

Course Information

Award: BA (Hons) Early Years Education

UCAS Code: X310

Location:

Southend Campus
South Essex College of Further and Higher Education
Luker Road,
Southend-on-Sea
Essex
SS1 1ND

Awarding body: University of East Anglia (UEA)

Professional body accreditation: N/A

Duration: 3 years

Academic year: 2019/2022

Part-time study: N/A

Work placements:

Students will need to be in a placement for 1 day a week term-time only; min. 6hrs per day across the 3 years. The focus on year 1 will be to identify the theory learnt to practice and in year 2, there are 3 modules where students will be applying the theory to practice through the planning and delivery of lessons/activities. Placement in year 3 will give focus to the dissertation module and professional practice.

Timetables:

Timetables are normally available one month prior to registration, though we endeavour to let you know an outline as soon as possible. Please note that we make every effort to ensure timetables are as student friendly as possible, scheduled teaching can take place on any day during the week . Typically timetables are scheduled for 13 hours per week across 2 days between 9am-5pm (however there may be events during the year, for example guest speakers that may run until 6pm). We expect students to build on their learning through Independent study for which we have space available within the campus or at the Forum in Southend.

Entry Requirements

Award: BA (Hons) Early Years Education

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Entry requirements 2019-20:

A Minimum of 64 UCAS Points from one or more of the following

- at least two A-levels
- BTEC Level 3 Extended Diploma/Diploma/Subsidiary Diploma/Certificate [QCF]
- BTEC National Award/Certificate/Diploma [NQF]International Baccalaureate
- International Baccalaureate
- Access to Higher Education Diploma 15 credits at Merit or above

For any qualification not identified above the HE Admission Team will determine equivalences through UKNARIC

You will also need GCSE English and Maths at grade C (old specification) or Grade 4 (new specification) or above OR a pass at an equivalent Level 2 such as functional skills.

Exceptional Entry

Applicants wishing to be considered for entry to the second or third year of study, or wishing to import credits or evidence of prior learning into the course for which they are applying, will be considered in accordance with the awarding bodies policy on Accreditation of Prior (Experiential) Learning. In the first instance we suggest you contact HEAdmissions@southessex.ac.uk to discuss your application.

International applicants

If English is not your first language you will need an IELTS score of 6.0, with a minimum score of 5.5 in each component (Reading, Writing, Listening and Speaking), or an equivalent English Language qualification.

Additional requirements:

Credit transfer and accreditation of prior learning or experience:

If you have achieved a qualification such as a foundation degree or HND, or have gained credit from another higher education institution, you may be able to enter the course at level 5 or level 6. Other qualifications and relevant work experience may also count for academic credit. Further information is available in the Higher Education Admissions Policy & APL Policy for students studying on the University of East Anglia Degree.

Course Overview

Course Name:

BA (Hons) Early Years Education

The BA (Hons) Early Years Education Programme provides students with an option of career choices in which professional skills used within the early years industry (0 – 7 years) are investigated, developed and reflected upon. The programme is underpinned by three stands; Theoretical knowledge, Research Methods and work-based skills and experiences that brings together two key disciplines Psychology and Sociology which enables students to identify the importance of the two disciplines, when working with children and their families. With this knowledge, students are able to make a more informed decision on whether to continue onto a higher level of study or onto a different career path within the sector. Most importantly, students will be better equipped for their chosen career path.

The first year will provide the underpinning knowledge such as identifying theory and work based practices and an introduction to the impact of research on the educational sector. Year 2 provides students with opportunities to apply the theory and skills learnt to practice; here the main focus is on work-based skills and professional standards. When in the third year, students are then equipped with the necessary knowledge and skills to make more informed decisions through critical examination and discussions; the professional practice module enables students to show that they are autonomous learners with a creative approach to teaching and learning and will bring together all learning to date; students are expected to reflect on learning and different career paths available to them.

A copy of the rules and regulations governing the University of East Anglia course is available at
<https://www.southessex.ac.uk/higher-education/higher-education-policies>

Module Information

Module map

Year 1 for full-time students (Level 4)

Module Title and Outline	Assessment & Credit value
Play and Learning: This module evaluates the main theoretical perspectives and research on play and its relationship to learning. Additionally, an exploration of the ways in which children's imagination and creativity underpins their play. It will also examine changes to play in the digital age.	20: learning resource & 1,500 word essay
The Early Years Professional: An introduction to what it means to be a professional in all areas of working with children and families. The module will begin with a focus on self-awareness, communication and reflection moving onto understanding the importance of equality and inclusion. Students will begin to identify the need to multi-disciplinary/professional working practices and safeguarding practice will be introduced.	20: reflective journal: 10-12 entries
Social Constructs of Childhood (1): The module will introduce students to the changing conceptions over time about childhood and attitudes towards children, including the place of children in society and children's rights. It includes a consideration of cross-cultural perspectives.	20: 2,000 word essay
Curriculum Studies: The module identifies and examines different curricula and their impact on children's learning and development. Students will gain an awareness of curriculum design to understand the purpose, scope and breadth of the EYFS & NC. Alternative curricula will also be explored; Forest Schools, Montessori, Steiner, Froebel, Home schooling movement, the digital classroom, Steven Heppell – barefoot learning. Pie-Corbett – creative teaching approaches as well as developments in classroom practice and the approaches in other countries.	20: creative portfolio of work to describe and evaluate a range of curricula

