

## Programme Specification

### Programme Title: BA (Hons) Early Years Practice: The Whole Child

<b>Awarding Institution:</b>	University of Bolton		
<b>Teaching Institution:</b>	Bradford College		
<b>Division and/or School/Institute:</b>	Early Years, Health and Social Care		
<b>Professional accreditation</b>	Professional body	Professional body URL	Status of graduates
	N/A		
<b>Final award(s):</b>	BA (Hons) Early Years Practice: The Whole Child		
<b>Exit or Fall back award(s)</b>	<ul style="list-style-type: none"> <li>• Ordinary Degree Early Years Practice: The Whole Child Exit or Fallback Award Level 6</li> <li>• Diploma of Higher Education (DipHE) Early Years Practice: The Whole Child Exit or Fallback Award Level 5</li> <li>• Certificate of Higher Education (CertHE) Early Years Practice: The Whole Child Exit or Fallback Award Level 4</li> </ul>		
<b>Programme title(s)</b>	BA (Hons) Early Years Practice: The Whole Child		
<b>JACS Code</b>	X310		
<b>University Course Code(s)</b>	TBC		
<b>QAA Benchmark Statement(s)</b>	<p>The following benchmark statements apply to this programme:</p> <p>Early Childhood Studies - November 2019</p>		
<b>Other internal and external reference points</b>	<p>UK Frameworks for HE Early Childhood Studies Degree Network (ECSDN) Department for Education legislation and guidance</p>		
<b>Language of study</b>	English		
<b>Mode of study and normal period of study</b>	Full time - three years		

## Admissions criteria

Usually applicants will have:

- 80 tariff points or equivalent.
- 2 A levels or equivalent (e.g. AS levels, BTEC Diploma; CACHE Diploma; Access course).
- A minimum of 5 GCSE (or equivalent) subjects including three at grade C/level 4 or above (one of which must be English).

Applicants with non-traditional education backgrounds:

- Required to produce evidence of relevant work/voluntary experience.
- May be required to complete a piece of written work as part of their application.

## Additional criteria

- A satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS) and health check are also required prior to starting placement at level 4
- APEL/RPEL is possible from courses with relevant modules. This will be assessed on an individual basis.

## Additional admissions matters

Claims for Recognition of Prior Learning (RPL) are welcomed by the Programme team subject to the programme/module mapping. Students should consult the Admissions Tutor if they wish to claim such recognition.

## Fitness to practise declaration

All students must abide by the College's Fitness To Practise standards. Any student who fails to meet these standards may be removed from the course.

## Aims of the programme

*The principal aims of the programme are to:*

- Provide a stimulating high quality programme of study in Early Years Practice with a professional and vocational focus.
- Develop your professional and transferable skills, knowledge, understanding, experience and confidence within Early Years Practice to enable you to pursue further study at postgraduate level.
- Enable you to adopt a variety of critical and analytical approaches to investigation and solution of real Early Years dilemmas and issues.
- Enable you to explore current knowledge and thinking and develop the practice and research skills required to respond effectively to the needs of the sector.

## **Distinctive features of the programme**

- Opportunities for experience within community-based organisations and agencies.
- Variety of placement opportunities including funded programmes, charities.
- Opportunities for overseas visits and placements.
- Small cohorts allow for tutors to know students well and offer individual support.

## **Programme learning outcomes**

### **K. Knowledge and understanding**

On completion of the programme, successful students will be able to demonstrate systematic knowledge and understanding of:

K1. Babies and young children and childhood, nationally and globally, from a range of relevant psychological, sociological, health, welfare, educational, cultural, diversity, equality, philosophical, legal, historical, political and economic perspectives.

K2. Pedagogical approaches for working holistically with babies and young children, families and communities.

K3. Multi-professional, inter-professional, multi-agency and inter-agency working as a means of meeting the holistic needs of babies, young children, families and communities.

K4. The complex nature of research and professional ethics in relation to practice and research with babies, young children and their families and communities.

### **C. Cognitive, intellectual or thinking skills**

On completion of the programme, successful students will be able to demonstrate the ability to:

C1. Critically evaluate and appraise theoretical approaches and models relating to Early Years practice and synthesise contrasting ideas.

C2. Select and critically apply appropriate theories and skills in the area of child development.

