



<b>PART 1 – PROGRAMME SPECIFICATION</b>		
1	<b>Awarding institution</b>	St Mary's University, Twickenham
2	<b>Partner institution and location of teaching (if applicable)</b>	N/A
3	<b>Type of collaborative arrangement (if applicable)</b>	N/A
4	<b>Award title</b>	Early Years Education
5	<b>Final award</b>	BA (Hons)
6	<b>Interim award(s) with award titles (if specific titles have been designated)</b>	N/A
7	<b>Faculty with responsibility for the programme</b>	Education, Humanities and Social Sciences (Institute of Education)
8	<b>Language of study</b>	English
9	<b>Joint Honours combinations</b>	N/A
10	<b>UCAS code</b>	N/A
11	<b>JACS code</b>	X310
12	<b>Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition</b>	N/A
13	<b>QAA subject benchmark or other relevant external reference point</b>	QAA Subject Benchmark Statement - Early Childhood Studies 2014
14	<b>Normal completion time and maximum duration of study</b>	Normal completion time: Full-time study – 1 academic year (2 semesters) Maximum duration of study – 5 semesters
15	<b>Mode of study</b>	Full time
16	<b>Mode of delivery</b>	Face to Face
17	<b>Date approved and name of authorised body</b>	September 2019
18	<b>Applies to students commencing study in (month/year)</b>	September 2019
<b>PART 2 – CURRICULUM SPECIFIC DETAILS</b>		
19	<b>Summary of the programme</b>	BA (Hons) in Early Years Education – One Year Enhancement provides an overview of Early Years Education and Early Childhood Development.  The programme gives those already working in education the opportunity to gain



		<p>a BA (Hons) in Early Years Education by day release once a week.</p> <p>The programme provides opportunities for people working directly with children, or those working in other educational support roles, to build on their existing knowledge and experience to progress to a level 6 qualification at higher education level. The programme, which will continue to enhance the students' understanding of their current professional roles and of teaching in the Early Years Foundation Stage (EYFS), can be completed through one year of full-time study via a day release model.</p> <p>This programme aims to continue to build self-confidence in the workplace and at home. The current emphasis on the development of the school workforce as a whole has been one of the driving forces behind this degree.</p> <p>The BA (Hons) in Early Years Education – One Year Enhancement will open up a range of opportunities in the education sector to graduates from this programme, such as gaining a QTS qualification.</p>
20	<b>Aims of the programme</b>	<p>Within the context of St Mary's University Corporate Vision 2025 and the School of Education, Theology and Leadership Strategic Intent, a number of overarching aims can be identified.</p> <p>The programme aims:</p> <ul style="list-style-type: none"> <li>• To widen access into higher education by placing value on students' previous experience;</li> <li>• To provide a balanced, stimulating and academically sound education within the area of educational support which allows students to develop their academic, moral, physical and spiritual potential irrespective of their faith perspective, cultural background, age, gender or ethnicity;</li> <li>• To enable students to acquire knowledge, skills and understanding related to the jobs in which they are currently employed in education</li> <li>• To equip students with a framework to observe analyse and reflect on theoretical and professional issues related to education;</li> <li>• To develop students' abilities to engage in reading, reflection, debate, enquiry and analyse existing paradigms;</li> <li>• To develop students' critical and academic and writing skills;</li> <li>• To enhance career prospects for those who work or wish to work in an early years education support role;</li> <li>• To provide a base for an alternative route into teaching or other careers involving work with young children that will enable students to continue working within an early years setting.</li> </ul>
21	<b>Criteria for admission</b>	<p>Applicants must satisfy the general admissions requirements of St Mary's <a href="#">University Admissions Policy</a>. Candidates must satisfy the general admissions requirements of St Mary's University and the APEL procedures detailed below.</p> <p>Candidates for BA (Hons) in Early Years Education – One Year Enhancement must have been employed in a primary school or an Early Years Foundation Stage setting for a minimum of a year in either a paid or voluntary capacity for a minimum of 2.5 days per week. They must continue to be employed in this capacity during the programme.</p>



