

BA (Hons) Early Childhood Studies

- [Exemptions](#)
- [Programme Overview](#)
- [Programme Aims](#)
- [Programme Intended Learning Outcomes \(ILOs\)](#)
- [Programme Content](#)
- [Assessment Methods](#)
- [Work Experience and Placement Opportunities](#)
- [Additional Costs Table](#)
- [Graduate Attributes](#)
- [Modifications](#)
- [Appendix 1: Programme Structure Diagram – BA \(Hons\) Early Childhood Studies](#)
- [Appendix 2: Map of Intended Learning Outcomes](#)
- [Appendix 3 : Map of Summative Assessment Tasks by Module](#)
- [Appendix 4: Module Descriptors](#)

Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	School of Education
Main campus	Newton Park
Other sites of delivery	n/a
Other Schools involved in delivery	n/a
Name of award(s)	Early Childhood Studies
Qualification (final award)	BA (Hons)
Intermediate awards available	CertHE, DipHE, BA
Routes available	Single
Professional Placement Year	Optional
Duration of award	3 years full-time or 4 years with Professional Placement Year 6 years part time
Modes of delivery offered	Campus-based
Regulatory Scheme[1]	Undergraduate Academic Framework
Exemptions from regulations/framework[2]	No
Professional, Statutory and Regulatory Body accreditation	DfE : Early Childhood Competencies at level 6 and level 3 full and relevant in child ratios (enabled through level 4, 5 and 6 core modules and assessed performance in an early childhood setting)
Date of most recent PSRB approval (month and year)	April 2013
Renewal of PSRB approval due (month and year)	Renewal by University periodic review schedule
UCAS code	X312
Route code (SITS)	ECSSIN
Relevant QAA Subject Benchmark Statements (including date of publication)	Subject Benchmark Statement Early Childhood Studies March 2022
Date of most recent approval	June 2020
Date specification last updated	January 2021

[1] This should also be read in conjunction with the University's Qualifications Framework

[2] See section on 'Exemptions'

Exemptions

There are no exemptions

Programme Overview

A Warm Welcome to Early Childhood Studies at Bath Spa University.

This course is designed to transform you into a professional early childhood educator – that could be as a practitioner, researcher, policy-maker or activist.

Early Childhood Studies at BSU takes a multi-disciplinary approach to explore the cross-cutting themes 'equality, diversity and inclusion', 'education for sustainable development' and 'employability and enterprise' Concepts such as 'play', 'development', 'democracy', 'ethics', 'social justice' and 'leadership' are all examined critically in core modules. At each level of study you will build your knowledge about babies, young children and childhood to develop an understanding of early childhood provision in both local and international contexts. There is also a good range of other modules that introduce you to the many facets of early childhood research and practice. Each module is led by a well-qualified academic who will introduce you to the significant developments in the field including, in many cases, their own cutting-edge research.

Each year you will have an Academic Advisor who will help you to reflect on your areas of strength and identify actions to progress in your academic studies. By the end of your course, you will have had a range of placements, careers guidance, and the opportunity to meet the national early childhood competencies demonstrating practice, skills and knowledge at level 6 and the 'full and relevant' criteria for early years educators. We also offer you international study visits to countries such as Denmark to broaden your understanding of early childhood. As an Early Childhood Studies graduate you will possess many skills that employers seek.

You can also take this programme as a 'sandwich' degree, which is studied over 4 years and includes a Professional Placement Year module, taken in the education sector. The placement year is usually undertaken after you have completed year two of your degree. During this time you will be able to utilise knowledge gained during your studies in a real work environment to gain 'hands on' experience. Following your placement year, you will return to University to complete your final year of study.

Programme Aims

1. To examine and question the aims, values and outcomes for early childhood in local and global contexts.
2. To explore the social, cultural, historical, political and economic contexts of early childhood.
3. To interrogate early childhood education processes, societal and organisational structures and their impact on babies and young children.
4. To understand the role, range and scope of early childhood research and enquiry and to undertake research and enquiry in the context of early childhood.
5. To develop knowledge and skills that enable progression to a range of employment or postgraduate study in early childhood contexts.
6. To challenge your understanding of your role in social and educational change through an understanding of global issues and debates.

