

**City College Norwich
Higher Education: Programme Summary Specification**

This Summary Programme Specification sets out the essential features and characteristics of the BA (Hons) Childhood Studies (Top-Up) course.

Course Title	Childhood Studies (Top-Up)
Awarding Body	University of East Anglia
Level of Award	Level 6
Professional, Statutory and Regulatory Bodies Recognition	
Credit Structure	120 credits at Level 6: 120 credits in total
Mode of Attendance	Full-Time
Standard Length of Course	1 Year
Intended Award	BA (Hons): Bachelor of Arts
Fall-back Awards	None
Entry Requirements	<p>Most applicants will progress from the Foundation Degree in Early Years. For students from other courses there will be mapping of the modules to ensure that there is a close match.</p> <p>Applications from students whose first language is not English are welcome. For International students we require evidence of proficiency in English (including writing, speaking, listening and reading), the required minimum is: IELTS Academic (SELT) 6.0 overall (minimum 5.5 in all components). Please contact the Advice shop for advice and guidance. International candidates are also actively encouraged to access the International Students webpage</p>
Delivering Institution(s)	City College Norwich
UCAS Code	X310



Course Summary

This programme will suit people who are looking for a career in, or are already working, with children and young people. Many of the students who take this programme are working in nurseries, schools or special needs schools, for example as learning support assistants or working with children and young people in other fields, various roles in Children's Services or in voluntary organisations/charities.

This course enhances practice and facilitates professional progression through the acquisition of transferable skills, such as reflecting in and on practice, working collaboratively and effectively as a team member, and conducting research using appropriate tools and methodology. Study of this programme will enable you to analyse ethical and professional conflicts that arise in practice and to develop the ability to communicate knowledge and ideas in your own existing or prospective settings. There is also a focus on how to support children and young people with Additional Needs and Disabilities, and another module helps to develop creativity which is an essential area to develop when working with children. The programme is taught through group work, tutorials, lectures, seminars, practical based research, exams and guided independent study.

Course Aims

Course Learning Outcomes

Course Design

The design of this course has been guided by the following QAA (Quality Assurance Agency) Benchmark and Professional Standards:

QAA Framework for HE Qualifications of UK Degree-Awarding Bodies (publication date 3 November 2014).

UK Quality Code for Higher Education:

Childhood and Early Years QAA framework

e.g. <https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-early-childhood-studies.pdf>

Course Structure

This course comprises of modules at level 6.

Students on the programme are required to be self-reflective and as such modules at level 6 promote reflective practice, analysis of self and others performance and planning of self-development. By Level 6 students are expected to have reached a high level of autonomy

regarding their studies, the dissertation challenges them academically but also requires thorough research, planning and sustained enquiry.

Module Specifications for each of these modules will be made available to students on-line at the beginning of each academic year.

Modules

Level 6 Modules		
Module Title	Credit Value	Module Summary (including associated assessments)
Childhood Dissertation	40	<p>This module is intended to allow participants to research, on an individual basis, some agreed aspect that impacts on the area of childhood or to explore some 40 Page 1 of 8 City College Norwich in-depth theoretical aspects of childhood. This research can be in the form of a practical or theoretic exercise. The dissertation will provide the opportunity to reflect on work previously undertaken on the modules of the degree, whether this is in the form of classroom or individual learning. The module is designed to assess the student's ability to synthesise knowledge from a range of modules, critically evaluate evidence, and using that evidence discuss ideas and theories.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Dissertation
Contemporary Issues	20	<p>This module provides an exploration and evaluation of the place that creativity has in childhood. It promotes an exploration of students' own values, attitudes and beliefs in the provision of creative opportunities.</p> <p>The module promotes creativity and critical thinking and explores creativity as a vehicle for inclusive practice and for wellbeing as well as development and education. The module offers students a chance to demonstrate an understanding of the issues and dilemmas in promoting creativity, research the development of creativity through the changing curricula and to explore the differing attitudes and approaches to creativity.</p> <p>Students will be encouraged to engage in critical analysis of research and current development and application of theoretical understanding to practice. The module allows students to demonstrate their own creativity and leadership skills through the development of a practical, interactive workshop. The workshop will explore practical ideas and concepts around the idea of creativity in practice. This</p>

		<p>allows students to take the position of teacher or expert within an area of creativity.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Workshop • Workbook
Creativity	20	<p>This module provides an exploration and evaluation of the place that creativity has in childhood. It promotes an exploration of students' own values, attitudes and beliefs in the provision of creative opportunities.</p> <p>The module promotes creativity and critical thinking and explores creativity as a vehicle for inclusive practice and for wellbeing as well as development and education. The module offers students a chance to demonstrate an understanding of the issues and dilemmas in promoting creativity, research the development of creativity through the changing curricula and to explore the differing attitudes and approaches to creativity.</p> <p>Students will be encouraged to engage in critical analysis of research and current development and application of theoretical understanding to practice. The module allows students to demonstrate their own creativity and leadership skills through the development of a practical, interactive workshop. The workshop will explore practical ideas and concepts around the idea of creativity in practice. This allows students to take the position of teacher or expert within an area of creativity.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Workshop • Workbook
Leadership and Management	20	<p>This module is concerned with enhancing the learners' ability to understand and evaluate processes and techniques for leading and managing people in childhood work settings. Effective individuals and teams are essential to the planning, organising, evaluating and monitoring of work with children and their families. This unit aims to develop a high level of personal communication skills as a basis for good leadership. Students will be able to discuss leadership styles, and their appropriateness and effectiveness in childhood settings. There will be an underlying theme of self-analysis and positive self-criticism within the work-based context.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Essay

Supporting Additional Needs in Childhood	20	<p>This module offers learners the opportunity to develop a deeper understanding of issues related to policy, provision and practice within the field of Additional Needs in Childhood settings. Learners will have the opportunity to explore the underpinning ethos of inclusiveness and how policy is translated into practice. Additionally, by reflecting on practice, learners will explore the impact on curriculum delivery and opportunities for success in learning within the classroom.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Presentation • Exam
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Awards

On successful completion of the course, students will be awarded a UEA BA (Hons) Childhood Studies (Top-Up)

Course Delivery

This is a one-year programme for students who have already successfully completed 240 credits at Foundation degree level. Each 20-credit module will contain 48 hours of lectures / tutorials with students expected to undertake around 152 hours of private study. Students also receive personal tutoring during the year. Students will complete 120 credits per academic year and therefore the programme will be full time.

Course Assessment

Assessment methods will include exams, assignments, seminars, presentations, workbooks and workshops and a dissertation.

Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

Course Costs

The tuition fees that new students pay will be fixed for the duration of the course and will not be subject to any further increases.
 Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Course Fees & Eligibility Statement and Rules and Regulations.



Students are likely to incur other costs for books, printing, and other learning materials they may choose to buy, and the cost incurred for printing two copies of their dissertation. This should amount to a total of not more than £300 per year.