

**BA (Hons) Early Childhood Studies, University of East London**  
**Module Specifications (Year1, 2 & 3)**

**Year 1 (UK-NQF Level 4):**

Module Code	Module Name	Number of credits
ED4034	Pedagogy: Supporting Development in the Early Years	30
ED4009	Perspectives of Early Childhood Development	30
ED4010	Children in their Social Contexts	30
ED4012	Children with Additional Needs and Children's Health	30
	<b>Total:</b>	<b>120 credits</b>

	Module Name	Module Synopsis
1	ED4034 Pedagogy: Supporting Development in the Early Years	<ul style="list-style-type: none"> <li>•Overview of philosophical ideas put forward to explain how children learn and develop and how adults and education / care systems can best support this</li> <li>•Historical and contemporary theories that have been put forward to explain how children develop and learn</li> <li>•The use of observation as a tool for teaching and learning</li> <li>•The role of play and talk, in how children learn and develop understanding about their world</li> <li>•How children’s literature and games can be used to support children’s learning; engagement and enchantment</li> <li>•The issues of gender, power, class and culture</li> <li>•Different definitions of culture and how culture and languages influence children’s learning experiences</li> <li>•The impact of stereotypes, labelling and expectations within children’s literature and games.</li> </ul>
2	ED4009 Perspectives of Early Childhood Development	<ul style="list-style-type: none"> <li>•Introduction to Early Childhood Studies and broad perspectives and theories of childhood</li> <li>•Childhood memories – personal, cultural, political, socio-economic</li> <li>•Child rearing across cultures</li> <li>•The concept of 'development' and theoretical perspectives about the developing child</li> <li>•Early childhood professionals and practitioners</li> <li>•Antenatal legacy</li> <li>•The biological foundations of development</li> <li>•Observing young children, observation techniques and ethical issues in observing children</li> <li>•Cognitive development</li> <li>•Introduction to play theories</li> <li>•Overview of language and literacy development</li> <li>•Overview of social and emotional development</li> <li>•Introduction to schemas</li> </ul>

		<ul style="list-style-type: none"> <li>•Methods of investigation – researching young children</li> <li>•Children's rights; children's agency and control and ethics of working with children.</li> </ul>
3	ED4010 Children in their Social Contexts	<ul style="list-style-type: none"> <li>•Sociological perspectives of childhood, parenthood and family</li> <li>•Childhood in historical perspective</li> <li>•Children's rights</li> <li>•Socio-cultural models of primary and secondary socialization</li> <li>•The influence of social class, gender, ethnicity and (dis)ability on the experience of childhood</li> <li>•Children's friendships and peer cultures</li> <li>•Contemporary issues and debates about childhood and family</li> <li>•The role of the state and other institutions (e.g. family, media) in the construction of childhood</li> <li>•Contemporary issues and debates in relation to childhood and family e.g. the notion of 'family' and 'childhood' in 'crisis'; domestic violence; child abuse</li> <li>•The values of the United Nations Convention on the Rights of the Child and how it can be used to reflect upon issues of power between children and adults and within local, national and international contexts</li> </ul>
4	ED4012 Children with Additional Needs and Children's Health	<ul style="list-style-type: none"> <li>•Changing attitudes to additional needs and disability: history of policy and practice</li> <li>•The changing patterns of health, disease, additional needs and disability and the epidemiological data relating to national and international child morbidity and mortality</li> <li>•Legislation, policy and provision which aims to promote, maintain or restore optimum levels of health in early childhood</li> <li>•The general principles of health promotion, raising awareness of opportunities to apply this knowledge in their everyday work</li> <li>•What is health? Different approaches to child health</li> <li>•The National Service Framework for Children</li> <li>•Preventive and screening programmes; immunisation – effects; ethical issues</li> <li>•Inequalities in child health and additional needs</li> <li>•Enabling and disabling environments</li> <li>•The State of London's Children – Poverty; State of London's Children – Health and Well-being</li> <li>•Keeping children safe – child protection and child accidents</li> <li>•Developmental difficulties and early identification – the effects on the child and the family</li> <li>•Multi-agency working and the role of the health visitor, midwife and other health and education professionals</li> <li>•Empowerment, self-determination and the concepts of special rights</li> </ul>

**Year 2 (UK-NQF Level 5):**

Module Code	Module Name	Number of credits
ED5013	Issues and Controversies in Early Childhood Development	30
ED5004	Observing, Documenting and Researching with Children, Families and Practitioners	30
ED5016	Social Policy for Children and Families	30
ED5005	Advocating for Children: National and international Contexts	30
	<b>Total:</b>	<b>120 credits</b>

	Module Name	Module Synopsis
1	ED5013 Issues and Controversies in Early Childhood Development	<ul style="list-style-type: none"> <li>• Historical perspective and research in early childhood development</li> <li>• Aspects of biological development as well as recent developments in genetics and neuro-sciences as they apply to child development and learning</li> <li>• The development of intelligence, cognition and thinking skills in childhood</li> <li>• Notions of childhood: children within families and communities, aspects of socialisation</li> <li>• Issues of 'race', sex, gender and ability in childhood – issues of normality</li> <li>• Conceptions of childhood in rich and poor countries: interpretations of cultural psychology</li> <li>• International snapshot of provision for babies and young children</li> <li>• Diversity, inclusion and learning in the early years</li> <li>• Employment, Training and workforce: issues in the early years</li> </ul>
2	ED5004 Observing, Documenting and Researching with Children, Families and Practitioners	<p><b>Developing Research Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• To introduce and develop the personal skills and ethical qualities required when managing a research project</li> <li>• To discuss issues of methodology, method, ethics and the uses of their research</li> <li>• Guidelines for the keeping of a Reflective Journal</li> </ul>