Programme Intended Learning Outcomes (ILOs)

A Subject-Specific Skills and Knowledge

	Programme Intended Learning Outcomes (ILOs) (NB These will also be the Level 6 ILOS)	On Achieving Level 5	On Achieving Level 4
A1	Can systematically evaluate detailed knowledge of babies and young children and multiple childhoods nationally and globally from psychological, sociological, health, welfare, education, cultural, philosophical, legal, historical, political and economic perspectives.	Demonstrate critical understanding that acknowledges the significance and limitations of different theoretical perspectives on babies, young children and multiple childhoods, nationally and globally from psychological, sociological, health, welfare, education, cultural, philosophical, legal, historical, political and economic perspectives.	Knowledge of babies, young children and multiple childhoods nationally and globally from psychological, sociological, health, welfare, education, cultural, philosophical, legal, historical, political and economic perspectives, and ability to sustain a well-supported position on these issues.
A2	Can systematically evaluate detailed knowledge of multi-professional, inter-professional, multi-agency, inter-agency and multi-cultural working as a means of working to meet the diverse needs of babies and young children and their families.	Demonstrate critical understanding that acknowledges different perspectives, and knowledge of multi-professional, inter-professional, multi-agency, inter-agency and multi-cultural working as a means of working to meet the diverse needs of babies and young children and their families.	Knowledge of multi-professional, inter-professional, multi-agency, inter-agency and multi-cultural working as a means of working to meet the diverse needs of babies and young children and their families, and ability to sustain a well-supported position on these issues.
A3	Can systematically evaluate detailed knowledge of inter-professional, multi-agency and inter-agency as a means of working to meet the diverse needs of babies and young children and their families.	Demonstrate critical understanding that acknowledges different perspectives, and knowledge of inter-professional, multi-agency and inter-agency as a means of working to meet the diverse needs of babies and young children and their families.	Knowledge of inter-professional, multi-agency and inter-agency as a means of working to meet the diverse needs of babies and young children and their families, and ability to sustain a well-supported position on these issues.
A4	Can systematically evaluate detailed knowledge of policy, provision and pedagogical approaches in relation to babies and young children and their families in the UK and internationally.	Demonstrate critical understanding that acknowledges perspectives on policy, provision and pedagogical approaches in relation to babies and young children and their families in the UK and internationally.	Knowledge of policy, provision and pedagogical approaches in relation to babies and young children and their families in the UK and internationally, and ability to sustain a well-supported position on these issues.
A5	Can systematically evaluate detailed knowledge of issues in relation to rights, diversity, equity, social justice, sustainability and inclusion in relation to working with babies and young children and families.	Demonstrate critical understanding of issues in relation to rights, diversity, equity, social justice, sustainability and inclusion in relation to working with babies and young children and families.	Knowledge of issues in relation to rights, diversity, equity, social justice, sustainability and inclusion in relation to working with babies and young children and families, and ability to sustain a well-supported position on these issues.
A6	Can systematically evaluate detailed knowledge of the paradigms and main methods of enquiry in research relative to children and childhood and an ability to apply methods to their own research.	Demonstrate critical understanding of the paradigms and main methods of enquiry in research relative to children and childhood and an ability to apply methods to their own research.	Knowledge of the paradigms and main methods of enquiry in research particular to children and childhood, and an ability to apply methods to their own research.

B Cognitive and Intellectual Skills

	Programme Intended Learning Outcomes (ILOs) (NB These will also be the Level 6 ILOS)	On Achieving Level 5	On Achieving Level 4
B1	Skills such as systematic evaluation to understand the assumptions that underpin the paradigms situated within the field of childhood and education.	Skills such as critical analysis to locate a theoretical position within the wider field of childhood and education.	Skills to interpret relevant concepts grounded in literature and research in relation to childhood and education.
B2	Ability to identify and evaluate trustworthy sources to extend knowledge and understanding and to apply the concept to their own research.	Ability to identify and evaluate trustworthy sources to extend knowledge and understanding.	Ability to understand why some sources may be more trustworthy than others.
B3	Ability to apply systematically, reflexive ethical judgements when collecting and working with relevant data.	Ability to critical reflect on ethical behaviours when collecting and working with relevant data.	Ability to consider ethical issues around collecting and working with relevant data.

