

Programme Specification 2020-2021

1	Name of course and highest award	BA (Hons) Early Years Development and Learning
2	Level of highest award (according to FHEQ)	Level 6
3	Named interim awards	Certificate in Higher Education Diploma in Higher Education Bachelor of Arts Ordinary
4	Awarding/validating institution	Norland College, Bath
5	Teaching institution	Norland College, Bath
7	Mode of study (full-time, part-time, etc.)	Full time
8	QAA <u>subject benchmark statement(s)</u> where relevant	Early Childhood Studies 2007; 2014
9	Recognition by Professional, Statutory or Regulatory Body (PSRB), to include definition of the recognition	The Teaching Agency's definition of 'full' and 'relevant' qualifications has been followed: Early childhood studies (ECS) and related degrees Staff who graduated since 1 September 2014 with a degree in early childhood studies (ECS), or a related degree, count at level 3 in the staff: child ratios, as long as they: * took a qualification that was consistent with the QAA subject benchmark statement for ECS (training providers will provide this clarification) * took a qualification with an element of assessed performance in an early years setting * hold suitable level 2 literacy and numeracy qualifications (https://www.gov.uk/guidance/early-years-qualifications-finder#qualifications-started-after-1-september-2014)
10	Other external points of reference	UK Quality Code

QAA Framework for Higher Education Qualifications (FHEQ) H Level
QAA Benchmark statement(s) for Early Childhood Studies 2007; 201
EYFS 2007, 2012, 2014 and 2017
SEEC generic descriptors 2003
SEEC generic descriptors 2016

11 Date of initial validation

June 2013 (University of Gloucestershire)

12 Date(s) of revision

June 2014; December 2014; June 2015 (University of Gloucestershire); 2019 (Norland College)

13 Course aims

1. Equip students with the professional and practical skills and competencies which are required to work at a senior level within an early years environment, supporting the children and families with whom they will work;
2. Facilitate the application of critical knowledge and understanding of best practice within the sector, based upon an understanding of current policies, initiatives and research;
3. Provide students with the skills to become reflective practitioner through teaching, reflection and workplace opportunities thus ensuring optimal outcomes for children in their care;
4. Provide students with the knowledge and confidence to participate fully in academic discourse and information dissemination within the profession;
5. Support students in developing a broad range of transferable knowledge, understanding and skills including ICT, literacy, numeracy, management, leadership and organisation;
6. Foster the academic learning skills which will enable students to become life-long learners, independent learners and to establish a secure basis for future academic progression and CPD

14 Learning outcomes of the course

Knowledge and understanding

Students would be expected to demonstrate in-depth, systematic knowledge and consistently critical understanding of:

1. theories and contested concepts which contribute to understanding of the holistic development and learning of children

2. The context of childhood, such as young children's health, growth and education, drawing on research, policy and legislation for children and families.
3. leadership, support and management of staff and children in early years environments

Intellectual (thinking) skills

Students would be expected to have a high level ability to:

4. Locate, critically evaluate and use research findings to inform practice
5. Interpret, reflect upon, analyse, synthesise and critique relevant information.
6. Plan and lead a research project on an area of interest related to early years practice, in order to inform development of practice and improve outcomes for children.

Practical, subject-specific skills

Students would be expected to have a high level ability to:

7. Draw upon own experience and skills to support the family, community, setting and environment, considering issues of rights, diversity, equity and inclusion and the importance of inter-agency working in order to meet the needs of individual children and families
8. Use the observation, assessment, planning cycle in order to develop the curriculum, assess, evaluate and improve learning opportunities, taking account of young children's health and emotional well-being.

Transferable/key skills

Students would be expected to have a high level ability to:

9. Plan effectively in order to lead and support others, set goals, and use and apply statutory guidelines and regulations
10. Communicate and negotiate clearly with diverse individuals and groups or communities of people

15 Learning and teaching strategy

The teaching, learning and assessment priorities encompass the following themes:

- Independent and collaborative learning
- Learning for life and employment
- Learning for the future
- Research led/practice informing learning and teaching
- Promotion of a supportive and inclusive learning experience
- Actively encouraging student engagement and participation in the design, delivery and quality enhancement of their courses
- Enhancing students' experiences
- Teaching that is informed by pedagogy and research
- Assessment for learning is key to learning and development
- Integration of theory and practice whereby lectures, groupwork and seminars on the BA are supported by practical application of knowledge through Norland Diploma sessions

A variety of teaching, learning and assessment strategies is used in the programme to enable learning outcomes to be achieved and demonstrated.

