

Programme Specification

BA (Hons) Early Years Development and Education

June 2022

Programme Specification

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| 1 | Awarding Institution | Warwickshire College |
| 2 | Teaching Institution | Warwickshire College and University Centre |
| 3 | Final Award Title | <i>BA (Hons) Early Years Development and Education</i> |
| 4 | Interim Award Titles | <i>FdA in Early Years Development and Education</i> |
| 5 | Modes of Attendance | Full-time, part-time, blended learning |
| 6 | Pathways available | Integrated Foundation Year at level 4 (120 credits) Foundation Degree at level 5 (240 credits) 'Top Up' Degree at level 6 (120 credits at level 6) BA (Hons) 3-year degree levels 4-6 (360 credits) |
| 7 | Locations of Study | Royal Leamington Spa College, Rugby College |
| 8 | UCAS Code | <i>Institution Code: W25</i> Course Codes: X378 |
| 8 | QAA Benchmark Statements | <i>Subject Benchmark Statement: Early Childhood Studies (2022)</i> <i>Foundation Degree Qualification Benchmark (2020)</i> <i>Early Years Foundation Stage Framework (2021)</i> |
| 9 | Accreditations | N/A |
| 10 | Other External Factors | Mapped to Department for Education Competencies for Level 3 Early Years Educator qualifications; Mapped to requirements for Higher Technical Qualifications |
| 11 | Date of Approval | 16 th June 2022 |
| 12 | Date for Next Review | June 2027 |
| 13 | Dates of Revision | |

14 Qualification Descriptor for the Programme

The qualification descriptor for this higher education qualification at Level 6: Bachelors' degree with honours in Early Years Development and Education.

Bachelors' degrees with honours are awarded to students who have demonstrated:

- A systematic understanding of early year's development and education including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of education and early years sector.
- An ability to deploy accurately established techniques of analysis and enquiry within Early Years Development and Education.
- Conceptual understanding that enables the student:
 - To devise and sustain arguments, and/or solve problems, using ideas and techniques, some of which are at the forefront of early years sector and
 - To describe and comment on particular aspects of current research, or equivalent advanced scholarship in the education and early years sector.
- An appreciation of the uncertainty, ambiguity and limits of knowledge
- The ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to early year's development and education.

Typically, holders of this qualification will be able to:

- Apply the methods and techniques they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete) to make judgements and to frame appropriate questions to achieve a solution – or identify a range of solutions to a problem
- Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

And holders will have:

- The qualities and transferable skills necessary for employment requiring:
 - a. The exercise of initiative and personal responsibility
 - b. Decision-making in complex and unpredictable contexts
 - c. The learning ability needed to undertake appropriate further training of a professional or equivalent nature.

15 Educational Aims and Intended Learning Outcomes of the Programme

The overall educational aims (or purpose) of this programme are as follows:

The broad aim of this programme is to deliver a vocationally-focused academic programme which meets and exceeds the minimum requirements of the profession for a career in Early years and education. The purpose of this qualification is to provide students with the knowledge, behaviours and skills required to work in the early years sector. The course integrates placement to provide students with opportunities to apply their learning in the workplace.

The specific aims are:

- Develop students' knowledge and critical understanding of the established principles in early years education, and understanding of the limits of their knowledge
- Develop students' knowledge of the main methods of enquiry in early years education and the ability to use established techniques to undertake critical analysis of information in order to propose solutions
- Develop students' understanding of the skills required for undertaking leadership and management roles within the chosen sector
- Develop students' awareness of the implications of globalisation for childhood, learning and development
- Encourage students to consider the concept of inclusive education and its positive impact on children's lives
- Develop students as critical, independent learners in order to prepare them for personal, social and economic success
- Develop students' self-awareness through personal and professional reflection
- Develop students' ability to research and synthesise information to enhance the workplace
- Develop students' ability to evaluate critically the appropriateness of different approaches to solving problems and to apply these in a work context
- Develop students' ability to apply their knowledge and skills to new situations, including in the workplace
- Develop effective communication skills in a variety of forms and for a range of audiences
- Develop students as T-Shaped Learners in order to prepare them for personal, social and economic success;
- Provide appropriate knowledge, understanding and skills required for a career in the early years sector;
- Develop students' self-awareness and personal and professional reflection; develop students' ability to apply the principles of evidence-based early years practice;
- Provide work-based and placement learning within the programme, with opportunities across a diverse range of early years settings, enabling students to study full-time whilst integrating their studies with employment practise;
- Provide opportunities to use several academic software's to support their studies, assignments and digital skills.

- Equip students with a licence to practice as early years educators;
- Provide opportunities to develop, encourage and enhance students' motivation so that they are enabled to operate as an effective Early Years Professional and to make an immediate contribution to their chosen area of employment and the holistic development of the child.
- In line with Foundation Degree characteristics, this programme will provide students with opportunities to develop and reflect on Work-based learning skills and competencies

The intended learning outcomes for the BA (Hons) in Early Years Development and Childhood are shown in sections 15.1 to 15.4 below, grouped under the following headings

- Knowledge and understanding of the subject
- Cognitive skills
- Practical and/or professional subject skills
- Transferable skills and the WCUC T-shaped employability behaviours
- Professional competencies (set by PSRBs, where relevant)

The knowledge and understanding of the subject, cognitive skills and practical/professional subject skills are based upon the Subject Benchmark Statement: Early Childhood Studies 2022

Warwickshire College and University Centre believes that students should be equipped with an entrepreneurial mind set – to be confident, innovative, resilient, enterprise-aware and willing to 'have a go' – in order to prepare them for personal, social and economic success. The college uses a T-Shaped employability behaviour model as a framework to develop transferable skills.

