

**Programme Specification**

**Programme Title:**

<b>Awarding Institution:</b>	University of Bolton		
<b>Teaching Institution:</b>	Accrington and Rossendale College		
<b>Division and/or Faculty/Institute:</b>	Wellbeing and Social Sciences		
<b>Professional accreditation</b>	Professional body	Professional body URL	Status of graduates
	.		
<b>Final award(s):</b>	BA (Hons)		
<b>Interim award(s)</b>	N/A		
<b>Exit or Fallback award(s)</b>	None		
<b>Programme title(s)</b>	Early Childhood Studies (Top up)		
<b>UCAS Code</b>			
<b>JACS Code</b>	X310		
<b>University Course Code(s)</b>	HLT0001		
<b>QAA Benchmark Statement(s)</b>	Early Childhood Studies Bachelor Degree with Honours		
<b>Other internal and external reference points</b>	QAA Academic Infrastructure, including the Framework for Higher Education Qualifications and the Code of Practice Common Core of Skills and Knowledge of the Children's workforce  UK Quality Code for Higher Education		

	University of Bolton awards framework
<b>Language of study</b>	English
<b>Mode of study and normal period of study</b>	Part time – 1.5 years
<b>Admissions criteria</b> <i>Standard Requirements</i>	
Relevant Foundation Degree	
<b>Or</b>	
Relevant HND	
<b>Or</b>	
Equivalent	
<b>And</b>	
Enhanced CRB check	
<b>Additional admissions matters</b>	
Current or recent work experience in Childhood Studies	
<b>Fitness to practise declaration</b>	
This programme is subject to the University's Fitness to Practise Procedures	
<b>Aims of the programme</b>	
To develop appropriate knowledge and skills to underpin work in the Early Years sector , recognising the need to embrace new developments	
To produce graduates who possess a strong academic and vocational background for employment in the Early Years sector or progression onto further academic programmes of study	
To develop transferable skills for use in the workplace	
To develop as a reflective practitioner and establish this in a lifelong context through personal development planning.	
To develop the skills to support progression and career development	
To gain the skills necessary for critical analysis to inform practice	



### **Distinctive features of the programme**

Includes a rationale and design that meets the criteria for sector endorsement (Children's Workforce Development Council (CWDC))

An emphasis on the integration of work based learning putting the child and its parents at the heart of all learning

Adopts an approach to employer engagement through continuous monitoring and evaluation

Embeds within the programme the Common Core of skills and knowledge for the Children's Workforce

Adopts an approach to delivery that meets the needs of students and employers

### **Programme learning outcomes**

#### **K. Knowledge and understanding**

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

1. Theories and research findings on child development that underpins Early Years practice.
2. A range of pedagogical concepts consistent with professional practice
3. Social policy and legislation relevant to the safeguarding of children.
4. The value of critical reflection on the values and attitudes that underpin childcare practice
5. The contextual roles and structures in services for children
6. The design, implementation and evaluation of research


**C. Cognitive, intellectual or thinking skills**  
 On completion of the programme you will be able to demonstrate the ability to:

1. Apply critical reasoning and analysis
2. Synthesise data/information and appropriately interpret research findings
3. Generate and classify information and data in the formation of concepts and principles relating to services for children.
4. Evaluate your skills using appropriate evidence

**P. Practical, professional or subject-specific skills**  
 On completion of the programme you will be able to demonstrate the ability to:

1. Contribute to the safeguarding of children from abuse and promote a personal sense of care and safety in the child.
2. Assess and identify ways of providing an enabling environment for children.
3. Work in partnership with parents
4. Plan, implement and evaluate programmes of learning
5. Create an inclusive framework for learning
6. Plan for and manage services for children
7. Work independently or as part of a group/team.
8. Make informed decisions

**T. Transferable, key or personal skills**  
 On completion of the programme you will be able to demonstrate the ability to:

1. Communicate effectively with a variety of audiences (children, peers/colleagues, parents, health and social services and other external agencies)
2. Evaluate and use ICT to support children’s learning.
3. Assess and share information with other professionals

**Programme structure**  
 You will come to the programme with a number of academic credits. In order to obtain this Honours Degree you must have in total 120 credits at HE4. 120 credits at HE5 and 120 credits at HE6. You will already have attained the 120 credits at HE4 and 120 credits at HE5. Each module you undertake equals 20 credits. You must complete all six core modules.