<p>Perspectives on Children's Development: An examination of biological and physiological factors that impact on children's development, including cultural and social impacts. Areas such as cultural bias and children's self-concept, including gender awareness will also be explored.</p>	<p>20: case study analysis</p>
<p>Introduction to Research: This module introduces the processes by which researchers undertake their research and examines the ways in which different methodologies and methods have been used in early years' studies.</p>	<p>20: evaluate a chosen piece of research</p>

Year 2 for full-time students (Level 5)

Module Title and Outline	Assessment & Credit value
<p>Social Constructs of Childhood (2): This module builds on from year 1 module changing nature of childhood, by looking at policy and legislation and considering the impact of class, gender, ethnicity, culture, language, disability, sexual orientation and age on children and families and the effects of discrimination. Examines inclusion and diversity both in early years settings and wider society.</p>	<p>20: 2,000 word essay</p>
<p>Transition and the role of the Professional: This module will bring together knowledge gained from year 1 modules curriculum studies and the early years professional. It will enable students to identify and appraise the need for professionals to put the child at the heart of their practice. Focus will be given on values, attitudes and beliefs of early years professional in supporting children and families.</p>	<p>20: transition report</p>
<p>Pedagogy: linking theory to practice: Students will examine a range of theories and research on children's learning, and will evaluate the effectiveness of these models on workplace practice. It will explore the different approaches to teaching children within early years settings (the module will link directly to year 3 modules – creativity).</p>	<p>20: LP's linking theory to practice & reflective evaluation</p>
<p>Research: methods and proposal: This module will build on the knowledge gained in year 1 which students will extend through critically appraising various research methods and their ethical implication. The module will prepare students for their independent research project in year 3.</p>	<p>20: literature review & presentation</p>
<p>Exploring and Investigating Mathematics and Science in the early years curriculum: Students will study the delivery of maths and science subjects in early years settings. They will develop their own skills in delivering these subjects. It will provide students with the opportunity to plan, deliver and evaluate lessons.</p>	<p>20: portfolio of delivered lessons & reflective valuation</p>

<p>Language, Literacy and Communication: Students will study theories and research into the development and acquisition of language and literacy in the early years, and the impact that this has on children's learning. An exploration of the role of children's literature to support this, as well as consideration of bi-lingual and multi-lingual learners will develop students' professional practice.</p>	20: portfolio of delivered lessons with reflective accounts
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Year 3 for full-time students (Level 6)

Module title and Outline	Assessment & Credit Value
Dissertation: An independent research project	40
Professional Practice: This module will bring together a series of professional issues, including leadership and management in a multi-professional context; students will also be guided through the process of business planning which will support those who wish to set up their own business in the future. Students will need to reflect on their practice whilst also researching the different pathways in which they can take their degree.	20: portfolio of evidence; employability and reflection
Social Constructs of Childhood (2): The purpose of this module is to consider the impact of structural barriers and discrimination upon children's rights, by addressing the impact of these on children's positions within the systems of stratification: class, gender, race/ethnicity, culture, disability, sexual orientation and age. The module will also consider the policies and legislation that seek and have sought to address and ameliorate structural barriers and inequalities.	20: 2,500 word essay
Creativity in the Curriculum: a holistic approach There is now a firm argument that creative teaching is effective teaching. Students will critically reflect upon own practice to inform and enhance professional development, as a teacher/practitioner who teaches creatively and encourages children to learn creatively is then a highly effective teacher, bringing benefits to the teacher and the young learner.	20: portfolio of evidence to show creativity in the EYFS & NC
Psychological Perspectives on Children's Behaviour: This module seeks to introduce students to 5 psychological perspectives (psychodynamic, behaviourist, cognitive, humanist & eco-systemic) and the ways in which early years professional can use this knowledge to inform their practice in meeting the individual developmental and learning needs of children. Focus will be given to multi-professional/disciplinary working practices that will	20: critical analysis of a case study – 3,000 words

draw on communication and organisation skills needed when also working directly with families.	
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All modules are compulsory, resulting in 360 credits for the degree as a whole.

Teaching and Learning

Course Name: BA (Hons) Early Years Education

Teaching:

You are taught through a combination of lectures, seminars and workshops, which enable you to discuss and develop your understanding of the disciplines of Psychology and Sociology.

