

OCD0158 Full Time (Unvalidated Preview)

BA (Hons) Professional Development Early Years

Awarding Institution
University of Bolton
Teaching Institution
Bury College
Ucas Code
JACS Code
X300
Language Of Study
English

Notes:

This Programme adheres to the University's Fitness to Practice Declaration

Professional Accreditation

None Associated with this programme

Programme Awards

Title	Type	Level	Description
Honours Degree (BA)	Final Award	Level 6	Professional Development Early Years

Benchmark Statements

The following benchmark statements apply to this programme:

- Education
- Honours Degree

Internal and External Reference Points

1. QAA Academic Infrastructure, including the Framework for Higher Education and the code of Practice
2. UK Quality Code for Higher Education
3. The University of Bolton awards framework

Other Points of Reference

- QAA Early Years Subject Benchmarks
- The Common Core of Skills and Knowledge for the Children's Workforce
- Early Years Professional Standards

General Entry Requirements

You are normally expected to have successfully completed a relevant qualification at Level HE5, such as a Foundation Degree or HND, or a professional qualification at an equivalent level. If English is not your first language you will need to complete a Secure English Language Test at IELTS 6.0 or equivalent. You may be required to attend an interview and/or provide a portfolio of work.

Additional Criteria

- Have passed the Foundation Degree for Early Years and Childhood Studies or equivalent
- Have a positive reference from the programme leader of the level 5 programme.
- Have good oral and written communication skills and academic/study skills appropriate for studying at level HE6.
- New students who have not previously studied with us will need to complete an initial assessment and undertake an interview.

Additional Admission Matters

Aims of the Programme

The principal aims of the programme are to:

1. Develop the skills and abilities necessary for study at undergraduate level
2. Develop a reflective and reflexive approach to personal and professional development and research.
3. Enable students to demonstrate their awareness of current issues and practices within education.
4. Encourage comment on the applicability, relevance and usefulness of a range of theories, concepts, and models applied to education.
5. Enable students to demonstrate high levels of proficiency in key skills commensurate with their individual development and professional circumstances.
6. Enable students to take responsibility for the initiation, planning and development of chosen lines of enquiry.
7. Encourage evaluation of educational policies and analyse the way in which these may affect practice within specific educational environments.
8. Enable students to monitor their own progress through reviewing, reflecting, action planning and target setting as part of their Personal Development Planning (PDP).

Distinctive Features of the Programme

- The programme is designed for early years practitioners who have successfully completed a Foundation Degree in Early Years and Childhood Studies and who wish to progress to an Honours Degree at Bury College.
- The programme serves a wide and varied catchment area within which we have developed an excellent reputation as providers of high quality courses in Early Years and Childhood Studies.
- We have a large employer network who regularly refer students to us as they have confidence in our ability to deliver success and professional development for their staff.
- The programme has been developed in response to student and employer demand for a qualification which explores Early Years issues within a wider educational context. We find that when students leave the Fd in Early Years and Childhood Studies they have sound knowledge of early years practice

and are ready to explore new areas of study.

- This course differs from a traditional Early Years “top up” in that it stretches students’ knowledge beyond early years professional practice to exploring education as a complex and ever changing area of academic study. In addition to this we have responded to demand, from within the sector, to the need for more effective leadership and management in early years settings. This particularly relates to the need to improve opportunities for managerial training which addresses the challenges faced by the sector, for example management of the new EYFS curriculum and OFSTED inspections

Learning Outcomes

Knowledge & Understanding

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

- The underlying values and principles relevant to Education Studies.
- The diversity of learners and the complexities of the education process.
- The complexity of the interaction between learning and contexts and the range of ways in which other participants (including learners and teachers) can influence the learning process.
- Societal and organisational structures and purposes of educational systems and the possible implications for learners and the learning process
- A comprehensive range of relevant primary and secondary sources, including theoretical and research-based evidence to extend their knowledge and understanding.
- A range of models and theories of leadership and management and be able to evaluate their relevance within the context of an Early Years Setting.

Cognitive, Intellectual or Thinking Skills

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

- Accommodate to new principles and understandings.
- Explain the significance and limitations of theory and research.
- Integrate their knowledge and understanding critically into a personal position which shows depth and originality in relation to the subject.
- Analyse educational concepts, theories and issues of policy in a systematic way.
- Identify and critically reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts.

