

Nottingham Trent University Course Specification

Basic Course Information

1.	Awarding Institution:	Nottingham Trent University
2.	School/Campus:	Clifton
3.	Final Award, Course Title and Modes of Study:	BA (hons) Early Years Full Time
4.	Normal Duration:	3 Years
5.	UCAS Code:	

6. Overview and general educational aims of the course

This three year full-time undergraduate degree, entitles you, as a successful student, a real feeling of professionalism, increase confidence and provide the ability to promote excellent practice with the authority to share good practice with colleagues in the Early Years sector.

The course aims to:

1. Provide students with the opportunity to meet the Early Years Educator and Teachers Standards (Early Years)
2. Develop Early Years Professionals who have the necessary knowledge and understanding of the Early Years and its related pedagogy that enables them to work and teach across the birth-five age range
3. Demonstrate effective partnerships with all stakeholders including parents and multi-agency teams.
4. Develop students understanding of the key importance of the holistic nature of the development of children birth to five.
5. Equip Early Years professionals that are able to lead high quality Early Years provision to produce positive outcomes for young children.

The course content is aligned with the National College Teaching and Learning (NCTL) [Early Years Educator criteria](#) and the [Teachers' Standards \(Early Years\)](#).

All students undertaking this course will meet the requirements for:

NCTL Early Years Educator

In addition, there is also opportunity to achieve:

NCTL Early Years Teacher Status

The BA (hons) Early Years course develops your professional practice to the extent that you are prepared for employment within the Early Years sector, and it provides academic skills and curiosity that will motivate you for further study.

The course has been designed as a three-year full time undergraduate course, with a delivery model of a core year one for all students and specialist Early Years Educator (EYE) and Early Years Teacher (EYITT) pathway during year 2

and 3. Both these routes align with the national Early Years Workforce requirements.

Early Years Initial Teacher Training

For students who chose to achieve EYITT, they will receive taught input at university as an identified cohort and personalised training to meet the [Teachers' Standards \(Early Years\)](#) within their assessed placements. On the success of passing the placement experiences, these students will achieve Early Years Teacher Status from NCTL and in addition to the BA (hons) Early Years degree.

Early Years Educator

Those students not specialising as an Early Years Educator (EYE) will undertake placement to meet the requirements of the [Early Years Educator](#). Students graduating with this degree will be considered as being an Early Years Educator (Level 3) for the purpose of registration and regulation.

The specialised separation of tutorial groups and personalised training will enhance the opportunity for success for all students.

Masters Credits

A unique key feature of the BA (hons) Early Years degree is that it has been designed to develop and challenge academic skills for those students who are considering pursuing postgraduate study. There is an opportunity to achieve 40 Masters credits, by opting to submit the final year assignment 'Leading Early Years Pedagogy and Practice' at Masters level. Your degree award will remain the same however, your transcript will confirm 40 Masters credit have been awarded.

7. Course outcomes

Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.

[\(B\)](#) QAA Bench marks

Knowledge and understanding

By the end of the course you should be able to:

1. Critically analyse strengths and weaknesses of research methods relative to child and childhood (B)
2. Critically and systematically evaluate statutory and other frameworks within which Early Years professionals work (B)
3. Demonstrate a critical understanding of local, national and global perspectives on early childhood (B)
4. Critically explore and evaluate pedagogical approaches for working with babies, young children and their families and explore the wider professional responsibilities of an Early Years professional (B)
5. Critically reflect and evaluate holistic working with young children, families and multi agencies (B)

Skills, qualities and attributes

By the end of the course you should be able to:

1. Perform with a high level of professionalism, independence and responsibility in an early years setting (B)
2. Lead, manage and communicate a clear and explicit vision for Early Years education
3. Demonstrate effective reflective skills for early years practice (B)
4. Gather, analyse and synthesise evidence using appropriate research methods for early years practice (B)

8. **Learning and teaching methods**

The course is committed to enhancing the quality of your professional practice by recognising your strengths and scaffolding your learning to support you as an independent and lifelong learner.

You will be taught predominantly in seminar groups as pedagogically this leads to a positive student experience where ideas can be shared, developed and discussed. The learning strategy is rooted in a concern to encourage you to become an autonomous and reflective learner as you progress through the course.

