

BA (Hons) Top up in Early Years

**Programme Specification**

<b>1. Programme Title</b>	<b>BA (Hons) Top-Up Degree in Early Years</b>
<b>2. Awarding Institution</b>	<b>Middlesex University</b>
<b>3. Teaching Institution</b>	<b>Peter Symonds College – Adult &amp; Higher Education division</b>
<b>4. Programme Accredited by</b>	<b>Middlesex University</b>
<b>5. Final Qualification</b>	<b>BA (Hons) Top-Up Degree in Early Years</b>
<b>6. Academic Year</b>	<b>2021-2022</b>
<b>7. Language of Study</b>	<b>English</b>
<b>8. Mode of Study</b>	<b>Full Time</b>
<b>9. Criteria for admission to the programme</b>	
<ul style="list-style-type: none"> <li>• All eligible applicants will be required to undertake an interview.</li> <li>• All eligible applicants will be expected to have a current DBS check.</li> <li>• Applicants should have a Foundation Degree in Early Years (or equivalent early years qualification at Level 5) or a degree in an unrelated subject with a substantial experience of working with children from birth to 5 years.</li> <li>• Applicants should have achieved GCSE at Grade C or above, or recognised equivalents, in English and Maths.</li> </ul>	
<b>10. Aims of the programme</b>	
This programme aims to:	
<ol style="list-style-type: none"> <li>1. Enable students to become committed, confident, autonomous, creative and reflective early years practitioners, and to prepare students for progressing to EYITT. It is designed to build on previous study of teaching and learning and develop deeper knowledge and understanding of early years education. It aims to enhance the student's ability to critically analyse and apply theories, research and personal values which underpin professional practice.</li> <li>2. The course also aims to provide opportunities for students to begin to define their own positions with respect to their own developing professional and philosophical Frameworks and to develop student ability to evaluate and analyse their academic and professional progress in order to understand that teaching is a process of lifelong professional learning.</li> <li>3. Emphasis is placed on development of independent learners with the relevant advanced professional and transferable skills, in particular, to encourage and prepare students to be effective leaders in the early years settings; leaders who are visionary and capable of being 'agents of change' in the workplace, able to support and mentor colleagues and raise the standards and quality in multi-agency settings.</li> <li>4. It provides an opportunity to examine contemporary issues relating to early years, to</li> </ol>	

develop an understanding of early years in culturally diverse and varied environments, and prepare students for the changing context of early years, ensuring that they have sound critical reflective and analytical skills.

## 11. Programme Outcomes

### A. Knowledge and Understanding

On completion of this programme, you will have knowledge and understanding of:

1. Educational, philosophical, historical, psychological, sociological and health perspectives and their influences on early years care and education.
2. The role that early years education practices play in society.
3. A critical approach to research methods and ability to apply multiple perspectives to early childhood issues, recognition that this involves a range of theories, evidence and applications.
4. Planning for early years curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of young children's health and emotional well-being.
5. Current practice and procedures in the management of childcare and early years educational settings.
6. The role of early years practitioners in recognising and challenging inequalities in society, and in embracing an anti-bias curriculum.

### Teaching/Learning Methods

Students will gain knowledge and understanding through guided and blended learning.

Concepts, principles and theories will be explored in lectures, seminars and a variety of other methods including reading, discussion, listening, practical and collaborative activities accessing the College's VLE Moodle, and self-directed scholarly activity.

### Assessment methods

Student's knowledge and understanding is assessed through coursework consisting of essays, reports and oral presentations.

### B. Cognitive (thinking) skills

On completion of this programme the successful student will be able to:

1. Demonstrate the ability to constructively critique theories, reflecting on connections and discontinuities between theory, policy and practice in working with early years children.
2. Critically analyse and challenge received views, concepts and theories of education and childcare, and show a willingness to accommodate new ideas.
3. Carry out research processes ethically involving a variety of methods of data collection including observation relating to

### Teaching/learning methods

Students learn cognitive skills through\;

Analysis, evaluation, problem solving and the application of theory and concepts to practice which are further developed through tutorial and seminar work throughout.

The learner is encouraged to develop intellectual skills further by independent study.

### Assessment methods:

Student's cognitive skills are assessed by coursework including presentations, reports, case studies and essays.

<p>early childhood in an ecological way.</p> <ol style="list-style-type: none"> <li>4. Take different perspectives on issues and problems and evaluate them in a critical, sceptical manner to arrive at supported conclusions.</li> <li>5. Demonstrate an understanding of the limitations of theory and research.</li> </ol>	
<p><b>C. Practical Skills</b> On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Write for different purposes which include persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis and summary.</li> <li>2. Access, retrieve, organise and use a range of sources of information.</li> <li>3. Apply research skills such as observation and interviewing.</li> <li>4. Communicate effectively (writing, verbally, graphically).</li> <li>5. Use ICT resources effectively for producing written material and carrying out research.</li> <li>6. Relate and apply learning teaching strategies to early years concepts.</li> </ol>	<p><b>Teaching/learning methods</b> Students learn practical skills through:</p> <p>Integration of theory and practice in learning skills which are developed through lectures, seminars and tutorials.</p> <p><b>Assessment methods:</b> Student's practical skills are assessed by:</p> <p>The professional and practical skills which need to be demonstrated in the main part by work-based evidence, but coursework assignments, reflective logs, case study reports, presentations and project reports will also contribute to assessment.</p>
<p><b>D. BA Graduate skills</b> On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Learn independently in familiar and unfamiliar situations with open mindedness and in the spirit of critical enquiry become more independent and pragmatic as a learner, demonstrating an increasing level of autonomy.</li> <li>2. Have insight and confidence in leading and working collaboratively with others fulfilling agreed responsibilities.</li> <li>3. Identify suitable learning opportunities to enhance own learning.</li> <li>4. Present ideas precisely and convincingly, utilise data appropriately and effectively.</li> </ol>	<p><b>Teaching/learning methods</b> Students learn graduate skills through:</p> <p>Developing the student's awareness of transferable skills, their application to working with children and the means that they might be developed further.</p> <p>For example, Skill D1 is developed through coursework reports, oral presentations and project reports.</p> <p><b>Assessment methods:</b> Students graduate skills are assessed by:</p> <p>Graduate skills are assessed by the programme through the links between theoretical learning and practice assessment that are such a key feature.</p>