B4	Ability to create coherent, well-reasoned and persuasive arguments that are grounded in recognisable paradigms and present these using academic conventions.	Ability to create coherent, well-reasoned and persuasive arguments and present these using academic conventions.	Ability to use academic conventions to present arguments.
----	--	--	---

C Skills for Life and Work

	On achieving Level 6 you will be able to:	On achieving Level 5 you will be able to:	On achieving Level 4 you will be able to:
C1	Work Independently Exercise initiative, independence and personal responsibility to manage your own learning and time.	Work Independently Exercise independence and personal responsibility to manage your own learning and time.	Work Independently Manage your own learning and time.
C2	Work with Others Work collaboratively with others to achieve individual and common goals, solve problems creatively and build interpersonal relationships to flourish in a global workplace.	Work with Others Work collaboratively with others to achieve individual and common goals, solve problems creatively.	Work with Others Work collaboratively with others.
C3	Communicate with Impact Communicate clearly, effectively and impactfully with specialist and non-specialist audiences.	Communicate with Impact Communicate clearly and effectively with others.	Communicate with Impact Communicate accurately and reliably with others.
C4	Demonstrate Digital Fluency Use digital skills productively, critically and ethically to enhance creativity and communication.	Demonstrate Digital Fluency Use digital skills productively, critically and ethically.	Demonstrate Digital Fluency Use digital skills productively.

Programme Content

This programme comprises the following modules

Key:

Core = C

Required= R

Required* - R*

Optional = O

Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme

Early Childhood Studies				Status	
Level	Code	Title	Credits	Single	Joint
4	ECS4000-20	Introduction to Early Childhood Studies	20	C	
4	ECS4001-20	Children's Voices in Early Childhood	20	C	
4	ECS4002-20	Constructions of Early Childhood	20	C	
4	ECS4003-20	Research in Early Childhood	20	C	
4	ECS4006-20	Introduction to Practice in Early Childhood Settings	20	C	
4	ECS4007-20	Diversity and Inclusion in Early Childhood	20	C	
5	ECS5000-20	Care, Development and Learning in Early Childhood	20	C	
5	ECS5001-20	Professional Practice in an Early Childhood Setting	20	C	
5	ECS5002-20	Issues in Early Childhood	20	C	
5	ECS5003-20	Early Childhood Pedagogy	20	C	
5	EDU5100-20	Literacy Learning in a Multi Media World	20	O	
5	EDU5101-20	Supporting Learners with Additional Needs	20	O	
5	EDU5103-20	Environment and Education	20	O	
5	EDU5105-20	Youth in Society: Power, Politics and Participation	20	O	
5	PPY5100-120	Professional Placement Year	120	O	
6	ECS6000-20	Leadership and Teamwork in Early Childhood Settings	20	C	
6	ECS6010-20	Play and Playful Learning	20	C	
6	ECS6002-20	Early Childhood Dissertation: Part 1	20	C	
6	ECS6003-20	Early Childhood Dissertation: Part 2	20	C	
6	EDU6101-20	Learning in Mathematics	20	O	
6	EDU6104-20	Childhood, Reading and Children's Literature	20	O	

6	EDU6105-20	Health, Education and Wellbeing	20	O	
6	EDU6106-20	Young People, Identities and Subcultures	20	O	
6	EDU6107-20	Professional Practice: Supporting the Dyslexic Learning in the Classroom	20	O	
6	EDU6108-20	Learning in Science	20	O	
6	EDU6109-20	Culture, Creativity and Society: Perspectives in Art Education	20	O	
6	EDU6111-20	Identity, Philosophy and Education	20	O	
6	ECS6101-20	Symbolic Representations: Young Children Making Meaning	20	O	

BA (Hons) Early Childhood Studies Dual Award Bath Spa University (BSU)/Hunan University of Humanities, Science and Technologies (HUHST)

Early Childhood Studies				Status	
Level	Code	Title	Credits	Single	Joint
6	ECS6000-20	Leadership and Teamwork in Early Childhood Settings	20	C	
6	ECS6010-20	Play and Playful Learning	20	C	
6	ECS6002-20	Early Childhood Dissertation: Part 1	20	C	
6	ECS6003-20	Early Childhood Dissertation: Part 2	20	C	
6	ECS6104-20	Early Childhood Studies and Academic Skills	20	R	
6	EDU6101-20	Learning in Mathematics	20	O	
6	EDU6108-20	Learning in Science	20	O	
6	EDU6109-20	Culture, Creativity and Society: Perspectives in Art Education	20	O	
6	EDU6111-20	Identity, Philosophy and Education	20	O	
6	ECS6101-20	Symbolic Representations: Young Children Making Meaning	20	O	

Assessment Methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessments by appropriate formative exercises.

