

# Programme Specification and Curriculum Mapping

## BA (Hons) Early Years, Childcare and Education

### September 2020

## Programme specification

### 1. Overview/factual information

<b>Programme/award title(s)</b>	BA (Hons) in Early Years, Childcare and Education BA in Early Years, Childcare and Education Diploma in Higher Education in Early Years, Childcare and Education Education Certificate in Higher Education in Early Years, Childcare and Education
<b>Teaching Institution</b>	Havering Colleges – Ardleigh Green
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	2017
<b>Date of latest OU (re)validation</b>	2020
<b>Next revalidation</b>	2025
<b>Credit points for the award</b>	360 300 240 120
<b>UCAS Code</b>	
<b>JACS Code</b>	
<b>Programme start date and cycle of starts if appropriate.</b>	September 2020
<b>Underpinning QAA subject benchmark(s)</b>	Early Childhood Studies 2015
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	This degree has been mapped to the Early Years Educator criteria at levels 4 and 5
<b>Professional/statutory recognition</b>	The National College for Teaching and Leadership (NCTL)
<b>For apprenticeships fully or partially</b>	

<b>integrated Assessment.</b>	
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	FT
<b>Duration of the programme for each mode of study</b>	3 Years
<b>Dual accreditation (if applicable)</b>	The degree has been approved as being 'full and relevant' by the National College for Teaching Learning – this means that after successfully completing levels 4 and 5, students can be included in the Early Years Foundation Stage staff ratios at level 3.
<b>Date of production/ revision of this specification</b>	May 2020

**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 student's 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 aims of the programme are to provide students with appropriate and relevant learning opportunities to develop:

- the appropriate knowledge and understanding required for the Early Years sector.
- the professional and practical skills and competencies that are required to work in a variety of Early Years contexts.
- the leadership and management skills needed to promote good practice and to model appropriate values and beliefs in the workplace.
- self-awareness, reflection and evaluation skills necessary to be able to recognise and evaluate the impact of their practice on other people in their work setting.
- an appropriate understanding of the regulatory and legislative framework for Early Years and to prepare students to work within this framework.
- professional accountability and a commitment to lifelong learning.
- transferable skills at graduate level.

## 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)

This programme is not part of a hierarchy of awards/programmes.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work-based learning and academic content are organised with the award.

N/a

## 2.4 List of all exit awards

BA (Hons) in Early Years, Childcare and Education  
BA in Early Years, Childcare and Education  
Diploma in Higher Education in Early Years, Childcare and Education  
Certificate in Higher Education in Early Years, Childcare and Education

### 3. Programme structure and learning outcomes

<b>Programme Structure - LEVEL 4</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Academic Research & Study Skills	20	n/a		No	Semester 1
Equality and Inclusion	20	n/a		No	Semester 1
Early Years Policy & Curriculum	20	n/a		No	Semester 1
Emergent Literacy & Numeracy	20	n/a		No	Semester 2
Work-Related Learning	20	n/a		No	Semester 2
Child Development	20	n/a		No	Semester 2

Intended learning outcomes at Level 4 are listed below:

<b>Learning Outcomes – LEVEL 4</b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Understand the conceptual underpinnings of early childhood as a subject area to include knowledge of some specialised areas and/or applications</p> <p><b>A2:</b> Knowledge and understanding of the interrelationships between political, economic,cultural, ideological,psychological, sociological,health,welfare, educational, philosophical, legal and</p>	<p>Lectures, whole group and small group debates and discussions, question and answers, tutorials with mentors and module tutor. Literature and work-based research. Engage with professional standards, early childhood policies and reflect on current issues.</p> <p>Knowledge and understanding of the concepts which underpin early childhood and the factors which contribute to the lives of children and their families. Learners should be able to identify and explain the policies</p>