Module Code	Module title	Core/ Option/ Elective (C/O/E)	Credits	Length (1, 2 or 3 periods)
		C (if not require		

		d at HE5)		
EYC3000	Theories and Approaches to Learning in Early Years	C	20	1
HLT6002	Research Proposal HE6	C	20	1
HLT6008	Leading and Managing Teams	C	20	1
HLT6027	Safe Guarding Children	C	20	1
HLT6029	Developing family Health & Well being	C	20	1
HLT6020	Work Based Learning (HE6)	C	20	1

### Learning and teaching strategies

Our strategy has been developed in order to engage and motivate you throughout the course so that you achieve your ambitions. We do this by monitoring the success of all students and consulting with and responding to you through the many forms of feedback that you provide in various surveys and student representation on committees.

We maintain our excellent links with employers and ensure that your 'world of work' is represented and highlighted throughout your studies. You will experience Inter disciplinary learning throughout the course which will enhance your ability to work effectively and collaboratively in the Early Years sector.

Technology is used on the course to enhance all aspects of teaching and learning. Moodle is the current VLE (Virtual Learning Environment) deployed by the University and is developed to enhance your learning opportunities. We appreciate that time is precious for our students and we are constantly exploring, implementing and evaluating flexible delivery of aspects of the course.

As a student on the course we aim to ensure that you are appropriately challenged to achieve your full potential and success. Should you have additional learning needs, our experienced academic team are there to provide support and guidance.

The academic team are all appropriately qualified and vocationally qualified; the University is committed to ensure that the continuing professional development is maintained to support your learning.

### Learning activities (KIS entry)

Course Year (all years)

Scheduled learning and teaching activities **18%**

Guided independent study **82%**

Placement/study abroad **0**

### **Assessment strategy**

Our assessment strategy has been designed to enable you to achieve your full potential whilst studying with us. In each module you study, you will be clear about when and how you will submit work for assessment. The criteria against which your work will be marked will be included in your module handbook. You will also be aware when and how the assessment feedback will be available to you (normally within four weeks) and the form that the feedback will take. You will be provided with feedback on each piece of assessment, formative assessment is provided in each module to enable you to gauge your performance and improve. The formative assessment will contribute to the final summative assessment for the module. The programme team will provide personalised feedback that is clear and easy to understand, should you require clarification, this opportunity is made available through tutorial. The feedback you receive will inform you how you can improve your grades, the 'next steps' you can take.

The Programme is conducted in accordance with the University's Under Graduate Modular framework regulations. Important information on assessment regulations and other information on assessment (including marking criteria and definitions of grade descriptions) are contained in the Assessment Regulations for the Undergraduate Modular Framework documents via

<http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/StudentsOnTaughtCourses/ExamRegulationsAndProcedures/AssandExam.aspx>

Please ensure that you read and understand this information. It will be assumed that you are familiar with the Assessment Regulations for the Undergraduate Modular Framework.

### **Assessment methods (KIS entry)**

	Course Year (all Years)
Written exams	<b>3%</b>
Coursework	<b>97%</b>
Practical exams	<b>0</b>

### **Assessment regulations**

- Assessment Regulations for Undergraduate Modular Programmes

### **Grade bands and classifications**

#### **1. Undergraduate Honours Degrees**

<b>Grade Description</b>	<b>Mark %</b>	<b>Honours Degree Classification</b>
Work of exceptional quality	70+	i
Work of very good quality	60-69	ii.i
Work of good quality	50-59	ii.ii
Work of satisfactory quality	40-49	iii
Borderline fail	35-39	
Fail	Below 35	

### **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
- The Induction programme introduces the you to the University and their programme
- Each student has a personal tutor, responsible for support and guidance
- Personal Development Planning (PDP) integrated into all programmes
- Feedback on formative and summative assessments is provided normally within a four week period.
- A Student Centre providing a one-stop shop for information and advice
- University support services include housing, counselling, financial advice, careers and a disability

- A Chaplaincy
- Library and IT services
- Student Liaison Officers attached to each Faculty
- The Students' Union advice services
- Faculty and Programme Handbooks which provide information about the programme and University regulations
- The opportunity to develop skills for employment
- English language support for International students

### **Methods for evaluating and enhancing the quality of learning opportunities**

- Programme committees with student representation
- Module evaluations by students
- Students surveys e.g. National Student Survey (NSS),
- Annual quality monitoring and action planning through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs) Subject Annual Self Evaluation Report (SASERs), Faculty Quality Enhancement Plans (FQEPs), University Quality Enhancement Plan (UQEP)
- Peer review/observation of teaching
- Professional development programme for staff
- External examiner reports

