

Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

Section 1 - General Course Information	
Course Title	Applied Early Years Studies
Qualification	BA(Honours)
Intermediate Qualification(s)	None
Awarding Institution	University of Bedfordshire
Location of Delivery	AB AD FI (delivered by UoB)
Mode(s) of Study and Duration	1 year 1 term part time, 1 year full time
Core Teaching Pattern	New Education PT courses approved core pattern
FHEQ Level	6
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Not applicable
PSRB Renewal Date	
University of Bedfordshire Employability accreditation	
Route Code (SITS)	BAAEYAMP BAAEYAMF BAAEYADF BAAEYADP
Subject Community	Education Studies
UCAS Course Code	
Relevant External Benchmarking	QAA quality Code Section A1 QAA subject benchmark descriptors (Early Childhood Studies)

	SEEC credit level descriptors 2010 QAA Early Childhood Studies 2007
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Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
EDD010-3	6	30	Research Methods	Core
EDC185-3	6	30	Early Learning from Birth to Five	Core
EDD013-3	6	30	Leading Practice in the Early Years	Core
EDD016-3	6	30	Research Project in Applied Early Years Studies	Core

Why study this course

This course builds on the skills and knowledge gained from a previous relevant Early Years subject area Foundation degree or alternative course with 240 CATS credits and offers you the chance to build an in-depth understanding of Applied Early Years Studies, from a variety of professional perspectives. This will give you significant opportunities to develop your own individual academic and professional interests in the context of your own career. The course provides a clear route into a professional graduate role within the Early Years Sector through Early Years teacher Status or primary initial teacher training for example or towards leadership and management roles in early years settings.

Course Summary – Educational Aims

The Applied Early Years Studies degree is designed to give you a deep understanding of the complexity of early education, child development, and the developing child in the context of their family and society in local and global contexts. The course focuses on a holistic approach to learning and understanding the needs of children and builds on your experiences in the workplace. You will be able to understand the importance of educational research and enquiry and carry out research in your own educational context. The course aims to provide the background for you to be fully prepared for working in a diverse range of professions in the Early Years sector. The course will also allow you to take forward your own individual interests in early years work.

Entry requirements

This top-up year caters for students who have 240 credits from either our own University of Bedfordshire FdA Early Years Studies or an Early Years Studies course from another institution that would give 240 credits and has an element of direct practice with young children. Students are usually working or volunteering in settings where there are young children operating within the Early Years Foundation Stage.

Standard:

Students with other relevant Level 5 qualifications will be considered on a case by case basis. International students must have IELTS 6.0 or equivalent.

Standard entry requirements for UK students – <http://www.beds.ac.uk/howtoapply/ukugentryregs>

Students from the European Union - <http://www.beds.ac.uk/howtoapply/eu/guides>

Disclosure and Barring Service Checks:

All students are required to ensure that they have enhanced DBS certification prior to enrolment.

PSRB details

Not applicable

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Use an advanced understanding of educational theories and child development to construct and enhance educational experiences and care of children and practitioners based on significant current experience in the workplace.
- Contribute specialist expertise in early years education, informed by current experiences in the workplace, to multi-disciplinary teams to augment a shared understanding of effective practice.
- Be a lead professional who contributes an innovative and reflective stance to the evolving developments within the early years sector and community nationally and internationally
- Be creative, open-minded and adaptable, accommodating new principles and understanding, whilst recognising how observed limitations within the workplace can be overcome.
- Prepare and present, both verbally and in written form, critiques of educational issues drawing on published materials
- Process and synthesise data to interpret, present and justify a chosen response to situations whilst also having drawn upon relevant theoretical and policy perspectives

Higher Education Achievement Report - Additional Information

Learning and Teaching

The previous work of students on their FdA or other HE courses will have already provided the core academic skills for your study at degree level.

The course will be taught using a variety of approaches, including lectures, seminars, tutorials, self-support groups, workshops and through the use of the virtual learning environment - VLE (called BREO). You will be expected to learn through attending timetabled face-to-face sessions of lectures, seminars, tutorials and student led workshops. You will also learn from each other and will be encouraged to share your learning experiences with other peers in the form of self-support groups, both in reality and through the VLE. You will also learn through observations in a workplace, directed by set tasks through the assessments that run through the course and aligned to an academic level of rigour expected at level 6. You will also learn through the interaction with teaching colleagues in settings and with university tutors.

Extensive use will be made of the University virtual learning environment (VLE) to provide you with information and further materials for your study and to facilitate interaction and discussion between students and between staff and students.

