Template C4

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Programme Specification

Title of Course: *BA (Hons) Education: Early Years Teaching and Learning*

Date first produced	20/02/2025
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Version number	1
Faculty	Faculty of Health, Science, Social Care & Education
Cross-disciplinary	N/A
School	School of Education, Midwifery and Social Work
Department	Department of Education
Delivery Institution	Morley College London

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

Award(s) and Title(s):	BA (Hons) Education: Cheryl edits to franchised prog title
Exit Award(s) and Title(s):	Certificate of Higher Education in Early Years Teaching and Learning. Diploma of Higher Education in Early Years Teaching and Learning (with Early Years Educator). Diploma of Higher Education in Early Years Teaching and Learning. Ordinary Bachelor's degree in Early Years Teaching and Learning
Course Code *For each pathway and mode of delivery*	UFETL1ETL20
UCAS code *For each pathway*	

Award(s) and Title(s):	BA (Hons) Education: Early Years Teaching and Learning (Graduate Practitioner)
Exit Award(s) and Title(s):	
Course Code *For each pathway and mode of delivery*	Not set up yet
UCAS code *For each pathway*	

Awarding Institution:	Kingston University
Teaching Institution:	Morley College London
Location:	Online
Language of Delivery:	English
Delivery mode:	Fully online (100% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 3 years
Maximum period of registration:	Full-time - 6 years

Entry requirements	As a distance learner, you are expected to have a suitable computer with internet connection, together with sufficient IT competence to make effective use of our online learning management system (LMS)-Canvas and Teams with high-speed internet and email.
Regulated by	The University and its courses are regulated by the Office for Students.
Programme Accredited by:	n/a
Approved Variants:	Level 4 modules are offered as short and fat 30 credit modules
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

The BA in Education: Early Years Teaching and Learning provides students with comprehensive opportunities to gain and apply a broad understanding of early childhood education to professional practice. The aims of the course are to enable students to:

- Develop in-depth knowledge about education-related subjects with a focus on Early Childhood and the implications for professional practice, informed by current policy, scholarship, and research.
- Engage families and communities responsibly and accountably, utilising effective communication and interpersonal skills within professional Early Childhood contexts.
- Gain proficiency in research methodology, including ethical considerations, data collection, analysis, and interpretation through the evaluation of existing research and application of research skills within a range of educational contexts.
- Cultivate independent, reflective, and self-critical learners capable of managing their own professional development needs.
- Develop lifelong learning skills that pursue knowledge, values, competencies, and abilities necessary to pursue sustainable future visions that contribute professionally to positive change.
- Develop and enhance problem-solving skills by utilising a broad range of digital technologies in complex and unpredictable professional contexts.

The Graduate Practitioner route will enable students to:

- Enhance leadership skills by applying knowledge and skills to solve complex and unpredictable professional and practical situations with minimal guidance in a work-based context.
- Apply specific knowledge to a range of practice-based contexts to promote the best interests of children and their families.

B. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

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	Demonstrate exceptional understanding of the field of Early Childhood and its interrelationship with other fields of study.	B1	Demonstrate confidence in the evaluation of an extensive range of evidence to substantiate reasoned argument and reflection that informs professional practice.	C1	Demonstrate effective communication of specialist information for diverse and purposeful audiences.
A2	Apply specialist knowledge from the field of Early Childhood to national and international contexts.	B2	Develop and demonstrate creativity and innovation by generating original ideas, based on academic engagement, and application of complex problem-solving skills.	C2	Develop collaborative and cooperative working roles commensurate with multi-professional and multi-agency practice.
A3	Reflect and critically analyse legislation, policy and frameworks which pertain to education practice with a focus on Early Childhood.	B3	Evidence the application of knowledge and skills that test concepts and generate solutions towards unpredictable outcomes or circumstances, taking well-informed and well-judged risks.	C3	Apply and develop selected interpersonal, team and networking skills to enhance team performance.
A4	Identify, advocate and apply principles of sustainability to make informed decisions that drive professional practices that benefit the environment and society.	B4	Exhibit digital competence by effectively utilising digital tools and technologies to enhance professional practice, solve complex problems, and communicate ideas innovatively.	C4	Plan, design and develop specialist projects and/or activities to enhance specific areas of own and/or others learning, work or practice through personal and professional initiative.