Practical, Professional or Subject-specific Skills

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

- Competently use ICT in their study and other appropriate situations and be able to judge where the use of ICT is not appropriate.
- Plan for personal and professional development in a systematic way.
- Make coherent and interesting presentations which are appropriate to the audience.

Transferable, Key or Personal Skills

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

- Reflect on their own value systems
- Interpret graphical and tabular presentation of data in a critical and constructive way.
- Collect and present numerical data and to use graphical and tabular information appropriately.
- Work effectively as part of a team, including working through difficulties and conflicts.
- Articulate their own preferred approaches to learning and actively manage their development.
- Process and synthesise empirical and theoretical data, to create new syntheses.

Programme Structure

Module List

Title	Module Code	COE ¹
Dissertation	EDL6001	C
Psychology of Education	EDL6003	C
TBA	EDL6007	C
TBA	EDL6008	C
Leadership and Management in the Early Years	EDU6008	C

¹Core, Optional, Elective

Learning & Teaching Strategies

Learning and teaching will be supported through blended learning using a combination of face-to-face sessions, electronic-based resources and electronic communications. The development of research skills will be supported through individual learning and independent research. Lectures, seminars and group work will also be used to support teaching and learning. For the purposes of undertaking the Dissertation, each student will be allocated a named project supervisor who will be determined according to the area of research the student has chosen. Guidance and tutorial support will then be arranged on an individual basis and will occur throughout the programme.

Learning Activities (KIS entry)

Course Year	HE3	HE4	HE5	HE6	HE7
Scheduled learning and teaching activities	n/a	n/a	n/a	27%	n/a
Guided independent study	n/a	n/a	n/a	73%	n/a
Placement/study abroad	n/a	n/a	n/a	n/a	n/a

Assessment Strategy

• Reflective activities, including PDP, using relevant theories and reflective tools to relate theory to practice • Essays • Written reports and assignments • Journals • Research exercises • Case studies • E-discussions • Presentations and seminars. Formative assessment feedback on written assignment preparation will be given orally in tutorials and immediately following presentations.

Assessment Methods (KIS entry)

Course Year	HE3	HE4	HE5	HE6	HE7
Written exams	n/a	n/a	n/a	n/a	n/a
Coursework	n/a	n/a	n/a	88%	n/a
Practical Exams	n/a	n/a	n/a	12%	n/a

Assessment regulations

Assessment Regulations for Undergraduate Modular Programmes apply to this programme.

Grade Bands & Classifications

Undergraduate Honours Degree

Regulations can be found at: <http://www.bolton.ac.uk/Quality/RP/APPR/Home.aspx>

Role of External Examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

Support for Student Learning

- The programme is managed by a programme leader
- Each student has a personal tutor, responsible for support and guidance
- Personal Development Planning integrated into all programmes
- Feedback on formative and summative assessments
- Library and IT services
- Faculty and Programme Handbooks which provide information about the programme and University regulations
- The opportunity to develop skills for employment
- Induction programme introduces the student to the HE Centre and their programme.
- Book store for each module.
- Student Representative

Methods of Evaluating & Enhancing the Quality of Learning Opportunities

- Programme committees with student representation
- Module evaluations by students
- Student Surveys
- Annual quality monitoring and action planning through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs), Subject Annual Self Evaluation Reports (SASERs), Faculty Quality Enhancement Plans (FQEPs), University Quality Enhancement Plans (UQEP)
- Peer review/observation of teaching
- Professional development programme for staff
- External Examiner reports
- Students' assessed work.
- Staff Student Liaison Committees with student representation.
- Professional development programme for Bury College staff provided by UOB.
- Tutor evaluation reports.

Sources of Information

- Student Portal <http://www.bolton.ac.uk/Students/Home.aspx>
- Students Union <http://www.ubsu.org.uk/>
- Student Handbook <http://www.bolton.ac.uk/Students/Home.aspx>
- Student Entitlement Statement <http://www.bolton.ac.uk/students>
- Module Database <https://modules.bolton.ac.uk>
- Moodle <http://www.moodle.bolton.ac.uk>
- External Examiner Report <http://www.bolton.ac.uk/examreports>

© 2015 - The University of Bolton