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<p>historical contexts and the perspectives in the lives of children and their families which challenge inequalities and act as an advocate.</p> <p><b>A3:</b> Knowledge and understanding of professional, reflective practice incorporating theoretical principles, working with babies, young children and their families and knowledge of management, leadership and organisational structures and of working with other professionals.</p> <p><b>A4:</b> Knowledge of a range of research paradigms, research methods and measurement techniques required for systemic study relative to children and childhood.</p>	<p>and structure of Early Years settings and the value of working with other professionals. They should also develop a basic awareness of research methods and paradigms in early childhood.</p>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Reflect upon a range of psychological, sociological, health, welfare, educational, cultural, philosophical, legal, historical, political and economic perspectives and consider how these underpin understanding of early childhood, nationally and globally.</p> <p><b>B2:</b> Apply multiple perspectives and evaluate competing positions on early childhood using a variety of research methods, theories, evidence and applications.</p>	<p>Apply key principles to related contexts through written and practical work – small group and whole group discussions surrounding key principles and educational policies, independent study.</p> <p>A work-based collection of evidence and reflective review of own professional conduct and positionality. Analysis of professional standards through discussions/debates and literature review and consider how these are applied throughout early childhood settings.</p> <p>Interrogation of theoretical concepts and principles of working with young children and their families through discussions/debates/independent learning and taught sessions.</p>

<b>3B. Cognitive skills</b>	
<b>B4:</b> Constructively critique theories, practice and research in the area of child development.	Reflect upon a range of perspectives which underpin early childhood and be able to explain their significance in contributing to the developing child. To be able to describe and illustrate a range of theories and research which contribute to the study of early childhood.
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Explore, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies, giving children a voice and challenging inequalities in regard to early childhood.</p> <p><b>C4:</b> Reflect upon the ethics of studying early childhood and use and evaluate skills of observation, analysis and research to draw conclusions.</p>	<p>Evidence and work-based research. Engage with professional standards, apply to own practice and reflect on salient issues. Reflection on mentor tutorials and reports on performance in the workplace.</p> <p>Collect evidence of team meetings and own participation. Review working practices and set goals for improvement.</p> <p>Student presentations.</p> <p>Identify and explain policies and features of practice including curriculum which underpin early childhood. Describe and illustrate planning and assessment approaches to ensure the needs of children are met. The learner should be able to discuss the value of working with parents and other professionals.</p>

<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Communicate and present ideas and research findings by written, oral and visual means.</p> <p><b>D2:</b> Listen carefully to others and use the communication skills necessary to converse, debate, negotiate, persuade and challenge the ideas of others.</p> <p><b>D3:</b> Interpret and use numerical and other forms of data, research and theoretical perspectives to be able to offer and justify an informed point of view.</p>	<p>Independent study, workshops, 1-1 tutorials.</p> <p>Plan and manage own study. Lectures, whole group and small group discussions, question and answers, tutorials with mentors and module tutor.</p> <p>Evidence-based research. Plan and manage own learning.</p> <p>Practical tasks. Prepare data in graphical and numerical formats.</p> <p>Take part in debates and discussions and justify own position.</p> <p>Review working practices.</p> <p>Identify and use a range of methods for recording ideas and findings.</p> <p>Use a range of sources of information. Summarise a range of data.</p>

**Certificate in Higher Education in Early Years, Education and Care (120 credits at Level 4)**



<b>Programme Structure - LEVEL 5</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Introduction to Research	20	n/a		No	Semester 2
Professional Development & Partnerships	20	n/a		No	Semester 1
Safeguarding	20	n/a		No	Semester 1
The Child in Context	20	n/a		No	Semester 2
Children's Rights	20	n/a		No	Semester 2
Social and Emotional Skills	20	n/a		No	Semester 1

**Intended learning outcomes at Level 5 are listed below:**

<b>Learning Outcomes – LEVEL 5</b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Understand the conceptual underpinnings of early childhood as a subject area to include knowledge of some specialised areas and/or applications.</p> <p><b>A2:</b> Knowledge and understanding of the interrelationships between political, economic, cultural, ideological, psychological, sociological, health, welfare, educational, philosophical, legal and historical contexts and the perspectives in the lives of children and their families which challenge inequalities and act as an advocate.</p>	<p>Lectures, whole group and small group debates and discussions, question and answers, tutorials with mentors and module tutor.</p> <p>Literature and work-based research. Engage with professional standards, early childhood policies and reflect on current issues.</p> <p>Demonstrate systematic knowledge and critical understanding of early childhood from a range of perspectives and apply these to practice with children.</p>

