UNIVERSITY OF WOLVERHAMPTON

Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Education and Psychology		
Course Code(s):	CF022H01UW CF022H31UW	Full-time Part-time	3 Years 6 Years
UCAS Code:	L591		
Course Title:	BA (Hons) Early Childhood Studies		
Hierarchy of Awards:	Bachelor of Arts with Honours Early Childhood Studies Bachelor of Arts Early Childhood Studies Diploma of Higher Education Early Childhood Studies Certificate of Higher Education Early Childhood Studies		
Language of Study:	English		
Date of first cohort:	14/Sep/2026		
Specification valid from:	2025/6		

Academic Staff

Course Leader:	Dawn Jones
Head of Department:	Mrs Faye Stanley

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Standard Provision (Not delivered in partnership)
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

Distinctive Features of the Course:

The Early Childhood Studies course is about the growth and development of babies, young children and their families through collaborative learning and reflection. We do not just teach theory; you will engage with diverse perspectives that consider how early childhood works in practice and how it can make a difference when working with babies, young children and their families. You will have the freedom to shape your learning around your own interests and future goals, so your experience is personal to you. Therefore, supporting you to apply knowledge in real-world contexts and prepare you for diverse roles in early years and educational contexts.

The delivery of your teaching is interactive, blending seminars, workshops, and research-based learning with digital tools to support collaboration and accessibility. You will benefit from high quality teaching by lecturers and engage with current debates and diverse perspectives and policy developments about early childhood.

Your teaching team brings a wealth of research expertise and practical experience in education, which means you will learn from people who understand both the theory and the reality of educational practice. They will help you make clear connections between what you study in class and what happens in real-world contexts, whether that is through case studies, examples from their own work, or guidance on applying concepts to your own experiences. This approach ensures that your learning feels relevant and prepares you to confidently use your knowledge in future roles within a wide range of early years and educational sector roles.

From the moment you join the course, you will have access to a wide range of support to help you succeed. Your personal tutor will be your first point of contact for academic advice and wellbeing, and you can book regular check-ins whenever you need them. You will also have access to specialist services for study skills, careers guidance, and mental health support. Whether you need help with assignments, planning your future, or just someone to talk to, we make sure you have the support you need. Our goal is to help you feel confident, supported, becoming an engaged, curious independent learner ready to achieve your best.

You will gain and apply your knowledge through real-world experience by undertaking placements in nursery or school settings, amongst early help teams, children and family support, social work, primary teaching, play therapy and work with charities to promote the safeguarding and child protection of children’s and families gaining professional adaptable, and reflexive insight. You will also have guest lectures from early childhood experts, and you will gain awareness of different professional roles through our employability events.

Educational Aims of the Course:

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2025/6	H	Full Time / Sandwich	£9535.00
2025/6	Overseas	Full Time / Sandwich	£15995.00
2025/6	H	Part Time	£4768.00
2026/7	H	Full Time / Sandwich	£9790.00
2026/7	Overseas	Full Time / Sandwich	£17600.00
2026/7	H	Part Time	£4895.00

PSRB:

None

Course Structure:

September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 90 credits in each academic calendar year.

Module	Title	Credits	Period	Type
4CF017	Safeguarding and Multi-Agency Perspectives	30	SEM1	Core
4CF022	Succeeding at University	30	SEM1	Core
4CF019	Play-Centred Pedagogy: Theory, Practice, and Professional Reflection	30	SEM2	Core
4CF018	Shaping Childhood: Social Worlds and Inner Lives	30	SEM2	Core

September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 90 credits in each academic calendar year.

Module	Title	Credits	Period	Type
5CF020	Developing Healthy Childhoods: Professionalism and Community Engagement in the Early Years	30	SEM1	Core
5CF021	Children's learning journeys: theory practice and professionalism	30	SEM1	Core
5ED018	Becoming a Researcher	30	SEM2	Core
5CF019	Exploring Professional Identity through Practice-based Inquiry	30	SEM2	Core

September (Full-time)

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Part time students study alongside full time students. However, they do not study more than 90 credits in each academic calendar year.

Module	Title	Credits	Period	Type
6CF025	Curriculum innovation, creativity theory and values in early childhood	30	SEM1	Core
Option Group 02 | Min Value: 30 | Max Value: 30				
6CF023	Worlds of Childhood: Exploring Global Views and Practices	30	SEM1	Core/Option
6CF028	Learning Beyond Walls: Pedagogy in the Outdoor Environment	30	SEM1	Core/Option
6CF026	Leading for Quality: Values, Theory and Practice in Early Childhood	30	SEM2	Core
Option Group 02 | Min Value: 30 | Max Value: 30				
6ED024	Dissertation	30	SEM2	Core/Option
6CF024	Eco-Pedagogy in the Early Years and Sustainable Practice	30	SEM2	Core/Option