C3. Apply critical understanding of the role of play and the curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of babies and young children's health and emotional well-being.

C4. Employ critical self-reflection and make justified independent judgements.

### **P. Practical, professional or subject-specific skills**

On completion of the programme, successful students will be able to demonstrate the ability to:

P1. Critically reflect on personal and professional value systems which underpin Early Years practice, acting autonomously as a leading practitioner.

P2. Support and take a leading role in the active promotion of ethical anti-oppressive practice with babies, young children and their families, encouraging and assisting colleagues in this endeavour at all times, within an integrated, multi-agency professional environment.

P3. Employ effective and innovative leadership in the care and/or education of babies, young children and their families in a multitude of integrated settings.

P4. Apply observation skills and critical analysis in relation to aspects of the lives of babies and young children.

### **T. Transferable, key or personal skills**

On completion of the programme, successful students will be able to demonstrate the ability to:

T1. Plan, manage, critically evaluate and reflect on your skills in the application of new knowledge and skills as part of a lifelong learning strategy within the Early Years sector.

T2. Manage self-directed study and projects in a supportive environment.

T3. Engage effectively in academic discussion and communicate ideas and research findings by written, oral and visual means in a professional manner to appropriate audiences within the Early Years sector.

T4. Critically evaluate contextual and interpersonal factors which enhance group processes and collaborative working, and evaluate their personal effectiveness within a team.

### Programme structure

#### Full-Time route

#### Year 1

Semester 1	Semester 2
Academic Skills Development	
Professional Practice and Development 1	
Practitioner Role in Safeguarding and Child Protection	Introduction to Children's Rights
Child Development: Theory to Practice	Play, Discovery and Learning

#### Year 2

Semester 1	Semester 2
Research Methods	
Professional Practice and Development 2	
Child Development: Understanding and Working with Difference and Diversity	Children's Health and Well-being
Safeguarding: Implications for Practitioners	International Approaches to Early Childhood Education and Care

#### Year 3

Semester 1	Semester 2
Independent Research Study (40 cpts)	
Leadership and Employment	
Social Policy: Critical Issues for Practitioners	Global Child: A Vision
Education: Birth to Six Years	

Module Code	Module title	Core/Option (C/O)	Credits	Length (1, 2 or 3 periods)
	Academic Skills Development	C	20	2

	Child Development: Theory to Practice	C	20	1
	Introduction to Children's Rights	C	20	1
	Play, Discovery and Learning	C	20	1
	Practitioner Role in Safeguarding and Child Protection	C	20	1
	Professional Practice and Development 1	C	20	2
	Child Development: Understanding and Working with Difference and Diversity	C	20	1
	Children's Health and Well-being	C	20	1
	International Approaches to Early Childhood Education and Care	C	20	1
	Professional Practice and Development 2	C	20	2
	Research Methods	C	20	2
	Safeguarding: Implications for Practitioners	C	20	1
	Education: Birth to Six Years	C	20	1
	Global Child: A Vision	C	20	1
	Independent Research Study	C	40	2
	Leadership and Employment	C	20	2
	Social Policy: Critical Issues for Practitioners	C	20	1

### **Learning and teaching strategies**

The diverse nature of the students on the BA (Hons) Early Years Practice: The Whole Child programme necessitates the deployment of a variety of teaching and learning methods in order to ensure the acquisition and development of the appropriate concepts, knowledge and skills. Many of these will be experienced during formally timetabled classes whilst others will be appropriate to student-centred learning. Key teaching and learning methods are designed to build upon your existing knowledge, further develop subject knowledge and move towards a greater degree of independent and self-directed study.

The programme therefore utilises a range of teaching and learning methods that enable the development of knowledge and understanding, professional and practical skills, and transferrable skills including:

- Lectures and guest lectures
- Seminars and workshops
- Work-based placements
- Case studies
- Research projects

Whilst there are significant opportunities to spend time with the tutors during timetabled classes and tutorials, there is an expectation that you will devote an appropriate amount of time to personal academic study and research. During the early stages of studies, guidance will be provided on how you can make the best use of their personal study time and how you should employ appropriate research methods. However as you progress through the programme, this guidance will become less structured and prescriptive.

