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):	CF025M31LF	Part-time	18 Months
Course Title:	BA (Hons) Early Childhood Studies (top-up) at London Early Years Foundation		
Hierarchy of Awards:			
Language of Study:	English		
Date of first cohort:	11/Jan/2027		
Specification valid from:	2025/6		

Academic Staff

Course Leader:	Dawn Jones
Head of Department:	

Course Information

Location of Delivery:	London Early Years Foundation
Category of Partnership:	Franchised/Supported Delivery
Teaching Institution:	London Early Years Foundation
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

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Typical entry requirement:

For Direct entry to Level 6 you need to have achieved a Foundation Degree; BTEC HND or 240 credits at Level 4 and 5 in a subject related area.

Other requirements:

Successfully shortlisted applicants may be invited to attend an interview at London Early Years Foundation.

Entry to this course requires a Disclosure and Barring Service (DBS) check, which will be undertaken through London Early Year Foundation.

Distinctive Features of the Course:

The BA (Hons) Early Childhood Studies at Level 6 is designed to help you to develop the skills, knowledge and confidence to succeed in your studies with the University of Wolverhampton and London Early Years Foundation at degree level. We value and promote your individual engagement, progression and success as all of our staff will recognise and celebrate your unique learning needs. The curriculum in Early Childhood Studies at Level 6 will be relatable to you through our inclusive approaches to your teaching and learning experience.

The course at Level 6 offers a unique blend of theories and practices in relation to Early Childhood and Early Childhood Services. We recognise that you will have a unique learning journey and we will maximise your potential through optional assessment choices such as a dissertation, interview, written assessments, reports and written plans.

Your teaching staff at London Early Years Foundation and the University are active researchers and these interests contribute to high-quality teaching, curriculum development and innovation which underpin the teaching and learning that you will experience. You will benefit from the latest research in the areas of Early Childhood such as ‘mental health and resilience’, ‘early year’s professionalism’, ‘men in childcare’ and ‘pedagogy of play.’ Your teaching team has a range of expertise and practice in Early Childhood which will help you to make the link between your learning on the course and your experiences and practice.

This course is taught part-time so you are able to study more flexibly, and you have the opportunity to relate work-related experiences or voluntary placements to your learning on the course.

Intakes:

January

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
2026/7	H	Part Time	£5012.00

PSRB:

None

Course Structure:

January (Part-time)

Module	Title	Credits	Period	Type
6CF026	Leading for Quality: Values, Theory and Practice in Early Childhood	30	SEM2	Core
6CF022	Leadership for Sustainability	20	SEM2	Core

January (Part-time)

Module	Title	Credits	Period	Type
6CF025	Curriculum innovation, creativity theory and values in early childhood	30	SEM1	Core

January (Part-time)

Module	Title	Credits	Period	Type
6ED024	Dissertation	30	SEM2	Core

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:

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
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)	
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 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 within your job role.

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.

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.

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 you succeed in your studies and personal development. Learning resources and support will also be available at London Early Years Foundation

Currency:

The course is designed with flexibility and relevance in mind, allowing the breadth of content to be regularly updated to reflect current 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 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.

Employability in the Curriculum/Employability and Professional Development:

The course actively supports you in exploring and preparing for diverse career pathways through integrated opportunities and work-based assessment and projects that connect academic learning with your real-world practice. You are guided to develop your 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, and ambitions, helping you shape a clear and ambitious path toward your future professional goals.

