Programme Specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Early Years top-up
Teaching Institution	Calderdale College
Awarding Institution	The Open University (OU)
Date of first OU validation	September, 2015
Date of latest OU (re)validation	September, 2018
Next revalidation	September, 2021
Credit points for the award	120
UCAS Code	P9K7
JACS Code	N/A
Programme start date	September, 2018
Underpinning QAA subject benchmark(s)	QAA Subject Benchmark Statement Early Childhood Studies (2014)
Other external and internal reference points used to inform programme outcomes	SEEC Credit Level Descriptors (2016)
Professional/statutory recognition	None
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	FT, PT
Duration of the programme for each mode of study	1 Year FT, 1.5 years PT
Dual accreditation (if applicable)	None
Date of production/revision of this specification	September, 2018

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The BA (Hons) in Early Years is designed to develop the skills necessary to work in industry. The programme provides a progression route for students wishing to be part of the graduate children's workforce of the future and it will be a significant step toward achieving Early Years Teacher Status or Qualified Teacher Status should you wish. This sector is changing and evolving, and it is envisaged that the new professional will be leading and shaping these changes. The programme team has worked in partnership with employers to develop a programme which is relevant and progressive, allowing practitioners to further enhance their skills, knowledge and abilities. Through the delivery of specialist units, students will develop skills and understanding of early years settings, child health, wellbeing and related theoretical concepts, the child in society, and quality and practice in the early years. This will provide the students with the wide range of skills they need to find or progress in employment and/or progress to further study.

This programme is designed to challenge and encourage students to ask questions of themselves and their role and deepen their understanding of early years. The College is a learning organisation where the students are not passive consumers but actively construct their learning in partnership with staff and each other.

The BA (Hons) Early Years is aimed at attracting a wider cross-section of individuals into higher education, such as students completing a Level 5 qualification and practitioners who have relevant work experience, including in a voluntary capacity. Informed by the commitment of the College to widening access whilst ensuring appropriate academic standards, the guiding principle underpinning the admission process is that the individuals are selected on the basis of their capability to benefit from, make a positive contribution to, and successfully complete their programme of study.

The award sits within Calderdale College HE provision.

Aims
- Provide a route to honours level for early years practitioners and equip them with the academic skills to progress on to higher level programmes
- Provide a programme which meets the needs of the employer for highly competent, appropriately qualified and professional early years practitioners
- Develop independent critical thinkers who use relevant theory and research to evaluate their effectiveness in providing high quality childcare and education and to provide a base from which to consider alternative models
- Show evidence of a deepening and broadening of knowledge and understanding of key issues related to early years
- Develop in students the necessary critical awareness to challenge personal values, assumptions and beliefs, combined with an open minded attitude that is responsive to change in order to enhance their current roles, take on new responsibilities and pursue lifelong learning
- Develop in students the ability to engage with the early years care and education to challenge inequality and improve individual life chances
- Develop in students the ability to use different enquiry methods to provide data to inform issues arising from values, assumptions, beliefs and practice

The objectives of the award are to:

- Demonstrate a broad knowledge base and understanding of education issues

relating to your professional background
- Exhibit an awareness of current subject specific debates, practices and approaches through the exploration of fundamental issues
- Demonstrate the ability to manage your own learning and to work effectively as individuals and as members of teams, in learning environments and in the wider community
- Express the ability to evaluate information, using it to plan and develop strategies which explore possible solutions to unpredictable problems and to communicate clearly and effectively

Students on this award will develop all three graduate attributes of being enterprising, digitally literate and having a global outlook. These attributes are embedded within the standards set out in the EYFS and are essential to early years employers.

High levels of digital literacy will be developed across all modules to develop confident and critical use of information and digital technologies to enhance academic, personal, and professional development.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The programme is a progression route for the FD Early Years or other level 5 qualifications. Following the completion of this qualification students have the opportunity to progress on to further study including Teacher Education or Masters level study.

The full-time route follows the conventional format of 60 credits per semester over two semesters.

The part-time route will give the flexibility to accommodate those students whose current work commitments prohibit attendance during the conventional college day, but for whom studying is still an important consideration when thinking of their personal and professional development and career progression. The part-time programme will comprise the same modules and assessments as the full-time route, but over three years from January to January. For example, a student commencing the FD part-time in February 2017 would complete it by February 2019.

