



LEEDS  
BECKETT  
UNIVERSITY

# Course Specification

**BA (Hons) Early  
Years**

**Course Code: BEYRS**

**2021/22**

# BA (Hons) Early Years (BEYRS)

## Applicant Facing Course Specification for 2021/22 Undergraduate Entrants

Confirmed at August 2021

### General Information

<b>Award</b>	Bachelor of Arts (with Honours) Early Years
<b>Contained Awards</b>	Bachelor of Arts Early Years Diploma of Higher Education Early Years Certification of Higher Education Early Years
<b>Awarding Body</b>	Leeds Beckett University
<b>Level of Qualification and Credits</b>	Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total).
<b>Course Lengths and Standard Timescales</b>	Start dates will be notified to students via their offer letter. The length of the course is confirmed below and modes of delivery will be confirmed prior to the start date in line with Government guidance: <ul style="list-style-type: none"><li>• 3 years (full time, campus based)</li></ul>
<b>Part Time Study</b>	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that defined within this information set but the modules offered within each level are consistent. Please note that the work placement option is not generally available to PT students.
<b>Location(s) of Delivery</b>	Headingley Campus
<b>Entry Requirements</b>	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: <a href="http://www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning">www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning</a> .  Admissions enquiries may be directed to: <a href="mailto:AdmissionsEnquiries@leedsbeckett.ac.uk">AdmissionsEnquiries@leedsbeckett.ac.uk</a> .

## Course Fees

Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to [Fees@leedsbeckett.ac.uk](mailto:Fees@leedsbeckett.ac.uk).

## Timetable Information

Timetables will be made available to students during induction week via:

- i) The Student Outlook Calendar
- ii) The Student Portal (MyBeckett)
- iii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

## Policies, Standards and Regulations ([www.leedsbeckett.ac.uk/academicregulations](http://www.leedsbeckett.ac.uk/academicregulations))

There are no additional or non-standard regulations which relate to your course.

## Key Contacts

### Your Course Director

Dr Kate Bancroft

### Your Academic Advisor

An academic advisor drawn from the Course Team will be allocated to you at induction.

### Your Course Administrator

[education@leedsbeckett.ac.uk](mailto:education@leedsbeckett.ac.uk)

## Sandwich or Other 'In Year' Work Placement Information

### Summary

Leeds Beckett is dedicated to improving the employability of our students and one of the ways in which we do this is to support our students to gain valuable work experience through work-based placements. Our placement teams have developed strong links with companies, many of whom repeatedly recruit our students into excellent placement roles and the teams are dedicated to supporting students through every stage of the placement process. More information about the many benefits of undertaking a work placement, along with details about how to contact our placement teams may be found [here](#).

### Length

270 hours over three years: 60 hours at level 4, 90 hours at level 5 and 120 hours at level 6.

## **Location**

Headingley Campus

## **Course Overview**

### **Aims**

The aims of the programme are as follows:

1. To provide a course of study that is academically challenging and vocationally relevant to a range of professional contexts.
2. To develop reflective early years professionals who are able to critically reflect upon all aspects of their role, including pedagogical approaches, understanding of children, families and communities, entrepreneurialism and enterprise.
3. To develop knowledge and understanding of the early years and the characteristics and influences upon early learning and development, with an emphasis upon the period between birth to five years.
4. To develop knowledge and conceptual understanding of early years (birth to five years) with particular reference to the progression of young children's development and learning, the importance of play and curricula frameworks.
5. To facilitate the development of reflexivity, critical awareness and anti-oppressive values, beliefs and attitudes.
6. To develop key transferable academic and employability skills.

### **Course Learning Outcomes**

At the end of the course, students will be able to:

1. Developed as effective, creative and reflective early years professionals, who are able to make a positive impact on professional practice.
2. Developed a critical knowledge and understanding of children's early learning, development and cultural contexts in the birth to five age range, including consideration of continuity and development before and after this phase.
3. Developed a systematic understanding of conceptual aspects of early years care and education (birth to five), informed by a range of culturally diverse international approaches, with particular reference to the progression of young children's learning, the importance of play and exploration, and curricula frameworks. Students will be able to describe and comment upon particular aspects of current research in their discipline.

4. Developed critical awareness of professional, legal and ethical contexts of early years care and education, and of inclusive values, beliefs and attitudes.
5. Developed key transferable academic and employability skills, including the confident and critical use of information and digital technologies to support academic progress and professional development planning; and application of computer, information and media literacy to inform professional pedagogy and practice, learning and assessment in the EYFS.