The design of this course very much reflects the approach we would take with very young children aged 0-5 to recognise strengths and scaffold the future development of higher order competence. The use of literature from a variety of sources will enable you to develop a critical understanding of early years.

Teaching and learning activities include:

- Workshops
- Seminars
- External visits
- Guest speakers
- Individual and group tutorials
- Peer support groups
- Individual supervision
- Directed learning tasks
- Independent learning
- Placement Observation
- Work based learning/placements

Modules will be delivered termly or full year.

- The course will make extensive use of the University's Virtual Learning Environment (NOW) facility, including e-learning, recognising that you will have limited university contact when you are being trained via your block placement in an Early Years setting.

At the centre of delivery is training through placement experiences within Early Years settings, schools and other relevant professional organisations. Placements play a crucial role in developing your knowledge and understanding of how theory and policy is applied in practice when educating children from birth to five. You will be assigned a placement mentor, as well as a University Link tutor to support your academic, personal and professional development.

9. **Assessment methods**

Throughout the course you will be asked to undertake a series of assessments. This demonstrates good pedagogical practice and ensures that there is an inclusive approach to the course, providing you the maximum opportunity to demonstrate your knowledge, skills and abilities. Methods include written assignments, oral and visual presentations and critical self-reflection.

You will receive both formative and summative feedback whilst studying on the course from both tutors and your peers and you will be encouraged to use this feedback to improve your skills through the use of action planning.

Through academic essays, case study and literature reviews, you will be able to explore critically the work of yourself and other; and evidence your ability to synthesise, select and justify data sources.

Course presentations and placement experiences and will enable you to demonstrate key skills of professionalism.

All placement experiences will provide formative feedback to support you to develop the necessary skills required of an Early Years Educator. For students who chose to achieve EYITT, they will receive weekly formative feedback and termly summative feedback to identify your knowledge and skills in relation to the eight Teachers Standards (Early Years).

10. **Course structure and curriculum**

The course has been designed to meet the needs of the Early Years workforce by enabling you to meet the Early Years Educator criteria and the Teachers' Standards (Early Years) requirements. The course design offers you specialist training to develop your knowledge, understanding and appropriate pedagogy to teach across 0 to 5, in both Early Years and Key Stage 1.

Work-based learning through placement experiences is embedded throughout the course, providing students block placements (minimum of 30 days) in at least two Early Years setting or schools across the whole age group of birth to five.

Level 4

Module	Level	Term	Module overview	Credit points
The Developing Early Years Professional	4	<u>1</u>	The aims of this module are to support the development of professionalism in the early years practitioner. The concept and practice of professionalism will be explored and you will examine and explore the professional attributes essential to your work as an early years professional.	20

				<ul style="list-style-type: none"> • Review and reflect on yourself as a learner • Develop study skills for learning in higher education • Develop positive, professional relationships in the early years context • Identify priorities for your ongoing professional development • Review and appraise a range of reading material 	
	The developing young child at play	4	1-3	<p>You will be introduced to key areas of early child development, exploring cognitive, social, emotional, physical, speech and language, communication development and neurological development. These will be considered in the light of well-established theoretical perspectives and current National and International perspectives.</p> <p>This module will enable you to:</p> <ul style="list-style-type: none"> • Examine the range of factors that influence child development • Examine current and theoretical perspectives on early child development • Construct an image of the young child as a powerful and autonomous individual • Examine the benefits of playful pedagogy 	40
	Introduction to planning	4	1	<p>You will explore the observation, assessment and planning cycle using a variety of observational techniques and assessment methods. It will support your developing understanding of planning for young children's</p>	20

				<p>emerging needs and interests.</p> <p>This module will enable you to:</p> <ul style="list-style-type: none"> • Review effective strategies to develop and extend children's learning and thinking. • Explore principles, theoretical ideas and approaches when planning for purposeful play opportunities to enable learning and development • Demonstrate a holistic approach to working with young children and their families • Exploring your wider professional responsibility when planning learning for the Early Years 	
	Working safely in partnership	4	1	<p>This module will explore safeguarding and child protection in an early years context, exploring current legislation, policy and practice. This will support you in developing the knowledge and skills required to work with children, families and the wider multi-disciplinary team.</p> <p>This module will enable you to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the wider safeguarding agenda, and statutory legislation • Explore working knowledge of national and local non-statutory procedures and guidance • Review theories and research that underpin partnership working • Explore the skills for effective multi-disciplinary approaches 	20