The learning and teaching methods described below are those most commonly adopted by the programme during the formally timetabled sessions. However, individual module tutors are free to introduce techniques that they view as especially suitable in aiding learning in their specialist area.

Lectures play an important part throughout the programme and will feature in all modules. They involve the dissemination of theoretical and empirical information by lecturers and provide a basic framework of core themes, concepts, theories and principles that you can build upon through your reading and through other classroom activities and tutor-prepared on-line learning material. Guest lectures by specialists from industry, the Early Years workforce and other academic institutions enhance the learning experience.

Seminars involve groups of students who meet with a tutor to discuss further reading, issues and problems arising from lecture material, or to undertake case studies or problem-solving exercises. Seminars play an important part in encouraging you to think critically about the subject, to analyse theory and information in a systematic fashion, and to enhance understanding of conceptual issues. Seminars will also provide opportunities for you to work collaboratively to explore and discuss relevant issues and expectations.

Workshops are employed in some modules and may involve the development of skills e.g. research methods, the application of statistics and presentations, as well as problem solving through the evaluation of case-study material. Tutorial support and guidance with assignment work may be offered in workshops, and they play an important part in increasing student confidence in consolidating Early Years theory and practice in work-based placements.

Placement is embedded in modules at all levels of the programme to enable you to further enhance your continuing professional development and Early Years practice. You will develop a professional portfolio of evidence to demonstrate continuing self-awareness skills and competence in the context of your work-based learning.

The programme makes extensive use of the college Virtual Learning Environment to enhance the learning, teaching and assessment experience for you. This includes the upload of lecture notes and teaching materials; group discussions; assignment schedules; assignment submission arrangements; directed self-study information.

### Learning activities (KIS entry)

Course Year	HE4	HE5	HE6
Scheduled learning and teaching activities	25.8%	23.3%	21.7%
Guided independent study	58.3%	52.5%	48.3%
Placement	15.8%	24.2%	30.0%

### Assessment strategy

The assessment strategy for the programme will test subject knowledge, independent thought and skills acquisition and is designed to ensure that you achieve the overall aims and learning outcomes of the programme, as well as the learning outcomes for individual modules.

Summative assessments will include written academic pieces, presentations, case studies, personal development plans, time-constrained examinations and a final Independent Research Study module.

Assessment is centred on the practical and professional skills required by the wider early Years sector. Consequently, assessment focuses on applying the bi-directional nature of Early Years theory and holistic practice. Communication skills are developed through a range of assessment methods including presentations, discussions and written pieces.

The assessment strategy has been designed to be robust, equitable and manageable. As part of the programme assessment strategy, the number and timing of summative assessments associated with modules has been considered. This has been done to prevent assessment overload, which can discourage student engagement. The particular assessment strategies used in each module have been selected to match the relevant learning outcomes. The distribution of learning outcomes has been considered to ensure all the programme outcomes are assessed.

### Assessment methods (KIS entry)

Course Year	HE4	HE5	HE6
Written exams	0%	12.5%	0%
Coursework	85%	72.5%	85%
Practical	15%	15%	15%

### Assessment regulations

Assessment Regulations for Undergraduate Programmes apply to this programme.

Regulations can be found at:

<http://www.bolton.ac.uk/about/governance/policies/student-policies/>

### Grade bands and classifications

#### Undergraduate Honours Degree

Grade	Mark
First	70-100%
2i	60-69%
2ii	50-59%
Third	40-49%

### Role of external examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, viewing assessed samples of work with corresponding feedback/feed forward, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.



### **Support for student learning**

- Each student on the programme will have a named tutor available for support throughout each academic year.
- A tutorial system that provides academic and pastoral support is available to all students. Each student also has timetabled tutorials in all modules.
- Staff are available outside lecture time for support through arranged appointments and are also contactable via e-mail and the VLE.
- Induction comprises a programme of events designed to welcome students to the College and make them familiar with their new surroundings. The process of establishing effective relationships between students and the teaching team begins at this point and activities are geared towards establishing and promoting a cohort identity. All students are provided with a Student and Programme Handbook and supported in gaining access to on-line resources.
- Extensive use is made of the VLE. This has comprehensive support material at programme and module level as well as additional learning resources and links to off-site study support. Independent learning is encouraged through the use of student forums, blogs and message boards. These are also used to provide students with regular and timely formative feedback.
- Other areas of student support include:
  - the Library with a drop-in Information and Communication Technology Centre with online link facilities, professional journals and group study areas;
  - English and Maths workshops;
  - Information and Communication Technology facilities throughout the College;
  - advice on careers, student finance and counselling.
- There will be the opportunity to elect a student as programme representative who will be able to raise issues on behalf of individuals or the whole cohort to the programme/module leaders at Programme Committee meetings.