Please note: If you choose an optional module from outside this programme, you may be required to undertake a summative assessment task that does not appear in the assessment grid here in order to pass that module.

Work Experience and Placement Opportunities

At Level 4, the following work experience and placement opportunities are available to Early Childhood Studies students:

- On the core modules, ECS4006-20 *Introduction to Practice in Early Childhood Settings* and ECS4007-20 *Diversity and Inclusion in Early Childhood*, you will complete placements in early childhood settings and have the opportunity to work towards the level 6 early childhood graduate practitioner. You must have DBS clearance. You are expected to cover DBS clearance costs as well as travel to and from settings.

At Level 5, the following work experience and placement opportunities are available to Early Childhood Studies students:

- On the core module, ECS5001-20 *Professional Practice in an Early Childhood Setting*, you will complete a placement in an early childhood setting and have the opportunity to work towards the level 6 early childhood graduate practitioner. You must have DBS clearance. You are expected to cover DBS clearance costs as well as travel to and from settings.
- On the core module, ECS5003-20 *Early Childhood Pedagogy*, you will complete a placement in an early childhood setting and undertake an element of assessed performance in order to work towards being full and relevant in criteria. You will also have the opportunity to work towards the level 6 early childhood graduate practitioner. You must have DBS clearance. You are expected to cover DBS clearance costs as well as travel to and from settings.
- On the optional module, EDU5103-20 *Environment and Education*, you can undertake training for a Level 2 Outdoor Learning Practitioner certificate.

At Level 6, the following work experience and placement opportunities are available to Early Childhood Studies students:

- On the core module ECS6000-20 *Leadership and Teamwork in Early Childhood* you will have the opportunity to undertake a placement and work towards the level 6 early childhood graduate practitioner competencies.
- On the core module ECS6001-20 *Play and Playfulness* you will have the opportunity to undertake a placement and work towards the level 6 early childhood graduate practitioner competencies.
- On the optional module, EDU6107-20 *Professional Practice: Supporting the Dyslexic Learner*, you can complete a placement in working towards the Accredited Learning Support Assistant qualification.

Additional Costs Table

Module Code & Title	Type of Cost	Cost
EDU5103-20 Environment and Education	Professional and regulatory fees	For the optional additional accredited course: DBS certificate and Update Service subscription required (£30-40 + £13 per year); transport costs to attend placements; payment of accredited course fees, indicative amount approx. £200.
All modules with a school/child setting placement or visit will require a DBS certificate (approx cost £60). Travel costs to placements/visits will need to be covered.		

