



LEEDS
BECKETT
UNIVERSITY

Course Specification

**BA (Hons) Early
Years with
Enterprise with
Foundation Year**

Course Code: BEYEF

2019/20

leedsbeckett.ac.uk

BA (Hons) Early Years with Enterprise with Integrated Foundation Year

Material Information Summary for 2019/20 Entrants

Confirmed at 5th October 2018

Course Lengths & Standard Timescales

The standard start date for Leeds Beckett University induction week is reproduced below and relates to the majority of students starting a course in September 2019. A proportion of courses have alternate start dates which are displayed on the online prospectus and additionally will be notified to the students concerned via the offer letter. Non-September starters will also have their start dates confirmed in their offer letters.

- 4 years (full time, campus based)
Starts 23rd September 2019/ Ends June 2022
- 8 years (part time, campus based)
Starts 23rd September 2019/ Ends June 2027

Foundation Year (Level 0)	Applicant information on pages 2 – 5.
BA (Hons) Early Years with Enterprise (Levels 4, 5 and 6)	Applicant information on pages 6 – 10.
Learning Support	Information on page 5.

Foundation Year

Award	Various honours degrees in Education with integrated Foundation Year
Contained Awards	Foundation Certificate
Awarding Body	Leeds Beckett University
Level of Qualification & Credits	120 credit points at Level 0 of the Framework for Higher Education Qualifications

Course Lengths & Standard Timescales

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- 1 year (full time, campus based)
Starts 23rd September 2019/ Ends June 2020
- 2 years (part time, campus based)

Starts 23rd September 2019/ Ends June 2021

Part Time Study	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 advertised within this Course Specification but the modules offered within each level are as advertised. Please note that the work placement option is not available to PT students.
Location(s) of Delivery	Headingley Campus, Leeds (plus location of work placement, if applicable)
Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: http://www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning/
Course Fees	Course fees and additional course costs are confirmed in your offer letter

Timetable Information

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

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

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

Policies, Standards and Regulations <http://www.leedsbeckett.ac.uk/public-information/>

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

Key Contacts

Your Course Director	Sharon Colilles
Your Academic Advisor	Sharon Colilles
Your Course Administrator	Declan Britton

Placement Information

There is no placement activity associated with the Foundation Year.

Professional Accreditation or Recognition Associated with the Course

Professional Body	There is no professional accreditation or recognition associated with this Foundation Year.
How is Accreditation/ Recognition Achieved?	N/A
Course Accreditation/ Recognition Period	N/A

Course Overview

Honours Degree programmes with integrated Foundation Years aim to increase opportunities for access to higher education for diverse applicants who do not meet the UCAS tariff or equivalent admissions criteria for Level 4 entry to the programme concerned.

The institution recognises that criteria for admission to extended degree programmes with an integrated foundation year will be set by Schools in conjunction with our recruitment and admissions staff with due regard for subject specific considerations and the University's strategies for access and participation more generally. Details of specific admissions criteria will be confirmed in the Course Specifications of individual programmes at the point of validation.

Course Learning Outcomes

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

1. Demonstrate development of subject knowledge and understanding through their experience of a range of subject specific modules which provide targeted foundation learning for successful transition to Level 4.
2. Demonstrate development of a range of academic skills which will prepare them for degree level study.
3. Demonstrate development of skills and understanding relating to employability in the context of their degree programme.
4. Have the opportunity to be able to be mentored and then to become peer mentors.

Teaching and Learning Activities

Summary

Foundation Year modules will be delivered using lectures, seminars and tutorials with each standard 20 credit point module delivering a minimum of 48 hours of scheduled staff/ student contact time. Students will undertake an additional 152 hours of guided independent study during each module. There will be double the time for the 40 credit module.

Specific learning and teaching approaches and activities will be defined in the Course Specifications which relate to the Extended Degree programmes concerned and will be informed by the context and expectations within the given subject area. A full range of assessments both formative and summative will prepare students for future assessment activities.

