



**UNIVERSITY OF  
PORTSMOUTH**

## **COURSE SPECIFICATION**

***BA (Hons) Early Childhood Studies***

# COURSE SPECIFICATION

Course Title	BA (Hons) Early Childhood Studies BA (Hons) Early Childhood Studies with Foundation Year
Final Award	BA (Hons)
Exit Awards	BA, CertHE, DipHE
Course Code / UCAS code (if applicable)	U2143PYC / LX53 U3826PYC / LX54
Mode of study	Full time
Mode of delivery	Campus, Sandwich (Optional)
Normal length of course	3 years, 4 years with placement, 4 years with foundation year, 5 years with foundation year and placement
Cohort(s) to which this course specification applies	From September 2025 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, Languages and Linguistics
School/Department/Subject Group webpage	<a href="#">School of Education, Languages &amp; Linguistics   University of Portsmouth</a>
Course webpage including entry criteria	<a href="https://www.port.ac.uk/study/courses/ba-hons-early-childhood-studies">https://www.port.ac.uk/study/courses/ba-hons-early-childhood-studies</a>
Professional and/or Statutory Regulatory Body accreditations	None
<a href="#">Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level</a>	Level 3, 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

- With Foundation Year - To prepare students to an appropriate standard for entry into the course at Level 4.
- Explore the key skills and knowledge required for working with young children and families
- Understand key aspects of this applied social science
- 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
- Understand and apply principles of Education for Sustainable Development (QAA) and the Sustainable Development Goals (UN, 2015) to meet the QAA Benchmark standards.

## 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.

<b>A. Knowledge and understanding of:</b>			
<b>LO number</b>	<b>Learning outcome</b>	<b>Learning and Teaching methods</b>	<b>Assessment methods</b>
A1	A range of 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, Project Based Assessments, e-Portfolio
A2	Societal structures relating to the nature of the relationship between individuals, families and the wider community	Lectures, seminars, work placements, group work, simulations	Essays, Group presentations, Online test, Article Review, Reflective commentary, Poster, Project Based Assessments, e-Portfolio
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, work placements, simulations	Essays, Group presentations, Online test, Article Review, Reflective commentary, Report, Project Based Assessments, e-Portfolio
A4	Key legislation and social policy including that relating to education and its historical and contemporary impact on the young child. Including discussions around inclusive practice and education for sustainable development.	Lectures, seminars, group work	Essays, Group presentations, Online, Article Review, Report, Project Based Assessments, e-Portfolio
A5	The strengths and weaknesses of the range of research methods required for study and research relative to children and childhood	Lectures, seminars, group work	Essays, Group presentations, Article Review, Reflective commentary, Report, Research Proposal, Dissertation/ major project

<b>B. Cognitive (Intellectual or Thinking) skills, able to:</b>			
<b>LO number</b>	<b>Learning outcome</b>	<b>Learning and Teaching methods</b>	<b>Assessment methods</b>
B1	Appreciate the complexity and diversity of social situations and family partnerships	Lectures, seminars, group work, simulations	Project Based Assessments, e-Portfolio, 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	Project Based Assessments, e-Portfolio, Essays, Group presentations, Article Review, Reflective commentary, Report, Research Proposal and Dissertation/ major project
B3	Understand the significance and limitations of theory and research in contemporary contexts	Lectures, seminars, group work	Essays, Group presentations, Article Review, Reflective commentary, Report, Research Proposal and Dissertation/ major project
B4	Reflect on own value system and perspectives to promote inclusive practice and embrace diverse communities	Lectures, seminars, group work, simulations	Essays, Group presentations, Article Review, Reflective commentary, Research Proposal and Dissertation/ major project

<b>C. Practical (Professional or Subject) skills, able to:</b>			
<b>LO number</b>	<b>Learning outcome</b>	<b>Learning and Teaching methods</b>	<b>Assessment methods</b>
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, work placements	Project Based Assessments, e-Portfolio, Field Work, Essays, Group presentations, Article Review, Reflective commentary, Report, Research Proposal and Dissertation/ major project
C2	Analyse and interpret a range of theories and research in the area of early child development	Lectures, seminars, group work	Project Based Assessments, e-Portfolio, Essays, Group presentations, Article Review, Reflective commentary, Report, Research Proposal and Dissertation/ major project
C3	Construct effective social research proposal(s) that meets the needs of families, communities and ecological systems.	Lectures, seminars, group work	Project Based assessments, Research Proposal and Dissertation
C4	Plan for, assess and evaluate children's learning opportunities in the context of the EYFS and Education for Sustainable Development.	Lectures, seminars, work placement, group work, simulations	Group presentations, Article Review, Reflective commentary, Report, Research Proposal and Dissertation/ major project
C5	Understand the need to work collaboratively and ethically to meet the needs of all children and families, promote the health, welfare and safety of young children and be able to identify strategies to manage this effectively	Lectures, seminars, group work, work placements, simulations	Group presentations, Reflective commentary, Report, Essays, Article Review, Research

			Proposal and Dissertation/ major project
--	--	--	--

<b>D. Transferrable (Graduate and Employability) skills, able to:</b>			
<b>LO number</b>	<b>Learning outcome</b>	<b>Learning and Teaching methods</b>	<b>Assessment methods</b>
D1	Interpret a range of primary and secondary sources of data including numerical sources	Lectures, seminars, group work	Essays, Group presentations, Project-based assessment, Article Review, Reflective commentary, Report, Research Proposal and Dissertation/ major project
D2	Communicate and present in a variety of contexts and modes including the appropriate use of ICT and innovative forms of presentation including designing websites and videos.	Lectures, seminars, group work, work placements, simulations	Project Based Assessments, e-Portfolio, Essays, Group presentations, Article Review, Reflective commentary, Report, Research Proposal and Dissertation/ major project
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	Project Based Assessments, e-Portfolio, Showcases,
D4	Undertake independent study, demonstrate skills of time planning and management and take responsibility for own critical review using self-reflection as a tool for future learning.	Lectures, seminars, group work, work placements, simulations	Project Based Assessments, e-Portfolio, Group presentations, On-line test, Article Review, Reflective commentary, Report, Research Proposal and Dissertation/ major project
D5	Use critical thinking to present a range of theoretical positions and a well-informed opinion in order to engage with problem solving activities in the context of contemporary challenges and the implementation of the Sustainable Development Goals.	Lectures, seminars, group work, simulations	Project Based Assessments, e-Portfolio, , Article Review, Reflective commentary,

			Website, Report, Research Proposal and Dissertation/ major project
--	--	--	---

## Academic Regulations

The current University of Portsmouth [Academic Regulations: Examination & Assessment Regulations](#) will apply to this course. Approved course exemptions can be found [here](#)

## 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 Coordinator;
- Learning Development Tutors;
- Buddy Mentors for first year students;
- Practice supervisors within the work placement
- A dissertation supervisor or a major project civic partner 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 Vision](#)
- [Office for Students Conditions of Registration](#)
- [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 \(2022\)](#)
- [Quality Assurance Agency Framework for Higher Education Qualifications](#)
- [Early Childhood Graduate Practitioner Competencies \(2020\)](#)
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff

## Changes to your course/modules

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.

## Copyright

The contents of this Course Specification are the copyright of the University of Portsmouth and all rights are reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, such as electronic, mechanical, photocopied, recorded or otherwise, without the prior consent of the University of Portsmouth.

Document Details	
CSD Template date	<i>January 2025</i>
Author	<i>Alex Sabine</i>
Date of production and version number	<i>January 2025 v1</i>
Date of update and version number	
Minimum student registration numbers	