### **Other sources of information**

Student portal <http://www.bolton.ac.uk/Students/Home.aspx>

Students Union

<http://www.bolton.ac.uk/ProspectiveStudents/WhatsOnCampus/StudentsUnion.aspx>

Faculty or similar Handbook <http://www.bolton.ac.uk/Students/FacultyofWell-BeingSocialSciencesHandbook.pdf>

Programme Handbook (add link)

Student Entitlement Statement <http://www.bolton.ac.uk/termsandconditions/Home.aspx>

Module database <http://data.bolton.ac.uk/academicaffairs/index.html>

Moodle (for the programme) <http://elearning.bolton.ac.uk/course/view.php?id=5378>

External examiners reports

<http://www.bolton.ac.uk/Quality/QAECContents/ExternalExaminersReports/Home.aspx>

Careers (<http://www.bolton.ac.uk/careers>)

### **Document control**

**Author(s)**

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<b>Approved by:</b>	
<b>Date approved:</b>	
<b>Effective from:</b>	
<b>Document History:</b>	



Learning outcomes map

Module title	Mod Code	Status C/O/ E	K1	K2	K3	K4	K5	K6	C1	C2	C3	C4	P1	P2	P2	P3	P4	P5	P6	P7	P8	T1	T2	T3	
	Lev																								
Theories and Approaches to Learning in Early Years	EYC6001	c	DT A	DT A	/	DT A	/	DT A	DT A	DT A	DT A	DT A	/	DTA	DT A	DT A	DT A	D	D	D	D	D	D	D	
Research Proposal HE6	HLT6002	C	/	DT	DT	/	/	DT A	DT A	DT A	DT A	DT	/	D	D	D	D	D T	D	DT A	DT A	D	D	DT	
Leading and Managing Teams	HLT6008	C	/	/	/	/	DT A	DT	DT A	DT A	DT A	DT A	DT A	DT	DT	DT A	DT A	D	D T	DT A	DT A	DT A	DT A	D	DT
Safe Guarding Children	HLT6027	C	DT A	DT A	DT A	DT A	DT A	DT	DT A	DT A	DT A	DT	DT A	DTA	DT A	DT A	D	D T	DT A	DT	DT	DT	DT	D	DT A
Developing family Health & Well being	HLT6029	C	DT A	DT A	DT A	DT A	DT A	DT	DT A	DT A	DT A	DT	DT A	DTA	DT A	DT A	DT A	D T	DT A	DT	DT	DT	D	DT A	
Work based Learning	HLT6020	C	D	D	D	DA	D	D	DA	DA	DA	D	D	D	D	D	D	D	D	D	D	D	D	D	



### Module listing

Module title	Mod Code	New? ✓	Level	Credits	Type	Core/Option /Elective C/O/E	Pre-requisite module	Assessment 1			Assessment 2			Assessment 3			Assessment 4		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if Final item
Theories and Approaches to Learning in Early Years	EYC 6001	✓	6	20		C	N/A	CW	100%	Y									
Research Proposal	HLT6002	✓	6	20		C	EBP module	CW	100%	Y									
Leading and Managing Teams	HLT6008	✓	6	20		O	N/A	cw	100%	y									
Safe Guarding Children	HLT6027	✓	6	20		O	N/A	CW	100%	Y									
Developing family Health & Well being	HLT6029	✓	6	20		O	N/A	Exam	20%	N	CW	80%	Y						
Work based Learning	HLT6020	✓	6	20		O	N/A	CW	100%	Y									

**Bolton Key Core Curriculum requirements**

Module Title	Module Code	C/O/E	Employability										Bolton Values			
			PDP	Communication	Team work	Organisation & Planning	Numeracy	Problem solving	Flexibility & adaptability	Action planning	Self awareness	Initiative	Personal impact & confidence	Inter-nationalisation	Environmental sustainability	Social, public and ethical responsibility
Theories and Approaches to Learning in Early Years	EYC 6001	C	D	DTA	D	TDA	D	D	D	/	D	D	TD	TD	TD	TDA
Research Proposal HE6	HLT6002	C	D	D	D	TD	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA
Safe Guarding Children	HLT 6027	C	D	TDA	DA	DA	D	DA	D	DA	D	DA	D	D	D	DA
Leading and Managing Teams	HLT 6008	C	DA	TDA	TDA	DA	/	TDA	DA	TDA	DA	DA	D	D	D	D
Developing family Health & Well being	HLT 6029	C	D	DA	DA	DA	D	DA	D	DA	D	DA	D	D	D	DA
Work based	HLT 6020	C	TDA	D	D	TDA	/	TDA	DA	TDA	TDA	DA	DA	D	D	D

Learning (HE6)																
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Complete the grid using the following (Developed = D, Taught = T, Assessed = A)