**Course Specification**

| Course Summary Information | | |
|---|---|---|
| 1 | **Course Title** | MA Education (Early Years) |
| 2 | **Course Code** | PT1555 |
| 3 | **Awarding Institution** | Birmingham City University |
| 4 | **Teaching Institution(s)** (if different from point 3) | CREC (Centre for Research in Early Childhood) |
| 5 | **Professional Statutory or Regulatory Body (PSRB) accreditation** (if applicable) | N/A |

| 6 | Course Description |
|---|---|
| | The *MA in Education (Early Years)* is designed specifically for practitioners working in the early years sector and is designed to be undertaken part-time by students alongside, and in support of, their day-to-day role.  Each module builds upon the experience and knowledge that the students bring from their professional lives.  The diverse, multi-disciplinary nature of the sector which encompasses education, childcare, family support, social work and health is acknowledged through the construction and arrangement of modules which allow flexibility to explore theory related to specific, real life examples from their own practice.<br><br>The course is work-based by nature and structured in stages, leading to the Masters award which will make a significant contribution to raising the levels of qualification across the Early Years sector. |

| 7 | **Course Awards** | | |
|---|---|---|---|
| 7a | **Name of Final Award** | **Level** | **Credits Awarded** |
| | Master of Arts Education (Early Years) | Level 7 | 180 |
| 7b | **Exit Awards and Credits Awarded** | | |
| | Postgraduate Diploma Education (Early Years) | Level 7 | 120 |
| | Postgraduate Certificate Education (Early Years) | Level 7 | 60 |

| 8 | Derogation from the University Regulations |
|---|---|
| | None |

| 9 | Delivery Patterns | | | |
|---|---|---|---|---|
| **Mode(s) of Study** | **Location(s) of Study** | **Duration of Study** | **Code(s)** | |
| Part Time | CREC (Centre for Research in Early Childhood) | 3 years | PT1555 | |

| 10 | **Entry Requirements** | |
|---|---|---|
| | **Home:** | Undergraduate degree (or demonstration of 'graduateness'*) plus current employment (paid or voluntary) in an early years service or setting<br><br>*Graduateness is determined via a written assessment and is given on the basis that an individual brings significant professional knowledge and experience to the programme.  This pathway to Masters is important for the early years sector which includes many individuals who have positions of responsibility without having followed traditional academic route.<br><br>We will accept RPL applications on this route prior to enrolment. |
| | **EU:** | Due to the part-time nature of this course, we are only able to accept applications from EU citizens with Settled or Pre-Settled status under the EU Settlement Scheme and Irish Nationals under the Common Travel Area (CTA) agreement. |
| | **International:** | Not applicable |
| | **Access:** | Not applicable |

| 11 | **Course Aims** |
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| | The course aims to:<br><br>…develop the key skills of critical analysis, reflection, professional enquiry and rigorous and robust academic research skills which meet and exceed expectations of postgraduate certificate level in the context of early years professional settings and services.<br><br>…build upon the individual and collective professional knowledge of students, who are all based in practice, and to support them, through introduction of academic theory, research skills and reflective practices to become outstanding practitioner researchers in their own workplace, and bring about meaningful positive change for the children and families that they work with.<br><br>…identify and understand the interdisciplinary nature of the early years sector by promoting the strengths of a multi-agency approach and considering theory and practice relating to those working in education, care, health, social care, community work, arts, sport and broader children's services.<br><br>… grow the academic and professional capacity and confidence of students by developing competent, reflective, critical and constructive professionals who have the capacity to influence and lead early years children's services of the future. The skills acquired will support career progression within the early years sector.<br><br>…develop an outward-looking student body with a broad, global perspective, with an ability to consider and reflect upon international early years policy and practice in relation to their own local context, in order to strengthen outcomes for children and families. We also encourage our students to share their practitioner research with an international audience by engaging at international early years meetings and conferences eg EECERA. |

| 12 | **Course Learning Outcomes** |
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| | **Knowledge and Understanding** |
| 1 | Demonstrate an in-depth understanding of a range of key thinkers and theorists in the field of education and their application in a range of educational settings |
| 2 | Be very confident in your knowledge of a range of educational research methodologies and methods |
| 3 | Be able to make a significant contribution to discussions about contemporary educational debate, collaborate in presentations and workshops and communicate clearly and effectively about educational issues in a variety of modes |
| 4 | Recognise the role of educators and education as a tool for social justice and change in local and global society |
| 5 | Have highly developed specialist knowledge within a key area of early years education |
| | **Skills and other attributes.** |
| 6 | Be a highly reflexive, critical, evaluative and innovative thinker in the field of education who is capable of independent enquiry and who takes responsibility for learning and professional practice |
| 7 | Be a highly critical academic reader and writer at level 7 |
| 8 | Conceive, develop and investigate research questions within education highly appropriate and potentially innovative methods and adhering to ethical standards |
| 9 | Be very able to theorise a wide range of contemporary educational issues in order to think and apply alternatives in your future practice in different settings |
| 10 | Be very able to critically analyse different approaches to practice and contemporary educational issues relating to the field of early years |
| 11 | Make a positive contribution to learning, teaching, education and organisational development within your role in education |