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<p><b>A3:</b> Knowledge and understanding of professional, reflective practice incorporating theoretical principles, working with babies, young children and their families and knowledge of management, leadership and organisational structures and of working with other professionals.</p> <p><b>A4:</b> Knowledge of a range of research paradigms, research methods and measurement techniques required for systemic study relative to children and childhood.</p>	<p>Learners should be able to compare and contrast different policies and practices within settings and relate this to their own practice. They should also demonstrate a good working knowledge of research methodology which can be used in early childhood.</p>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Reflect upon a range of psychological, sociological, health, welfare, educational, cultural, philosophical, legal, historical, political and economic perspectives and consider how these underpin understanding of early childhood, nationally and globally.</p> <p><b>B2:</b> Apply multiple perspectives and evaluate competing positions on early childhood using a variety of research methods, theories, evidence and applications.</p> <p><b>B3:</b> Evaluate competing positions in relation to the construction of early childhood by different subjects, societal agents and time, place and culture.</p>	<p>Apply key principles to related contexts through written and practical work – small group and whole group discussions surrounding key principles and educational policies, independent study.</p> <p>A work-based collection of evidence and reflective review of own professional conduct and positionality. Analysis of professional standards through discussions/debates and literature review and consider how these are applied throughout early childhood settings.</p> <p>Interrogation of theoretical concepts and principles of working with young children and their families through discussions/debates/independent learning and taught sessions.</p>

<b>3B. Cognitive skills</b>	
	<p>Detect and interpret meaningful patterns in theories of child development which underpin the practitioner’s work with children and their families. Reason clearly, understand the role of evidence and make critical judgements about arguments relating to early childhood.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Explore, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies, giving children a voice and challenging inequalities in regard to early childhood.</p> <p><b>C2:</b> Demonstrate the ability to plan for and where appropriate, implement play, the curriculum and opportunities to meet and promote children’s health, emotional well-being, protection and safety and the conditions which enable them to flourish.</p> <p><b>C3:</b> Demonstrate ways in which the practitioner can lead, support and work collaboratively with parents, carers and other professionals.</p> <p><b>C4:</b> Reflect upon the ethics of studying early childhood and use and evaluate skills of observation, analysis and research to draw conclusions.</p>	<p>Evidence and work-based research. Engage with professional standards, apply to own practice and reflect on salient issues.</p> <p>Reflection on mentor tutorials and reports on performance in the workplace.</p> <p>Collect evidence of team meetings and own participation. Review working practices and set goals for improvement. Student presentations.</p> <p>Demonstrate and apply policies and features of practice including curriculum which underpin early childhood. Have a well-developed ability to plan for and implement the curriculum based on the needs of individual children.</p> <p>The learner should also demonstrate a well-developed ability to lead, support and work collaboratively with others in the early childhood context.</p>

<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Communicate and present ideas and research findings by written, oral and visual means.</p> <p><b>D2:</b> Listen carefully to others and use the communication skills necessary to converse, debate, negotiate, persuade and challenge the ideas of others.</p> <p><b>D3:</b> Interpret and use numerical and other forms of data, research and theoretical perspectives to be able to offer and justify an informed point of view.</p> <p><b>D4:</b> Approach problem-solving in a systemic way and become more independent, resilient, responsible and pragmatic and develop as an autonomous learner.</p>	<p>Independent study, workshops, 1-1 tutorials. Plan and manage own study. Lectures, whole group and small group discussions, question and answers, tutorials with mentors and module tutor.</p> <p>Evidence-based research. Plan and manage own learning. Practical tasks. Prepare data in graphical and numerical formats.</p> <p>Take part in debates and discussions and justify one's own position. Review working practices.</p> <p>Explore and apply a range of methods for communicating ideas and research findings. Solve problems by clarifying questions, considering alternatives solutions and evaluating outcomes. Critically explore a range of sources of information.</p>