The T-Shaped framework connects this breadth of personal capabilities and qualities with a depth of technical competence through the development of three core behaviours: personal development, social skills and enterprise. The core enterprise behaviours include personal qualities for success in the workplace of the future; capacities to find, make and manage networks and collaborations; knowledge and skills in vocational and academic areas and aptitude for driving successful enterprises.

The T-Shaped skills are as follows (see the platinum level of the T-Shaped employability framework, available in your Course Handbook, for more information):

| T-Shaped Framework | | |
|--|--|--|
| Personal Development | Enterprise | Social Skills |
| <ul style="list-style-type: none"> • Resilience • Focus and Drive • Reliability • Reflectiveness • Adaptability | <ul style="list-style-type: none"> • Creativity • Initiative • Problem solving • Risk taking • Business awareness | <ul style="list-style-type: none"> • Teamwork • Networking • Empathy • Communication • Leadership |

| 15.1 Knowledge and Understanding of the Subject | |
|---|--|
| On successful completion of the programme a student should be able to demonstrate knowledge and understanding of: | |
| KU1 | safety and the conditions that enable them to flourish |
| KU2 | collaboration between children, colleagues, employers and students to develop knowledge and trustful relationships through mutual respect |
| KU3 | of the pedagogy of play from a range of disciplinary perspectives |
| KU4 | diversity, capability, competencies, skills and knowledge, and support inter-dependent responsiveness in collaborative learning interactions |
| KU5 | the necessary depth and strength of relationships with individual babies and children, children in groups, and the facilitation of the building of relationships between babies and children - |
| KU6 | the formation and promotion of mutually respectful relationships with families, colleagues, other professionals and communities |
| KU7 | the interrelationships between political, economic, cultural and ideological contexts, locally, nationally and globally, in the lives of children and their families and communities |

| 15.2 Cognitive Skills | |
|--|--|
| On successful completion of the programme a student should be able to: | |
| CS1 | Solve complex problems in a range of familiar and unfamiliar situations and, through reflection, improve problem solving ability; |
| CS2 | Constructively critique theories, practice and research in the areas of child development, well-being, participation and learning for multiple childhoods |
| CS3 | Reflect upon a range of psychological, sociological, health, historical, educational and philosophical perspectives and consider how these underpin different understandings of babies, young children and childhood |
| CS4 | Be confidence in professional intuitive decision making and in identifying opportunities |
| CS5 | Produce critical arguments for improvements to multi agency and multi-professional practices for babies and young children |
| CS6 | Generate and explore hypotheses and research questions relating to early childhood in an ecological context |

| 15.3 Practical and/or Professional Subject Skills | |
|--|--|
| On successful completion of the programme a student should be able to: | |
| PS1 | Use skills of observation and analysis in relation to aspects of the lives of babies and young children with reasonable adjustments to support accessibility where required |
| PS2 | Recognise agency, give voice to and, where appropriate, act as an advocate for babies, young children, families and communities. |
| PS3 | Plan for - and where appropriate implement - curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of young children's health and emotional well-being |
| PS4 | Lead, support and work collaboratively with others and demonstrate an understanding of working effectively in teams with parents, carers and other professionals |
| PS5 | Recognise and challenge inequalities in society, and embrace an anti-bias approach |

| 15.4 Transferable Skills and T-Shaped Employability Behaviours | |
|--|---|
| On successful completion of the programme a student should be able to: | |
| TS1 | Communicate effectively to a range of audiences using the appropriate format and, following evaluation, identify methods for improvement; |
| TS2 | Evaluate and, through reflection, improve own confidence to take initiative; |
| TS3 | Evaluate own ability to reflect meaningfully and honestly on personal performance and review strategies for using feedback from self and others to improve; |
| TS4 | Act entrepreneurially to generate, develop and communicate ideas |

| 16 Relationship with External Reference Points |
|--|
| <p>The aims and outcomes of this award are clearly in alignment with the sector-recognised standards that relate to general ongoing condition B5 (Sector-recognised standards) as part of the general ongoing conditions of registration with the Office for Students.</p> <p>This programme is designed for the provision of key understanding, knowledge and skills as identified in the QAA's Subject Benchmark Statement for Early Childhood Studies (2019). The relevant understanding, knowledge and skills from the Benchmark Statement have been mapped to the core modules at the end of this document.</p> <p>The programme is also mapped to the descriptor for a higher education qualification at Level 5: Foundation Degree.</p> |

The programme is mapped to the following Professional, Statutory and Regulatory Body: QAA Foundation degree qualification benchmark (2020), Higher Technical Qualifications (2022) and Department for Education Competencies for Level 3 Early Years Educator qualifications.

The first two years of the course have been mapped by the Institute for Apprenticeships & Technical Education's standard for Education and Childcare (level 5). It is evidenced within the following modules:

- 420 EYDE – Communication, Language and Literacy
- 421 EYDE – Understanding the World
- 422 EYDE – Physical Development Expressive Arts and Design
- 423 EYDE – Personal, Social and Emotional development
- 424 EYDE – Effective Early Years Practitioner 1

- 520 EYDE- Diverse Childhoods
- 521 EYDE – Children's Health and Wellbeing
- 522 EYDE – Supporting Children's Mathematical Understanding
- 523 EYDE – Safeguarding Children
- 524 EYDE - Effective Early Years Practitioner 2
- 525 EYDE- Effective Leadership and Management in the Early Years

All the knowledge, skills and behaviours (KSBs) listed in the standard will be taught, and will be either assessed with formative or summative assessment.