Graduate Attributes

Graduate Attribute	While at Bath Spa, I will develop my ability to:	This programme will help me to do this through:
Confidently Self-Aware	Reflect on and recognise my unique skills, strengths, and values and be able to apply and articulate them in a range of different contexts.	I will be able to adapt my self-awareness through practical learning opportunities in seminars and placement experiences. I will then be able to demonstrate this within my range of academic and placement assessments.
Emotionally Attuned	Be mindful of how my actions and emotions impact those around me so I can better navigate difficult situations and build effective interpersonal relationships.	I will be able to adapt my emotional literacy through practical learning opportunities in seminars and placement experiences. I will then be able to demonstrate this within my range of academic and placement assessments.
Inclusive Collaborator	Contribute independently to collaborative projects while working effectively with others, valuing diversity and respecting individual differences.	I will be able to build my equitable collaboration skills through the learning opportunities within module content and practice these within all my assessments.
Adaptable Innovator	Embrace challenges, taking risks where needed and applying individual and collective problem solving.	I will be able to build upon my skills to be adaptable and innovative during discussions and learning activities in seminars, placements, and in my assessments.
Critical Thinker	Keep an open mind, ask curious questions and think creatively to gain a deeper and broader understanding of global perspectives and the world around me.	I will be encouraged to have a value of global perspectives beyond that of a westernised, global north viewpoint. I will consider approaches with embrace decolonisation and demonstrate neoliberal perspectives in my critical discussions and explorations in sessions, and in my assignments.
Forward Thinker	Set goals, plan ahead and utilise resources to support my personal ambitions and achieve my own version of success.	I am encouraged to plan, organise and strategies my learning and academic progress in line with my progression throughout my undergraduate studies. I will identify skills needed for my career options and future employability.
Ethical Leader	Act with empathy, making decisions grounded in ethical principles while advocating for sustainability and positive social change.	I will be introduced to ethical practices, principals and dilemmas throughout the teaching of my programme I will be encouraged to advocate for children within practice and research which involves children and their families.
Responsible Self-Starter	Be accountable for my actions and decisions while demonstrating creativity, proactivity, and a focus on solutions.	I will be required to be an active learner throughout my time on this course. I am responsible for being autonomous within my learning activities and approaches to assessments
Compassionately Resilient	Respond to setbacks with a reflective and positive attitude, flexibility and a self-caring approach.	I will be encouraged to engage with feedback given to me academically and from placement in a reflective approach. I will strive to give and receive feedback in a positive and constructive manner.
Digitally Resourceful	Utilise and responsibly leverage existing and emerging technologies to solve problems and communicate.	I will have access to a range of digital media which will enable me to engage with my learning across a range of platforms. I can use a range of media and approaches within the submissions for some assessments.

Modifications

Module-level modifications

Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect
EDU5107-20	Evidence-based Education	Module deleted	IfE Learning and Teaching Committee, 3 April 2019	2019/20
ECS6000-20	Leadership and Teamwork in Early Childhood Settings	Change to outline syllabus and teaching and learning activities	IfE Learning and Teaching Committee, 3 April 2019	2019/20
ECS6100-20	International Perspectives on Early Childhood	Change to outline syllabus and teaching and learning activities	IfE Learning and Teaching Committee, 3 April 2019	2019/20
EDU5002-20	Education and International Development	Change to module description	IfE Learning and Teaching Committee, 3 April 2019	2019/20
EDU6105-20	Health, Education and Wellbeing	Change to module name	IfE Learning and Teaching Committee, 3 April 2019	2019/20
ECS4004-20	The Holistic Child	New module	Education SQMC Nov 2019	2020/21
ECS4005-20	Children's Participation	New module	Education SQMC Nov 2019	2020/21
ECS5004-20	Children's Health and Well-being	New module	Education SQMC Nov 2019	2020/21
ECS6102-20	Child, Family and Community	New module	Education SQMC Nov 2019	2020/21
ECS6103-20	Professional Identities	New module	Education SQMC Nov 2019	2020/21
EDU4100-20	Working with Young People in the Community	Delete module	Education SQMC Nov 2019	2020/21
ECS4003-20	Research in Early Childhood	Change in assessment	Education SQMC Nov 2019	2020/21