**Diploma in Higher Education in Early Years, Education and Care (120 credits at Level 4 and 120 credits at Level 5)**

<b>Programme Structure - LEVEL 6</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Contemporary Issues in Health & Wellbeing	30	n/a		No	Semester 1
Leadership and Management	30	n/a		No	Semester 1
Action Research Project	60	n/a		No	Semester 1 & 2

**Intended learning outcomes at Level 6 are listed below:**

<b>Learning Outcomes – LEVEL 6</b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Understand the conceptual underpinnings of early childhood as a subject area to include knowledge of some specialised areas and/or applications.</p> <p><b>A2:</b> Knowledge and understanding of the interrelationships between political, economic, cultural, ideological, psychological, sociological, health, welfare, educational, philosophical, legal and historical contexts and the perspectives in the lives of children and their families which challenge inequalities and act as an advocate.</p> <p><b>A3:</b> Knowledge and understanding of professional, reflective practice incorporating theoretical principles, working with babies, young children and their families and knowledge of management, leadership and organisational structures and of working with other professionals.</p>	<p>Lectures, whole group and small group debates and discussions, question and answers, tutorials with mentors and module tutor. Literature and work-based research. Engage with professional standards, early childhood policies and reflect on current issues.</p> <p>Demonstrate a critical awareness of early childhood from a range of perspectives and construct an in-depth understanding of factors which underpin practice with children and work within Early Years settings. Learners should be able to evaluate a range of research methodologies and analyse their use in early childhood.</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>A4:</b> Knowledge of a range of research paradigms, research methods and measurement techniques required for systemic study relative to children and childhood	
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Reflect upon a range of psychological, sociological, health, welfare, educational, cultural, philosophical, legal, historical, political and economic perspectives and consider how these underpin understanding of early childhood, nationally and globally.</p> <p><b>B2:</b> Apply multiple perspectives and evaluate competing positions on early childhood using a variety of research methods, theories, evidence and applications.</p> <p><b>B3:</b> Evaluate competing positions in relation to the construction of early childhood by different subjects, societal agents and time, place and culture.</p>	<p>Apply key principles to related contexts through written and practical work – small group and whole group discussions surrounding key principles and educational policies, independent study.</p> <p>A work-based collection of evidence and reflective review of own professional conduct and positionality. Analysis of professional standards through discussions/debates and literature review and consider how these are applied throughout early childhood settings.</p> <p>Interrogation of theoretical concepts and principles of working with young children and their families through discussions/debates/independent learning and taught sessions.</p> <p>Evaluate and reflect on a range of theories and perspectives which relate to early childhood and draw conclusions linked to experiences within practice. Have a high-level knowledge and awareness of the skills needed for relational pedagogical approaches.</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Explore, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies, giving children a voice and challenging inequalities in regard to early childhood.</p> <p><b>C2:</b> Demonstrate the ability to plan for and where appropriate, implement play, the curriculum and opportunities to meet and promote children’s health, emotional well-being, protection and safety and the conditions which enable them to flourish.</p> <p><b>C3:</b> Demonstrate ways in which the practitioner can lead, support and work collaboratively with parents, carers and other professionals.</p> <p><b>C4:</b> Reflect upon the ethics of studying early childhood and use and evaluate skills of observation, analysis and research to draw conclusions.</p>	<p>Evidence and work-based research. Engage with professional standards, apply to own practice and reflect on salient issues.</p> <p>Reflection on mentor tutorials and reports on performance in the workplace.</p> <p>Collect evidence of team meetings and own participation. Review working practices and set goals for improvement. Student presentations.</p> <p>Summarise and evaluate policies and features of practice, including curriculum, which underpin early childhood. Have a highly developed ability to plan for and adapt the curriculum to respond to the needs of children. The learner should also be able to critically analyse the value of working collaboratively with others in the early childhood context.</p>
<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Communicate and present ideas and research findings by written, oral and visual means.</p> <p><b>D2:</b> Listen carefully to others and use the communication skills necessary to converse, debate, negotiate, persuade and challenge the ideas of others.</p>	<p>Independent study, workshops, 1-1 tutorials. Plan and manage own study. Lectures, whole group and small group discussions, question and answers, tutorials with mentors and module tutor.</p> <p>Evidence-based research. Plan and manage own learning.</p>