17 Course Credit and Outcome Requirements

Warwickshire College and University Centre higher education programmes are based on a credit-accumulation system where 1 credit represents 10 hours of student study time. Modules are normally 20 credits or multiples thereof. Modules are also at different levels (4, 5 and 6) according to the intellectual challenge. Courses leading to specific awards include core modules. To achieve a named award, students must pass all core modules.

BA (Hons) Early Years Development and Education (honours degree)

To be awarded an honours degree, students must successfully achieve a total of 360 credits of which a minimum of 100 credits must be at level 6, a minimum of 100 credits must be at level 5 and a minimum of 100 credits must be at level 4.

BA (Hons) Early Years Development and Education (honours degree top-up)

To be awarded a 'top up' honours degree, students must successfully achieve a total of 120 credits at level 6.

Students who exit the programme before achieving the full award may be eligible for an interim award as follows.

- **BA Early Years Development and Education (non-honours degree)**

Students will have obtained a minimum of 300 credits, of which 80 must be at level 6, at least 80 must be at level 5 and at least 100 must be at level 4.

- **BA Early Years Development and Education (non-honours degree top-up)**

Students will have obtained a minimum of 100 credits at level 6.

- **FdA Early Years Development and Education (Foundation Degree)**

To be awarded with a foundation degree, students must successfully achieve a total of 240 credits of which a minimum of 100 credits must be at level 4 and a minimum of 120 credits must be at level 5. The 600 hours of work-based and placement learning must be completed.

- **Cert HE (Certificate of Higher Education)**

To be awarded with a Higher National Certificate, students must successfully achieve a total of 120 credits of which a minimum of 100 credits must be at level 4.

17.1 Course Work-Based and Placement Learning (WBPL) Requirements

Work-Based and Placement Learning is a fundamental and mandatory aspect of all Early Years Development and Education degrees. On the BA (Hons) Early Years Development and Education course all of the students must undertake 600 hours of work-based and placement learning. Students will normally undertake 200 hours per year and are required to complete 150 hours (minimum) at level four in order to progress to level five. Students can normally expect to undertake a study pattern of two days in work-based and placement learning and two days in college each week, with one day to focus on independent study. The college supports flexible approaches to completing work-based and placement learning hours such that students may undertake hours during evenings, weekends or holiday periods. Work-based and placement learning is normally undertaken across a diverse range of settings, including ages ranges of 0-1 year and 11 months, 2-4 years and 11 months and 5 to 7 years 11 months. Most students will experience several or all of these age ranges during their WBPL. Close links with employers have been formed and the department has earned a notable reputation with regard to student performance and contribution in the early years workplace. Assignments have been designed for BA (Hons) Early Years Development and Education to address skills in leadership, quality assurance and management strategies involved in early years care and education environments. Emphasis is placed on inter-agency working and innovative approaches to move forward with best practice. In order to meet the learning outcomes students need to hold certain discussions with employers to gain personal insight into business management and strategies that are deployed in the workplace. This also reinforces the student's awareness of management responsibilities. Students are also encouraged to engage in shared peer setting visits.

The BA (Hons) Early Years Development and Education provides not only a good base for progression but also for enhanced employment opportunities within the sector. Work-based and placement learning is an integral part of the course structure and is valued and assessed accordingly. The range of written and practical tasks enables students to make continued and

enlightening links between theory and practice. There is heavy emphasis on relating work practice to all modules and to enabling students to strengthen existing skills as reflective practitioners. Through their placement students will also have the opportunity to evaluate and consider the role of the digital skills in their work with children.

Placement visits are organised to coincide with the assessment of industrial experience that is required for assessment which is incorporated into certain tasks. Positive working relationships and constant exchanges of information between the teaching team and employers plays no small part in the success of the course. Placement reports reflect upon the development of personal roles and responsibilities, together with the skills and attributes of the student as the undergraduate in the workplace, which is in line with government initiatives to up-skill the early years workforce. Employer feedback is welcomed in the assessment of students whilst on placement and higher grades for tasks reflecting on student performance and commitment can be achieved through the inclusion of witness statements for the BA (Hons) Early Years Development and Education course. Student appreciation of this is strengthened with links to the Placement Reviews. Assessment paperwork for displays and the provision of structured learning opportunities is completed during the placement visits and included in evidence gathering. WBPL is managed through Warwickshire College Group's HE Work-Based and Placement Learning documentation which includes the consideration of such issues as health and safety and ongoing communications with placement providers. Through these processes, where a placement is considered not to be of appropriate quality, a student may be withdrawn from that setting.

17.2 Course Structure and Distinctive Features

The modules of the programme of study for the BA (Hons) Early Years Development and Education course are centred around working with children aged 0-7 years 11 months and are based on the National Standards for Children's Care Learning and Development. At level 4, the students will gain insights into working with children in different settings, as well as developing their practical and reflective skills. During their first year of this course they will also have the opportunity to undertake some planning for; observation and evaluation of activities with children within the appropriate age range and within the context of the EYFS. The students will have the opportunity to reflect and evaluate the effectiveness of the statutory framework and the progress of children working within the four themes. In addition, the student will develop underpinning knowledge of the philosophy and history of early year's education alongside required knowledge of the Early Years Framework. In the level 5 and 6 year, further skills development is supported in other approaches, from an integrative and/or single approach standpoint alongside the further academic challenges of self-directed learning and dissertation. It is anticipated that vocational endeavour and academic interests dovetail in the dissertation which must be strongly linked to relevant issues in early year's development and education.