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

Employability and work-based learning:

Students in this course will develop key employment skills by working in a professional setting for at least 16 hours per week. The modules are designed to support both the theoretical and practical application of knowledge and skills in the workplace. The University's Townhouse Strategy integrates Future Skills into the curriculum, enabling students to cultivate a diverse set of employability competencies throughout their academic journey. In the first year, students engage with the Navigate module, which lays the foundation for essential skills. The second year introduces the Explore module, encouraging deeper investigation and application of these skills. Finally, in the third year, the Apply module allows students to consolidate and demonstrate their abilities in real-world contexts. This structured approach ensures that students are well-prepared for both academic and professional success.

All students are required to have a Critical Professional Associate (CPA)/mentor to support their professional development in the workplace through ongoing dialogue and supervision where applicable. This mentorship helps to develop students' personal and professional skills further. The CPA/mentor provides valuable insights, guidance, and feedback, fostering a deeper understanding of industry standards and expectations. Through regular interactions, students can reflect on their experiences, set goals, and identify areas for improvement. This collaborative relationship not only enhances their practical skills but also builds confidence and prepares them for future career challenges. Additionally, the CPA encourages networking and Continued Professional Development opportunities, allowing students to connect with professionals in their field and gain exposure to diverse perspectives and practices.

Broader activities within the course further enhance students' employability and career progression. These activities include guest lectures by industry specialists and professionals, attendance at exhibitions and conferences, engagement in communities of practice and special interest groups, and membership in professional organisations.

Students are invited annually to meet with employers who visit Kingston University to discuss career opportunities and professional development.

Work placements are actively encouraged, though it is the responsibility of individual students to source and secure these opportunities. This experience allows students to reflect on their personal experiences in an applied setting, focus on aspects that relate to theoretical concepts, and evaluate the relationship between theory and practice.

D. Outline Programme Structure

The course has one intake every September and is offered as a 3-year undergraduate programme. Students complete 120 credits at each Level of study over a 3-year period. Each module is 30 credits and is delivered sequentially as short fat modules over eight teaching weeks. Students complete 4 modules each year to accumulate 120 credits at Level 4, 5 and 6 respectively. Alongside the core modules, students have the option to study non-credit bearing modules which are offered in addition to the core modules. These non-credit bearing modules are portfolio modules and are completed alongside the core modules. Completion of the Graduate Practitioner portfolio at Level 6 will also students to gain Graduate Practitioner status.

Department	Course	Autumn Start Date	Autumn Term End Date	Module	Spring Term Start Date	Spring Term End Date	Module	Summer Term Start Date	Summer Term End Date	Module
Education	BA in Education	15/9/2025	12/12/2025 (12 weeks)	Module One (8 weeks) Module Two- 4 weeks	5/1/2026	10/4/2026 (12 weeks)	Module Two continued -4 weeks Module Three -8 weeks	20/4/2026	19/6/2025 (8 weeks)	Module Four -8 weeks
		Module 1			Module 2		Module 3		Module 4	
		Portfolio Module								
Module One	Module Two	Module Three	Module Four							

Full details of each module will be provided in module descriptors and in the module canvas pages.

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Level 4							
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Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Assessment and Inclusive Approaches in the Early Years		30	4	TB2/3		1	
Development Theories	11715	30	4	Year long		1	

		30	4	TB3		1	
Education for Sustainability		30	4	TB3		1	
Graduate Practitioner Portfolio 1	QD4004	0	4	Year long		1	
Personal and Professional Development 1		30	4	TB1		1	

Exit Awards at Level 4

This course permits the trailing of 30 credits from one level to the next. The outstanding 30 credits can be trailed into the next level and must be passed before being able to progress any further. For example, 30 credits from level 4 can be trailed into level 5, but must be passed before being able to progress to level 6. Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Early Years Teaching and Learning.

Level 5							
BA (Hons) Education: Cheryl edits to franchised prog title							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Children's Rights	11737	30	5	Year long		2	
Equality, Diversity and Inclusion in Practice		30	5	TB3		2	
Graduate Practitioner Portfolio 2	QD5004	0	5	Year long		2	
Personal and Professional Development 2		30	5	TB1		2	
Play and Pedagogy		30	5	TB2/3		2	

Exit Awards at Level 5

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Early Years Teaching and Learning.