<b>3D. Key/transferable skills</b>	
<p><b>D3:</b> Interpret and use numerical and other forms of data, research and theoretical perspectives to be able to offer and justify an informed point of view.</p> <p><b>D4:</b> Approach problem-solving in a systemic way and become more independent, resilient, responsible and pragmatic and develop as an autonomous learner.</p>	<p>Practical tasks. Prepare data in graphical and numerical formats. Take part in debates and discussions and justify one's own position. Review working practices.</p> <p>Present a wide range of theoretical positions and offer and justify a well informed and insightful point of view. Interpret and use numerical and other forms of data clearly, critically and securely. Demonstrate the ability to write with critical analysis. Use a very wide range of sources of information critically and with insight.</p>

**BA (Hons) in Early Years, Education and Care (120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6)**

**BA in Early Years, Education and Care (120 credits at Level 4, 120 credits at Level 5 and 60 credits at Level 6 – excluding Action Research Project Module)**



#### 4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features 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
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

The Early Years Workforce Strategy (DfE 2017) identifies the importance of high-quality early learning and recognises that graduates with specialist Early Years training make a positive impact on the quality of settings and ultimately improve children's outcomes. High-quality Early Years settings can play a key role in supporting a child's brain and language development. As well as parents and carers, Early Years practitioners can have a crucial impact on children's development. Therefore, it is essential that every child has access to a high-quality Early Years setting. Many children attend Early Years settings that do not have access to an Early Years teacher (or staff with an equivalent degree-level qualification). Children are much less likely to attend a setting with an Early Years teacher if they are attending a private, voluntary or independent setting (PVI). The added concern is that children living in disadvantaged areas are least likely to attend PVI settings with an Early Years teacher, which demonstrates the need for more Early Years graduates as evidence shows that high-quality Early Years Childcare and Education has benefits for children from disadvantaged areas (Save the Children 2016).

By completing the BA (Hons) degree programme, students will have gained a higher level of knowledge and understanding of a range of theoretical concepts and contemporary issues concerning the Early Years sector. They gain further experience in report writing, observation, planning and evaluation and develop skills to evaluate and analyse this evidence, thus developing their academic skills.

Students must have access to an Ofsted registered Early Years setting that follows the Statutory Framework for the Early Years Foundation Stage if they are not already working. This will be discussed during the interview recruitment process. The department has a very experienced placement support team to help with this process, having access to a range of voluntary placements in and around the local area. Students must complete a minimum of 180 placement hours either employed or on a voluntary basis in an Early Years setting every semester. Employer engagement is dependent on a positive working relationship between Havering College of Further & Higher Education (HCFHE) staff and employers from the sector.

All students are required to undertake a mandatory work placement that is an Ofsted registered Early Years setting that follows the Statutory Framework for the Early Years Foundation Stage. To meet the requirements of the Early Years Educator (EYE)

standards, students must be assessed against the skills criteria in an Early Years setting by an HCFHE qualified assessor. For all students, pre and post 2014 the achievement of meeting the EYE standards requires that the student takes ownership of the assessment process which will be evidenced and graded in Module Work-related Learning at Level 4 and Professional Practice and Partnerships at Level 5.

Students must attend College one full day a week, to take advantage of the teaching and learning opportunities available. There will also be drop-in workshops available to further support students with their studies. The one-day a week attendance is to facilitate students who are already working and will only need day-release from their setting. It is also beneficial to students who are seeking a voluntary placement as it means they can be more flexible with days/times. The College aims to offer the degree programme on the same weekday each year to assist the students and the settings in their forward planning. This widening-participation model creates opportunities for students who would not be able to attend more than one day a week and promotes employer engagement with the programme.