		<p>In addition, candidates will be expected to:</p> <ul style="list-style-type: none"> <li>• have a GCSE Grade C or level 4 or above in English Language or equivalent (for example O-Level , or IELTS level 6.0 overall with no less than 5.5. in any section. )</li> <li>• have evidence of success at NVQ level 3 or equivalent, including A-Levels, Vocational A-Levels (VCEs), AS Levels, BTEC or Access qualifications;</li> <li>• have a Criminal Records Bureau enhanced disclosure check (DBS) and/or any other appropriate background check;</li> <li>• demonstrate they can read effectively and are able to communicate clearly and accurately in Standard English;</li> <li>• have a foundation degree or equivalent level 5 qualification in early years education.</li> </ul> <p>For entry to the BA (Hons) in Early Years Education – One Year Enhancement, a letter from the applicant’s employer / head teacher must accompany any application. This letter must support the application by confirming that the applicant is working with children or young people and state that every effort will be made to support the applicant in undertaking the work-based activities required by the programme.</p> <p>Applications based on prior credits will be considered on a case by case basis</p> <p>N.B. This programme is not suitable for those wishing to follow QTS Secondary Pathway due to its generic nature lacking detailed taught subject specialism required for the secondary age phase.</p>																		
<p><b>22</b></p>	<p><b>Scheduled learning time</b> <i>(The number of learning hours (GLH) is 1 hour per 10 credits</i> <a href="http://www.gaa.ac.uk/en/Publications/Documents/Documentations/contact-hours-student.pdf">http://www.gaa.ac.uk/en/Publications/Documents/Documentations/contact-hours-student.pdf</a>)</p>	<table border="1"> <thead> <tr> <th>Type of learning time</th> <th>Number of hours</th> <th>Expressed as %*</th> </tr> </thead> <tbody> <tr> <td>Contact time</td> <td>120</td> <td>10.0%</td> </tr> <tr> <td>Placement/work-based learning hours</td> <td>140</td> <td>11.0%</td> </tr> <tr> <td>Guided learning hours</td> <td>320</td> <td>26.7%</td> </tr> <tr> <td>Independent study time</td> <td>620</td> <td>51.7%</td> </tr> <tr> <td><b>TOTAL*</b></td> <td>1200</td> <td>100.0 %</td> </tr> </tbody> </table> <p>* Figures rounded to one decimal place</p>	Type of learning time	Number of hours	Expressed as %*	Contact time	120	10.0%	Placement/work-based learning hours	140	11.0%	Guided learning hours	320	26.7%	Independent study time	620	51.7%	<b>TOTAL*</b>	1200	100.0 %
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<p><b>23</b></p>	<p><b>Programme learning outcomes</b></p>	<p>On successful completion of this programme, graduates will:</p> <ol style="list-style-type: none"> <li>1. Identify and analyse the range of values, policies and practices in the Early Years Foundation Stage in the sector and justify and apply your own values.</li> <li>2. Understand, analyse and apply knowledge of a range of theoretical perspectives and statutory guidance which underpin effective practice in the Early Years Foundation Stage relating to the global status of children,</li> </ol>																		



		<p>including the role of children as active participants, their rights, their health and well-being, and perspectives on child protection, safeguarding, disability, diversity and inclusion.</p> <ol style="list-style-type: none"><li>3. Identify the diverse ways in which children learn in the early years and use the information to implement a range of inclusive strategies to address their learning needs and ensure progress by all.</li><li>4. Have planned an environment where issues of safeguarding, diversity, inclusion and equality have been addressed in order to support children aged 0-5.</li><li>5. Reflect and evaluate practice and own experience, drawing on research and scholarly reading in order to enhance knowledge and understanding of effective practice</li><li>6. To select and use accurately, established techniques of analysis and enquiry related to early years pedagogy to initiate, design, plan and execute research project</li><li>7. To critically analyse a range of academic sources and communicate complex ideas on paper in written submissions and orally, during presentations in a fluent, articulate and effective manner.</li><li>8. Understand the role of evidence and different perspectives, and evaluate these in a critical manner to arrive at supported conclusions relating to the subject area of early years pedagogy</li><li>9. Devise and sustain arguments to engage in educational debate</li><li>10. Reflect upon how to improve learning opportunities for children, taking account of young children's health, social and emotional well-being.</li><li>11. Develop appropriate skills for supporting classroom teachers, safeguarding and other relevant work related to early year's classroom practice and to resolve issues and problems arising in a range of contexts.</li></ol>
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24	<b>Programme structure and module requirements</b>	<p>In order to qualify for the in BA (Hons) in Early Years Education students are required to accrue 120 credits at Level 6</p> <p><b>FHEQ Level 6 Modules</b></p> <table border="1" data-bbox="432 465 1487 869"> <thead> <tr> <th>Code</th> <th>Module Title</th> <th>Credit Value</th> <th>Semester of Delivery</th> <th>Module Status</th> </tr> </thead> <tbody> <tr> <td>EYE6001</td> <td>Creativity in Early Years Education</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>EYE6002</td> <td>Outdoor Learning in the Early Years Foundation Stage</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>EYE6003</td> <td>The Unique Child</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>EYE6004</td> <td>Early Years Action Research Paper</td> <td>40</td> <td>2</td> <td>Core</td> </tr> <tr> <td>EYE6005</td> <td>Professional Studies – Assessment, Planning and Observation</td> <td>20</td> <td>2</td> <td>Core</td> </tr> </tbody> </table>	Code	Module Title	Credit Value	Semester of Delivery	Module Status	EYE6001	Creativity in Early Years Education	20	1	Core	EYE6002	Outdoor Learning in the Early Years Foundation Stage	20	1	Core	EYE6003	The Unique Child	20	1	Core	EYE6004	Early Years Action Research Paper	40	2	Core	EYE6005	Professional Studies – Assessment, Planning and Observation	20	2	Core
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25	<b>Work placements or study abroad</b>	<p>Students will be working in school for at least 50% of the week and coming to university once a week for one day. They will therefore be able to apply learning to practice and carry out a range of set non-assessed work-based tasks throughout the programme.</p>																														
26	<b>Links to industry and employability</b>	<p>Students will already be working with children in schools, either in a paid or voluntary capacity. Most will be employed as teaching assistants or non-qualified teaching staff. They will be able to apply knowledge and skills learned on the programme to directly inform and improve their practice in their home school. (BA) Hons in Early Years Education – One Year Enhancement enables students to apply for Postgraduate programmes leading to Qualified Teacher Status and therefore be able to work as qualified teachers. They will also be able to access graduate routes into employment. Guest speakers such as Head Teachers and careers service will give deliver sessions on applying for posts in teaching.</p>																														
27	<b>Programme awards</b>	<p>This programme conforms to the <a href="#">University Academic Regulations</a>.</p> <p>In order to qualify for the award of BA Honours Degree students must have successfully achieved 120 credits.</p>																														
<b>PART 3 – TEACHING, LEARNING &amp; ASSESSMENT</b>																																
28	<b>Programme teaching and learning strategies</b>	<p>Lecturers who are outstanding teachers with recent classroom practice will employ a wide range of teaching and learning strategies such as paired and group collaborative tasks, micro-teaching (group and individual presentations), student-led teaching, and guided weekly tasks. Since students on this programme will be working with young children, the Programme Team aim to develop students' teaching skills as well as appealing to different learning styles, building independent learning and transferable skills. The above will also enhance learning and the overall student</p>																														