ECS6001-20	Play and Playfulness	Change in brief description and aims of module	Education SQMC Nov 2019	2020/21
EDU4101-20	Controversial Issues in Special and Inclusive Education	Deleted	Curriculum Committee (fixed Level 4 project) June 2020	2020/21
EDU4102-20	Philosophical Enquiry and Education	Deleted	Curriculum Committee (fixed Level 4 project) June 2020	2020/21
ECS4004-20	The Holistic Child	Module status change	Curriculum Committee (fixed Level 4 project) June 2020	2020/21
ECS4005-20	Children's Participation	Module status change	Curriculum Committee (fixed Level 4 project) June 2020	2020/21
EDU6100-20	The Team around the Child/Young Person	Change of semester	Approved by Chair's action on 2/12/2020	2021/22
ECS6002-20	Early Childhood Dissertation: Part 1	Change in assessment	Approved by Chair's action on 2/12/2020	2021/22
ECS5004-20	Children's Health and Wellbeing	Module deletion	Approved by Chair's Action on behalf of SQMC June 2021	2021/22
EDU5110-20	Childhood	Module deletion	Approved by Chair's Action on behalf of SQMC June 2021	2021/22
ECS6102-20	Child, Family and Community	Module deletion	Approved by Chair's Action on behalf of SQMC June 2021	2021/22
ECS6103-20	Professional Identities	Module deletion	Approved by Chair's Action on behalf of SQMC June 2021	2021/22
ECS4004-20	The Holistic Child	Module deletion	Approved by Chair's Action on behalf of SQMC Nov 2021	2022/23
ECS4005-20	Children's Participation	Module deletion	Approved by Chair's Action on behalf of SQMC Nov 2021	2022/23
ECS4007-20	Diversity and Inclusion in Early Childhood Settings	Module addition	Approved by Chair's Action on behalf of SQMC Nov 2021	2022/23
ECS4006-0	Introduction to Practice in Early Childhood Settings	Module addition	Approved by Chair's Action on behalf of SQMC Nov 2021	2022/23
ECS6001-20	Play and Playfulness	Change in assessment	Approved by SQMC March 2022	2022/23
ECS4003-20	Research in Early Childhood	Change in assessment	Approved by SQMC March 2022	2022/23
ECS6104-20	Early Childhood Studies and Academic Skills	Module addition	Approved by SQMC March 2022	2022/23
EDU5102-20	Critical Approaches to PMLD in Education	Module deletion	Approved by SQMC March 2022	2022/23
EDU6100-20	Building Bridges: the Team Around the Child/Young Person	Module deletion	Approved by SQMC March 2022	2022/23
EDU5002-20	Education and International Development	Module deletion	Approved by SQMC March 2022	2022/23
EDU6100-20	Building Bridges; The team around the young child/person	Module deletion	Approved by SQMC March 2022	2022/23
EDU6102-20	Creativity and digital technologies in education	Module deletion	Approved by SQMC March 2022	2022/23
EDU5106-20	Values, Philosophy and Education - Dialogicality in Action	Module deletion	Approved by SQMC March 2022	2022/23
ECS4006-20	Introduction to Practice in Early Childhood Settings	Changes to description and aims, and assessment.	Curriculum Approval Panel December 2024	September 2025
ECS4007-20	Diversity and Inclusion in Early Childhood	Changes to description and aims, Intended Learning Outcomes, and assessment.	Curriculum Approval Panel December 2024	September 2025
ECS4001-20	Children's Voices in Early Childhood	Changes to module co-ordinator, description and aims, outline syllabus, Intended Learning Outcomes, and assessments.	Curriculum Approval Panel December 2024	September 2025
ECS4003-20	Research in Early Childhood	Change to module co-ordinator.	Curriculum Approval Panel December 2024	September 2025
ECS5000-20	Care, Development and Learning in Early Childhood	Changes to Intended Learning Outcomes and assessments.	Curriculum Approval Panel December 2024	September 2025
ECS5001-20	Professional Practice in an Early Childhood Setting	Changes to description and aims, and outline syllabus.	Curriculum Approval Panel December 2024	September 2025
ECS5003-20	Early Childhood Pedagogue	Changes to description and aims, outline syllabus, Intended Learning Outcomes, and assessments.	Curriculum Approval Panel December 2024	September 2025
ECS6000-20	Leadership and Teamwork in Early Childhood Settings	Changes to outline syllabus and Intended Learning Outcomes.	Curriculum Approval Panel December 2024	September 2025
ECS6-20	Play and Playful Learning	Changes to module co-ordinator, Intended Learning Outcomes, and learning resources.	Curriculum Approval Panel December 2024	September 2025
ECS6101-20	Symbolic Representations - Young Children Making Meaning	Changes to teaching and learning activities, and Intended Learning Outcomes.	Curriculum Approval Panel December 2024	September 2025

--	--	--	--	--

Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect
ECS6001-20 Play and Playfulness renamed to ECS6010-20 Play and Playful Learning	Curriculum Approval Panel December 2024	September 2025

Attached as Appendices:

1. Programme Structure Diagram
2. Map of Module Outcomes to Level/Programme Outcomes
3. Assessment Map
4. Module Descriptors

