![Kingston University London logo]

Programme Specification

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

                                                          BA (Hons.) Early Years: Teaching and Learning

Date Specification Produced: **November 2012**

Date Specification Last Revised: **July 2017**

SECTION 1:   GENERAL INFORMATION

Title: BA(Hons.) Early Years: Education and Leadership in Practice (Pathway 1)

                                        BA(Hons.) Early Years: Teaching and Learning (Pathway 2)

Awarding Institution: Kingston University

Teaching Institution: Kingston University, School of Education

Location: Kingston Hill Campus

Programme Accredited by: N/A

SECTION2: THE PROGRAMME

A. Programme Introduction

This one year BA(Hons.) Early Years work based programme offers a choice of two progression pathways for students, who have completed their Foundation Degree in Early Years, Early Years Leadership and Management or related subject, to gain a full honours degree.

The BA(Hons.) Early Years: Education and Leadership in Practice (ELiP) and the BA(Hons.) Early Years: Teaching and Learning (TaL) have been designed for those practitioners interested in developing their personal and professional knowledge and skills to a Level 6 qualification whilst working in an appropriate setting. It effectively provides a fantastic opportunity for practitioners to remain in their work place enabling them to 'learn as they earn'.

The pathways are offered as full time programmes valued at 120 credits at Level 6, with part time attendance during the evening and the occasional weekend. The BA(Hons.) Early Years: Education and Leadership in Practice (Pathway 1) and the BA(Hons.) Early Years: Teaching and Learning (Pathway 2) offer four modules (30 credits each) that are run sequentially, one after the other, enabling students to complete work based tasks and to gather data for formative and summative assessments.

The students who will access these programmes are practitioners who may currently be employed in a variety of positions across private, voluntary, independent and maintained Early Years Foundation Stage settings. These may include for example, Managers, Key Workers, Teaching Assistants, Learning Support Assistants, Early Years Educators and Room Leaders. To gain entry to this course students must be employed in an early years setting, paid or voluntary, for a minimum of 16 hours per week and must remain in employment for the duration of the programme.

Students will have the opportunity to select a pathway that best reflects their working role and specific interests. The BA(Hons.) Early Years: Education and Leadership in Practice (Pathway 1) examines the theoretical and rational impact of statutory requirements and how these are translated into practice. The emphasis is on developing practitioner skills to appreciate different perspectives, value diversity and lead change in practice. The BA(Hons.) Early Years: Teaching and Learning focusses on theories of learning and curriculum development. The emphasis is on how young children and their families can be supported to

enable potential to be reached whilst acknowledging the varied and numerous external factors that may influence progress. Both programmes have two modules that are pathway specific and two joint modules that may involve whole cohort learning for invited speakers with specific and current expertise.

The programme has been designed in close collaboration with employers and workforce development officers to ensure that recent and relevant issues are addressed and students gain the knowledge and skills required of effective practitioners. A team of highly qualified professionals from a range of children's workforce disciplines lead the programme. The lecturers and tutors are actively engaged in national and international research projects ensuring that students are fully involved with 'cutting edge' theories and emerging issues that may impact upon practice making this an exciting and dynamic programme.

In the final joint module students undertake a small scale work based project (dissertation) that enables the accumulation of their knowledge and skills to be demonstrated. Student feedback about this 'capstone' project from previous cohorts has been extremely positive with students undertaking work that has had significant impact upon working practices in their settings. Students and their employers have commented upon how this project has been the catalyst for inspiring peers, colleagues and working practices in individual settings and ultimately has improved outcomes for children and their families.

On successful completion of the programme students have a clear progression route towards further study opportunities. These include the Early Years Teacher Status (EYT) and/or Qualified Teacher Status (QTS) subject to the entry requirements of the Teacher Agency (TA). In addition the capstone project enables students to make the successful transition into further academic study at level 7 and has a linked progression route into the MA Professional Studies in Education: Early Years.

Past students have reported how the degree programme has enabled them to rationalise and support change within their workplace that has had positive impact on children and their families. In addition they report increasing confidence in their personal as well as professional lives.