| 13 | **Level Learning Outcomes** |
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| | ***Upon completion of the Masters in Education (Early Years), students will be able to:*** |
| 1 | Demonstrate a significant understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice |
| 2 | Demonstrate an emerging/developed/ comprehensive understanding of techniques applicable to their own research or advanced scholarship |
| 3 | Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline |
| 4 | Demonstrate conceptual understanding that enables the student:<br>- to evaluate critically current research and advanced scholarship in the discipline<br>- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. |
| 5 | Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences |
| 6 | Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level |
| 7 | Demonstrate the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable situations - the independent learning ability required for continuing professional development. |

| 14 | **Course Learning, Teaching and Assessment Strategy** |
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| | Learning & Teaching methods<br>The following learning & teaching methods will be used:<br><br>- Knowledge and understanding are acquired through taught inputs, seminars, workshops, group and personal tutorials, critiques, reflective practices, recommended reading, gap task activities and practitioner research.<br>- Each assignment has its own written brief outlining aims and objectives and the criteria for assessment.<br>- A feature of teaching and assessment is peer group evaluation, consisting of group discussion of individual work including visual and verbal presentations.<br>- The teaching programme is augmented by student engagement in and reflection on their own practice.  A selection of units involving practitioner research and reflective practice will support the aims of the programme.<br>- Workshops, health and safety and library inductions.<br>- Peer-group learning and collaborative activity.<br><br>Summative Assessment Methods<br>- Written submissions evidenced in assignment for the majority of modules.<br>- Module aims and objectives, assessment criteria and strategy are widely published.<br>- Each module has its own profile outlined in the Programme Handbook.  This contains aims and objectives, criteria for assessment, context and assessment strategy.<br><br>Formative Assessment Methods<br>- Assessment is both formative and summative.  Knowledge is assessed through assignment submissions.<br>- Continuous evaluation is maintained by the programme team via direct teaching, one-to-one teaching, tutorial contact, discussion and feedback, theoretical studies, seminars and tutorials. |

| 15 | **Course Requirements** |
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| 15a | **Level 7:**<br><br>*In order to complete this course a student must successfully complete a total of 180 credits including two 20 credit modules from Block A and two 40 credit module from Block B. The same module cannot be taken at both 20 credits and 40 credits.* |

**Block A**

| Module Code | Module Name | Credit Value |
|---|---|---|
| EDU7359 | Accreditation of Prior Experiential Learning | 20 |
| EDU7397 | Reflecting on Early Years Professional Practice | 20 |
| EDU7401 | Introduction to Masters Research | 20 |
| EDU7399 | Reflecting on Early Years Theory | 20 |

**Block B**

| Module Code | Module Name | Credit Value |
|---|---|---|
| EDU7360 | Accreditation of Prior Experiential Learning | 40 |
| EDU7398 | Enhancing your Early Years Professional Practice | 40 |
| EDU7400 | Professional Enquiry (Child Study) | 40 |
| EDU7396 | Researching Early Years Practice | 40 |

**Masters Stage**

| Module Code | Module Name | Credit Value |
|---|---|---|
| EDU7090 | Dissertation | 60 |

| 15b | Structure Diagram |
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**Level 7**

**Year 1**

| PG Cert: Semester 1 -BLOCK A | | | PG Cert: Semester 2 – BLOCK B | | |
|---|---|---|---|---|---|
| Students may elect from one of these 3 modules: | | | Students may elect from one of these 3 modules: | | |
| EDU7397 | Reflecting on Early Years Professional Practice | 20 | EDU7398 | Enhancing Professional Practice | 40 |
| EDU7401 | Introduction to Masters Research | 20 | EDU7400 | Professional Enquiry (Child Study) | 40 |
| EDU7399 | Reflecting on Early Years Theory | 20 | EDU7396 | Researching Early Years Practice | 40 |

Students who have substantial professional experience that they believe might form the basis of academic study might consider submitting for the Accreditation of Prior Experiential Learning module at either 20 or 40 credits as an alternative to the above module options.  Individual students should seek guidance from a course tutor.

N.B modules offered may exist on other BCU courses.  Where a student has completed a particular module on another BCU course this is recorded on their academic transcript and they may not repeat that module on another BCU course such as this course.

**Year 2**

| PG Diploma: Semester 1 -BLOCK A | | | PG Diploma: Semester 2 – BLOCK B | | |
|---|---|---|---|---|---|
| Students may elect from one of these 3 modules not previously studied at PG Cert: | | | Students may elect from one of these 3 modules not previously studied at PG Cert: | | |
| EDU7397 | Reflecting on Early Years Professional Practice | 20 | EDU7398 | Enhancing Professional Practice | 40 |
| EDU7401 | Introduction to Masters Research | 20 | EDU7400 | Professional Enquiry (Child Study) | 40 |
| EDU7399 | Reflecting on Early Years Theory | 20 | EDU7396 | Researching Early Years Practice | 40 |

**Year 3**

| MA: Semester 1 & Semester 2 | | |
|---|---|---|
| Students must complete the following modules: | | |
| **Module Code** | **Module Name** | **Credit Value** |
| EDU7090 | Dissertation | 60 |

| 16 | Overall Student Workload and Balance of Assessment |

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

**Level 7**

**Workload**

**6% time spent in timetabled teaching and learning activity**

| Activity | Number of Hours |
|---|---|
| Scheduled Learning | 105 (including timetabled hours of lectures, seminars and workshops) |
| Directed Learning | 435 (including workplace activities, formative tasks and primary research) |
| Private Study | 1260 |
| **Total Hours** | 1800 |

**Balance of Assessment**

| Assessment Mode | Percentage |
|---|---|
| Coursework | 100 |
| Exam | 0 |
| In-Person | 0 |