The knowledge and skills gained from this study will enable students to, for example, become leaders in Early Years settings, gain entry onto Postgraduate Certificate in Education and progression to Postgraduate study at both Master's (Level 7) and to Doctorate (Level 8) studies.

Progressive steps have been placed at the end of levels 4, 5 and 6 as follows:

#### Level 4 Progression to Level 5

Completion of 120 credits at level 4. To exit – completion of 120 Level 4 credits will enable the student to exit with a Certificate in Higher Education Early Years, Childcare and Education.

#### Level 5 Progression onto Level 6

Completion of 120 Level 4 credits and 120 Level 5 credits. This will enable the student to exit with a Diploma in Higher Education Early Years, Childcare and Education.

#### Level 6 Exit Awards

Completion of 120 Level 4 credits, 120 Level 5 credits and 60 Level 6 credits. This will enable the student to exit with a BA Degree Early Years, Childcare and Education.

Completion of 120 Level 4 credits, 120 Level 5 credits and 120 Level 6 credits. This will enable the student to exit with a BA Honours Degree Early Years, Childcare and Education.

The programme benefits from the contribution of external speakers from the Early Years industry and the expertise and experience from the various disciplines within the Health & Social Studies Department; this includes nurses, counsellors, social workers and Early Years practitioners.

#### 5. Support for students and their learning.

*(For apprenticeships this should include details of how student learning is supported in the workplace)*

Students have a range of support structures available to them dependent on their specific needs. These include:

- A study tutor – all students are allocated a study tutor whose role it is to offer academic and professional support throughout the time the student is on the programme.
- Academic skills support – a structured induction led by the academic team and supported by colleagues from other areas of the college (Learning Resources Centres, Quality and Standards and Learning Support) serves to underpin academic skills appropriate to Higher Education study. This is further supported by ongoing academic skills sessions focusing on specific issues during the modules of the programme where the students are able to share ideas and knowledge and receive lecturer and peer support around specific academic skills.
- HE Learning Support Co-ordinator – a dedicated member of staff is employed to offer support to HE students with disabilities or learning support needs. Diagnostic assessment can be undertaken for specific learning difficulties; referrals made for other assessments that may be required; support provided with accessing DSA funding and finding appropriate support workers as required. Additional drop-in sessions are organised at key points in the academic year to enable students to access 1:1 support with their academic skills if required.
- ESOL support for HE students – although there are clear expectations that those entering the programme will have demonstrated that they have sound written and verbal communication skills there may be a need for some students to receive additional support in relation to English as an academic language.
- HE Development Worker – Two part-time HE development advisors are employed to work specifically with HE students on the Quarles campus of the college. These members of staff are able to provide guidance and advice on a range of issues in relation to college policies and procedures, personal and financial issues. The student services team also work to develop and support StARs (Student Academic Representatives) in representing the views of their cohorts on programme and college-wide issues.
- Counsellor – if personal problems become such that personal tutors and student services advisors are no longer able to support individual students, the college employs a counsellor who students may either self-refer or be referred to for additional support.
- The college will offer and deliver mentor training to relevant individuals who have volunteered to mentor a student during their HE studies. Each mentor needs to be qualified to degree level in a relevant subject area and will be awarded a certificate in recognition of attendance and support. A mentor may be appointed from the student's place of work, or sector. This could be a colleague, supervisor or line manager and does not need to be someone working directly with the student although sometimes this might be useful. Judgments need to be made on individual cases, but the mentor needs to be a person the student feels they can discuss their anxieties with honestly and safely. Every student will be supported by a named mentor throughout their studies. The Mentoring Guide sets out expectations of the mentee and mentor roles.

- Placement Supervisor – a suitably qualified member of staff where the student is carrying out their work programme. This staff member is to support the student with the work-based element of their programme. The Placement Handbook sets out the Placement Supervisor’s roles and responsibilities.
- Personal development planning (PDP) is embedded throughout the programme. For example, tutorials are used to help students consider their learning needs and identify the support that may be needed to support those needs.

