PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	UWE
Teaching Institution	UWE and Partner Schools/Academies
Delivery Location	UWE and Partner Schools/Academies
Faculty responsible for programme	ACE
Department responsible for programme	Education
Modular Scheme Title	Secondary Education and Lifelong Learning
Professional Statutory or Regulatory Body Links	N/A
Highest Award Title	MA Education (Early Years)
Default Award Title	
Fall-back Award Title	
Interim Award Titles	Postgraduate Diploma Education (Early Years) Postgraduate Certificate Education (Early Years)
UWE Progression Route	Education Professional Doctorate (EdD)
Mode(s) of Delivery	Part time
Codes	**UCAS:** **JACS:** **ISIS2:** **HESA:**
Relevant QAA Subject Benchmark Statements	QAA Early Childhood (2007)
CAP Approval Date	June 2015
Valid from	Oct 2015
Valid until Date	
Version	6.1

Part 2: Educational Aims of the Programme
Early Years education is a high priority on the government's agenda. Teachers in this sector of education have long experienced difficulty in accessing high quality programmes of continuing education which can result in accredited qualifications. This award is therefore designed to help meet these two imperatives and focuses on the task of raising standards in Early Years education. The programme also draws directly on the Department's expertise and experience in

Part 2: Educational Aims of the Programme

the area of Early Years education and modules will draw on key teaching staff conversant with the identified themes.

The programme of study seeks to locate professional activity within a reflective context. This demands that those engaged in the programme consider in depth the implications of their pedagogy when working with children in the Early Years and critically reflect upon the impact of their teaching. It also seeks to locate individual professional activity within debates and policy contexts.

Overarching Masters' level aims:

- to enable participants to achieve a level of performance appropriate to the award of a Master's degree;
- to allow participants to select from a range of components to meet their particular requirements in terms of content, sequence and time;
- to enhance the quality of participants' practice through the encouragement of critical enquiry, innovative thinking and imaginative reformulation;
- to ground participants' study in personal, professional and academic practice;
- to create an environment appropriate to postgraduate study;
- to underpin the programme with innovative teaching, relevant staff research and staff development;
- to widen participation to include all those who can benefit from the programme of study.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The MA Education (Early Years) programme is designed to enable Early Years practitioners to gain accreditation for practice based research and development activities that will form an important part of their continuing professional development. The programme provides progression for Early Years professionals, graduates and qualified teachers working in Early Years settings/phases of education, through early career development and in becoming experienced professionals, teachers and managers.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A. Knowledge and Understanding
As a result of this programme, students will have:
- an in depth and systematic knowledge of the major educational theories, concepts and established principles based upon educational research at the forefront of early years education;
- awareness of problematics in relation to ethical dilemmas in professional contexts;
- a comprehensive understanding of established methodologies of research and enquiry, used to create and interpret knowledge in education policy and practice in relation to learners in the early years;
- understanding of the significance of relevant contextual factors influencing education policy and practice in relation to learners in the early years;
- knowledge of the basis of their own value position related to the area of study and associated

claims to knowledge;
- critical understanding of the significance of issues of equality, diversity, inclusion and social justice related to education policy and practice in relation to learners in the early years.

B. Intellectual Skills

As a result of this programme, students will be able to:
- analyse critically and/or evaluate complex, incomplete or contradictory areas of knowledge used to interpret and/or explore the area of study, showing the ability to synthesise and/or transform ideas in the process of developing an argument;
- identify and explain methodological and epistemological issues around the research process, using a range of methods of data collection;
- evaluate critically research evidence, advanced scholarship and methodologies arguing for alternative interpretations or approaches where appropriate;
- synthesise both conceptual and numerical information in an innovative manner using knowledge of processes from the forefront of educational research;
- use critical reflection in the learning process to explore the relationship between theory and practice in complex situations;
- evaluate critically the implications of using an ethical framework for addressing ethical dilemmas in personal and professional practice.