### **Methods for evaluating and enhancing the quality of learning opportunities**

- Student Experience Surveys (post-induction and end of stage).
- National Student Survey (NSS).
- Student module evaluations.
- Tutor module evaluations.
- Annual programme monitoring and evaluation reports – including analysis of key performance indicators e.g. admissions, retention, achievement, degree classifications, employment destinations, etc.
- Peer review of learning, teaching and assessment.
- Student staff liaison through Programme Committee meetings.
- External Examiner reports.
- Module/programme exam boards.

### Other sources of information

- **Bradford College University Centre website:** <https://www.bradfordcollege.ac.uk/study/university-centre>
- **Student Handbook:** <https://www.bradfordcollege.ac.uk/study/university-centre/handbook>
- **College Regulations:** <https://www.bradfordcollege.ac.uk/study/university-centre/handbook/regulations>
- VLE - Moodle - <https://moodle.bradfordcollege.ac.uk>
- Student Portal - <https://www.bradfordcollege.ac.uk/student-portal>
- Registrar Services Learner Portal - <https://learnerportal.bradfordcollege.ac.uk>
- Students Union - <https://www.bradfordcollege.ac.uk/student-services/students-union>
- External Examiner Report - See college website (link to be arranged)
- Library Services - <https://www.bradfordcollege.ac.uk/student-services/library-services>
- College Careers - <https://www.bradfordcollege.ac.uk/student-services/student-support/careers-advice>

### Document control

<b>Author(s)</b>	Sarah Jacques, Doreen Malcolm and Wendy Holland
<b>Approved by:</b>	
<b>Date approved:</b>	
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**Learning Outcomes Map** (*D – Developed; T – Taught; A – Assessed*)

**Level 4**

Module title	Module Code	Status C/O	K1	K2	K3	K4	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4
Academic Skills Development		C								D, T					D, T	D, T, A	D, T, A	D, T, A
Child Development: Theory to Practice		C	D, T, A	D, T	D, T	D, T	D, T, A	D, T, A	D, T	D		D, T	D, T	D, T, A	D	D	D, T, A	D, T
Introduction to Children's Rights		C	D, T, A	D, T			D, T, A	D, T	D, T	D		D, T, A			D	D	D, T	
Play, Discovery and Learning		C	D, T, A	D, T, A	D, T, A		D, T, A	D, T, A	D, T, A	D, T	D, T	D, T	D, T	D, T	D, T	D	D, T, A	D, T, A
Practitioner Role in Safeguarding and Child Protection		C	D, T, A	D, T	D, T	D	D, T	D, T, A		D, T	D, T	D, T	D, T	D, T, A	D, T	D, T	D, T, A	D, T
Professional Practice and Development 1		C	D, T, A	D, T, A	D, T		D, T	D, T, A	D, T, A	D, T, A	D, T, A	D, T	D, T, A	D, T, A	D, T, A	D, T	D, T	D, T

K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills

## Level 5

Module title	Module Code	Status C/O	K1	K2	K3	K4	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4
Child Development: Understanding and Working with Difference and Diversity		C	D, T, A	D, T	D, T	D, T, A	D, T	D, T, A	D, T	D, T, A	D, T, A	D, T	D, T	D, T, A	D, T	D, T	D, T	D
Children's Health and Well-being		C	D, T, A	D, T	D, T, A	D, T	D, T,	D, T, A	D, T, A	D, T	D, T, A	D, T, A	D, T, A	D	D, T	D, T	D, T, A	D, T, A
International Approaches to Early Childhood Education and Care		C	D, T, A	D, T, A	D, T	D, T	D, T, A	D, T	D, T	D, T	D, T	D	D	D	D, T	D, T	D, T, A	D, T
Professional Practice and Development 2		C	D, T, A	D, T, A	D, T, A	D, T	D, T, A	D, T, A	D, T, A	D, T, A	D, T, A	D, T	D, T	D, T, A	D, T, A	D, T, A	D, T, A	D, T, A
Research Methods		C	D, T	D	D	D, T, A	D, T, A	D, T	D, T	D, T	D, T	D	D	D, T, A	D, T, A	D, T, A	D, T, A	D
Safeguarding: Implications for Practitioners		C	D, T, A	D, T	D, T, A		D, T	D, T, A	D, T	D, T	D, T	D, T				D, T	D, T	D, T