The child in society	4	3	<p>You will begin to develop an understanding of influences that shape current legislation and policy, influencing the concept of childhood. You will explore children's rights and their effect on the pedagogy of play and examine local, national and global perspectives of childhood.</p> <p>It will enable you:</p> <ul style="list-style-type: none"> • to demonstrate awareness and understanding of how childhood is socially constructed • explore the concept of the childhood in society. • to demonstrate an understanding of current legislation affecting all aspects of the lives of children and how this impacts on services • to examine citizenship as it affects children, enabling them to make choices • to demonstrate a reflective understanding of the professional conduct, attitudes and responsibilities needed to support children • examine key themes in global context 	20

Placements

Placement experiences will be combination of 4 days per week and 1 day per week block placements in an early years setting. These placements will enable you to combine theory and practice to develop your knowledge, skills and capability as a developing professional. Training on placement will include:

- Developing as an Early Years professional
- Educating children aged 0 – 5
- Current issues in Early Years practice
- Understanding child development from birth to five
- Constructing a portfolio of evidence

Although placement experiences does not award credit points, they must be completed to enable you to progress into year 2. You will gather a portfolio of evidence to demonstrate you have developed your professional skills to become [Early Years Educator](#).

A two week enhanced placement towards the end of the academic year provides students the opportunity to gain international or specialist early years related experience.

Level 5

Module	Level	Term	Module overview	Credit points
Effective and reflective spaces to play and learn	5	2	<p>This module will explore research methodologies and the ethical practices which seek to involve the voice of the child through participatory methods, taking account of all children.</p> <p>The module will enable you to:</p> <ul style="list-style-type: none"> • Reflect on the importance of the child's voice, which is central to our role as early years practitioners. • Construct the notion of being a 'researcher' • Develop an understanding of research processes and the use of children's perspectives in an approach • Plan research which an understanding of both ethical and respectful practice 	20
Inclusive Practice	5	1	<p>The module will provide you with the opportunity to develop further knowledge and understanding of inclusive practices within Early Years. It will consider the key aspects of behaviour, transitions and interventions.</p> <p>This module will enable you to:</p> <ul style="list-style-type: none"> • Reflect on a range of barriers that may impact on a child's to learning and development • Evaluate current inclusive practice and policies within the Early Years • Evaluate the importance of social and educational inclusion for all learners in the Early Years • Reflect upon effective approaches and strategies 	20

				to promote positive outcomes for all children	
	Planning for progress in the enabling environment	5	1-3	<p>This module will support you to effectively make accurate and productive use of assessment and facilitate the progress and development of babies and young children.</p> <p>This module will enable you to:</p> <ul style="list-style-type: none"> • Understand the use of assessment data to inform pedagogical choices • Evaluate assessment tools to support to identify the strengths and needs of all children • Understand the statutory and non and statutory assessment requirements in the Early Years • Reflect on effective pedagogical strategies to develop and extend children's learning • Understand how to plan and deliver safe stimulating experiences that challenge children thinking 	40
	Working with parents and partners	5	1-3	<p>This module will enable you to reflect on the importance of working in partnership with parents and carers to support a child's holistic development.</p> <p>This module will enable you to:</p> <ul style="list-style-type: none"> • Analyse theories, perspectives and research underpinning the development of effective multi-agency working • Reflect on the importance of working in partnership with parents and/or carers to support a child's holistic development • Construct resources to aid communication with parents and families • Construct professional skills and knowledge • Evaluate significance of early intervention strategies, techniques and approaches 	40

			to support effective working relationships <ul style="list-style-type: none"> • Reflect on barriers and challenges engaging with parents and other professionals 	
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Placements

Pathway: Early Years Educator Professional Development

Students are provided the work based learning opportunities through two block placement experiences working with children aged birth to three years. You will have the opportunity to gather evidence within a portfolio which will be assessed against the [Early Years Educator Criteria](#). Each Placement will provide opportunity to:

- Develop as an Early Years professional
- Meeting the Early Years Educator Criteria
- Working with children aged 0 – 5
- Current issues in Early Years practice
- Understanding child development
- Constructing a portfolio of evidence

Pathway: Early Years Initial Teacher Training

For those students on the pathway to achieve Early Years Initial Teacher Training Status alongside the degree. Students will be provided work based learning opportunities through two assessed placement experiences working with children aged birth to three years. Placements provide opportunity to develop the skills and knowledge required to meet the [Teachers' Standards \(Early Years\)](#). Therefore students will:

- Develop as an Early Years professional
- Meet the Teachers' Standards (Early Years)
- Teach children aged birth to five
- Support national government priorities in Early Years practice
- Understand child development
- Constructing a portfolio of evidence

Level 6

Module	Level	Term	Module overview	Credit points
Independent Study	6	1-3	This module will use your experience of the course so far and invites you to pursue an area of specific interest to you within the early year's field, developing an in-depth knowledge and understanding. This module will enable you to: <ul style="list-style-type: none"> • Engage in self-regulated learning through reflection • Synthesising reading from a range of independent source • Utilise research skills • Design a research project 	40

				<ul style="list-style-type: none"> • Design and carry out ethical research • Critically analyse research methods 	
	The Beginnings of Literacy and Mathematics: laying the foundations for children's development in Mathematics and English	6	1-3	<p>This module seeks to enable you to critically explore approaches to the teaching of Foundations of early literacy and mathematics.</p> <p>This module will enable you to:</p> <ul style="list-style-type: none"> • Critically analyse pedagogical approaches used in Early Years settings • Design programmes for young children that demonstrates a secure knowledge of early childhood development • Design programmes for young children that demonstrate a secure and deep subject knowledge of early literacy and early mathematical development. • Critically evaluate curriculum frameworks, policy and guidance documents. 	40
	Leading Early Years Pedagogy and Practice	6	1-3	<p>This module seeks to enable you to critically explore, examine, use and apply a range of leadership and management skills through an interrogation of the appropriate academic literature, and of practice experiences.</p> <p>This module will enable you to:</p> <ul style="list-style-type: none"> • Evaluate your professional practice when leading early years practice and pedagogy. • Appraise leadership and the skill set required to lead and manage Early Years care and education • Critically analyse effective leadership and management models and strategies • Exercise judgement in a professional scenarios • Solve problems demonstrating specialised knowledge of early years practice 	40

An Introduction to Forest Schools principles (optional)	NQF Level 1	3		N/A
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Level 7

Leading Early Years Pedagogy and Practice	7	1-3	<p>This module seeks to enable you to critically explore, examine, use and apply a range of leadership and management skills through an interrogation of the appropriate academic literature, and of practice experiences.</p> <p>This module will enable you to:</p> <ul style="list-style-type: none"> • Evaluate your professional practice when leading early years practice and pedagogy. • Appraise leadership and the skill set required to lead and manage Early Years care and education • Critically analyse effective leadership and management models and strategies • Exercise judgement when engaging in a professional scenario • Solve problems demonstrating specialised knowledge of early years practice 	-
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Placements

Pathway: Early Years Educator Professional Development

Students are provided the work based learning opportunities through a block placement experiences working with children aged three to five years. You will have the opportunity to gather evidence within a portfolio which will be assessed against the [Early Years Educator Criteria](#). Each Placement will provide opportunity to:

- Develop as an Early Years professional
- Meeting the Early Years Educator Criteria
- Working with children aged 0 – 5
- Current issues in Early Years practice
- Understanding child development
- Constructing a portfolio of evidence

In addition, students will be encouraged to access an enhanced placement of their choice to enhance their experience of working in the Early Years sector. This could be with a preferred aged group, specific group of children such as Special Educational Needs, English as an Additional Language, hospital care and education, or children in need.