Graham Jones

Dawn Jones

Aarron Armstrong-Craddock

Dawn Jones

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Regulations Exemption:

4.6 - Exemption in accordance with the standards required for Early Years Teacher Status (granted by

the Children's Workforce Development Council). Compensation will not be permitted for the following core module (repeats will be allowed);

4CF017 Safeguarding and Promoting Well-Being

Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

Equality Act 2010: guidance - GOV.UK

Apprenticeship Standard

https://www.ecsdn.org/graduate-practitioner-compencies

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
CERTHE01 Demonstrate knowledge of the underlying concepts, theories and principles associated with your area(s) of study. (Knowing)	
CERTHE02 Evaluate, interpret and apply data, to develop ideas and discussion in your subject(s) of study. (Knowing)	
CERTHE03 Use different approaches to solving problems related to your area(s) of study (Doing)	
CERTHE04 Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments (Doing)	
CERTHE05 Identify and undertake further training and develop new skills to support your learning (Being)	
CERTHE06 Identify personal qualities and transferable skills necessary for further study and/or employment (Being)	
DIPHE01 Demonstrate knowledge and application of the concepts and principles of your area(s) of study. (Knowing)	
DIPHE02 Demonstrate the application of those principles in an employability and/or professional practice context. (Knowing)	
DIPHE03 Identify and use methods of enquiry in the subject(s) and evaluate the appropriateness of different approaches to solving problems in study. (Doing)	
DIPHE04 Use a range of new and established techniques to explore and critique data and sources of information, to solve problems within your subject (Doing)	

Learning Outcomes	Modules
DIPHE05 Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences. (Being)	
DIPHE06 Show personal responsibility and decision-making to developing existing skills and acquire new competences that will enable you to reach your employability goals. (Being)	
BHONSN01 Demonstrate informed knowledge and awareness of different pedagogical approaches, locally, nationally and globally when working with babies, young children, families, communities and other professionals. (Knowing)	
BHONSN02 Appraise a range of philosophical, historical, psychological, educational sociological, health perspectives, nationally and globally, considering how these underpin different understanding of babies, young children and childhood. (Knowing)	
BHONSN03 Critically and ethically engage in the use of digital technology appropriately in a range of contexts and reflect on your experiences. (Doing)	
BHONSN04 Design and conduct ethical research, involving a variety of methods of data collection, relating to early childhood. (Doing)	
BHONSN05 Critically apply skills of observation that recognise agency, give voice to and, where appropriate, act as an advocate for babies, young children, families and communities (Being)	
BHONSN06 Reflect on the importance of the natural environment and sustainability to support the growth, health and development, knowledge and understanding of all babies, young children and their families. (Being)	
BHONS01 Demonstrate informed knowledge and awareness of different pedagogical approaches, locally, nationally and globally when working with babies, young children, families, communities and other professionals. (Knowing)	
BHONS02 Appraise a range of philosophical, historical, psychological, educational sociological, health perspectives, nationally and globally, considering how these underpin different understanding of babies, young children and childhood. (Knowing)	
BHONS03 Critically and ethically engage in the use of digital technology appropriately in a range of contexts and reflect on your experiences. (Doing)	
BHONS04 Design and conduct ethical research, involving a variety of methods of data collection, relating to early childhood. (Doing)	
BHONS05 Critically apply skills of observation that recognise agency, give voice to and, where appropriate, act as an advocate for babies, young children, families and communities (Being)	

Learning Outcomes	Modules
BHONS06 Reflect on the importance of the natural environment and sustainability to support the growth, health and development, knowledge and understanding of all babies, young children and their families. (Being)	

Teaching, Learning & Assessment Strategy/(Learning and Teaching):

The course is thoughtfully structured to build your confidence by introducing foundational concepts early on, using scaffolded learning that gradually progresses to more complex ideas and skills. Your learning will progress through a carefully sequenced curriculum that introduces core concepts and skills in manageable stages, allowing you to strengthen your academic and technical skills before tackling more advanced material. Regular opportunities for reflection and feedback will help you to consolidate learning and prepare for more advanced content. As you progress, you will encounter increasingly complex ideas and tasks, with support gradually reduced to encourage independence. This approach is reinforced through blended learning, where online resources, such as tutorials, quizzes, and discussion boards complement in-person sessions, enabling you to revisit key concepts at your own pace.

In-person and online activities are designed to complement each other, offering flexible and inclusive learning experiences through blended delivery—such as interactive seminars, digital forums, and multimedia resources that cater to different learning needs. You will be supported in developing confidence with both academic and digital fluency through embedded workshops, guided tasks, and access to tailored resources that prepare you for group work, research, and independent study. Professional and practice-based elements, including placements, and work-based learning, are integrated with academic content to ensure you can apply theory in real-world contexts, enhancing employability and reflective practice. The course also promotes digital fluency by embedding the ethical use of digital tools, AI, and data into learning activities, encouraging you to critically engage with technology as part of your academic and professional development.