At level 4, students will also undertake the generic WCG study skills module (ASSET) which provides a sound basis for developing writing, research, reporting and presentation skills for levels 5 and 6 ahead. This module is delivered across all HE courses at WCG and course teams

review the module each year, developing the assessment elements and scheme of work to provide a meaningful subject-related learning experience.

Also at level 4 and 5, students undertake to report on their WBPL experience, engaging in two new modules; Effective Early Years Practitioner 1 and Effective Early Years Practitioner 2. This is specifically designed to encourage active learning and critical engagement in the process and relevance of their placement.

At level 6, students are likely to be nearing completion of the WBPL element of their course although this may be ongoing. Students at this level will be increasingly encouraged to direct their own learning within the level 6 modules through flipped learning, pursuance of individual research interests, debate and presentation to peers. Their chosen study directions may be directly linked to placement experience and sharing this experience is encouraged in class activity. At level 6, modules are delivered sequentially, giving students time to focus more fully on the current issues in question. The exception is the dissertation which is developed throughout the academic year alongside the taught modules.

Work-based and placement learning is an integral feature of the course and there are continued links between all modules and working practice. The delivery of the course is normally across three academic years and as such, study is intensive but a substantial amount of work for the BA (Hons) Early Years Development and Education course will be undertaken in the student's workplace. Sometimes this will mean specific directed activities being undertaken in the workplace while the course also relies on considerable ongoing reflection and review of workplace activities. The links between the student, employer and college are therefore of critical importance as described in section 17.1, above.

Students demonstrate self-discipline in balancing their study/research time whilst maintaining proficiency in their work-based and placement learning. Students who are currently in managerial or supervisory roles readily demonstrate awareness of business practice and increased confidence in their knowledge of legislative issues. The nature of the programme of study increases the attraction of the student to workplace providers. The qualification provides opportunities for individuals from a wide variety of backgrounds to gain the professional and technical skills required by employers in a variety of settings. Continued developmental engagement with placement providers is a strength of the course.

This course map at 17.3, below, gives basic details for all modules relating to the award including module codes for any prerequisite or corequisite modules. The course map also states whether each module's status is mandatory (M) or optional (O) for the award.

17.3 Course Map – Programme Structure

Level 4

| Module Code | Module Title | Credit Value | Pre-req Co-req | Delivery | Module Status |
|-------------|---|--------------|----------------|----------|---------------|
| 490 EYDE | Academic Study Skills, Employability and T-Shaped | 20 | None | Year 1 | M |
| 420 EYDE | Communication, Language and Literacy | 20 | None | Year 1 | M |
| 421 EYDE | Understanding the World | 20 | None | Year 1 | M |
| 422 EYDE | Physical Development Expressive Arts and Design | 20 | None | Year 1 | M |
| 423 EYDE | Personal, Social and Emotional Development | 20 | None | Year 1 | M |
| 424 EYDE | Effective Early Years Practitioner 1 | 20 | None | Year 1 | M |

Level 5

| Module Code | Module Title | Credit Value | Pre-req Co-req | Delivery | Module Status |
|-------------|--|--------------|----------------|----------|---------------|
| 520 EYDE | Diverse Childhoods | 20 | None | Year 2 | M |
| 521 EYDE | Children's Health and Wellbeing | 20 | None | Year 2 | M |
| 522 EYDE | Supporting Children's Mathematical Understanding | 20 | None | Year 2 | M |
| 523 EYDE | Safeguarding Children | 20 | None | Year 2 | M |
| 524 EYDE | Effective Early Years Practitioner 2 | 20 | None | Year 2 | M |
| 525 EYDE | Effective Leadership and Management in the Early Years | 20 | None | Year 2 | M |

Level 6

| Module Code | Module Title | Credit Value | Pre-req Co-req | Delivery | Module Status |
|-------------|-------------------------------|--------------|----------------|---------------------|---------------|
| 690 EYDE | Research Theory and Design | 20 | Pre-req | Year 3 Semester 1 | M |
| 691 EYDE | Capstone Project/Dissertation | 40 | None | Year 3 Semester 1/2 | M |
| 601 EYDE | Social Policy and Childhood | 20 | None | Year 3 Semester 1 | M |
| 602 EYDE | Global Childhood | 20 | None | Year 3 Semester 2 | M |
| 603 EYDE | Informed Educational Practice | 20 | None | Year 3 Semester 2 | M |

18 Learning & Teaching Methods

All modules on the BA (Hons) Early Years Development and Education programme are delivered by referring to real life situations and workplace scenarios and rely on students' contributions from their own work settings. All modules are designed to formally develop and assess the skills required to succeed on higher education courses, to obtain employment, to manage careers and to develop a range of T-Shaped Learner skills. A large proportion of modules contain tasks which highlight close practical links with industrial experience. This supports and extends the student's research and teaching skills in cross curricular provision and reflective practice. This in turn accounts for the achievement of higher grades as the individual learning journey progresses and technical skills that students consistently use in the workplace are refined. Throughout the programme there is constant acknowledgement and embracing of working practices. The teaching team continues to advertise the links between modules to reinforce cross-curricular links and achievement opportunities that are to be capitalised upon in the workplace as this supports feed-forward assessment. This in turn encourages students to use active learning techniques. The range of learning activities, which include presentations, group tasks, action research in the workplace and debating policy developments, all support the development of key employability skills and increase the students' self-assurance and confidence in their professional roles. Revisiting individual learning plans throughout the academic year enables students to monitor personal progress and to feel a sense of achievement. Review of placement and work-based learning experiences highlights the opportunities for students to link theory with practice and maximise opportunities to meet assessment criteria and afford themselves opportunities to achieve at a higher grade. This is reinforced during the initial placement visit. Target setting features in taught sessions as well as tutorials as various issues surrounding student progress and achievement concern industrial experience.