<b>12. Programme structure (levels, modules, credits and progression requirements)</b>		
<b>12.1 Overall structure of the programme</b>		
<b>Early Years</b>		
<p>The programme is a one-year top-up. It comprises of three terms over the year. All modules are compulsory, however there is considerable choice built into the assessment programme which will allow students to pursue specific interests. All modules with the exception of the dissertation module are 20 credits. The dissertation module being 60 credits. Each module will have a series of generic lectures, then students will divide into groups according to specific age ranges of children they are working with and/or work settings as appropriate. There are 10 guided learning hours per credit.</p>		
<b>12.2 Levels and modules</b>		
<b>Level 6</b>		
<b>COMPULSORY</b>	<b>OPTIONAL</b>	<b>PROGRESSION REQUIREMENTS</b>
<p>Students must take all of the following: Early Years:</p> <p>EYTL61 EYTL62 EY63 EYTL66</p>		<p>Completion and attainment of all learning outcomes of all Level 6 modules.</p>
<b>12.3 Compensation of Grades</b>		
<p>Compensation is granted only by the Programme Assessment Board and should not be granted for any module where opportunities for reassessment are available unless the student's progression would be delayed in undertaking such reassessment.</p> <p>Compensation of assignments achieving marks of between 35% and 39% in modules at Levels 4 and 5 may be compensated at the discretion of the Programme Assessment Board. It is subject to satisfactory overall performance and is permitted for a maximum of 30 credit points out of 120 credit points. Any compensation should be taken in the context of a student's extenuating circumstances; without extenuating circumstances compensation would not normally exceed 30 points beyond Level 4. Compensation will not normally be agreed for project or dissertation modules.</p>		
<b>13. Curriculum map</b>		
See attached.		
<b>14. Information about assessment regulations</b>		
<p>This programme follows Peter Symonds College Academic Regulations. In addition, the programme requires that in order to progress you need to have met the attendance requirements as outlined in the Module Handbook.</p> <p>Assessment helps both you and the staff to understand the level you are at and demonstrate your ability to progress to a higher level. Within each module multiple assessments will be aggregated to form the overall mark. Support and advice from teaching staff is available to assist in working towards all assessments. All students must submit assessments electronically uploaded to Moodle with the appropriate front sheets fully completed. Failure to do so will result in your assessment being returned to you unmarked.</p>		

### **Academic Misconduct**

All of the following will be considered as academic misconduct:

- Plagiarism.
- Collusion.
- Infringement or avoidance of assessment regulations.
- Infringement of examination regulations.
- Fraudulent behaviour.
- Bribes and/or inducements.
- Fabrication of evidence, and;
- Failure to seek ethical approval when appropriate.

Initial reports of academic misconduct will go to the Curriculum Head or the Examinations Officer. Investigative meetings with the Director of Adult and Higher Education will also take place to assess whether any misconduct has taken place. A series of penalties could be applied depending on the severity of the offences. These can be found earlier on in the Student Handbook and also on [www.moodle.psc.ac.uk](http://www.moodle.psc.ac.uk).

### **15. Work-focussed opportunities, requirements and support (if applicable)**

Students on this programme will generally be expected to be working in the early years sector. Those that are not will be expected to find their own setting to enable the work-based modules to be carried out, which are an essential part of the course as they integrate theory with practice.

### **16. Future careers (if applicable)**

This programme seeks to prepare students for more senior roles in the early years sector such as manager of a setting. Students may also consider progression to Early Years Initial Teacher Training (EYITT) or teaching having successfully completed the course.

### **17. Particular support for learning (if applicable)**

In 2007 a new curriculum resource centre was opened at the Learning Resource Centre on the Peter Symonds College sixth form site. This has numerous computers, small workshops which are bookable for group work and an extensive range of curriculum related resources. Online reference resources and journals are available and on the Stoney Lane site computers and Wi-Fi are also available for your use. Tutors will be available via email communication.

Additional support is available for all students with disabilities and learning support needs. There is a comprehensive study support team who are able to assist with requirements for you that may include additional time, special equipment, and the assistance of a Learning Support Assistant or note-taker. Your selection for courses will be based purely on academic criteria and any request for information on learning difficulties is in order to provide support for you as early as possible. Prior knowledge of any required support would be beneficial in ensuring you have the required assistance from the start of the course.

### **18. JACS code (or other relevant coding system)**

Early Years X310 Academic Studies in Nursery Education.

### **19. Relevant QAA subject benchmark group (s)**

The course includes the requirements laid down by the FHEQ benchmarks. This includes the relevant skills that the graduate should have as well as the relevant level of knowledge.

Early Childhood Studies (2007) Education Studies (2007).

**20. Reference points**

The following reference points are used in designing the Early Years programme:

- Nutbrown review 'Foundations for Quality: The independent review of early childhood and childcare qualifications' June 2012.
- Early Years Professional Status standard 2012 TA, Early Years leading to Excellence Ofsted.

**21. Other information**

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.