External examiner visits and exam board arrangements will continue to be completed on a semestral basis, however, part-time Semester 1 marks will be recorded at the summer Board of Examiners meeting, rather than the winter meeting. Any marks related to resit assessments may be recorded at the following meeting or at the reconvened meeting in September. An indicative schedule is below:

BoE Meeting	Year	FD Part-time	
July 2017 (Extraordinary)	1	Semester A marks	
September 2017 (reconvened)			Semester A resits

February 2018	2	Semester B marks	
July 2018		Semester C marks – **Pass proceed**	Semester B resits
September 2018 (reconvened)			Semester C resits – **Pass proceed**
February 2019		Semester D marks	
July 2019	3	Semester E marks	Semester D resits
September 2019 (reconvened)			Semester E resits
February 2020		Semester F marks – **Final classifications**	
June 2020			Semester F resit marks – **Final classifications**

To aid progression, a quick turnaround time for confirming awarded marks and classifications is necessary, as (in the above example) if a resit opportunity is given students must have adequate time to complete this work before their resit marks are submitted at the subsequent board. Furthermore, Semester F marks and classifications would need to be confirmed very promptly to enable students to progress onto the subsequent BA award.

Any student who cannot be awarded a final classification (due to resit opportunities being given) at the February 2020 board would not be able to progress until their resit marks had been recorded at the June 2020 board, enabling them to enrol on the BA part-time in the following February, or the full-time BA in the following September.

BoE Meeting	Year	BA Part-time	
July 2017 (Extraordinary)	1	Semester A marks	
September 2017 (reconvened)			Semester A resits
February 2018	2	Semester B marks	
July 2018		Semester C marks – **Final classifications**	Semester B resits
September 2018 (reconvened)			Semester C resits – **Final classifications**

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place
Not applicable

2.4 List of all exit awards
For students who have gained 60 credits, an award of BA Ordinary Early Years is given

Programme Structure - LEVEL 6					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Collaborative approaches to research	20	None		Yes	1
Child Health and Wellbeing	20			Yes	2
Becoming a change agent	20			Yes	1
	20			Yes	1
Child in Society	40			No	2
Dissertation					

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1: Demonstrate a systematic and detailed understanding of, and be able to evaluate, key concepts and theories associated with the care and education of children in the early years **A2:** Critically evaluate approaches to research and potential areas of research demonstrating a thorough understanding of research methodology/investigation and ethical considerations appropriate to the topic selected **A3:** Understand theories and principles related to child development. Use this knowledge to assess and meet children's	Students will learn through specially prepared programme material delivered through lectures, tutorials, seminars and using the virtual learning environment. Students will participate in Reading and Seminar Groups to share sources of information and evaluate ideas. Students will also study independently through critical evaluation of current provision and practice. **Assessment strategy** The assessment strategy for each module is detailed in the module

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
needs **A4:** Children's rights and the impact of inequalities on children, families and their communities across the world **A5:** Synthesise and relate theoretical perspectives to organisational issues and own practice including collaborative working, partnerships and distributive leadership	specification and indicates the nature of both formative and summative assessment. Students will receive additional information and support from assessment briefs given by tutors. All module outcomes are assessed. Knowledge and understanding will draw on a range of learning and teaching methods appropriate to the demands of the module. These include: lectures, seminars, practical workshops, group and individual tutorials and formative feedback. All teaching and assessment methods are reviewed at the end of year planning events.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1: Analyse and discuss competing concepts, theories, research and practice critically and systematically **B2:** Critically interpret, analyse and evalute findings from a variety of sources **B3:** Identify different perspectives on issues and evaulate in a critically, questioning manner to arrive at informed, balanced conclusions **B4:** Reflect upon the role of practitioners and researchers and the ethical considerations in working with children and families	The intellectual and cognitive skills will be acquired through directed reading, supported by focussed questioning and critical discussion, project and assignment work relating theory to practice. Tutorial support and formative assessment provide the opportunity for guidance in the development of these skills.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Critically explore, examine and evaluate the impact on practice of the cultural, historical and contemporary features of various policies, institutions and agencies **C2**: Demonstrate an awareness of approaches to leading practice, collaborative working and professional codes of conduct and how this is incorporated into practice **C3**: Use communication skills to debate, negotiate, challenge and influence the ideas of others **C4**: Evaluate the impact of the legislative and regulatory framework on early years practice	Development of practical and professional skills will be encouraged throughout the modules as content is related to student's real world experience in settings. They are also encouraged to take ideas back into settings from the course and implement them through their practice. Practical and professional skills will also be developed through a range of module delivery including workshops, lectures, presentations, formative feedback, tutorials, seminars and using the virtual learning environment. They will also study independently, including critical evaluation of current provision and practice. Assessment methods will be appropriate to the particular module but include tutor assessment of observed activities and written work. All practical work is linked to a method for evaluating the work and demonstrating understanding of the underlying theories.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Communicate effectively in writing and orally **D2:** Demonstrate appropriate skills in researching, analysing and using information and/or numerical data gathered from a variety of sources **D3**: Take responsibility for own learning and development, including using reflection and feedback to analyse own capabilities, appraise alternatives and plan and implement actions	These skills are developed in the core modules and then contextualised in the Dissertation which extends and enhances previously developed written skills, time management, reading, information retrieval, research skills and the use of ICT. Key and generic graduate skills are embedded in the tasks for all modules and are included on the grading criteria for the assessment of all modules. The teaching methods include: lectures, workshops, formative feedback

3D. Key/transferable skills	
D4: Demonstrate the application of ethical principles by carrying out research with integrity and objectivity	on written work and presentations. Students are able to access, on demand or through referal, additional learning support for communication skills with the academic skills support available.