Assessment Methods/Assessments:

There are a range of assessments designed to support your learning journey while helping you strengthen your critical thinking, analysis and reflective practice and progress. Assessment across the course is carefully designed to support learning through a balanced mix of formats—such as essays, presentations, portfolios, and practical tasks—ensuring a manageable workload and varied opportunities for you to demonstrate application of your knowledge. Formative tasks, and peer or tutor feedback are embedded to help you practise key skills and refine your work before final assessments. Formative tasks play a crucial role in supporting your learning by providing opportunities to practise, through collaborative learning, supporting emotional intelligence, resilience and self-awareness. Through engaging with formative work, you can strengthen academic skills, clarify expectations, and build resilience in tackling more complex challenges. Importantly, formative assessments create a low-pressure environment where your learning is prioritised over grading, encouraging you to become an engaged, curious learner committed to experimentation, critical thinking, and continuous progress throughout the course.

Your assessments are structured to develop intellectual capabilities like critical thinking, problem-solving, and evidence-based argument, often through research-based tasks and real-world scenarios. Inclusivity is a core principle in your course, with clear guidance, accessible formats, and support for different learning needs ensuring you can engage meaningfully. You are also encouraged to personalise your assessment experience by choosing topics or formats that align with your interests or career goals, and many assessments reflect professional practices, such as reflective reports and this helps support your academic learning with your future employment.

Further Information for Student:

The BA (Hons) Early Childhood Studies is designed to help you to develop the skills, knowledge and confidence to succeed in your studies with the University of Wolverhampton at degree level. The curriculum in Early Childhood Studies will be relatable to you through our inclusive approaches to your teaching and learning experience. We value and promote your individual engagement, progression and

success as all of our staff will recognise and celebrate your unique learning needs. We will support your transition in university as your modules will develop skills appropriate to studying at university such as finding and using information, working collaboratively with others, gain confidence in using digital tools and platforms, Strengthening your critical thinking and analysis through challenging and debating ideas as you develop greater confidence in your academic voice. Your first module “Succeeding at University” will develop your academic skills through the lens of exploring contemporary educational issues, supporting you in developing the skills you will need to succeed in your studies. We place an emphasis on support not only in your first year but across your degree, to ensure you have the best chance of success.

You will also be introduced to your personal tutor, who will act as a key point of contact throughout your studies, providing both pastoral and academic support. Your tutor will help you navigate university systems, offer guidance on managing workload, and support your personal wellbeing. They will also assist with academic development by discussing feedback, helping you set goals, and signposting additional resources when needed. Regular meetings ensure that any challenges are addressed promptly, and your progress is monitored in a supportive and proactive way. This relationship is designed to foster a sense of belonging, build emotional intelligence and self-awareness and ensure that you have consistent, personalised support throughout your learning journey.

Formative assessments are embedded in all of your modules, but in your early modules, informal assessments provide you with opportunities to practice and strengthen your academic and technical skills. These assessments are accompanied by timely, constructive feedback that not only highlights strengths but also identifies areas for improvement, enabling you to build resilience, confidence and competence as you progress. Feedback is intentionally designed to be actionable and supportive, allowing you to apply what you have learned when completing your final graded assessments. We aim to ensure your assessment feedback is developmental, fostering continuous learning and reflection throughout your course.

As you progress through your studies, you will be supported to make a smooth transition into practice-based learning. Before starting placement, you will take part in activities designed to help you feel prepared and confident about entering a new setting. During your time in practice, regular check-ins and clear communication channels ensure you feel supported and able to discuss any challenges that arise. After each placement experience, structured reflection helps you make sense of what you have learned and understand how it connects to your academic work.

We are committed to hearing the voices of our students and your feedback plays an important role in shaping your course experience by providing insights into what is working well for you and where improvements are needed. We regularly gather feedback through early module evaluation, end of module evaluations and surveys, student forums through a collaborative approach. This allows us to identify any challenges for you and adapt teaching strategies, resources, and support. This ensures that your course remains responsive to your learning needs, whether by clarifying content, or enhancing accessibility and engagement. This fosters a learning environment that is inclusive through engaging in collaborative dialogue and reflection, supporting you throughout your academic journey.

The University provides a wide range of academic and pastoral support to help students succeed in their studies and personal development. This includes access to the Library and Skills for Learning service, student success coaching for students in early stages, and tailored advice from the Careers and Enterprise teams. Students also benefit from 24/7 wellbeing support through WLV Student Life Connect, pastoral care via the Multi-faith Chaplaincy, and assistance from the Mental Health and Wellbeing team. Those living in university accommodation have additional access to Residential Life support, and all students can engage with the Students’ Union for advocacy, societies, and further peer-led services.