		<p>engagement.</p> <p>Each student will be allocated a personal tutor who will support the student throughout his or her time at St Mary's University. Students are only at university one day a week. They will receive termly individual and group tutorials where targets will be set and reviewed. The programme will practice and open door policy. Students will be able to make additional appointments for extra tutorials if support is needed with personal, social and academic issues.</p>
29	<b>Programme assessment strategy</b>	<p>A wide range of assessment options will be used: written assignments, portfolios, oral presentations, display boards, action research and work-based tasks. As students will be working in school, the programme's assessments aim to model excellent practice in order to develop their core teaching skills in the workplace. Moreover, this range of assessment will allow students to develop a wide range of personal and professional skills. The assessments draw on strengths and develop areas of weakness.</p> <p>In line with the University's Assessment Policy all assessments will be marked and made available to students within the three weeks.</p>
<b>PART 4 – UNIVERSITY SUPPORT</b>		
30	<b>Student support and guidance</b>	<p>We have a dedicated Student Centre in the heart of the University. Our aim is to assist, guide and support students throughout their period of study. The Student Wellbeing Service provides personal 1-1 Counselling in addition to group workshops such as mindfulness. The Disability Service includes both physical disabilities and learning support such as Dyslexia. Mental Health Advisors and Mentors together with an on-site Health Centre. Our Student Life and Guidance Team includes: the Accommodation Services, Student Funding, Pastoral Care &amp; Advice &amp; Guidance. Each student is allocated a Personal Tutor who can assist with any academic advice and support with any personal issues.</p> <p>It is anticipated that, in line with the existing model (BA Hons in Primary Education Work-based Route,) this programme will recruit students from the widening participation sector. From experience, we are aware that these students often need a higher level of pastoral and academic support. We ensure that the students are aware and make full use of the services provided to them by St Mary's University. This ranges from seeking counselling from Student Well-being Service, academic support from the Learning Development Lecturers and Disability and Dyslexia Support Service. Members of the Wellbeing Team are invited to induction sessions at the start of the programme. In addition to the regulatory personal tutorials, we encourage the students to come as often as</p>



		they like in order to support their needs whilst with us. These practices, which we currently follow on existing work-based route programmes, ensure success and high retention rates (2016-2017 – 100% retention rate). By using the same strategies, similar outcomes are predicted for this new programme.
31	<b>Quality management arrangements</b>	<p>This programme aligns with the quality assurance requirements of St Mary's University through the following processes:</p> <ul style="list-style-type: none"><li>• Five yearly cycle of revalidation</li><li>• On-going monitoring through the Programme Review process</li><li>• Programme Boards</li><li>• Consideration of marks and graduate profiles at Exam Boards</li><li>• Engagement with programme student representatives</li><li>• Engagement with approved external examiners</li></ul>