C Subject/Professional/Practical Skills

As a consequence of this programme, students will be able to:
- perform effectively and efficiently in complex and/or specialised contexts;
- adapt and develop skills and/or procedures for new situations, exercising initiative and personal responsibility in making informed judgements;
- interrogate an extensive range of relevant theoretical, professional and/or research based sources and critically engage with the sources in the development and discussion of ideas, perspectives and theories;
- plan for and execute a small-scale enquiry in a systematic and reflexive manner, identifying and explaining methodological and epistemological issues around the research process and critically analysing and evaluating research outcomes;
- develop an integrated strategy for professional practice with decision-making based on sound analysis of situations, prioritising between competing variables;
- articulate an integrated, critical, reflective and effective orientation to their practices and their personal responsibilities in professional practice.

D Transferable skills and other attributes

As a result of this programme, students will be able to:
- interact effectively as a team member, supporting, leading, clarifying tasks, making appropriate use of the capacities of group members, negotiating and handling conflict with confidence;
- locate, use effectively and evaluate the full range of learning resources, including ICT, applying a critical and confident approach;
- interpret, organise and present ideas, concepts and numerical information using a variety of presentational modes;
- communicate effectively with a broad range of audiences including learners and other professionals;
- reflect critically on own and others' functioning in order to improve practice;
- take independent and self-critical responsibility for own work, guiding the learning of others and managing their own requirements for continuing professional development;
- engage confidently in academic and professional communications with others, reporting on action clearly, autonomously and competently including the capacity to communicate processes and outcomes of their learning;
- demonstrate initiative and originality in problem solving and can act autonomously in planning and implementing tasks.

Part 3: Learning Outcomes of the Programme

The mapping below shows where the learning outcomes are addressed across <u>a selection of optional</u> and compulsory modules, including Portfolio modules, Independent Study, Taught modules and Dissertation.

Learning Outcomes:	Mod No:UTLGJ4-30-M	Mod No:UTLGPR-30/60-M	Mod No: UTLGJ7-30-M	Mod No:UTLGEQ-30-M	Mod No:UTLGA7-10/30-M	Mod No:UTLG8G-30-M	Mod No:UTLGA9-30-M	Mod No:UTLGBH-30-M	Mod No:UTLGBX-60-M	Mod No:UTLGP3-30M	Mod No:UTLG7V-60M	Mod No: UTTGKV-30-M	Mod No: UTTGHQ-60-M
A) Knowledge and understanding of:													
major educational theories, concepts and established principles based upon educational research at the forefront of their academic discipline	x	x	x	x	x	x	x	x	x	x	x	x	x
problematics in relation to ethical dilemmas in professional contexts		x	x	x	x	x		x	x	x	x	x	x
the significance of relevant contextual factors influencing education policy and practice	x	x	x	x	x	x	x	x	x	x	x	x	x
understanding of established methodologies of research and in particular action enquiry to create and interpret knowledge in education policy and practice				x	x	x		x	x	x	x	x	x
the basis of their own value position related to the area of study and associated claims to knowledge								x	x	x	x	x	x
the significance of issues of equality, diversity, inclusion and social justice related to education policy and practice	x	x	x	x	x	x	x	x	x	x	x	x	x
B) Intellectual Skills													
analyse critically and/or evaluate complex, incomplete or contradictory areas of knowledge used to interpret and/or explore the area of study, showing the ability to synthesise and/or transform ideas in the process of developing an argument		x	x	x	x	x		x	x	x	x	x	x
identify and explain methodological and epistemological issues around the research process, using a range of methods of data collection				x		x		x	x	x	x	x	x
evaluate critically research evidence, advanced scholarship and methodologies arguing for alternative interpretations or approaches where appropriate	x	x	x	x	x	x	x	x	x	x	x	x	x
synthesise both conceptual and numerical information in an innovative manner using knowledge of processes from the forefront of educational research								x	x	x	x	x	x
use critical reflection in the learning process to explore the relationship	x	x	x	x	x	x	x	x	x	x	x	x	x

