**Template C4**



**Programme Specification**

**Title of Course:**

**BA (Hons.) Early Years: Education and Leadership in Practice**

**BA (Hons.) Early Years: Teaching and Learning**

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| **Date first produced** | November 2012 |
| **Date last revised** | June 2020 |
| **Date of implementation of current version** | September 2020 |
| **Version number** | 1 |
| **Faculty** | Faculty of Health, Social Care and Education |
| **School** | School of Education, Social Work and Midwifery  |
| **Department**  | Education |
| **Delivery Institution** | Kingston University |

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Award(s) and Title(s):** | BA (Hons.) Early Years: Education and Leadership in Practice (Pathway 1)BA (Hons.) Early Years: Teaching and Learning (Pathway 2) |
| **Intermediate Awards:** | N/A |
| **FHEQ Level for the Final Award:** | Honours degree level 6 |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University, School of Education |
| **Location:** | Kingston Hill Campus |
| **Language of Delivery:** | English |
| **Modes of Delivery:** | Full time mode with part time attendance |
| **Available as:** | Full field |
| **Minimum period of registration:** | 1 year |
| **Maximum period of registration:** | 2 years |
| **Entry Requirements:**  | FdA in Early Years or equivalent qualification.240 CATS points.Employment in an appropriate setting for 16 hours a week minimum for the duration of the course.Experience in an appropriate setting.Your background experience, previous education and training may be considered if you do not meet the formal entry requirements.We also consider a range of alternative qualifications or experience that is equivalent to the typical offer.Accreditation of Prior Experiential Learning (APEL) is offered for those who are unsure of the current value of their qualifications. A minimum IELTS score of 6.5, TOEFL scores of 79 to 93 or equivalent is required for those for whom English is not their first language.  Successful completion of an interview for external applicants is a requirement as part of the admission process.  |
| **Programme Accredited by:** | Kingston University |
| **QAA Subject Benchmark Statements:** | Education Studies 2019Early Childhood Studies 2019 |
| **Approved Variants:** | N/A  |
| **UCAS Code:** | X112 (Education and Leadership in Practice)X111 (Teaching and Learning) |

**SECTION 2: THE COURSE**

1. **Aims of the Course**

The main aims are to:

* present a cohesive programme which builds upon a sound underpinning through an Early Years Foundation Degree route;
* ensure that students can demonstrate, throughout the course, that they have adopted appropriate knowledge, skills, values and belief systems for Early Years;
* develop students’ self-awareness and critical reflection of how they interact, relate and respond to others in the environment in which they work;
* develop students’ ability to understand and apply the principles of evidence-based practice;
* provide an appropriate understanding of the theoretical, regulatory and legislative frameworks influencing practice in the Early Years Foundation Stage and Key Stage 1 and prepare students to work within this framework;
* develop a comprehensive knowledge of pedagogy which is modelled in taught sessions by the tutors’ explicit articulation and deconstruction of effective strategies for learning and teaching;
* establish an ethos of continuing professional development and provide the opportunity and a suitable basis for the possible progression to Early Years Teacher Status and/or Qualified Teacher Status, subject to entry requirements of the Teacher Agency (TA).
1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Education Studies (2019) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2014), and relate to the typical student.

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| **Programme Learning Outcomes** |
|  | **Knowledge and Understanding**On completion of the course students will be able to: |  | **Intellectual Skills**On completion of the course students will be able to: |  | **Subject Practical Skills**On completion of the course students will be able to: |
| A1 | Know and understand Early Years regulatory and legislative frameworks and policy practice | B1 | Critically analyse the principles of Early Years | C1 | Demonstrate the skills required to underpin education within an Early Years context |
| A2 | Identify how children’s learning can be affected by physical, intellectual, linguistic, social, cultural and emotional development | B2 | Understand principal methods of academic and professional inquiry | C2 | Develop collaborative and cooperative working roles commensurate with multi-professional and multi-agency practice |
| A3 | Plan for learning that takes full account of diversity and promotes inclusion for all children recognising their individual needs  | B3 | Communicate information, argument and analysis | C3 | Plan, deliver, assess, monitor and record specific developments and learning activities  |
| A4 | Demonstrate a secure theoretical base that, through practice, demonstrates the ways in which theoretical insights and research findings may inform practice | B4 | Be independent and autonomous learners | C4 | Differentiate to accommodate individual needs |
| A5 | Demonstrate higher order skills including analysis, synthesis, critical thinking and problem solving |  |  | C5 | Demonstrate suitable strategies to manage and organise their own time |
| A6 | Use appropriate Information Communication Technology skills to support their own practice and children’s development and learning |  |  |  |  |
| A7 | Apply critical thinking and problem solving skills relating to legislation, policies and procedures |  |  |  |  |
| A8 | Recognise the skills required to promote multi agency and multi professional relationships and working as part of a team |  |  |  |  |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Outline Programme Structure**

Course structure diagram:

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| **Level 6** (at least 60 credits = core) |
| **Core modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** | **Coursework****%** |
| **Pathway 1**Leading through Transitions | QY6010 | 30 | 6 | 1  | 100 |
| **Pathway 1**Leadership, Diversity and Equal Opportunities | QY6020 | 30 | 6 | 1 | 100 |
| **Pathway 2**Transition and Transformation | QY6030 | 30 | 6 | 1 | 100 |
| **Pathway 2**Creative and Critical Thinking | QY6040 | 30 | 6 | 1 | 100 |
| **Pathway 1 and 2**Critical Choices for Leaders | QY6050 | 30 | 6 | 2 | 100 |
| **Pathway 1 and 2**Dissertation | QY6060 | 30 | 6 | 2 | 100 |

Level 6 requires the completion of the four core modules.