- Lectures,
- tutor-led and student led seminars and tutorials, supported by directed research of texts and journals
- practical workshops and Norland Diploma sessions
- DVD analysis
- Virtual learning environment (VLE); technology enhanced learning is an integral feature of the delivery of the course.
- Tutor directed study and self-directed study
- Learning Resource Centre and tutorials

Skills: such as analysis, synthesis, evaluation and problem solving are practiced and demonstrated through more active student-centred learning methods such as independent research, group activities, seminars, workshops or placement-based activity.

Transferable skills: such as communication are developed through written work, presentations, seminars, open question and answer sessions, discussion and group work. Team-working is developed through group projects and research and through placement experience.

There is a wide range of placements in early years and school settings with additional experience gained in a hospital setting and through a residential placement in a family home, which are organised to constitute a coherent programme of learning experiences. This learning is captured through the use of professional self-evaluation, reflection, target setting and action planning. Liaison with, and support during placements, is provided by a designated placement officer.

In order to ensure clarity about how students are provided with the opportunity to demonstrate achievement of programme outcomes, the table below identifies which modules, through their content, contribute to supporting students to achieve the programme outcomes.

	4010	4011	4004	4005	4012	4013	5011	5012	5013	5014	5015	5016	6010	6006	6002	6003	6004
LO 1			X	X	X	X	X	X	X		X	X	X	X			
LO 2		X	X	X	X	X	X	X	X		X	X	X	X			
LO 3		X	X	X	X	X	X	X	X		X	X	X	X			
LO 4	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LO 5	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LO 6										X					X		X
LO 7	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
LO 8	X	X	X	X	X	X	X	X	X		X	X	X	X			
LO 9	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		

LO	x	x	x	x		x	x	x	x		x	x	x	x			
10																	

16 Learning and teaching methods

The Office for Students requires that the University's Key Information Set (KIS) indicates the proportion of time in each year of study that students can expect to engage in the following activities (expressed as a percentage for each level).

- Scheduled learning and teaching activities (including lectures, seminars, tutorials, dissertation meetings, demonstration, practical workshops, fieldwork, external visits, work-based learning)
- Guided independent learning
- Placement and study abroad

Level 4	Scheduled learning and teaching activities	192 hours
	Guided independent learning	848 hours
	Placement and study abroad	448 hours contributing to the degree and diploma
Level 5	Scheduled learning and teaching activities	192 hours
	Guided independent learning	848 hours
	Placement and study abroad	560 hours contributing to the degree and diploma
Level 6	Scheduled learning and teaching activities	
	Guided independent learning	192 hours
	Placement	848 hours 288 hours contributing to degree and dip

17 Assessment strategy

Formative assessment, an on-going tool for developmental purposes, will take place throughout the teaching and learning process by observation of students' participation in tasks set, by questioning, quizzes, peer assessment and many other methods.

Summative assessment, to establish students' achievement at stages throughout the programme, which contributes to their marks and grades, will take place using a number of different methods.

Use will be made of appropriate and inclusive assessment tasks that provide clear marking criteria in advance and are able to promote and measure learning. Students are therefore able to self-evaluate against criteria before submission. Assessment tasks are set with the aim of producing learning and not just assessing what is already known. The course uses technology in the delivery of assessment and feedback, ensuring feedback is prompt so that students can reflect on their work in a timely way, rectify mistakes and avoid repeating them, and can measure their own progress. Detailed comments are provided on assessments, in order to support students to make improvements to future learning and assessment and clarify understanding. We aim to promote assessment and feedback as powerful and integral features of students' learning and development.

Placement based assessment of practical performance and competency takes place through the use of materials produced within the workplace for example observations, assessments, plans.

The execution of a work-based project at Level 6 enables demonstration of knowledge, understanding and skills to the highest level.

Progression through the three levels of study is characterised by:

- An increasing level of complexity in the skills, knowledge and understanding that are demonstrated;
- An increasing level of student autonomy in the acquisition of skills, knowledge and understanding;
- An increasing range of contexts in which students are expected to use their skills, knowledge and understanding

The table below shows which assessment tasks enable students to demonstrate achievement of which learning outcomes:

Module	Assessment	L01	L02	L03	L04	L05	L06	L07	L08	L09	L010
NC4010	001		x	x				x		x	x
	002		x	x	x	x				x	
NC4011	001		x	x				x			x
NC4004	001	x	x			x		x	x	x	
NC4005	001	x	x	x		x			x	x	
NC4012	001	x	x	x	x	x		x			
NC4013	001	x	x		x	x		x	x	x	
	002	x	x		x	x		x			x
NC5011	001	x	x		x	x		x	x	x	
	002	x	x		x	x	x	x	x	x	x
NC5012	001	x	x	x	x	x			x	x	x
NC5013	001		x			x		x			x
NC5014	001	x	x			x			x		
NC5015	001	x	x	x	x	x	x	x		x	x
NC6010	001	x	x	x	x	x		x	x	x	x
NC6006	001	x	x	x	x	x		x	x	x	x
NC6002	001				x	x					
NC6003	001	x	x		x	x	x				x
NC6004	001	x	x		x	x	x				x