Part 3: Learning Outcomes of the Programme

	1	2	3	4	5	6	7	8	9	10	11	12	13
between theory and practice in complex situations													
evaluate critically the implications of using an ethical framework for addressing ethical dilemmas in personal and professional practice								x	x	x	x	x	x
(C) Subject/Professional/Practical Skills													
perform effectively and efficiently in complex and/or specialised contexts	x	x	x				x					x	x
adapt and develop skills and/or procedures for new situations, exercising initiative and personal responsibility in making informed judgements	x	x	x	x		x	x					x	x
interrogate an extensive range of relevant theoretical, professional and/or research based sources and critically engage with the sources in the development and discussion of ideas, perspectives and theories	x	x	x	x	x	x	x	x	x	x	x	x	x
plan for and execute a small-scale enquiry in a systematic and reflexive manner, identifying and explaining methodological and epistemological issues around the research process and critically analysing and evaluating research outcomes				x		x		x	x	x	x		
develop an integrated strategy for professional practice with decision-making based on sound analysis of situations, prioritising between competing variables	x	x	x	x	x	x	x	x	x	x	x	x	x
articulate an integrated, critical, reflective and effective orientation to their practices and their personal responsibilities in professional practice	x	x	x	x	x	x	x	x	x	x	x	x	x
(D) Transferable skills and other attributes													
interact effectively as a team member, supporting, leading, clarifying tasks, making appropriate use of the capacities of group members, negotiating and handling conflict with confidence		x	x	x								x	x
locate, use effectively and evaluate the full range of learning resources, including ICT, applying a critical and confident approach	x	x	x				x			x	x	x	x
interpret, organise and present ideas, concepts and numerical information using a variety of presentational modes				x	x	x			x	x	x	x	x
communicate effectively with a broad range of audiences including learners and other professionals	x	x	x	x		x	x		x	x	x	x	x
reflect critically on own and others' functioning in order to improve practice	x	x	x	x		x	x		x	x	x	x	x
take independent and self-critical responsibility for own work, guiding the learning of others and managing their own requirements for continuing professional development	x	x	x	x	x	x	x	x	x	x	x	x	x

Part 3: Learning Outcomes of the Programme

	1	2	3	4	5	6	7	8	9	10	11	12	13
engage confidently in academic and professional communications with others, reporting on action clearly, autonomously and competently including the capacity to communicate processes and outcomes of their learning	x	x	x	x		x	x		x		x	x	x
demonstrate initiative and originality in problem solving and can act autonomously in planning and implementing tasks	x	x	x	x	x	x	x	x	x	x	x	x	x

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

On the MA Education (Early Years) programme teaching and learning strategies will cater for a variety of preferred learning styles with key approaches involving directed study tasks including use of literature, work-based action enquiry and critical reflection upon working practices, examining case studies, engaging with on-line materials, project work, group work and individual activity.

Induction activities will include an overview of the programme and progression routes that account for diverse background and starting points of applicants resulting from accreditation of prior learning, such as a PGCE qualification. Induction and support workshops and online materials will also form part of individual module delivery alongside the following activities:

Scheduled learning includes lectures, seminars, tutorials, project supervision, workshops and work based learning.

Independent learning includes hours engaged with essential reading, planning action enquiries, conducting research and development activities, assignment preparation and completion, planning dissemination activities.

Placement learning: as practising teachers much of the practical research and development activities will be based in the workplace.

Description of any Distinctive Features

The modular programme provides the opportunity to accrue credits towards the nationally recognised awards of Postgraduate Certificate, Postgraduate Diploma and Masters degree. It offers flexibility in the way in which students study and the pace at which it is undertaken. The MA Education (Early Years) therefore offers the benefits of a negotiated pattern of study combined with the demands of an award-bearing programme.