Level 6

BA (Hons) Education: Cheryl edits to franchised prog title							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Contemporary Issues in supporting Health and Wellbeing in Early Years		30	6	Year long	N/A	3	
Graduate Practitioner Portfolio 3	QD6004	0	6	Year long		3	
Leading Effective Practice in Early Years		30	6	TB2/3	N/A	3	
Personal and Professional Development 3		30	6	TB1	N/A	3	
Research Informed Approaches of Collaborating with others		30	6	TB3	N/A	3	

Exit Awards at Level 6

Students exiting the programme without completing the full 120 credits but have successfully completed 60 credits at level 6 or above are eligible for the award of an Ordinary Degree in Early Years Teaching and Learning.
Students exiting the programme without completing the full 120 credits but have successfully completed 60 credits at level 6 or above and completed the Graduate Practitioner Portfolio non-credit bearing module are eligible for the award of an Ordinary Degree in Early Years Teaching and Learning (Graduate Practitioner).

BA (Hons) Education: Early Years Teaching and Learning (Graduate Practitioner)

E. Teaching, Learning and Assessment

The teaching and learning strategies within the course were developed through consultations with stakeholders such as alumni, students, employers, and academics. Based on Kingston University's Inclusive Curriculum Principles and the Conversational Framework by Laurillard (2002); the course's teaching activities, emphasises continuous dialogue, incorporating instructionism, social learning, constructionism, and collaborative learning. Laurillard's six activities—acquisition,

practice, discussion, inquiry, collaboration, and production—are integrated into the modules and places the student in the centre of the learning process.

Through sequentially delivered modules; lectures, online teaching, group work, directed internet-oriented activities, seminar discussions, peer feedback workshops, free writing sessions, observation, online discussion forums and critiquing practical tasks provide students with a range of ways to engage with their learning and meet the module learning outcomes. A range of online learning tools which includes Padlet, Mentimeter, the full suite of Microsoft applications and other associated software are used to support deeper levels of learning and engagement. Future Skills and sustainability development goals (e.g. SDG 3, 5 and 10) are embedded within the course to ensure students develop key employability, transferable and sustainability skills.

There are no examinations and assessments are based on coursework and simulate real world tasks. All summative assessments are graded based on the university's Level and Outcome Classification Descriptors (AG01). Formative assessment activities prior to the summative assessments enable students to learn, try out, and practise new skills. They also provide valuable feedforward from tutors and peers, helping students identify areas for improvement.

F. Support for Students and their Learning

Students are supported by:
- A Course Leader to help students understand the structure of the course;
- Module Leaders for each module, responsible for content and delivery;
- timetabled tutorials with Personal Tutors at regular intervals. The Personal Tutor is identified to students from the outset as their first point of contact. This enables the Personal Tutor to monitor and intervene, where appropriate or, if problems or unexpected outcomes arise, to signpost students to relevant university professional services;
- personal Tutors and the Course Leader who meet on a regular basis to discuss student progress to maintain an overview and to provide consistency of support;
- an induction programme to support students to transition into further study at degree level;
- student representatives for the Student Voice Committee, where good practice and issues of concern can be raised and discussed;
- a course administrator who advises on course issues such as timetables;
- a virtual learning environment, Canvas, where all course materials and links to support services are located;
- assessment criteria available from the beginning of modules in Canvas and support for assignments inter-woven into teaching and learning sessions;
- criterion-referenced assignment feedback and opportunities to discuss feedback with tutors;
- additional online study support sessions timetabled to complement assignment submission dates;
- Student Wellbeing which includes Disability and Mental Health support services.

G. 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
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs), the National Student Survey (NSS)
- Internal and external moderation of graded assignments
- Feedback from employers

H. External Reference Points

External reference points which have informed the design of the course. These could include:
- PSRB standards
- QAA Subject benchmarks
- Apprenticeship standards
- Other subject or industry standards

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** 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.

Module Code		Level 4 (11715 … QD4004)					Level 5 (QD5004 … 11737)					Level 6 (… QD6004)				
		11715			QD4004		QD5004		11737							QD6004
Knowledge & Understanding	A1	S	S		S	S			S		S	S		S	S	S	
	A2		S		S	S			S		S	S		S	S	S	
	A3	S	S		S	S			S			S	S	S	S	S	
	A4		S		S	S		S	S			S	S	S			
	B1	S	S		S	S		S	S		S	S	S	S	S	S	

Intellectual Skills	B2	S		S	S				S		S	S		S	S	S	
	B3	S	S		S	S				S	S		S	S		S	S	S
	B4	S		S	S				S			S	S	S	S	S	
Practical Skills	C1	S			S				S	S		S	S			S	S	
	C2			S	S				S	S			S	S		S		
	C3			S	S				S	S				S		S		
	C4	S		S					S	S		S		S	S	S	S	

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

Additional Information