> 'I cannot recommend this course enough, both professionally and personally, the benefit to the sector and our professional status is enormous.' (Regional Manager, 2013)

B. Aims of the Programme
The main aims of the field 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).

C. 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 (2007) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

	Programme Learning Outcomes				
	Knowledge and Understanding **On completion of the course students will have knowledge and understanding of:**		**Intellectual skills – able to:** **On completion of the course students will be able to:**		**Subject Practical skills** **On completion of the course students will be able to:**
A1	Early years regulatory and legislative frameworks	B1	Critically analyse the principles of Early Years	C1	Demonstrate the skills required to underpin care work and education within Early Years
A2	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	How to plan for learning that takes full account of diversity and promotes equality of opportunity	B3	Communicate information, argument and analysis	C3	Plan, deliver, assess, monitor and record specific developments and learning activities
A4	The policy and practice of inclusion and how this relates to the needs of individual children	B4	Be independent, autonomous learners	C4	Differentiate to accommodate individual needs
A5	A secure theoretical base that, through practice, demonstrates the ways in which theoretical insights and research findings may inform practice			C5	Demonstrate suitable strategies to manage and organise their own time
A6	Higher order skills including analysis, synthesis, and critical thinking				
A7	Key skills which will enable them to contribute to their future development within and outside of their particular settings				
A8	The skills required to communicate ideas, principles, theories, arguments and analysis effectively				
A9	The use of appropriate language, mathematical and scientific skills				
A10	Information Communication Technology skills to support their own practice and children's development and learning				
A11	Critical thinking and problem solving skills that relates legislation, policies and procedures				

A12	The skills required to work within a team and as an individual				
A13	The skills required to promote multi agency and multi professional relationships and group working				
	Key Skills				
	Self Awareness Skills		**Communication Skills**		**Interpersonal Skills**
AK1	Take responsibility for own learning and plan for and record own personal development	BK1	Express ideas clearly and unambiguously in writing and the spoken work	CK1	Work well with others in a group or team
AK2	Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback	BK2	Present, challenge and defend ideas and results effectively orally and in writing	CK2	Work flexibly and respond to change
AK3	Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets	BK3	Actively listen and respond appropriately to ideas of others	CK3	Discuss and debate with others and make concession to reach agreement
AK4	Work effectively with limited supervision in unfamiliar contexts			CK4	Give, accept and respond to constructive feedback
				CK5	Show sensitivity and respect for diverse values and beliefs
	Research and information Literacy Skills		**Numeracy Skills**		**Management & Leadership Skills**
DK1	Search for and select relevant sources of information	EK1	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data	FK1	Determine the scope of a task (or project)
DK2	Critically evaluate information and use it appropriately	EK2	Present and record data in appropriate formats	FK2	Identify resources needed to undertake the task (or project) and to schedule and manage the resources
DK3	Apply the ethical and legal requirements in both the access and use of information	EK3	Interpret and evaluate data to inform and justify arguments	FK3	Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary
DK4	Accurately cite and reference information sources	EK4	Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data	FK4	Motivate and direct others to enable an effective contribution from all participants
DK5	Use software and IT technology as appropriate				
	Creativity and Problem Solving Skills				
GK1	Apply scientific and other knowledge to				

	analyse and evaluate information and data and to find solutions to problems				
GK2	Work with complex ideas and justify judgements made through effective use of evidence				

Teaching/learning methods and strategies

The range of learning and teaching strategies includes:
- Field work
- Case studies
- Blended learning
- Distance learning tasks

- Independent learning
- Formal lectures
- Workshops
- Seminars
- Group and individual tutorials

Assessment strategies

The assessment strategies employed in the Fields include the following:
- Online discussion
- Audit
- Essays
- Research project
- Action plan
- Collection of observations
- Report
- Portfolio

D. Entry Requirements

- Normally Foundation Degree in Early Years or Foundation Degree in Early Years: Leadership and Management and/or equivalent
- Employment in an Early Years Setting (minimum 16 hours per week)

E. Programme Structure

This programme is offered in full-time mode with part-time attendance. It leads to

BA(Hons.) Early Years: Education and Leadership in Practice
or
BA(Hons.) Early Years: Teaching and Learning

Entry is at level 6 with qualifications and experience identified in section D.

E1. Professional and Statutory Regulatory Bodies
Department for Education

E2. Work-based learning, including sandwich programmes
Employment in an early years setting for a minimum of 16 hours per week is an essential requirement of this programme although it is the responsibility of individual students to source and secure such employment providing confirmation evidence on application. This allows students to reflect upon their own personal experience of working in a setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

E3. Outline Programme Structure
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.

Level 6 (at least 60 credits = core)							
Compulsory modules	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block
Pathway 1 Leading through Transitions	QY6010	30	6	0	0	100	1
Pathway 1 Leadership, Diversity and Equal Opportunities	QY6020	30	6	0	0	100	1
Pathway 2 Transition and Transformation	QY6030	30	6	0	0	100	1
Pathway 2 Creativity and Critical Thinking	QY6040	30	6	0	0	100	1
Pathways1 and 2 Critical Choices for Leaders	QY6050	30	6	0	0	100	2

Pathways1 and 2 Dissertation	QY6060	30	6	0	0	100	2

F. 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.

G. 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
- StudySpace – the Kingston University on-line interactive intranet
- A named Senior Adviser for Early Years based in the Learning Resource Centre (Kingston Hill Campus)
- Programme specific Library Resource at Kingston University
- A memory stick containing all key resources to enable access to materials from remote locations
- 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 week at the beginning of each new academic session
- Staff Student Consultative Committee

H. 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 review and development
- Periodic review undertaken at the subject level
- Student evaluation
- Staff Student Consultative Committee
- Moderation policies

I. Employability Statement

The students who will access the programmes are practitioners who may currently be employed in a variety of positions for example, Teaching Assistants, Setting Managers, Key Workers and Room Leaders in private, voluntary, independent and maintained Early Years Foundation Stage settings.

