education and its historical and contemporary impact on the young child.	Lectures, seminars, work placements, group work, simulations	Essays, Group presentations, Online test, Article Review, Reflective commentary, Poster
A5	The strengths and weaknesses of the range of research methods required for study and research relative to early childhood and the context of social psychological theory.	Lectures, seminars, group work, work placements, simulations	Essays, Group presentations, Online test, Article Review, Reflective commentary, Report

B. Cognitive (Intellectual or Thinking) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	Appreciate the complexity and diversity of social situations taking account of social psychological theory	Lectures, seminars, group work, simulations	Essays, Group presentations, Article Review, Reflective commentary, Report
B2	Gather, retrieve, analyse and synthesise information in order to make reasoned arguments	Lectures, seminars, group work	Essays, Group presentations, Article Review, Reflective commentary, Report, Research Proposal and Dissertation
B3	Understand the significance and limitations of theory and research	Lectures, seminars, group work	Essays, Group presentations, Article Review, Reflective commentary, Report, Research

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
			Proposal and Dissertation
B4	Reflect on own value system	Lectures, seminars, group work, simulations	Essays, Group presentations, Article Review, Reflective commentary, Research Proposal and Dissertation
B5	Accommodate new principles and understanding through critical thinking	Lectures, seminars, work placements, group work, simulations	Essays, Group presentations, Article Review, Reflective commentary, Report, Research Proposal and Dissertation

C. Practical (Professional or Subject) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	Contribute to and work within an inclusive environment that respects the values and interests of others whilst studying and working with children and their families	Lectures, seminars, group work, simulations	Essays, Group presentations, Article Review, Reflective commentary, Report, Research Proposal and Dissertation
C2	Analyse and interpret a range of theories and research in the area of early child development to include social psychological theories.	Lectures, seminars, group work	Essays, Group presentations, Article Review, Reflective commentary, Report, Research Proposal and Dissertation
C3	Construct an effective social research proposal(s)	Lectures, seminars, group work,	Research Proposal and Dissertation
C4	Plan for, assess and evaluate children's learning opportunities in the context of the EYFS.	Lectures, seminars, work placement, group work, simulations	Group presentations, Article Review, Reflective commentary, Report, Research

				Proposal and Dissertation
C5	Understand the need to work collaboratively and ethically to meet the needs of young children and families, promote the health, welfare and safety of children and be able to identify strategies to manage this effectively	Lectures, seminars, group work, work placements, simulations		Group presentations, Reflective commentary, Report,

D. Transferable (Graduate and Employability) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	Interpret a range of primary and secondary sources of data including numerical sources	Lectures, seminars, group work	Essays, Group presentations, Article Review, Reflective commentary, Report, Research Proposal and Dissertation
D2	Communicate and present in a variety of contexts and modes including the appropriate use of ICT	Lectures, seminars, group work, work placements, simulations	Essays, Group presentations, Article Review, Reflective commentary, Report, Research Proposal and Dissertation
D3	Work as a member of a team and demonstrate self reflective skills to consider the effectiveness of the team.	Lectures, seminars, group work, work placements, simulations	Essays, Group presentations, Article Review, Reflective commentary, Website, Report, Research Proposal and Dissertation
D4	Undertake independent study, demonstrate skills of time planning and management and take responsibility for own critical review using self-reflection as tool for future learning.	Lectures, seminars, group work, work placements, simulations	Essays, Group presentations, On-line test, Article Review, Reflective commentary, Website, Report,
D5	Use critical thinking to present a range of theoretical positions and a well-informed opinion in order to engage with problem solving activities	Lectures, seminars, group work, work	Essays, Group presentations, On-line test, Article Review,

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		placements, simulations	Reflective commentary, Website, Report, Research Proposal and Dissertation

Academic Regulations

The current University of Portsmouth Academic Regulations will apply to this course.

Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the MyPort student portal.

In addition to these University support services this course also provides;

- A personal tutor for each student throughout their studies;
- A Wellbeing and Diversity Co-ordinator;
- Learning Development Tutors;
- Buddy Mentors for first year students;
- Practice supervisors within the work placement
- A dissertation supervisor in their third year

Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our Policy for Listening to and Responding to the Student Voice where you can also find further information.

Reference Points

The course and outcomes have been developed taking account of:

- University of Portsmouth Curriculum Framework Specification
- University of Portsmouth Strategy
- University of Portsmouth Code of Practice for Work-based and Placement Learning
- Quality Assurance Agency UK Quality Code for Higher Education
- Quality Assurance Agency Qualification Characteristic Statements
- Quality Assurance Agency Subject Benchmark Statement for Early Childhood Studies (2014)
- Quality Assurance Agency Subject Benchmark Statement for Psychology (2016)
- Quality Assurance Agency Framework for Higher Education Qualifications
- Early Childhood Graduate Practitioner Competencies June 2018
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff

Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course

may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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Document details

Author	*Dr Gina Sherwood*
Date of production and version number	*27.07.2018 v1*
Date of update and version number	*Oct 2018 v2*
Minimum student registration numbers	