Currency:

The course is designed with flexibility and relevance in mind, allowing the breadth of content to be regularly updated to reflect current diverse perspectives and research, emerging theories, and contemporary issues within childhood, family and education. You will engage with educational research through your use of academic literature, problem solving tasks, and opportunities to explore work conducted by University of Wolverhampton staff, fostering a strong foundation in research literacy and critical thinking. The curriculum encourages you to think creatively and critically about real-world challenges, including sustainability, enterprise, and social responsibility, through applied projects and problem-solving activities. The University’s Graduate Attributes, Global Citizen, Knowledgeable, Professional, and Digitally Fluent are embedded throughout the course, guiding your development as an

adaptable, future-ready ambitious graduate. Interdisciplinary collaboration is promoted through cross-module themes and group work, while lifelong learning is supported by reflective practice, digital skill development, and opportunities to explore different professional contexts, helping you to prepare for the complexities of your future career. Academic content is regularly updated to reflect current research and emerging theories, helping you become a knowledgeable and critically engaged thinker. These attributes are reinforced through assessments, group work, and reflective practice, empowering you to adapt, innovate, and thrive in a rapidly changing world.

Personalisation Opportunities:

Early Childhood Studies provide an academic study of formal and informal contexts of childhood as well as a framework for understanding some aspects of the influences and diverse perspectives that impact upon child development. You will gain a broad and balanced knowledge and understanding of the principal features of Early Childhood Studies and engage with diverse perspectives concerning the aims, values and nurturing to support the growth, health and development, of all babies, young children and their families. You will continuously strengthen your academic voice by exploring issues around recognising agency, inclusive practice and, where appropriate, act as an advocate for babies, young children, families and communities.

Early Childhood Studies aims to promote your academic voice and emotional intelligence in relation to being an ethical practitioner and how nationally and globally, a wide range of perspectives underpin different understanding of babies, young children and childhood. You will actively engage in investigating the philosophical, historical, psychological, educational sociological, health perspectives and how these are applied in a range of real-world contexts. In addition, this programme will offer a focus on babies, young children and childhood, including the importance of diverse perspectives such as the natural environment and sustainability to support their growth and development. You will develop personal and professional attributes to become an ethical, respectful, and a reflexive worker able to sensitively engage with babies and young children to encourage them to shape their own lives, often within constrained circumstances.

The course is designed with flexibility in assessments enabling you to tailor your learning to areas that are linked to your personal interests and career aspirations. For example, you can select essay topics, case studies, or research projects that draw on your own experiences or focus on issues that you are passionate about, therefore supporting you to become an engaged curious learner, through the role of play, the early years curricula or heathy eating in the early years. Modules that focus on up-to-date issues in early childhood and independent study opportunities further allow you to pursue specialist areas, ensuring that learning feels relevant, and engages you to be curious and engaged to your own individual goals.

Employability in the Curriculum/Employability and Professional Development:

The course actively supports you in exploring and preparing for diverse career pathways through integrated opportunities such as placements, and industry-linked assessment and projects that connect academic learning with real-world practice. You are guided to build a professional identity through reflective tasks, career-focused modules, and engagement with employers and practitioners. Throughout you will explore resilience, and the importance of adaptability. Professional standards and employer expectations and requirements are embedded into the curriculum, ensuring you understand and meet sector-specific benchmarks. Employability skills are developed through workshops, mock interviews, CV writing sessions, and networking events, alongside regular feedback and opportunities for self-assessment. You will receive academic and career guidance to make informed choices about modules or specialisms that align with your aspirations, helping you shape a clear and ambitious path toward your future professional goals.

In your second year of study, you will be supported to undertake a placement module to develop your skills for future employment. You will be thoroughly prepared through -placement workshops, and guidance on professional expectations. During the placement, support for you is maintained through regular check-ins, and clear communication channels to address any challenges promptly. After the experience, structured reflection activities through reflective journals, and action planning helps you to evaluate your learning, connect theory to practice, and identify areas for future growth. This approach ensures that your placement experiences are meaningful, well-supported, and integrated into your overall learning journey. Whilst studying the BA (Hons) Early Childhood Studies degree, you will also have the unique opportunity to gain a full and relevant Early Years Educator qualification and

successfully achieve the Early Childhood Graduate Practitioner Competencies (ECSDN). A minimum of 80 days/480 hours should be completed. You will attend a placement for a minimum of one day per week, with a different age range at each level of study. Your placement experience will support you to consolidate knowledge from your modules and apply this knowledge in real-world contexts in a range of settings which will contribute to your decision on the career route you will pursue. Throughout your time in practice, you will begin to understand and build your resilience, adaptability and ambition through contextualising the early childhood graduate competencies. Therefore, supporting the promotion of professionalism and expectations within the early childhood sector.