Students who have achieved 60 credits at level 6 can be awarded a BA Ordinary

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules**

where in the programme structure students must make a choice of pathway/route

None

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5. Support for students and their learning

Personalised student support, ensuring students feel they are regarded and supported as individuals on their programme with opportunities for student-staff contact is recognised as a key factor in student motivation and involvement. Knowing members of staff well can enhance a student's experience. The full-time programme attracts non-traditional students leading to limited timescales in which to access the support available. It may also lead to a lack of understanding as to the level of support which may have a high impact on students. A strong induction is planned to ensure students have knowledge as to what support is available, how it can be accessed and how it can benefit them. The use of a small academic programme team will also help students get to know staff well.

The students will be allocated a personal tutor, who is also a member of the teaching team, and has been involved with the induction activities. A progress coach is available to supplement the support available from the personal tutor. Personal tutors and progress coaches provide both academic and pastoral support to students. The students will meet their personal tutor and progress coach during induction week and at regular intervals (at least once per semester, more often if individuals have an identified need), to ensure they are making good progress. Notes are recorded on Promonitor which is then available to the student. This would include any agreed actions or targets that were to be taken before the next tutorial meeting.

Students may also contact their personal tutors or progress coach at any time during the academic year if they have any problems or issues that need resolving. Personal tutors are updated through the year on the academic progress of each of their students and meet with them at key points. Personal tutors also monitor student attendance and where appropriate make contact to discuss any issues.

Students requiring levels of pastoral support beyond that provided by their personal tutor or progress coach may be referred to appropriate specialists in Learner Services. Counselling is available from a small team of counsellors, as is support with such things as benefits and housing, fees and funding issues. They are also able to offer financial support in the form of a loan or grant to students through the HE Hardship Fund.

Students who are 'at risk' academically are directed towards the most appropriate

advice and support. This is usually academic skills support, but they may be referred to other specialists and information available within the College.

6. Criteria for admission

This is a level 6 entry programme and applicants will normally be expected to have an undergraduate qualification worth 240 credit points including:
- FD Early Years or Level 5 related area at Merit or Distinction level

The College actively supports claims for Recognition of Prior Certificated Learning (RPCL) and/or Recognition of Prior Experiential Learning (RPEL) and applications will be considered on an individual basis. The College approves claims for advanced standing based on prior certificated learning where it can clearly be shown that equivalent learning and credit have been awarded.

All programmes of study are conducted and assessed in the English language. Hence, applicants seeking admission are expected to be able to communicate effectively in the English language. Suitably qualified overseas applicants may be required to evidence this by achieving a minimum of International English Language Testing System (IELTS 6.0) or Test of English as a Foreign Language (TOEFL: 550 or equivalent).

Applicants who demonstrate in their UCAS application that they have met the academic requirements, thought about the appropriateness of the programme, have a clear idea of their progression route and have the relevant personal skills and qualities will be invited to interview.

All applicants are subject to the same criteria and selection procedure whether they are students progressing internally within the College from the FD Early Years or external applicants.

. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

Assessments on this programme vary with each module. For each module there are two forms of assessment – the first being formative. This is usually a draft of part of your work or a presentation of your ideas that can be assessed by a module tutor to give guidance on how you are achieving the aims and outcomes for each module. This formative assessment will not be marked but you will be given verbal or written

feedback in order for you to make any amendments before you submit the final piece of work for the summative assessment.

Full details of the deadline dates for all of the assessments will be given to you by your module tutors and will be clearly outlined in the programme handbook.

The assessments are marked with reference to the module outcomes outlined in each module specification and assignment brief.

Handing in of assessed written work will be via Turnitin. This includes submitting work online through Moodle or bringing physical artefacts to your tutor by the set deadline.

Methods and regulations of assessment.
Modules are assessed continuously by the submission of coursework assignments at regular intervals across the year. There are no formal written examinations. The programme team provide assignment briefings that include a description of the task, the learning outcomes and the assessment criteria, plus clear indications concerning the modes of assessment and marking and grading practices.