18 Assessment methods

The Office for Students requires that the University's Key Information Set (KIS) indicates the proportion of summative assessment in each year of study that will derive from the following:

- Written exams
- Practical exams
- Coursework

Level 4	Written exams	12.5%
	Practical exams	0%
	Coursework	87.5%

[Type text]

V1/JH/07/08/2020

Level 5	Written exams	12.5%
	Practical exams	0%
	Coursework	87.5%
Level 6	Written exams	0%
	Practical exams	0%
	Coursework	100%
19 Location(s) of the course's delivery	Norland College, Bath	
20 Admissions requirements	<p>Students apply via UCAS. Students will need:</p> <ul style="list-style-type: none"> • 2019 entry: A minimum of 3 Cs achieved at A level or equivalent study • 5 GCSEs to include English and Maths grade A* to C or equivalent • An enhanced Disclosure and Barring Service (DBS) check • Successful one to one interview and a group task. • Practitioners with at least three years' experience in an early years setting can join the BA programme providing they have achieved a level 3 Early Years Qualification and we are satisfied with students' level of ability in maths and English. 	
21 Career and employability opportunities - details of any work experience	<p>The professional focus within the course is supported by placements in a range of local early years group care and school settings, selected specifically to meet the learning needs of each individual student. This includes time spent in a residential family setting and a hospital setting. Students are equipped to progress to a variety of careers in early years settings for example in schools in nurseries, family homes and Children's Centres.</p>	
22 Management of Quality and Standards – the means by which the quality and standards of the course are assured.	<p>Guidance on the College's approach to the management of quality and standards is contained in the Guide to Quality and Standards, Norland College Academic Regulations, Assessment Principles and Procedures, and associated sources of advice. All regulations,</p>	

policies and procedures are aligned with QAA reference points and, where relevant, those of Professional, Statutory and Regulatory Bodies.

Quality assurance is undertaken as close as possible to the point of delivery.

Externality is guaranteed via external examiner reports which allow judgements to be made on the quality and standards of provision.

The College also benefits from the input of external advice in its approval and review procedures.

Students are able to comment on their modules and courses in various ways through the Student and Staff Liaison Committee including comments from Student Engagement Representatives, Programmes Committee, Quality and Standards Committee and the National Student Survey (NSS).

Programmes Committee, Quality and Standards Committee, Academic Board and Examination Boards

The primary responsibility for Quality Assurance in the Course lies with the Academic Board. The Academic Board will consider a number of sources of input in fulfilling its role including reports from the Programmes Committee, Quality and Standards Committee and Examination Boards. All members of the Board will be expected to contribute fully to discussions, bringing staff, student and practitioner perspectives to bear on topics under discussion. All modules will be evaluated, with evaluations being fully discussed at Programmes Committee, with any issues being identified and addressed. External examiners' reports may raise issues for consideration, or other issues may arise during Modular Examination Boards: such issues will also be addressed during Programmes Committee which feed into the Academic Boards.

Student Evaluation and Representation

Student views about individual modules will be communicated through the Staff and Student Liaison Committee using a range of evaluation strategies. Student evaluation will be a key source of

information for quality management in the Course. Module tutors identify and record points for action. Results of final evaluations are presented at, Programmes Committee and any issues raised are discussed by the Academic Board and presented in the Annual Report. Student engagement representatives provide further evaluative input.

Monitoring of placements

All placements are sourced, visited and monitored by the Placement Manager. This role is well established and ensures effective communication between placements, students and the College.

23 Support for Students and for Student Learning

On joining the course all students are allocated a Personal Tutor.

The role of the Personal Tutor is to:

- monitor students' progress in all aspects of the course
- offer guidance in meeting deadlines, course requirements etc.
- support students in target setting in relation to placement experiences and their 'learning journey'
- support students in maintaining their PDP
- signpost students to academic support systems

The role of the Student Support Officers is to:

- Provide support specific to students' studies including learning support for students with Specific Learning Difficulties (SpLD) and disabilities
- support for study skills, along with help and advice in accessing and using the full range of resources to help support their studies.

Other student support available includes:

- Access to counselling, available through appointment.
- Financial assistance may be available upon discussion with the Finance Team and/or the Benevolent Fund.

24 Course Map

See above for Course Map for 2019-2020