Online support is made available, in addition to class contact, and is chiefly through the college virtual learning environment which ensures the availability of study materials and course communications at all times and which can be accessed from outside the college campus. Additionally, course tutors are available on email and telephone for student academic support.

Scheduled learning and teaching activities are structured into approximately a third of the time on content delivery (including sign posting for guided learning by the use of reading lists), a third of the time on active learning engagement (either individually or in groups using compare & contrast and visualisation to interpret understanding of the content) and a third of the time is used for seminar discussion work, usually led by the students with direction from the lecturer with academic material.

This programme has been designed for students to develop and experience a variety of harmonising approaches to learning and teaching and a good balance of activities. Students will develop a range of academic, cognitive, practical and transferable skills to prepare them for further study and their future employment. The College places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support in class and via blended learning and from library

services, and the personal academic tutoring system, enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful graduates.

Integration between theory and practice is provided by the use of live tutor demonstrations, videos, case studies, and the application of WBPL to theoretical discussion and debate. Learning and Teaching Methods used will include: practical exercises, debate, group discussions, workshops, flipped learning using the Google Classroom VLE, presentations, video examples of practice with reflection and critique. Students will be taught through a combination of: theory presentations, modelled examples of best practice, group presentations, flipped learning exercises, visiting speakers.

Contact time

A typical 20-credit module will normally have 60 hours of timetabled teaching in lectures, seminars and practical sessions.

Independent self-study

In addition to contact time, for each module, students are expected to undertake regular self-study plus additional preparation for assessments.

Students are expected to work independently for 140 hours per module. Independent learning is supported by the College's virtual learning environment, Google Classroom and the electronic learning resources available from the College libraries.

19 Assessment

The approach to assessment has been designed to provide students with a variety of challenges appropriate for undergraduate level work. Assessment is constructed in such a way that a student's knowledge and understanding of each module studied during the course is assessed. Summative assessment items are scheduled and students will receive an assessment plan at the beginning of each academic year. Detailed assessment briefs are given to students at the start of a module as part of the module guide.

Diversity of assessment enables students to perform to their strengths. Assessment approaches keep abreast of burgeoning change within the Early Years sector and reinforce practical links with placement to keep assessment in step with delivery. Across the BA (Hons) Early Years Development and Education there is integration of units with a holistic approach to the assessment process. There is emphasis on relating industrial experience across modules which includes planning for and managing workplace situations, reflective accounts, placement logs and witness statements of professional competencies as observed by a range of workplace professionals. This enables students to synthesise theory with practice. All assignments give students the opportunity to meet the requirements of the assessment criteria with the provision to work independently; to use a variety of sources of information; to synthesise theory with practice and to take an analytical approach to their work. Assignments

involve students in a wide variety of activities including essays, reports, reflection, presentations, seminars, academic posters and displays.

Real life experiences of partnership working featured in assignments provide opportunities for students to examine scenarios of working with other professional bodies. Assessment techniques encourage collaboration and cooperation, active listening skills and confidence to present knowledge and understanding and influence the thinking of others. There is also freedom for the students to be creative in addressing particular aspects of Early Years practise through change in projects in Level 4, 5 and 6. This approach supports essential elements of creativity and critical thinking. Placement reports from the Placement Visiting Officer are featured in students' submissions and play an integral part in evidence gathering of a student's competence and professionalism in the workplace.

The overall purpose of assessment is to enable the students to:

- demonstrate they have the intellectual rigour and have developed the analytical skills expected of study at Level 6 (FHEQ);
- Receive regular and appropriate feedback to facilitate improvement as they progress through levels 4, 5 and 6.

Summative assessment items are scheduled and students will receive an assessment plan at the beginning of each academic year. Detailed assessment briefs are given to students at the start of a module as part of the module guide. Summative assessments at level 4 include: research summaries and comparison; skills and theory presentations; creation of activity plans; scheme of work; reflective reports; children's observations; academic posters; essay and report writing. Summative assessments at level 5 include: peer review and feedback; group presentations and seminars; use of case studies; research investigation linked to WBPL; reflective reports; journal articles; essays. Summative assessments at level 6 include: group presentations and seminars; debate; research investigation; dissertation; literature review; patchwork assessment; reflective reports; journal articles; essays. The overall purpose of assessment is to enable students to demonstrate they have developed the expected skills and knowledge at each level of study. Summative assessment tends to be a mix of practical and written assessments. Detailed feedback is received with each summative assessment.

Formative assessment is a key part of each module, whether it is completing practical activities, case studies, group and individual research tasks or presentations. Verbal feedback is provided to allow students to support their progress. Formative assessment includes: peer and tutor feedback; review of essays in academic tutorial; nominated questions; informal in-class knowledge tests and presentations, use of rubrics and tutor supervised peer teaching activities.