## 6. Criteria for admission

*(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*

Entrants will normally hold a relevant FE level three qualification, such as:

- 120 (48 new tariff) UCAS points from A-levels in a relevant subject such as Health and Social Care, Psychology, Sociology & Social Policy.
- Level 3 NVQ in Caring for Children and Young People.
- Level 3 NVQ in Childcare and Education.
- Level 3 NVQ in Children’s Care, Learning and Development.
- Level 3 NVQ in Early Years Care and Education.
- Level 3 NVQ in Playwork.
- Level 3 Diploma in Childcare and Education: Early Years Educator.
- Level 3 Diploma for the Children and Young People’s Workforce (Early Learning and Childcare).
- the NNEB Certificate and Diploma are considered full and relevant at level 3.
- other comparable level 3 qualifications will be considered.

All applicants:

- must already hold GCSEs at grade C or above (grade 4 or above under the 2017 framework) in English language and mathematics or Level 2 Functional Skills in both English and mathematics.
- must have an enhanced DBS check.
- must be employed or on placement in an appropriate Ofsted registered Early Years setting that follows the Statutory Framework for the Early Years Foundation Stage for a minimum of 12 hours per week.

All applications are made through UCAS.

## 7. Language of study

English

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

N/A

9. For apprenticeships in England End Point Assessment (EPA).

*(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*

N/A

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

The College has well-developed mechanisms for receiving and evaluating standards of teaching and learning. These include:

1. Course Board of Studies meetings with student representatives.
2. Focus groups with student cohorts from HE programmes.
3. A college student survey focusing on curriculum, academic faculty and college issues.
4. End of module evaluation questionnaires managed centrally.
5. Teaching and Learning observations.
6. College and programme information from the National Student Survey.
7. External Examiner visits and reports.
8. Student meetings with an Academic Reviewer from the Open University (OU).
9. An Annual Programme Evaluation Report written by the Programme Manager, is scrutinised by students at the Course Board of Studies meeting in October, January and April of each academic year. All reports are scrutinised at college level by the HE Quality Department and Higher Education Strategy and Operations Group (HESOG).
10. Staff appraisals.

11 Changes made to the programme since last (re)validation

Level 4

- New module added to the programme titled Emergent Literacy and Numeracy (20 credits) which reinforces the government stance on reviewing strategies and interventions which are intended for low-attaining pupils in literacy or numeracy at the end of key stage 2
- Child development module credits changed from 40 credits to 20 credits: compensating for the above new module
- Academic Research & Study skills module assessment weighting changed to 40/40/20
- Early Years Policy and Curriculum module updated to reflect EYFS framework update. The assessment weighting for this module was also changed to 20/80

Level 5

- New module added to the programme titled Introduction to Research (20 credits) to prepare students for Action Research Project
- Professional Development & Partnership module changed from 40 credits to 20 credits: compensating the new module
- Social and Emotional Development module assessment weighting changed to 25/75

Level 6

- Working with Multi-professional Teams removed from the programme to allow for greater depth and breadth for the Action Research Project module. Students also commented on the repetitive nature of the module
- Action Research Project module now 60 credits
- Changes made to the assessment for Leadership & Management and Contemporary Issues in Health and Wellbeing modules