K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills

## Level 6

Module title	Module Code	Status C/O	K1	K2	K3	K4	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4
Education: Birth to Six Years		C	D, T, A	D, T, A	D, T, A	D	D, T, A	D, T, A	D, T, A	D	D, T, A	D, T	D, T	D, T	D, T	D, T	D, T	D, T
Global Child: A Vision		C	D, T, A	D, T, A	D, T	D, T	D, T, A	D, T	D, T	D, T, A	D, T	D, T	D, T, A	D, T	D, T	D, T	D, T, A	D, T
Independent Research Study		C	D, T, A	D, T	D, T	D, T, A	D, T, A	D, T	D, T	D, T	D, T	D, T	D, T	D, T, A	D, T	D, T, A	D, T, A	D, T
Leadership and Employment		C	D, T, A	D, T, A	D, T, A		D, T, A	D, T, A	D, T, A	D, T, A	D, T, A	D, T, A	D, T, A	D, T, A	D, T, A	D, T, A	D, T	D, T
Social Policy: Critical Issues for Practitioners		C	D, T, A	D, T	D, T, A	D, T, A	D, T, A	D, T, A	D, T	D, T, A	D, T	D, T, A	D	D, T, A	D, T, A	D, T	D, T, A	D, T

K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills

## Module Listing and Assessments Map

Module title	Module Code	New ? ✓	Level	Credits	Type	Core/Option /Elective C/O/E	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Academic Skills Development			4	20	S	core		CW (Portfolio)	100	Y			
Child Development: Theory to Practice			4	20	S	core		Practical (Presentation)	25		CW (Written academic piece)	75	Y
Introduction to Children's Rights		New at L4	4	20	S	core		CW (Written academic piece)	100	Y			
Play, Discovery and Learning			4	20	S	core		Practical (Presentation)	25		CW (Written academic piece)	75	Y
Practitioner Role in Safeguarding and Child Protection			4	20	S	core		CW (Written academic piece)	25		CW (Written academic piece)	75	Y
Professional Practice and Development 1			4	20	PI	core		CW (Written academic piece)	50		CW (Portfolio)	50	Y
											Pass/fail of placement	P/F	

Module title	Module Code	New ? ✓	Level	Credits	Type	Core/Option /Elective C/O/E	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Child Development: Understanding and Working with Difference and Diversity		✓	5	20	S	core		CW (Written academic piece)	70		CW (Written academic piece)	30	Y
Children's Health and Well-being		✓	5	20	S	core		CW (Written academic piece)	70		Practical (Presentation)	30	Y
International Approaches to Early Childhood Education and Care		New at L5	5	20	S	core		Practical (Presentation)	50		Written Exam (Exam)	50	Y
Professional Practice and Development 2			5	20	PI	core		Practical (Presentation)	25		CW (Portfolio)	75	Y
											Pass/fail of placement	P/F	
Research Methods			5	20	S	core		CW (Portfolio)	100	Y			
Safeguarding: Implications for Practitioners		✓	5	20	S	core		CW (Written academic piece)	100	Y			

Module title	Module Code	New ? ✓	Level	Credits	Type	Core/Option /Elective C/O/E	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Education: Birth to Six Years		✓	6	20	S	core		CW (Written academic piece)	100	Y			
Global Child: A Vision			6	20	S	core		CW (Written academic piece)	70		Practical (Presentation)	30	Y
Independent Research Study			6	40	Diss	core		CW (Ethics approval)	0 P/F		CW (Written academic piece)	100	Y
Leadership and Employment			6	20	WBL	core		CW (Written academic piece)	50		Practical (Portfolio)	50	Y
Social Policy: Critical Issues for Practitioners			6	20	S	core		CW (Written academic piece)	50		CW (Written academic piece)	50	Y