The table below 19.1 shows the weighting of different assessment activities used across the programme(s).

| 19.1 Assessment Grid | | | | | | | |
|----------------------|---|--------------|----------------------|-----------|----------------|--|---|
| Level 4 | | | | | | | |
| Module Code | Module Title | Report/Essay | Presentation/Seminar | Portfolio | Scheme of work | Interactive resource and activity plans/game/resource for home use by parents and carers | - |
| 490EYDE | Academic Study Skills, Employability and T-Shaped | ✓ | ✓ | | | | |
| 420EYDE | Communication, Language and Literacy | ✓ | | | | ✓ | |
| 421EYDE | Understanding the World | ✓ | | | | | |
| 422EYDE | Physical Development and Expressive Arts and Design | | ✓ | | ✓ | | |
| 423EYDE | Personal, Social and Emotional Development | ✓ | | | | | |
| 424EYDE | Effective Early Years Practitioner 1 | | ✓ | ✓ | | | |

| Level 5 | | | | | | | |
|-------------|--|----------------|--------------------------|-----------|---|-------------------|---|
| Module Code | Module Title | Essay/ Report | Presentation/ Seminar | Portfolio | Journal Article/ Open Book case study | Reflective Report | Interactive resource for home use by parents/carers & Scheme of work |
| 520 EYDE | Diverse Childhoods | ✓ | | | | ✓ | |
| 521 EYDE | Children's Health and Wellbeing | ✓ | ✓ | | | | |
| 522 EYDE | Supporting Children's Mathematical Understanding | ✓ | | | | | ✓ |
| 523 EYDE | Safeguarding Children | ✓ | | | ✓ | | |
| 524 EYDE | Effective Early Years Practitioner 2 | | | ✓ | | | |
| 525 EYDE | Effective Leadership and Management in the Early Years | ✓ | | | ✓ | | |
| Level 6 | | | | | | | |
| Module Code | Module Title | Written Report | Presentation/ Seminar | Debate | Patchwork Assessment | - | - |
| 690 EYDE | Research Methods | ✓ | | | | | |
| 619 EYDE | Dissertation or Project | ✓ | ✓ | | | | |
| 601 EYDE | Social Policy and Childhood | | | ✓ | ✓ | | |
| 602 EYDE | Global Childhood | ✓ | ✓ | | | | |
| 603 EYDE | Informed Educational Practice | ✓ | | | | | |

20 Regulation of Assessment

This course uses the Warwickshire College and University Centre higher education (HE) academic regulations for bachelor degrees awarded by Warwickshire College. The full Warwickshire College and University Centre HE academic regulations can be found in the HE area of the Warwickshire College intranet.

WCUC will ensure that it meets the requirements of the Office for Students quality and standards conditions, and with regard to assessment, the College will meet Condition B4: Assessment and awards. The College will ensure that students are assessed effectively; each assessment is valid and reliable; the academic regulations are designed to ensure that relevant awards are credible and are designed to endure the effective assessment of technical proficiency in the English language and relevant awards granted to students are credible at the point of being granted and when compared with those granted previously.

Marks are provided along with coursework feedback within four term-time weeks of submission or before the next assessment in the same subject is due, whichever is the sooner. All marks remain provisional until they have been ratified by the Subject Assessment Board. The overall grade for a whole module will be determined by the Subject Assessment Board which will consider the overall grade profile of all assessments for that module.

If an overall module grade does not meet the minimum pass grade, then the relevant Assessment Board will make a decision relating to the student's eligibility to reassess or re-study the module in line with the academic regulations. Individual assessments cannot be resubmitted to improve individual grades. A Course Assessment Board will make decisions about whether students have satisfied all of the requirements for progression or final award grades.

Should a student fail a module then the Course Assessment Board will notify the student of their entitlement to be reassessed or to re-study the module in the following year. Students will be advised of the reassessment procedures which normally require students to carry out and resubmit work at the end of the summer. Students should ensure that they are available to carry out reassessments at this time should the need arise.

Inclusion policies and mitigating circumstances procedures are available on the WCG intranet – individual cases are considered based on this framework and passed through a HEQAS board (Higher Education Quality and Academic Standards).

WCG welcomes all students and will always aim to make reasonable adjustments to meet any specific needs or difficulties. In exceptional circumstances, the learning outcomes of some courses may mean that such adjustments are not possible and the college cannot guarantee that every requirement can be supported.

21 Entrance Requirements

The Warwickshire College HE Admissions Policy is available on the College external website.

UCAS entry profiles may be found by searching for the relevant course on the [UCAS website](#), then clicking on 'Entry profile'.

Standard entry requirements

The standard entry requirements for a Warwickshire College undergraduate degree at level 4 is a minimum of two A levels (or equivalent qualification at level 3 such as a BTEC Diploma) which would provide a minimum of **80 UCAS points** plus four GCSEs (grades 4/C minimum or equivalent qualifications) including English Language and mathematics.

Applicants with formal qualifications will normally be expected to have a minimum of 80 UCAS tariff points. This may comprise any combination of:

- BTEC National Diploma in a relevant subject (level 3); or
- one A Level in a relevant subject; or
- Kitemarked Access to HE Diploma; or
- Advanced apprenticeship at Level 3 in a relevant subject.

A minimum of 40 points must be from a six- or twelve-unit award.

Entry onto the Integrated Foundation Year

Entry onto the four-year Integrated Foundation Year is a minimum of 32 UCAS points plus four GCSEs including English Language and mathematics at grade 4/C or above. The Foundation phase of the course is integrated and studied across the first two years.

Alternative entry requirements

Applications are welcomed from individuals with employment experience and non-standard qualifications. Mature applicants (aged over 21) may be able to join the course following an assessment of experience including a discussion with the HE Subject Leader. Applicants with non-standard entry requirements will normally be required to complete the recognition of prior learning (RPL) procedure and this may include an assessment of standards in written English.