Your Modules

(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 0 Core Modules (2019/20 for FT students and 2019/20 and 2020/21 for standard PT students)

Race, Culture and Society

Introduction to Careers in Education, Childhood and Early Years

Introduction to Higher Education Study Skills

Racisms

Peer Mentoring

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 a sample of option module choices undertaken by a typical student. They have been reviewed and confirmed as representative by the Course Director.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, placement activities and independent study. Sandwich placement years spent out of the University are not be included in the calculation unless they are credit bearing and attributed to a level of the course. Modules may have more than 1 component of assessment.

Assessment Balance	Level 0
Examination	0%
Coursework	100%
Practical	0%
Overall Workload	
Teaching, Learning and Assessment	150 hours
Independent Study	500 hours
Placement	-

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators works 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 Hub on either campus to speak to our Student Experience Team. 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 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. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@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.

BA (Hons) Early Years with Enterprise (BAEYE)

Award	Bachelor of Arts (with Honours) Early Years with Enterprise
Contained Awards	Bachelor of Arts Early Years with Enterprise Diploma of Higher Education Early Years with Enterprise Certificate of Higher Education Early Years with Enterprise
Awarding Body	Leeds Beckett University
Level of Qualification & Credits	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)

Course Lengths & Standard Timescales

The standard start date for Leeds Beckett University induction week is reproduced below and relates to the majority of students starting a course in September 2019. A proportion of courses have alternate start dates which are displayed on the online prospectus and additionally will be notified to the students concerned via the offer letter. Non-September starters will also have their start dates confirmed in their offer letters.

- 3 years (full time, campus based)
Starts 23rd September 2019/ Ends June 2022

Location(s) of Delivery	Headingley Campus, Leeds (plus location of work placement, if applicable)
Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: http://www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning/
Course Fees	Course fees and additional course costs are confirmed in your offer letter

Timetable Information

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

- iv) The Student Outlook Calendar
- v) The Student Portal
- vi) The Leeds Beckett app

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

Policies, Standards and Regulations <http://www.leedsbeckett.ac.uk/public-information/>

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

Key Contacts

Your Course Director	Sharon Colilles
Your Academic Advisor	Sharon Colilles
Your Course Administrator	Declan Britton

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	Students arrange in partnership with the course team and our placement office a placement in each year that fulfils the requirement of the course and the assessments associated with it but also supports the student with their personal and professional development.

Professional Accreditation or Recognition Associated with the Course

Professional Body	There are no professional, statutory or regulatory bodies associated with this course.
How is Accreditation/ Recognition Achieved?	N/A
Course Accreditation/ Recognition Period	N/A

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, entrepreneurial, enterprise 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.
6.	Developed critical knowledge and conceptual understanding of business and enterprise, informed by models for marketing, business planning and employment law and health and safety.

Teaching and Learning Activities

Summary

Learning and Teaching 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

(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 Core Modules (2019/20 for FT students)

The Holistic Child

Play as an Approach to Learning

Curriculum & Pedagogy in the Early Years

Developing Academic Skills

Personal & Professional Development 1: Your Practice

The Context of Early Years Enterprise

Level 5 Core Modules (2020/21 for FT students)

Young Children's Communication, Language & Literacy

Creative, Confident Children

Observing, Assessing & Documenting Early Years Outcomes

Safeguarding, Child Health & Wellbeing

Personal & Professional Development 2: The Team in Practice

Business Planning for the Early Years

Level 6 Core Modules (2021/22 for FT students)

Current Issues in the Early Years

Transitions

Sector-Based Project

Personal & Professional Development 3: Leading & Managing Practice

Nurturing Your Early Years Enterprise

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 a sample of option module choices undertaken by a typical student. They have been reviewed and confirmed as representative by the Course Director.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, placement activities and independent study. Sandwich placement years spent out of the University are not be included in the calculation unless they are credit bearing and attributed to a level of the course. Modules may have more than 1 component of assessment.

Assessment Balance	Level 4	Level 5	Level 6
Examination			
Coursework	83%	100%	60%
Practical	17%		40%

Overall Workload			
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