Typically across all years of the programme you will have 13 hours of contact time per week across 2 days. Contact time will consist of:

- 2-4 hour lectures/seminars
- Tutorial and dedicated 1-2-1 support when necessary

Independent learning

When not attending lectures, seminars or workshops or other timetabled sessions you will be expected to continue to learn independently through self-guided, independent activities. This may typically include reading journal articles, books, periodicals and preparing coursework and presentations. A range of excellent facilities, including the library and online learning resources, the Learning Resource Centre and the Forum supports your independent learning. Typically Independent learning will approximately equate to 70% in Year 1 and 53% in Year 2 (with 17% making up Placement Learning) and 75% in Year 3

Overall workload

Across each year of the degree programme you will study 120 credits, this is split into 20, 30 or 40 credit modules. Each 10 credits equate to approximately 100 hours of taught and independent study. Class contact hours of 13 per week are included on the scheduled timetable, in addition independent study time, including assessment activity and group work, will equate to approximately 26 hours of independent learning per week across all studied modules in 1 year.

Level 4:

Total Timetabled Scheduled Hours per year: 390

Total Hours Taught Per Year: 360

Total Hours Tutorial: 30

Total Independent Learning/Assessment: 810 (Approximately 130 hours per module/4 hours per week)

Approximately 30% per cent of your time is spent in timetabled teaching and learning activity, with 70% of your time spent in guided independent study

Level 5:

Total Timetabled Scheduled Hours per year: 390

Total Hours Taught Per Year: 360

Total Hours Tutorial: 30

Total Independent Learning/Assessment: 810 (Approximately 130 hours per module/4 hours per week)

Approximately 30% per cent of your time is spent in timetabled teaching and learning activity, with 53% of your time spent in guided independent study and 17% of time on placements

Level 6:

Total Timetabled Scheduled Hours per year: 390

Total Hours Taught Per Year: 360 (including 4 hours Timetabled Activity for Final Major Project/Dissertation)

Total Hours Tutorial: 30

Total Independent Learning/Assessment: 810 (Approximately 130 hours per module/4 hours per week)

Approximately 25% per cent of your time is spent in timetabled teaching and learning activity, with 75% of your time spent in guided independent study

Assessment & Feedback**Assessment**

Across the programme students are assessed using a variety of methods including; Essays, Research Projects, Presentations, role plays and Portfolios. Please note that full assessment information can be found in the module descriptors.

Percentage of the course assessed by coursework

Year 1* - 100% per cent coursework

Year 2 – 100% per cent coursework

Year 3 – 100% per cent coursework

Feedback

You will receive formative feedback as part of your modules and taught sessions with your Module Lead. You will also receive summative comments on all formal assessments undertaken by coursework. Written feedback is provided to students within 20 working days of submission through Turnitin. Alternative forms of feedback can be requested by students through 1-2-1 meetings with Module Assessors/Module Leaders.

Feedback on the Final Major Project/Dissertation module in Year 3 is provided throughout and through supervision meetings as scheduled.

Academic Support:

Our Academic Support Team provides help in the following areas:

- Study skills (including reading, note-taking and presentation skills)
- Written English (including punctuation and grammatical accuracy)
- Academic Writing (including how to reference)
- Critical Thinking and understanding arguments
- Revision, assessment and examination skills (including time management)

Our Senior Learning Mentor can provide advice and guidance for students with additional needs resulting from disabilities.

Teaching staff

You will be taught by an experienced team whose expertise and knowledge are closely matched to the content of the modules on the course.

Course Cost

Course Name:

BA (Hons) Early Years Education

Duration:

3 years

Fees:

For the academic year 2019-20 the tuition fees for this course are: £8,000

UK/EU Overseas

Full-time

Part-time N/A

(Full-time route only)

The following course-related costs are included in the fees:

- Level 2 safeguarding training
- Paediatric First Aid
- Library resources
 - Books
 - Journals
- You will receive an allocation of pages for printing. Once you have used your allocation, you need to charge up your account with more pages. This can be done using a Credit\Debit card via a web interface (<http://student-print.southessex.ac.uk/safecom>). There is a minimum charge of £10 using this method, or using the printer charging cash machine located in the learning centres.

The following course-related costs are not included in the fees:

- Students are expected to equip themselves with the necessary stationary required for successful study.
- Textbooks are provided through the library and the College continually reviews availability however students may wish to purchase their own textbooks.
- Optional Trips are likely to be arranged (both day and residential) to support your studies. It is likely that the majority of the trips arranged will be local and therefore students should factor in train fares and related costs at approximately £120 per year. These will be organised where required to enhance the learning experience
- Independent trips to assist (e.g. the final major project (Dissertation)) are encouraged where necessary but will need to be funded by the student.
- Travel costs to practice placements in year 2 should be funded by the student, however support for travel can be requested from student support services where a student's meets the support criteria.
- You will receive an allocation of pages for printing. Once you have used your allocation, you need to charge up your account with more pages. This can be done using a Credit\Debit card via a web interface (<http://student-print.southessex.ac.uk/safecom>). There is a minimum charge of £10 using this method, or using the printer charging cash machine located in the learning centres.

Accommodation and living costs not included in the fees

This information can be obtained from our Accommodation Services home page

<https://www.southessex.ac.uk/higher-education/accommodation>

Sources of financial support

If you receive funding from Student Finance you may be eligible to apply for additional benefits.

Details can be obtained from our Student Services home page

<https://www.southessex.ac.uk/higher-education/fees-and-funding>