International applicants

Applicants with international qualifications will be considered on the merits and equivalence of their offered qualifications supported by evidence of competency in written and spoken English. (e.g. IELTS score 6.0 or equivalent for the standard entry requirement or IELTS score 5.5 for entry onto the Integrated Foundation Year)

22 Support for Students and their Learning

Induction

All students will be given a full induction to the College and their course which will include meeting academic staff and non-academic support staff, plus an overview of College services. Students will receive a copy of the HE Student Handbook which provides key information for students.

Welfare Team

The College Welfare team provides a range of pastoral and general well-being support for students. There is a named HE pastoral tutor for each student, plus College counsellors, mental health and well-being mentors, student financial support and general support with welfare issues while being a student on the programme.

Equal Opportunities

Student support is consistent with the Warwickshire College policy on Equality and Diversity which can be found on the Warwickshire College external website. WCG has a proactive Equality and Diversity Committee plus an Access and Participation Committee to review widening access, student support and progression.

Learning Resources

Warwickshire College and University Centre library service provides a full range of texts, journals, e-books and other online resources. The College virtual learning environment known as the Google Classroom can be accessed via the Internet and holds a wide range of course materials and assessment information.

Inclusion

The HE Inclusion team provides support for students registered with disabilities such as dyslexia. The team will help students access Disabled Students Allowance DSA funding and ensure that students have the support they require to achieve the course.

Academic Tutorials

Students will be allocated an academic tutor who will offer support throughout their studies. Each course has a comprehensive course handbook. Students are entitled to a minimum of two academic tutorials per year on an individual basis with their academic tutor.

Study Skills

During their course all students should develop and exercise a range of academic competencies as described in the programme aims and intended learning outcomes, including through the module Academic Study Skills, Employability and T-Shaped, known as ASSET. This module has been developed in order to help students to plan and carry out their coursework and assessments, making the most of the time available and helping them to achieve their potential.

Residential Services

The College provides residential accommodation at three of the college sites: Leamington, Moreton Morrell and Pershore Colleges. Moreton Morrell and Pershore Colleges are

land-based centres offering a quiet residential experience in the countryside, whereas Leamington offers a vibrant town-based experience in the lively town of Royal Leamington Spa.

Student Engagement

The Student Engagement Officer ensures that students have the opportunity to elect Student Representatives to sit on the HE Student Council and Course Consultative Committees. The College has a HE Student Experience Committee where HE council members are invited to contribute/lead the discussions.

Careers Advice

Each year the higher education team holds a 'Futures Week' where students can explore ideas for their future. The College Careers Team provides guidance for students and presents suggestions and new ideas during futures week. The online Career Launchpad employability portal offers the opportunity for students to prepare for job interviews, and give tips for CV writing in addition to keeping students up to date with current affairs and updates from their chosen profession or sector.

Work-Based and Placement Learning (WBPL)

All HE Work-Based and Placement Learning is undertaken in line with the approved Warwickshire College and University Centre WBPL documentation and procedures which are held on the HE area of the Warwickshire College and University Centre intranet.

23 Evaluating and Enhancing the Quality and Standards of Teaching & Learning

Quality and standards at Warwickshire College and University Centre are monitored and maintained through a wide range of processes, including those relying upon contributions from the student body. The Quality and Enhancement Manual on the college intranet provides details of the regulations, policies and procedures used. The Higher Education Quality Team (HEQT) oversees the monitoring of quality and standards.

The HE Subject Leader completes an Annual Course Report (ACR) at the end of each academic year. This report enables the evaluation of many aspects of the course management including the quality of assessment and employer engagement. The ACR is scrutinised at an annual validation event where the resulting quality improvement plan is approved.

One key piece of information that feeds into the Annual Course Report is the External Examiner (EE) Report. The EE looks at the quality of assessment on the course and sits on the Assessment Board that confirms grades and progression.

The annual programme of lesson observations undertaken within Warwickshire College and University Centre assesses the standard of teaching in the classroom.

Student-focused quality mechanisms and student engagement mechanisms are as follows:

- The Students' Union has a series of approaches to Student Voice with details on the Warwickshire College and University Centre intranet.
- A range of surveys allow students to comment formally on their programmes including the nationally-administered National Student Survey (NSS), the HE First Impressions and HE Course Surveys.
- Course Consultative Committees are held three times a year to ensure that student representatives have an input to course management issues including reviewing ACRs, EE reports and HE Course Survey results.
- Students are represented on a number of Warwickshire College and University Centre meetings including the Higher Education Student Experience Committee, Higher Education Academic Board and Academic Standards and Quality Assurance (ASQA) Committee (Governors).

24 Indicators of Quality and Standards

This award is designed with reference to the Office for Students quality and standards conditions as part of general ongoing conditions of registration. In particular, this document references Condition B5 - Sector-recognised standards. WCUC will ensure any standards set appropriately reflect any applicable sector-recognised standards; and awards are only granted to students whose knowledge and skills appropriately reflect any applicable sector-recognised standards.

This award also references the QAA (Quality Assurance Agency) Subject Benchmark Statements (which describe the content expected in courses in particular subjects).

Internal indicators of annual quality and standards include annual reports that are considered carefully by the course team and any actions are responded to:

- Annual External Examiners' reports; and
- Annual Industry Adviser reports.

In April 2021, Warwickshire College was granted Bachelor Degree-Awarding Powers (BDAP) via an Order from the Office for Students following an in-depth scrutiny of quality and standards by the Quality Assurance Agency (as the designated quality body) during 2020.