The distinctive feature of this award is the emphasis on providing teachers and educators with knowledge, skills and understanding to support research into aspects of early years education in order to improve practice and raise achievement. This is reflected in both the content and the processes of the programme.

This award seeks to have a direct impact upon the improvement of learners' performance by providing learning opportunities for teachers that are both intellectually demanding and linked to the enhancement of professional competence. It aims to develop teachers to be able to

Part 4: Student Learning and Student Support

articulate clearly the pedagogic basis of their professional practice and demonstrate competence in the execution of that practice for the benefits of their learners. The award has been carefully developed to reflect the identified needs of participants, detail of which is elicited through discussion with teachers, head-teachers and principals, managers of early years' settings and local authority officers.

The modular programme offers the opportunity for accredited learning, wherever it occurs and providing it is assessable against UWE academic criteria, to be credited towards the MA. The learning must be matched to the learning outcomes for the modules validated for this award. The Accreditation of Experiential Learning (AEL) is highly valued in the programme, underpinned by considerable experience in the Faculty of AEL processes. AEL workshops offer opportunities for participants to reflect on their learning from experience and to explore methods of presenting that experience in a way that can count as credit towards the degree.

Workshops on developing study skills, writing skills, library skills, ICT skills together with a range of relevant study skill resources, are provided. An explicit and common bank of assessment criteria used for all assessments on the programme aids transparency and consistency in the student experience of assessment. The use of a virtual learning environment and the use of on-line materials, support students studying in a variety of settings and modes, which is particularly helpful for part-time students.

Students are given individual support and guidance throughout the time they are registered on the Programme.

It is anticipated that this programme will be delivered at UWE and that it will also be available for delivery in collaboration with educational organisations and clusters in the UK and abroad. A feature of any non-UWE based delivery will be the involvement of staff in partner organisations who are trained and supported by UWE to allow adaptations of the programme to enable bespoke work-based learning and development.

Part 5: Assessment

Approved to University Regulations and Procedures

Assessment Strategy
Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University and relevant professional bodies.

A variety of assessment types and methods will be utilised throughout the programme and a variety of forms of feedback, incorporating formative and summative perspectives on academic and professional development. Assessment will take place that is diagnostic, formative and summative.

Assessment strategies will include:

Tutor assessed individual written work in the form of essays, reports, reflective diaries/logs supporting professional portfolios of evidence of professional learning; oral and poster

Part 5: Assessment

presentations; dissemination activities, such as to peers, wider professional audiences in participants' settings, in seminars and workshops and through online blogs, collaborative discussion. The final assessment will be in the form of a dissertation or equivalent report on practice-based research/enquiry.

The assessment criteria for each module are drawn from the following used within the Education Department:

A: Conceptual Domain (Core) The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories showing the ability to synthesise and/or transform ideas in the process of developing an argument.

B: Literature Domain The assignment demonstrates that the student can reference an extensive range of relevant literature and utilise it in the development of analysis and discussion of ideas, including critical engagement with that literature.

C: Contextual Domain The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (eg personal, locational, historical, political etc) influencing the area of study and is able to critically engage with the contextual significance.

D: Research Domain The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic and reflexive manner, identifying and explaining methodological and epistemological issues around the research process and critically analysing and evaluating research outcomes.

E: Ethical Domain The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study, showing sensitive engagement with an appropriate ethical framework for interpretation of ideas or for practice. In addition, there is exploration of some of the problematics arising in relation to ethical dilemmas or decisions.

F: Values Domain The assignment demonstrates that the student can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study, and critically evaluate associated claims to knowledge.

G: Action Domain The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, critically evaluating professional development needs and/or outcomes.

H: Negotiated Domain In addition to criteria specified under domains A-F, we accept the possibility of tutor and student negotiating an appropriate assessment criterion, to encompass specific elements of significance not addressed through the existing criteria. With tutors new to the programme it is important that such negotiated criteria are approved by the relevant Award Leader.