Appendix 1: Programme Structure Diagram – BA (Hons) Early Childhood Studies

Single Honours	
Level 4	
Semester 1	Semester 2
Core Modules	
ECS4000-20 Introduction to Early Childhood Studies	ECS4001-20 Children's Voices in Early Childhood
ECS4002-20 Constructions of Early Childhood	ECS4003-20 Research in Early Childhood
ECS4006-20 Introduction to Practice in Early Childhood Settings	ECS4007-20 Diversity and Inclusion in Early Childhood
Level 5	
Core Modules	
ECS5001-20 Professional Practice in Early Childhood	ECS5000-20 Care, Development and Learning in Early Childhood
ECS5002-20 Issues in Early Childhood	ECS5003-20 Early Childhood Pedagogy
Optional Modules	
EDU5100-20 Literacy Learning in a Multimedia World	EDU5103-20 Environment and Education
EDU5101-20 Supporting Learners with Additional Needs	EDU5105-20 Youth in Society: Power, Politics and Participation
Optional Professional Placement Year 120 credits	
Level 6	
Core Modules	
ECS6000-20 Leadership and Teamwork in Early Childhood Settings	ECS6010-20 Play and Playful Learning
ECS6002-20 Early Childhood Dissertation: part 1	ECS6003-20 Early Childhood Dissertation: part 2
Optional Modules	
EDU6014-20 Childhood, Reading and Children's Literature	
EDU6106-20 Young People, Identities and Subcultures	
EDU6105-20 Health, Wellbeing and Education	
EDU6107-20 Professional Practice: Supporting the Dyslexic Learning in the Classroom	

BA (Hons) Early Childhood Studies Dual Award Bath Spa University (BSU)/Hunan University of Humanities, Science and Technologies (HUHST)

Single Honours	
Level 6	
Semester 1	Semester 2
Core Modules	
ECS6000-20 Leadership and Teamwork	ECS6001-20 Play and Playfulness
ECS6002-20 Early Childhood Dissertation: part 1	ECS6003-20 Early Childhood Dissertation: part 2
Required Modules	
ECS6104-20 Early Childhood Studies and Academic Skills	
Optional Modules	

Single Honours	
N/A	EDU6101-20 Learning in Mathematics ECS6101-20 Symbolic Representations: Young Children Making Meaning EDU6108-20 Learning in Science EDU6109-20 Culture, Creativity and Society: Perspectives in Arts Education EDU6111-20 Identity, Philosophy and Education
Rule Notes:	

Appendix 2: Map of Intended Learning Outcomes

Level	Module Code	Module Title	Status (C,R,R*,O) ^[4]	Intended Learning Outcomes															
				Subject-Specific Skills and Knowledge						Cognitive and Intellectual Skills				Skills for Life and Work					
				A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4		
4	ECS4000-20	Introduction to Early Childhood Studies	C	x			x				x					x			
4	ECS4001-20	Children's Voices in Early Childhood	C			x		x				x				x			
4	ECS4002-20	Constructions of Early Childhood	C		x									x			x		
4	ECS4003-20	Research in Early Childhood	C						x				x					x	
4	ECS4006-20	Introduction to Practice in Early Childhood Settings	C			x				x							x		
4	ECS4007-20	Diversity and Inclusion in Early Childhood	C					x				x				x			
5	ECS5000-20	Care, Development and Learning in Early Childhood	C	x						x	x							x	
5	ECS5001-20	Professional Practice in an Early Childhood Setting	C				x	x						x			x		
5	ECS5002-20	Issues in Early Childhood	C		x							x				x			
5	ECS5003-20	Early Childhood Pedagogue	C			x		x						x				x	
5	EDU5100-20	Literacy Learning in a Multi-Media World	O		x						x							x	
5	EDU5101-20	Supporting Learners with Additional Needs	O				x							x			x		
5	EDU5103-20	Environment and Education	O				x							x			x		
5	EDU5105-20	Youth in Society: Power, Politics and Participation	O	x							x							x	
5	PPY5100-120	Professional Placement Year	O													x	x	x	
6	ECS6000-20	Leadership and Teamwork in Early Childhood Settings	C			x		x						x			x		
6	ECS6010-20	Play and Playful Learning	C		x		x				x							x	
6	ECS6002-20	Early Childhood Dissertation: Part 1	C	x						x		x				x		x	
6	ECS6003-20	Early Childhood Dissertation: Part 2	C		x					x				x				x	
6	ECS6104-20	Early Childhood Studies and Academic Skills	R				x					x			x	x		x	
6	EDU6101-20	Learning in Mathematics	O				x					x					x		
6	EDU6104-20	Childhood, Reading and Children's Literature	O				x				x							x	
6	EDU6105-20	Health, Education and Wellbeing	O	x									x					x	
6	EDU6106-20	Young People, Identities and Subcultures	O	x										x			x		
6	EDU6107-20	Professional Practice: Supporting the Dyslexic Learning in the Classroom	O				x				x					x			