## **Teaching and Learning Activities**

Modules will be delivered through lectures, seminar groups, tutorials, virtual learning environments and setting-based sessions. The nature of the activities will be inclusive through using a range of resources and taking account of individual needs. Where students have individual requirements, the course will be flexible and, for example, enable students to access materials online. There will be ample scope throughout the course for students to draw upon their previous experiences and to engage in personalised learning. For example, the level 4 'Curriculum and Pedagogy in the Early Years' module will offer opportunities for students to draw upon their own diverse experiences of early years settings; whilst the level 6 'Current Issues in the early years' enables students to select an issue of their choice as a theme for investigation and presentation. The sector based project at level 6 offers further opportunities for students to pursue their own academic and professional interests relating to early childhood education in the sector such as private voluntary and independent setting, museums, libraries, playgroups, community based projects.

Students experience at least one placement per year in an early settings. Placement is a key element of the course and clear links will be developed with university-based learning through, for example, directed focused and enterprising activities and reflective sessions linked with specific modules at every level. Directed focused activities and other aspects of placement will be closely linked to professional standards that students are supported through and have opportunities to reflect upon their personalised progress. Guided learning activities will include guided lectures/seminars on sources of funding and approaches to start-up of an early years enterprise; workshops on business planning, financial planning, including cash flow forecasting. As well as collaborative group work, such as workshops on market planning and individual tutorials students will be supported via self-directed independent learning, including reading.

Pedagogical approaches and learning activities develop and utilise students' digital literacy in a wide range of contexts. Module Blackboard sites offer diverse opportunities for students to engage and interact within the DLE through, for example, online journals and access to electronic resources such as e-journal articles and lecture notes. Students make use of a range of digital media in directed activities, independent study and assessed tasks. Students are signposted to activities (during lectures, seminars and tutorials and via Blackboard) that allow them to develop their digital literacy skills (e.g. Skills for Learning) and use them to support their study (e.g. the library Discovery tool).

Students benefit from the employer/industry partnerships with early years businesses, children centres, pre-schools, play groups, national museums and libraries. At every level of study there are opportunities for students to benefit from master classes from industry professionals, guest speakers who will share their professional expertise. Students also have access to additional training that will support their role as early years professionals.

Opportunities for volunteering are actively promoted. The Carnegie School of Education has established links with settings, children’s national museums e.g. Eureka, Seven Stories, in which students contribute to a variety of projects, e.g. hooks for reading for pleasure.

The expertise of tutors is well respected in the field, and students benefit from their doctoral research, professional experience and subject knowledge. Many members of the tutor team have published textbooks and journal articles, and these are used in the module teaching. Tutors have experiences as nursery owners, safeguarding and psychology early years professionals, teachers from which students can draw on their invaluable expertise, knowledge in their teaching and learning activities provided. Tutors are members of specialist organisations – EECERA TACTYC; NALDIC and BERA hence are able to liaise with other tutors and teachers in the UK and internationally.

## Your Modules

This information is correct for students progressing through the programme within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Level 4			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Developing Academic Skills	Y	PPD1: Your Practice	Y
The Holistic Child	Y	Play as an approach to Learning	Y
Curriculum Pedagogy in the Early Years	Y	Special Educational Needs in the Early Years	Y

Level 5			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Creative Confident Children	Y	Child Health, Wellbeing and Safeguarding.	Y
Observing, Assessing and Documentation Early Years Outcomes	Y	Young Children’s Communication	Y
Physical Activity and Movement – Rich Childhoods	Y	PPD2: The Team in Practice	Y

Level 6			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Current Issues in the Early Yers	Y	Transitions	Y
Forest School and the Early Years	Y	PPD3: Leading Practice	Y
Sector Based Project	Y	Sector Based Project <i>*Continued from Semester 1</i>	Y

## Assessment Balance and Scheduled Learning and Teaching Activities by Level

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

### Assessment

Level 4 is assessed by a combination of coursework and practical assessments.

Level 5 is assessed by coursework and practical assessments.

Level 6 is assessed by coursework predominantly, with some practical assessments.

### Workload

Overall Workload	Level 4	Level 5	Level 6
Teaching, Learning and Assessment	288 hours	278 hours	230 hours
Independent Study	852 hours	832 hours	850 hours
Placement	60 hours	90 hours	120 hours

### Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Advice Hub on either campus. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Advice Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. Email enquiries may be directed to [studentadvicehub@leedsbeckett.ac.uk](mailto:studentadvicehub@leedsbeckett.ac.uk).

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.