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.

J. Approved Variants from the UMS/PCF

Students accessing the programme are employed as practitioners working with children and their families. All modules must be passed without compensation in order to achieve either BA(Hons.) Early Years: Education and Leadership in Practice or the BA(Hons.) Degree in Early Years: Teaching and Learning.

K. Other sources of information that you may wish to consult

www.education.gov.uk

Development of Programme Learning Outcomes in Modules

	Module Code		Pathway 1 QY6010 Leading through Transitions	Pathway 1 QY6020 Leadership, Diversity and Equal Opportunities	Pathway 2 QY6030 Transition and Transformation	Pathway 2 QY6040 Creativity and Critical Thinking	QY6050 Critical Choices for Leaders	QY6060 Dissertation
					Level 6			
Programme Learning Outcomes	**Knowledge & Understanding**	A1	F/S		S	F/S	S	
		A2	S	F	S	S		
		A3		S	S		S	
		A4	F	S	F		S	
		A5	S	S	S	S	S	S
		A6	F/S	F/S	F/S	F/S	F/S	S
		A7	S	S	S	S	S	S
		A8	F/S	F/S	F/S	F/S	F/S	S
		A9				F/S		
		A10	F/S		F			F/S
		A11		S	S		S	
		A12		S			S	
		A13		S			S	
	Intellectual Skills	B1	S	S	S	S	S	S
		B2		S	S			S
		B3	F/S	F/S	F/S	F/S	F/S	S
		B4	S	S	S	S	S	S
	Practical Skills	C1	F		F		S	
		C2		F		F	S	
		C3	F/S		S	S		
		C4	S	S	S	S	S	
		C5	F/S	F/S		F/S	F/S	S

S   indicates where a summative assessment occurs.
F   where formative assessment/feedback occurs.

Indicative Module Assessment Map

This map identifies the elements of assessment for each module. Course teams are reminded that:
- There should be no more than three elements of assessment per module
- There should be no more than one formal examination per module.
- Synoptic assessments that test the learning outcomes of more than one module are permitted

Module					Coursework 1				Coursework 2				Examination			
Level	Module Name	Module code	Credit value	Core/option	Type of coursework	Word Length	Weighting %	S/F*	Type of coursework	Word Length	Weighting %	S/F*	Written/ practical	Duration	Weighting %	S/F*
6	Pathway 1 Leading through Transitions	QY6010	30	Core	Audit of Learning Environment	2000		S	Essay	3000	100%	S				
6	Pathway 1 Leadership, Diversity and Equal Opportunities	QY6020	30	Core	Collection of observations Action Plan	2500	50%	S	Essay	2500	50%	S				
6	Pathway 2 Transition and Transformation	QY6030	30	Core	Report	1500	30%	S	Observational study	3500	70%	S				
6	Pathway 2 Creativity and Critical Thinking	QY6040	30	Core	Three Formative tasks to be carried out within the workplace based on practice	2000 (equiva-lent)		F	Two reflective logs	3000	100%	S				
6	Critical Choices for Leaders	QY6050	30	Core	Essay (with the inclusion of formative tasks)	5000	100%	F/S								
6	Dissertation in an Aspect of Professional Practice	QY6060	30	Core	Independent research	8000	100%	S								

Technical Annex

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

BA (Hons.) Early Years: Teaching and Learning

Intermediate Award(s): *N/A*

Minimum period of registration: *1 year*

Maximum period of registration: *2 years*

FHEQ Level for the Final Award: *Level 6*

QAA Subject Benchmark: *BA(Hons.)Degree*

Modes of Delivery: *Full Time with Part Time Attendance*

Language of Delivery: *English*

Faculty: *Health, Social Care and Education*

School: *Education*

JACS code: *This is the Joint Academic Coding System (JACS) agreed jointly by UCAS and HESA.*

UCAS Code: *X112 – Education and Leadership in Practice*
X111 – Teaching and Learning

Course and Route Code:

Early Years:Education & Leadership in Practice	UFELP1ELP01
Early Years:Teaching and Learning	UFETL1ETL01