25 Progression

On successful completion of the BA (Hons) Early Years Development and Education degree, students are able to progress to a range of Masters programmes within other institutions, either in subjects directly related to Early Years and Education or they have pursued teacher training or other specialist courses. Students will be also able to progress to postgraduate study such as a PGCE programme to obtain qualified teacher status. This in turn enables students to pursue a career pathway, which may focus on a particular specialism involved in early years development and education. Graduates can also look forward to opportunities in a

range of other career pathways. These interesting career opportunities could include; Social Work, Educational Psychology, Speech and Language therapy, Child Psychology, Music and Play therapy, Children's nurse, Family Support Worker and Arts therapy.

The BA (Hons) Early Years Development and Education (second year- L5) enhances students' underpinning knowledge of management styles, approaches and techniques and raises their awareness of expectations required at level six. This enables them to satisfy personal aspirations for management and supervisory positions.

The BA (Hons) Early Years Development and Education course enables students to practise at the DfE approved Level 3 ratios (1:8) in an Early Years setting and may allow those employed within the child-care sector to take on extra responsibilities and/or gain promotion. Further progression routes include; a qualification leading to Qualified Teacher Status (QTS) such as a Post-Graduate Certificate in Education (PGCE) or an Early Years Initial Teacher Training Course leading to Early Years Teacher Status (EYTS). Only graduates who have achieved QTS or EYTS can count in the level 6 staff ratios of 1:13.

26 Further Information

This programme 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 by taking full advantage of the learning opportunities provided.

More detailed information relating to this programme can be found in the Course Handbook and Module Descriptors collated in the Module Handbook.

The language of study is English.

27 Curriculum Map

The curriculum map, over the page, identifies where the intended learning outcomes of the programme are covered within the modules. A box is ticked where an outcome is demonstrated to a significant extent in a given module. The coded columns relate to the intended learning outcomes within the four categories described in sections 15.1 to 15.4:

- KU Knowledge and understanding of the subject
- CS Cognitive skills
- PS Practical and/or professional subject skills
- TS Transferable skills (T-Shaped)

| Module Codes | Module Titles | KU 1 | KU 2 | KU 3 | KU 4 | KU 5 | KU 6 | KU 7 | CS 1 | CS 2 | CS 3 | CS 4 | CS 5 | CS 6 | PS 1 | PS 2 | PS 3 | PS 4 | PS 5 | TS 1 | TS 2 | TS 3 | TS 4 |
|--------------|---|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| 490 EYDE | Academic Study Skills, Employability and T-Shaped | | | | | | | | | | | | | | | | | ✓ | | ✓ | ✓ | ✓ | ✓ |
| 420 EYDE | Communication, Language and Literacy | | | ✓ | ✓ | | | | | ✓ | ✓ | | | | ✓ | | ✓ | | | ✓ | ✓ | | |
| 421 EYDE | Understanding the World | | | ✓ | | | | | | | | | | | ✓ | | ✓ | | | | ✓ | | |
| 422 EYDE | Physical Development and Expressive Arts and Design | | | ✓ | ✓ | | | | | ✓ | ✓ | | | | ✓ | | ✓ | | | ✓ | ✓ | | |
| 423 EYDE | Personal, Social and Emotional Development | | ✓ | | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | | ✓ | | ✓ | | | ✓ | | ✓ | |
| 424 EYDE | Effective Early Years Practitioner 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | |

| Module Codes | Module Titles | K U 1 | K U 2 | K U 3 | K U 4 | K U 5 | K U 6 | K U 7 | C S 1 | C S 2 | C S 3 | C S 4 | C S 5 | C S 6 | P S 1 | P S 2 | P S 3 | P S 4 | P S 5 | T S 1 | T S 2 | T S 3 | T S 4 |
|--------------|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 520 EYDE | Diverse Childhoods | | | | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | | | ✓ | | | ✓ | | ✓ | | ✓ |
| 521 EYDE | Children's Health and Wellbeing | ✓ | | | | | | | | ✓ | ✓ | | | | | ✓ | | | | | | | |
| 522 EYDE | Supporting Children's Mathematical Understanding | | | ✓ | ✓ | | | | | ✓ | v | | | | ✓ | | ✓ | | | ✓ | ✓ | | |
| 523 EYDE | Safeguarding Children | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | | ✓ | ✓ | | ✓ | ✓ | | ✓ | | | | | |
| 524 EYDE | Effective Early Years Practitioner 2 | ✓ | ✓ | | | | ✓ | | ✓ | | | ✓ | ✓ | | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | |
| 525 EYDE | Effective Leadership and Management in the Early Years | | ✓ | | | | ✓ | | ✓ | | | ✓ | ✓ | | | | | ✓ | | ✓ | ✓ | | ✓ |

| Module Codes | Module Titles | K U 1 | K U 2 | K U 3 | K U 4 | K U 5 | K U 6 | K U 7 | C S 1 | C S 2 | C S 3 | C S 4 | C S 5 | C S 6 | P S 1 | P S 2 | P S 3 | P S 4 | P S 5 | T S 1 | T S 2 | T S 3 | T S 4 |
|--------------|-------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 690 EYDE | Research Methods | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 691 EYDE | Dissertation or Project | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 601 EYDE | Social Policy and Childhood | | ✓ | | | | | ✓ | ✓ | | | | ✓ | | | ✓ | | | ✓ | | ✓ | | |
| 602 EYDE | Global Childhood | | | | | | | ✓ | | ✓ | | ✓ | | | | ✓ | | | ✓ | | | | |
| 603 EYDE | Informed Educational Practice | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | | | ✓ | | | | | | ✓ | | |