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

## Annexe 1 - Curriculum map

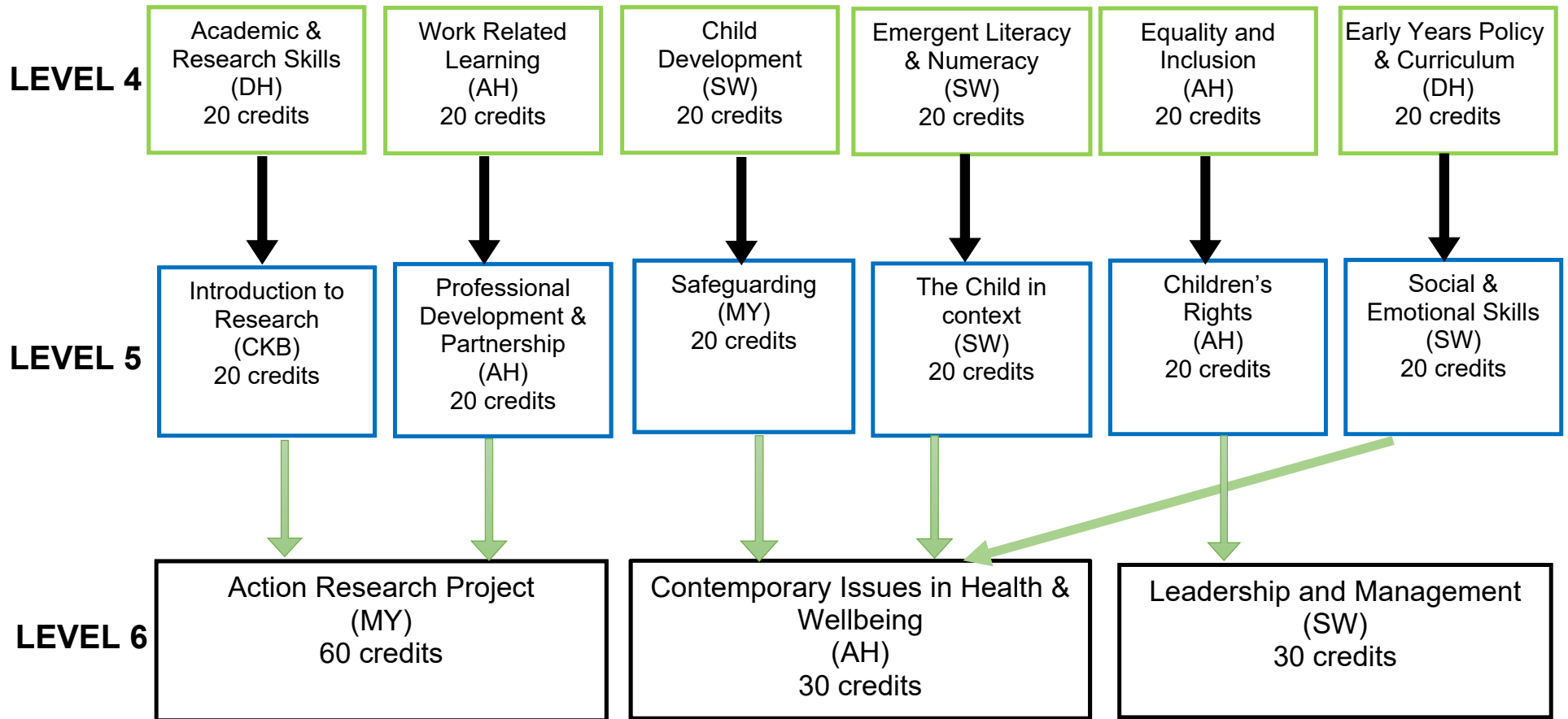
This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
4	Academic Research & Study Skills			✓	✓				✓				✓			✓	
	Work-related Learning	✓	✓				✓							✓	✓		
	Child Development			✓	✓	✓			✓				✓			✓	
	Emergent Literacy & Numeracy			✓		✓							✓			✓	
	Equality and Inclusion	✓	✓							✓					✓	✓	
	Early Years Policy and Curriculum		✓				✓					✓				✓	✓

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
5	Introduction to Research				✓		✓						✓	✓		✓	
	Professional Development & Partnerships	✓	✓			✓	✓							✓		✓	
	Safeguarding		✓	✓						✓	✓	✓		✓	✓		
	The Child in Context	✓				✓	✓							✓		✓	
	Children's Rights		✓					✓		✓				✓		✓	
	Social and Emotional Skills			✓		✓								✓	✓	✓	

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
6	Contemporary Issues in Health and Well-being		✓	✓		✓				✓	✓						✓
	Leadership and Management	✓					✓					✓		✓	✓	✓	
	Action Research Project	✓		✓	✓		✓	✓					✓	✓		✓	✓





## 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 section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 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: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 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 **exit awards** (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 **languages other than English** must have programme specifications both in English and the language of delivery.