Each pathway is made up of four modules each worth 30 credit points. The modules will run sequentially enabling students to complete work based tasks and to gather data for formative and summative assessments. This is an important element of work-based practice. There are core modules for the BA(Hons.) Degree in Early Years: Education and Leadership in Practice and the BA(Hons.) Degree in Early Years: Teaching and Learning as outlined below.

All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

1. **Principles of Teaching, Learning and Assessment**

The teaching and learning strategies have been developed to take account of the Kingston University Curriculum Design Principles. The programmes utilise a wide range of strategies that will enable all students to be actively engaged throughout the course. These strategies have also been carefully considered to ensure that students are able to meet the learning outcomes of the modules. The range of teaching and learning strategies includes lectures, group work, seminar discussions, peer feedback workshops and practical tasks.

The teaching and learning strategies include delivering each module sequentially enabling the dates for submission of assignments to be staged across the academic year. This is an important element of work based programmes to enable the planning and collation of data to meet with the demands of employment in the education sector.

A range of assessments have been designed to enable students to demonstrate the acquisition of knowledge and skills. These include peer assessments, oral presentations, in-class written paper, report writing, planning activities, observations and professional portfolio. The assessments within each module have been designed to provide formative opportunities that allow students to make links between theory and practice and to receive ‘feed forward’ in preparation for the summative assessments. Opportunities will be provided for students to gain experience in the use of technology enhanced learning both as a recipient and for enhancing their professional role. Experienced tutors will guide students in how to access e-learning professional discussion boards as well as enable students to use different technologies in order to enhance their personal and professional knowledge and skills. Practice using different technologies has been planned to take place in a supportive environment before the requirement of skills to be evidenced in any summative assessment.

An important element of the programme is the level of support that is embedded in the design to enable students to be successful. It is acknowledged that most of the students accessing this programme will be mature and experienced workers. The programme has been developed to ensure that students are well supported. This not only includes opportunities to practice key skills and receive formative feedback prior to summative assessments but also the individual support that will be provided by an allocated Personal Tutor. This role will ensure that students’ progress is monitored closely and individualised tutorial support is available to address any specific issues as they arise.

At the end of Level 6 students will select an area of interest for their dissertation requiring data collection and analysis within their employment setting. This has been designed to enable students to demonstrate and apply the knowledge and skills that they have acquired throughout the course including ethical considerations of working with young children. The topic of the enquiry will be agreed by the students’ allocated supervisor with the university Programme Leader. The dissertation enables students to further develop research skills and provides them with the foundations for further study if they wish to pursue it.

1. **Support for Students and their Learning**

Students are supported by:

* The Programme Leader who will be responsible for ensuring that programme reviews incorporate up to date field developments and that quality assurance policies and procedures are adhered to.
* A designated programme administrator based in the School of Education to ensure effective communication between students and university staff and who will prepare documentation for university assessment boards.
* A Module Leader for each module who will be responsible for ensuring the content, delivery and assessment strategies are effective.
* A Personal Tutor who will support individual student progress.
* Technical support accessed through Kingston University
* Canvas – the Kingston University on-line interactive intranet, containing all key resources to enable access to materials from remote locations
* A named Senior Adviser for Early Years based in the Learning Resource Centre (Kingston Hill Campus)
* Programme specific Library Resource at Kingston University
* Student Achievement Officer
* Student support facilities at Kingston University that provide advice on issues such as finance, regulations, legal matters and international student support
* Dyslexia and Disability student support at Kingston University
* The Students’ Union
* An induction session at the beginning of the academic year
* Staff Student Consultative Committee
1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation
* Annual Monitoring and Enhancement
* Internal Subject Review (ISR) undertaken at subject level
* Module Evaluation Questionnaire (MEQs)
* Students’ Self-Review sheet
* Annual monitoring processes which include Module Enhancement Plans (MEPs) and Course Enhancement Planc (CEPc)
* Module Assessment Boards (MABs)
* Programme Assessment Boards (PABs)
* Moderation policies
* Feedback from employers
* Staff Student Consultative Committee
1. **Employability and work-based learning**

This BA Hons. Top Up degree in Early Years: Education and Leadership and Education (Pathway 1) and the BA Hons. Top Up degree in Early Years: Teaching and Learning are work based learning programmes. The students who will access the programmes are practitioners who are currently be employed in a variety of positions for example, Teaching Assistants, Setting Managers, Key Persons and Room Leaders in private, voluntary, independent and maintained Early Years Foundation Stage settings, Outreach workers, Early Years advisors.

The programmes have been designed with the engagement of employers to ensure that the content enables students to develop key knowledge and skills in order to enhance their professional role and to make positive impact upon early years settings in terms of ensuring quality learning and development opportunities for young children and their families.

1. **Other sources of information that you may wish to consult**

[www.education.gov.uk](http://www.education.gov.uk)

[Subject Benchmark Statements for Education Studies 2019 \_/5](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81_5)

[Subject Benchmark for Early Childhood Studies 2019](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-early-childhood-studies.pdf)

Course pages:

Pathway 1: [Early Years: Education and Leadership in Practice /](https://www.kingston.ac.uk/undergraduate/courses/early-years-education-leadership-practice/)

Pathway 2: [Early Year: Teaching & Learning/](https://www.kingston.ac.uk/undergraduate/courses/early-years-teaching-learning/)

1. **Development of Course Learning Outcomes in Modules**

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**