At Level 6 the assessment strategy for the course is less formative in nature and more summative. The first Research Methods unit that you will take will introduce you to assessment at Level 6 and will act as preparation for the major piece of work that you undertake in the research project.

Your approach to your learning should be informed by the professional standards of the career to which you aspire. Professional, cooperative working with both peers and lecturing staff is crucial to success on a honours degree programme.

Developing your employability

Employability is central to the course both within the curriculum and in the extra-curricular activities promoted by the course team. Significant use is made of real life case studies drawn from Early Years practice which will allow you to make the links between your academic work and professional practice. This will help you develop your professional skills in readiness for the workplace. Visiting speakers from a range of disciplines within the Early Years field support your awareness of professional practice in context. The course team works closely with the Careers and Recruitment Service to promote relevant paid and voluntary work.

The degree will prepare students for a wide range of graduate careers across the Early Years field, such as children's centre managers, day care managers, specialist leading two year olds provision in schools, as well as teacher training or Early Years Teacher Status (EYTS) courses. You should aspire to leadership and

management positions in the sector.

Throughout the course you will have access to the staff of the Careers and Recruitment Service and to your Personal Academic Tutor (PAT and your reference writer) who can advise on potential and suitable routes for your future employment.

Department (s)

Department of Education Studies, Faculty of Education and Sport.

Assessment

At Level 6 the assessment strategy for the course is less formative in nature and more summative. The first Research Methods unit that the students take will introduce them to assessment at Level 6 and will act as preparation for the major piece of work that they undertake in the research project.

The assessments will include formal essays, presentations, discussion board based work, and a dissertation report. The research based dissertation will enable you to carry out your own research project, guided throughout by a supervisor and will be the culmination of your work on the degree through the academic year.

Throughout the course extensive use will be made of the University VLE (BREQ) to provide you with information and further materials for your study and facilitate interaction and discussion between students and between staff and students.

After Graduation

The course provides the background needed for application to primary teacher training (PGCE, SCITT, SDITT) or Early Years Teacher Status courses (these options and the requirement for appropriate work experience and qualifications will be discussed with you at the start of the academic year). The course also offers graduates potential career options within a wide range of careers working with children such as working in a leadership or management capacity in private, voluntary or independent nurseries or children's centres, social care, education welfare, charities. You will still be able to call upon the Careers and Recruitment service of the University after graduation and your PAT will be able to write references and would be willing to offer careers advice via email. You must meet the specific requirements that are set out for further qualifications such as teacher training (where for example it will be necessary to pass the necessary skills tests in literacy and numeracy, meet the GCSE requirements and the required degree grade).

Student Support during the course

You will have the support of a Personal Academic Tutor (PAT) throughout the course who will regularly meet to advise you individually during the year to support your academic, personal and professional development. If you have personal worries or concerns that may affect your work, they will be able to direct you to the right support.

You will have weekly opportunities to meet with your lecturers, during Office Hours, to discuss your knowledge and understanding of specific units you are taking, gain a deeper insight on the feedback on your assignments and gain support in maximising your achievement in your degree.

During the course you will also have the opportunity to engage in formative peer assessment, formative written assessment and group tutorials for specific assignments.

You will have access to the university's specialist academic support service, Personal Academic Development Team (PAD), who offer workshops on key elements of academic skills needed for studying in Higher Education.

Students with disabilities

The course is inclusive and welcomes students with disabilities. During the application process disabled students are invited to the university to discuss their needs with the Course Leader, individual members of the academic staff, as well as staff from the Disability Advice Team. The course should not present any barriers to students with disabilities that cannot be overcome using the university's policy on support for students with disabilities. All applications identifying disabilities are followed up by letter or at interview to establish the level and type of support required.

The Disability Advice Team will discuss any issues you may have and can provide such services as: sign

language interpreters, note takers, dyslexia screening/tuition, support materials for students with dyslexia and/or dyscalculia, and support with mobility on campus. The team offers confidential advice and information about academic and personal issues, special arrangements/adjustments for some assessments/examinations, applying for the Disabled Students' Allowances (DSA) and buying suitable equipment. The university disability policy can be viewed at <http://www.beds.ac.uk/studentlife/support/disabilities/policy>.