Assessment Map

The programme encompasses a range of **assessment methods** including presentations (oral and posters); essays/reports; portfolios; dissertation. These are detailed in the following assessment map:

Assessment Map for MA Education (Early Years)

Part 5: Assessment

		Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level M	**Module No UTLGBH-30-M**		A (25)	B (75) E2 (50)			B (75) E1 (50)
	Module No UTLGBX-60-M					A (100)	
	Module No UTTGKV-30-M	(EYTS)					A 100%
	Module No UTTGHQ-60-M	(EYTS)					A E1 (40) E2 (30) E3 (30)
	Module no UTLG7V-60-M	(EYTS)	B (50)		A (50)		
Optional Modules Level M	**Module No** UTLGJ4-30-M	(NQT)					A (100)
	Module No UTLGPR-30-M						A (100)
	Module No UTLGPR-60-M						A (100)
	Module No UTLGEQ-30-M		B (25)		A (75)		
	Module No UTLGA7-10/30-M			A (100)			
	Module No UTLG8G-30-M		A (25)		B (75)		
	Module No UTLGA9-30-M						A (100)
	Module No UTLGTM-30-M		A (25)		B (75)		
	Module No UTLGB8-30-M			A (100)			
	Module No UTLGJ7-30-M						A (100)

*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.

Part 6: Programme Structure

Part time:
The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student.**
Entry

Compulsory Modules	Optional Modules	Interim Award
	Module number: UTLGJ4-30-M Module name: Beginning a Career: reflective practice for Newly Qualified Teachers	
	Module number: UTLGEQ-30-M Module name: Improvement through Action Enquiry	
	Module number: UTLGPR-30-M Module name: Portfolio of Professional Development	
	Module number: UTLGPR-60-M Module name: Portfolio of Professional Development	
	Module number: UTLGA7-10/30-M Module name: Independent Study	
	Module number: UTLGJ7-30-M Module name: Mentoring for Professional Development	
	Module number: UTLGA9-30-M Module name: Evidencing learning from experience	
	Module number: UTLG8G-30-M Module name: Teaching for Learning	
	Module number: UTLGB8-30-M Module name: Leadership and Management Development	

	Module number: UTLGTM-30-M Module name: Educational contributions to just and sustainable communities	
(FOR EYTS only) Module Number UTTGKV-30-M Critical perspectives on the Early Years Foundation Stage, *AND*		
(For EYTS only) *Module Number* *UTTGHQ-60-M* *Qualifying for Early Years Teacher Status* *AND*		
(For EYTS only) *Module Number* *UTTG3H-30-3* *Becoming an Early Years Teacher 3*		
Module number: UTLGBH-30-M Module name: Researching Education, **AND**		
Module number: UTLGBX-60-M Module name: Dissertation **OR:**		
Module number: UTLGP3-30-M Module name: Developing Specialist Interests, **AND**		
Module number: UTLG7V-60-M Module name: Evaluating and Disseminating Impact		

Example of routes to MA Education Early Years award		
Yr 0	Accredited Learning at Registration (AL): 30 credits (L3) from Preparation for EYTS or 30 (60) credits Professional/Post Graduate Certificate in Education	30 Credits (60)
Yr 1	Accredited CPD Modules e.g.	60 Credits

	Portfolio of Professional Development (30 or 60 credits) UTLGPR-30/60-M Evidencing Learning from Experience (30 credits) UTLGA9-30-M Improvement through Action Enquiry (30) UTLGEQ-30M Independent Study (30 credits) UTLGA7-30-M Mentoring for Professional Development (30 credits) UTLGJ7-30-M Leadership and Management Development (30 credits) UTLGB8-30-M	
Yr 2	UTLGBH-30-M Researching Education **OR** UTTGKV-30-M Critical perspectives on the Early Years Foundation Stage	30 Credits
Yr 2/3	UTLGBX-60-M Dissertation **OR** *UTTGHQ-60-M* Qualifying for Early Years Teacher Status	60 Credits

Part 7: Entry Requirements

The University's Standard Entry Requirements apply.