All written work must be submitted electronically through the College VLE (Moodle). It is then marked by the tutor, or tutors, responsible for delivery of the module. A sample is then second marked by another tutor. Submissions close to the grade boundaries may be marked a third time. A sample across all classifications is made available to the external examiner at the end of each semester.

The penalty for late submission (without accepted mitigating/extenuating circumstances) is a 10% reduction deducted from the overall marked score for each working day late (excluding weekends, bank holidays and College shut down dates), down to the 40% pass mark and no further. On the seventh day, the submission is refused and a mark of zero will be applied.

All formal written assignments should normally be word processed. The Harvard reference system is to be used and support is provided for students who are not familiar with this. Assessments are planned to try and avoid them all bunching together at the end of the semester.

Feedback on Assessment
Both oral and written formative and summative assessments will support you to reflect on your progress. Written summative feedback will normally be provided within four weeks of the completion of an assignment.

Much of the programme is continually assessed in terms of the developmental process. This provides an opportunity for continual formative feedback and discussion with tutors (formally and informally) however, this feedback is not formally recorded or tracked. You are also encouraged to give feedback to your peers and engage in on going self-assessment, informal peer assessment and discussion.

Students are encouraged to obtain formative feedback of assessments from their tutors during scheduled meetings and timetabled sessions.

9. Methods for evaluating and improving the quality and standards of teaching and learning.

A range of methods are used for evaluating and improving the quality and standards of teaching and learning. These include:

- An annual Programme Leader Report which includes an action plan for developments and improvements. This report is informed by the annual course review, external examiner reports and the programme team responses, as well as feedback from students
- Student feedback, which is collected in a variety of ways including module evaluations and focus groups. These then feed into the bi-annual enhancement and development meetings. The student programme representative is present at the enhancement and development meetings and they take back responses to feedback almost immediately, closing the feedback loop. For issues that cannot be responded to at the meetings, the programme representatives are regularly updated on progress. Feedback is also disseminated by the programme leader, who endeavours to flag up changes to the college and the programme based on student feedback. This highlights the strength and influence of the student voice
- Student surveys such as the NSS are reviewed at the end of the year in processes such as the SED and the College Annual Review. Although top up students are not eligible to take part in the NSS we do take notice of the feedback provided by FD students which can impact on the top up
- Academic staff attend a range of staff development events aimed at improving teaching and learning
- The sharing of best practice through the HE Forum
- Programme leaders are expected to keep themselves aware of any changes to external reference points such as subject benchmarks and QAA guidance
- The programme team is expected to keep themselves aware of changes in industry practice
- A range of lesson observations are undertaken as part of the college quality assurance framework. These include short walk through observations which take place on a termly basis, and a minimum of one longer lesson observation in each academic year. If areas for improvement are identified, an advanced learning practitioner is assigned to support development of practice. Re-observations are then scheduled to monitor impact.

10. Changes made to the programme since last (re)validation

The proposed modifications for revalidation are as follows:

- Replacement of the Quality of Early Years Practice module with Becoming a Change Agent (see module spec), with new assessments.
- Replacement of the Introduction to Research Methodology module with Collaborative Approaches to Research (see module spec), with replacement of the critique component with an annotated bibliography.

Learning outcomes have been updated and developed to reflect the new programme outcomes, with clear opportunities for them to be met at least twice throughout the

programme.

The word-count for the Dissertation component has been reduced to 8,000 words and a new academic poster component has been added to the Dissertation module.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (x) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
3	Collaborative Approaches to Research		x				x	x	x			x				x		x
	Child in Society		x		x	x	x				x				x	x		
	Becoming a change agent	x			x				x	x			x	x			x	
	Child Health and Wellbeing	x		x	x		x				x	x	x		x			
	Dissertation	x	x				x				x		x			x	x	x

Module	Task	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
Collaborative Approaches to Research	Annotated Bibliography (40%)							x	x							x		
	Research Proposal (60%)		x				x					x						x
Child Health and Wellbeing	Essay (60%)	x		x			x					x						
	Presentation (40%)				x						x		x		x			
Becoming a change agent	Theoretical and Reflective Essay (70%)	x				x				x			x					
	Blog post (30%)								x			x						x
Child in Society	Essay (70%)				x	x						x				x		
	Information Leaflet (30%)		x					x									x	
Dissertation	Dissertation (80%)	x	x				x					x	x			x	x	x
	Academic Poster (20%)	x	x										x			x		

Annexe 2: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in <u>section 3</u> must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <u>http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx</u>

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <u>http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx</u>

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **<u>exit awards</u>** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **<u>languages other then English</u>** must have programme specifications both in English and the language of delivery.