Pathway: Early Years Initial Teacher Training

For those students on the pathway to achieve Early Years Initial Teacher Training Status alongside the degree. Students will be provided work based learning opportunities through an assessed placement experiences working with children aged three to five years. This placement provides students the opportunity to develop the skills and knowledge required to meet the [Teachers' Standards \(Early Years\)](#). Therefore students will:

- Develop as an Early Years professional
- Meet the Teachers' Standards (Early Years)
- Teach children aged birth to five
- Support national government priorities in Early Years practice
- Understand child development
- Constructing a portfolio of evidence

In addition, students will be encouraged to access an enhanced placement of their choice to enhance their teaching experience. This could be with a preferred aged group, specific group of children such as Special Educational Needs, English as an additional Language, or alternative education.

11. Admission to the course

For current information regarding all entry requirements for this course, please see the 'Applying' tab on the NTU course information web page.

12. Support for learning

From enquiry to enrolment you will be supported and advised by experienced Course Administrator and Course Leader. They will be able to offer you advice and options regarding facilities, study skills and support. The course leader will have overall responsibility for you throughout the course and will discuss any concerns you may have and source of referral to university support mechanisms if required.

All academic staff involved in the delivery of the course are experienced in the Early Years sector and also involved in the delivery of other Early Years courses offered within Nottingham Institute of Education. Module Tutors will support and guide your learning, provide tutorial support mark your assignment and provide feedback to help you develop future work.

Nottingham Trent University [Student Support Services](#) offer you a comprehensive support system for a wide range of issues, which you may face during your period of study. For example, support in managing your finances or managing your time.

All students belong to a personal tutor group who will be your first point of contact for any enquires, support and advice. The Personal tutor is assigned to you at course induction, during year 1, and will normally support you through year 2 and 3.

Nottingham Institute of Education has a strong partnership with Early Years settings and schools. We will support your placement experiences to ensure you are assigned a trained placement mentor to help you meet your training requirements.

13.	<p>Graduate destinations/employability</p> <p>The design of the course draws heavily on the input of colleagues from our partnership schools and Early Years settings to ensure it meets the needs of employers across this sector in terms of the attributes you would expect from an Early Years Educator. As such there has been a collaborative approach to the development and overall design of this course.</p> <p>As a graduate with this qualification you will be amongst the highest qualification group working in this sector. Those obtaining EYITT will be achieving the only teaching qualification available for this age-range. Additionally, the achievement of a year 3 module at Masters level provides you with the unique opportunity to continue with your studies and achieve a full Masters award in Early Years.</p> <p>Some students progress to the MA in Education at NTU or other Higher Education establishments.</p>
14.	<p>Course standards and quality</p> <p>The Course fully adheres to NTU's quality assurance procedures.</p> <p>You, as a student play a crucial role in this process of course evaluation and development. You are encouraged to feedback on the delivery and content of each module you study. This will inform the module at the end of its duration and you will be encouraged to feedback on the delivery and content of the each module you study. This will then be used to inform the Course periodic course review which the Course Leader produces at the end of each academic year.</p> <p>You will receive detailed feedback on your written assessments, highlighting areas of strength and development.</p> <p>The course is also subject to regular inspections by Ofsted therefore additional Self evaluation document (SED) and Improvement Plans (IP)are in place as part of our quality assurance and monitoring processes.</p> <p>As a student, you are also invited to participate as a Student Representative for the Course; if selected you will represent the student's views of the course/in your group in the Course Committee that meets once a term. This formal meeting with the Course Team whereby the course representative provides feedback from the students; this is part of quality improvement and the Course Team will respond to feedback. Student Representatives are also given the opportunity to represent the course at School Student Forums.</p> <p>The Course has an early years specialist as an External Examiner who supports the course team and attends the final Board of Examiners; the External is also given the opportunity to see a sample of students work and take part in a joint observation of students' teaching practice to report on the quality of our assessment processes.</p> <p>All evaluations feed into the annual course report and Ofsted self-evaluation documentation, which are both shared at the Course Committee to students and staff.</p>
15.	<p>Assessment regulations</p>

This course is subject to the University's Common Assessment Regulations (located in Section 16 of the Quality Handbook). Any course specific assessment features are described below:

16. **Additional information**

Collaborative partner(s):

Course referenced to national (QAA)

Benchmark Statements:

Course recognised by:

Date this course specification approved: **July 2018**

Any additional information:

The Course is subject to Ofsted Regulations and inspections