6	EDU6108-20	Learning in Science	O					x						x		x		
6	EDU6109-20	Culture, Creativity and Society: Perspectives in Art Education	O					x					x		x			
6	EDU6111-20	Identity, Philosophy and Education	O	x	x						x						x	
6	ECS6101-20	Symbolic Representations: Young Children Making Meaning	O		x					x				x			x	

^[4] C = Core; R = Required (i.e. required for this route); R* = Required*; O = Optional

Appendix 3 : Map of Summative Assessment Tasks by Module

Level	Module Code	Module Title	Status (C,R,R*,O) [5]	Assessment Method												
				Coursework					Practical Project			Written Examination				
				Dissertation	Essay	Journal	Portfolio	Report	Practical Project	Practical skills	Presentation	Written Examination	In-class test (seen)	In-class test (unseen)		
4	ECS4000-20	Introduction to Early Childhood Studies	C				1x				1x					
4	ECS4001-20	Children's Voices in Early Childhood	C					1x	1x							
4	ECS4002-20	Constructions of Early Childhood	C		1x						1x					
4	ECS4003-20	Research in Early Childhood	C					1x			1x					
4	ECS4006-20	Introduction to Practice in Early Childhood Settings	C		1x				1x							
4	ECS4007-20	Diversity and Inclusion in Early Childhood	C					1x			1x					
5	ECS5000-20	Care, Development and Learning in Early Childhood	C		1x			1x								
5	ECS5001-20	Professional Practice in an Early Childhood Setting	C				1x									
5	ECS5002-20	Issues in Early Childhood	C		1x			1x								
5	ECS5003-20	Early Childhood Pedagogue	C				1x			1x						
5	EDU5002-20	Education and International Development	O		1x						1x					
5	EDU5100-20	Literacy Learning in a Multi-Media World	O					1x	1x							
5	EDU5101-20	Supporting Learners with Additional Needs	O		1x						1x					
5	EDU5103-20	Environment and Education	O				1x				1x					
5	EDU5105-20	Youth in Society: Power, Politics and Participation	O						1x		1x					
5	PPY5100-120	Professional Placement Year	O			1x	1x									
6	ECS6000-20	Leadership and Teamwork in Early Childhood Settings	C		1x						1x					
6	ECS6010-20	Play and Playful Learning	C				1x			1x						
6	ECS6002-20	Early Childhood Dissertation: Part 1	C	1x	1x						1x					
6	ECS6003-20	Early Childhood Dissertation: Part 2	C		1x											

6	ECS6104-20	Early Childhood Studies and Academic Skills	R					1x		1x				
6	EDU6101-20	Learning in Mathematics	O		1x	1x								
6	EDU6102-20	Creativity and Digital Technologies in Education	O					1x	1x	1x				
6	EDU6104-20	Childhood, Reading and Children's Literature	O		1x		1x							
6	EDU6105-20	Health, Education and Wellbeing	O					1x				1x		
6	EDU6106-20	Young People, Identities and Subcultures	O						1x			1x		
6	EDU6107-20	Professional Practice: Supporting the Dyslexic Learning in the Classroom	O		1x							1x		
6	EDU6108-20	Learning in Science	O		1x							1x		
6	EDU6109-20	Culture, Creativity and Society: Perspectives in Art Education	O						1x			1x		
6	EDU6111-20	Identity, Philosophy and Education	O		1x			1x						
6	ECS6101-20	Symbolic representations: Young Children Making Meaning	O		1x			1x						

[5] C = Core; R = Required; R* = Required*; O = Optional