		<ul style="list-style-type: none"> <li>• Sharing of experiences and journal reflections related to theoretical perspectives</li> </ul> <p><b>Developing Understanding of how research is used in practice</b></p> <ul style="list-style-type: none"> <li>• Models for practice and research</li> <li>• The role of research, and action research, in the professional lives of Early Years Practitioners</li> <li>• Professional observation of children</li> <li>• To understand the important influence of parents and carers, engaging them effectively to support their child’s wellbeing, learning and development within an anti-bias curriculum</li> </ul> <p><b>Developing Understanding of Early Childhood Research</b></p> <ul style="list-style-type: none"> <li>• Recent influential documentation related to working with children in the early years</li> <li>• Revisiting theoretical perspectives related to child development</li> <li>• Revisiting theoretical perspectives related to play</li> </ul>
3	ED5016 Social Policy for Children and Families	<ul style="list-style-type: none"> <li>• What is social policy?</li> <li>• Analysing policy</li> <li>• Influences on policy</li> <li>• The impact of policy</li> <li>• The policy cycle in relation to three key policy areas: child poverty, child abuse, early years education and childcare policy</li> <li>• The impact of policies on children, parents and those working in children’s services</li> <li>• An insight into other policy areas (a flexible approach will be adopted in order to draw upon the interests and expertise of the teaching team), for example: housing/homelessness, asylum seekers, young carers, child obesity, looked after children, children with complex needs, young offenders</li> </ul>
4	ED5005 Advocating for Children: National and international Contexts	<ul style="list-style-type: none"> <li>• Definitions: ‘developing’; North/South; Majority/Minority</li> <li>• Overview: population structures, economic issues</li> <li>• Patterns of mortality and morbidity</li> <li>• The health of the world’s children and inequalities in global health</li> <li>• Globalization</li> <li>• Nutrition and agribusiness</li> <li>• How effective are immunization programmes?</li> <li>• HIV and AIDS: the effects on childhood and child health</li> <li>• Perinatal care: the effects on child health</li> </ul>

		<ul style="list-style-type: none"><li>• Childhood disability: the implications of intervention</li><li>• Politics and conflict: the effects of war on childhood and child health</li><li>• The status of children</li><li>• Cultural and socioeconomically Influences</li><li>• Child labor/child slavery</li></ul>
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**Year 3 (UK-NQF Level 6):**

Module Code	Module Title	Credits
ED6007	Early Childhood Research Dissertation	30
ED6016	Leading and Managing Partnerships in the Early Years	30
ED6014	Children, Culture and Globalisation	30
ED6008	Multimodal Learning in Early Childhood	30
ED6002	Volunteering	30
		<b>120 credits</b>

	Module Name	Module Synopsis
1	ED6007 Early Childhood Research Dissertation	<p>This module links to the overall aims and philosophy of the BA (Hons) Early Childhood Studies course by:</p> <ul style="list-style-type: none"> <li>• Focusing on social enquiry and exploring the roles it can play for professional practice and policymaking.</li> <li>• Examining the nature of social research</li> <li>• Extending students critical thinking and analytical skills and ability to work independently managing own workload</li> </ul>
2	ED6016 Leading and Managing Partnerships in the Early Years	<ul style="list-style-type: none"> <li>• Overview of the national and local early years policies and political frameworks which govern early years provision. (this will be within the UK for on-campus students and within the local region for online learners)</li> <li>• Leadership and hierarchy in early childhood settings: exploring assumptions about leadership, and about collective management, in relation to various settings within and across countries</li> <li>• Communication styles and networking, relating to various kinds of audiences</li> <li>• Motivation, morale and satisfaction</li> <li>• Roles and responsibilities of the early years leader and manager</li> <li>• Leadership and management issues, such as resource management; financial management; planning, multi-agency working and implementing change strategies</li> <li>• Factors influencing the leadership and management of an early years setting</li> <li>• Equal opportunities issues and relevant legislation, such as race</li> <li>• The development and maintenance of partnership with children, parents and other professionals</li> <li>• Leading early childhood provision in practice: leading the curriculum, leading and supporting transitions</li> </ul>

3	ED6014 Children, Culture and Globalisation	<ul style="list-style-type: none"> <li>•The history and development relating to concepts of globalization including the impact of the media</li> <li>•The critique of ideas and explanations of cultural identity and self-identity</li> <li>•The critique of value and belief systems driving early childhood practices including play and learning</li> <li>•The influence of different images and concepts of children and early childhood i.e. family, community, early years practitioners</li> <li>•The diverse theoretical perspectives that influence curriculum approaches in early childhood</li> <li>•The interconnectedness of relationships among children, families and early childhood practitioners</li> <li>•The development of pedagogical and leadership skills in a global society</li> </ul>
4	ED6008 Multimodal Learning in Early Childhood	<p>This Module Guide formalises the requirements of you and your tutors for effective learning to take place during your studies here.</p> <ul style="list-style-type: none"> <li>• It details the nature and demands of the module, including:</li> <li>• a week-by-week list of topics to be covered by the module;</li> <li>• a description of the assessment criteria to be used during the module;</li> <li>• a statement of the nature, pattern and timing of the assessment;</li> <li>• the dates and times by which all assignments must be submitted and details of the process for doing this.</li> </ul>

*Updated as of 1/1/2019*