Advice on the nature of specific disabilities and the reasonable adjustments which can be made to accommodate disabled students is available from the Disability Advice Team - see <http://www.beds.ac.uk/studentlife/support/disabilities>

BA (hons) Applied Early Years Studies				
	LEVEL 6			
UNIT NAME	Research Methods	Research Project	Early Learning from Birth to 5	Leading Practice in the Early Years
UNIT CODE	EDD/S010-3	EDD/S001-3		
WEEK				
1	Please note that this course runs a new approved core patterns with units of 10 teaching weeks based on a termly pattern. Units do not run concurrently and so there are no issues of clashing assessments.			
2				
3				
4				
5				
6				
7			S	S
8				
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10			F	F
11	SS		S	S
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13	FF			
14			F	F
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30		S		
		F		

S = Submit
F = Feedback to student available

Assessment Map

Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

Course Learning Outcomes

1. Demonstrate in-depth, systematic knowledge and consistently critical understanding of children and childhood nationally and globally, from philosophical, historical, psychological, sociological, cultural, global health, welfare, legal, political and economic perspectives.
2. Understand that professional and ethical behaviour is a key requirement of entrants to graduate careers in the field of Early Years Education
3. Understand current policies and debates in the field of Early Education and be able to critically engage in future debates
4. Demonstrate strong communication skills through written, oral, visual and electronic means, being able to organize and articulate opinions and arguments using relevant specialist vocabulary whilst working individually or as part of a team.
5. Demonstrate strong information literacy skills, in gathering and collating information from a wide variety of primary and secondary sources, including theoretical and research based evidence, in an ethical and professional manner.
6. Have developed the skills to undertake primary research and evaluate the significance and limitations of that research in relation to relevant theoretical perspectives.
7. Demonstrate the ability to critically explore, analyse and evaluate information and data and reinterpret that information to construct cogent and coherent arguments.

Course-specific regulations

None

Teaching, Learning and Assessment

Learning is encouraged through participation in a wide variety of activities including scheduled learning opportunities such as lectures, seminars, workshops; guided learning through the use of the university virtual learning environment (BREO); independent research and self-directed activities, including extra-curricular opportunities. Learning is seen as a collaborative enterprise in which students participate fully. There are lectures in most units, but students are encouraged to regard these as opportunities for questioning issues as well as noting down information. During seminars students will reflect on the lecture and clarify any points, discuss issues in more depth in small groups, carry out exercises which exemplify or apply conceptual points, analyse varied material, and present results of their individual or collaborative research. Seminars are often experiential and participatory in nature, stressing reflective and critical learning, which is supported and further developed through their engagement with the VLE. Students can apply the practical learning experienced in the workplace in core units throughout the course.

Students are encouraged to become increasingly independent in their learning and synthesise their experiences in the workplace to their academic learning at university. Students will experience a variety of assessment types, including essays, presentations, reports and case studies that are aimed at supporting varied performance strengths in a diverse student cohort. Assessment tasks are designed to support academic integrity and minimise opportunities for plagiarism, with high risk assessments having a clear mechanism for verification. Highly weighted assessment tasks contain mechanisms to monitor progress and development of the final submission.

In Level 6 the emphasis is on summative assessment, particularly as evidenced in the dissertation project, which also encourages independent enquiry and provides significant evidence for graduate skills development, professional skills and employability. On the dissertation and in other key assessments, students will need to work within complex and occasionally unpredictable settings and further develop the

skills and knowledge introduced in the foundation degree studies

Additional Academic Information

Peer-assisted learning (PAL)

Not applicable

Initial Assessment

EDD/S010-3 Research Methods

Improving students' learning

The Research Methods unit (EDD/S010-3) provides the necessary skills to support students in their initial independent learning and research at level 6. The students have a Personal Academic Tutor to provide support and guidance and access to the Professional Academic Development team for specific study skills in addition to those attained in the Foundation degree. Online resources are available for students in the Study Hub on BREO. Academic Liaison Librarians offer advice and guidance to support independent reading and research.

Academic Integrity

Guidance on appropriate resources to use in assessed work will be given in Research Methods (EDC010-3). This will be related to the validity of resources for academic use, how to refer to these resources when they are used and what the lecturing staff and the University mean when they are talking about academic offences, including plagiarism. In education it is vital that all graduates understand integrity and ethical and professional behaviour and thus this is integral to all units within the degree

HEAR implementation

Internationalisation

International and global education is an important feature of the degree and is threaded through units across the degree.

Sustainability

Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

Faculty	Education and Sport
Portfolio	UG SEEL
Department/School/Division	SEEL
Course Coordinator	Perry Knight
Version Number	2/17
Approved by (cf Quality Handbook ch.2)	University Approval Event (TQSC
Date of approval (dd/mm/yyyy)	09/05/2014
Implementation start-date of this version (plus any identified end-date)	September 2014

Form completed by:

Name: Julie Beams Date: April 2014

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair:

Date:

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
10/2/17	addition of delivery by UoB at Tresham College, updating of school name and course co-ordinator	