Normally participants will be required to hold a Degree (or equivalent) + QTS or Cert Ed together with substantial experience in professional practice.

We also encourage applicants from other professions with a first degree and professional experience who are interested in the field of Early Years Education. For entry to most awards or modules, no formal interview will be necessary. However, where applicants with non-standard entry qualifications wish to be considered for the award, an interview or telephone discussion may be necessary. Such applicants need to be able to demonstrate their suitability for the award and their ability to be successful at the required academic level

Accredited Learning will be available up to a maximum of 120 credits for relevant qualification, e.g. PGCE, Cert Ed, Dip Ed. Accredited Experiential Learning (UTLGA9-30-M) may be available for attaching academic credit to recognised professional training/CPD courses.

The Department of Education and the University deploy multiple strategies to support widening participation and to enable access to programmes for all applicants who meet the entry requirements.

Part 8: Reference Points and Benchmarks

Description of *how* the following reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE
       National qualification framework
       Subject benchmark statements

   The requirements and considerations of the following external bodies have been taken into account during the development of the programme:
- OfSTED
- NCTL National Standards

| Part 8: Reference Points and Benchmarks |

QAA subject benchmark statements
The programme is informed by the QAA (2007) benchmarks for Early Childhood and QAA (2007) Childhood Studies, as demonstrated in the Learning Outcomes in Section 3 of this specification.

SEEC credit level descriptors
The SEEC level descriptors (2010) for HE Level M have been used to inform the programme and module level learning outcomes.

University strategies and policies

This programme has been developed in the context of the University teaching and learning policies and explicitly meets the requirements set out therein. The focus on an approach to pedagogy, underpinned by values and based on evidence is commensurate with the approach to learning and teaching set out in the Department Statement of Pedagogic Principle and Assessment Strategy.

Staff teaching on the MA Education (Early Years) programme are engaged in research and knowledge exchange which informs the programme content and delivery, including:

- Enhanced and strategic partnership relationships between Universities and educational settings
- Community engagement
- Widening participation and raising achievement in disadvantaged contexts
- Student voice and student participation; young children and classroom talk
- Personalisation
- Approaches to citizenship and young people's active participation
- Teaching sensitive and controversial issues
- Representation of minority groups in teaching profession
- Emerging professional identities of trainee teachers
- Narratives and life history research
- Interventions following tracking of looked-after children and recently adopted children
- Research in multilingual settings; young people's multilingualism and learning
- Teaching reading - training of ITT students as Better Reading Partners
- Developing a reading culture
- Dialogic pedagogies
- Content language integrated learning
- Multi-literacies and the use of new technologies in learning and teaching
- Multi-lingual learners
- International dimensions to teaching and teacher education in the Early Years
- Inclusion and Special Educational Needs

National scholarships are supporting partnership teachers' research in English, Mathematics, Science and SEN and a significant number of staff across the partnership are engaged in the MA Education programme, largely undertaking action enquiry projects focused on developing and transforming practice and school improvement priorities.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning?

An extensive stakeholder consultation was undertaken during the revisions to the design and

Part 8: Reference Points and Benchmarks

delivery of all UWE Education programmes, including the joint practice development of an innovative model of school-led delivery in partnership with a new Teaching School Alliance. UWE's Education provision is founded on a moral purpose to make a difference through deep partnership, by contributing to school improvement whilst enhancing approaches to teacher/ education professionals' continuing development of effective practice.

UWE's strong partnership culture is recognised by Ofsted (2013) as a key strength underpinning all ITE programmes, for which the MA Education programme provides a progression route. Regular and continuous partnership interaction and feedback is central to ongoing programme delivery, development and quality assurance. The programme is designed and delivered in the context of the partnership between the university and professional placement institutions (schools, academies, colleges and other relevant educational establishments).

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.