

# BA (Hons) in Early Childhood Studies

(Part time Top up)

at Ashton Sixth Form College

Awarded by Staffordshire University

**Guidance and Information**





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## **When can I apply?**

You can apply now for September 2019.

Application deadlines and interviews will take place as follows:

<b>Round One</b>	<b>Round Two</b>	<b>Round Three</b>
<b>7<sup>th</sup> June 2019</b> Interviews held from June to July.	<b>6<sup>th</sup> July 2019</b> Interviews held from July to September.	<b>29<sup>th</sup> August 2019</b> Interviews held in September.

## **What is a BA (Hons) Top up?**

A BA (Hons) Top up provides learners who already hold 240 credits in a relevant field with the extra 120 credits required to progress to a full Honours Degree.

## **Who is the course for?**

This course is designed for students who are currently working with children and possess 240 credits from a relevant qualification, for example a Foundation Degree in Early Childhood Studies. This course is aimed at students who would like to build on their knowledge and experience whilst topping up to a full BA (Hons) Degree. It is designed for people working with children in either a paid or voluntary capacity for at least two days per week in an early years setting. Students from other institutions with differing relevant Foundation Degrees may apply.

## **What will the course cover?**

You will study 4 core modules at level 6.

Each module carries 30 credits. The credits are part of a national system to enable you to accumulate credits as you pass each module. It enables transfer from one institution to another and students to have their prior learning acknowledged and accredited



This course is made up of the following four modules:

### **Module 1- Approaches to Literacy and Numeracy Acquisition within the Early Years**

This module provides a rich and varied range of learning and teaching activities in relation to literacy and numeracy which you will be able to use within your own practice. This module will provide knowledge and skills which are essential to being an effective practitioner within early year's education.

Within this module the two key strands are literacy and mathematics. The sessions will be progressive and work towards using your developing knowledge, skills and expertise to create a bespoke set of resources that will form the assessment task for this module.

You will combine your theoretical knowledge of child development and practical experience to the observation, planning and evaluation of activities which support children with literacy and numeracy acquisition. You will be encouraged to focus upon the ethical, professional and cultural issues that may affect the way in which we perceive and interpret the behaviour of others.

### **Module 2- The Reflective Practitioner**

In this module you will be expected to develop your personal and professional practice and provide an opportunity to reflect upon a change in your work practice linked to organisational need.

You will reflect on your personal attitudes, commitments and practice within the workplace and will examine the benefits of reflective practice to your own professional development.

You will evaluate a range of research methods and discuss the ethical and moral responsibilities of the reflective practitioner, including confidentiality, validity, reliability and deception.

### **Module 3 – Leadership and Teams**

The module aims to provide you with opportunities to:

- Consider the organisation, leadership and management of early childhood education and care settings in the UK and gain understanding of the theory of organisational structure.
- Develop an awareness of possible future developments in early year's leadership
- Gain understanding of government influences on early childhood education and care provision and the importance of relevant legislation.
- Explore current legislation, policy and issues related to collaborative and co-operative working within a multi-agency/multi-professional workforce
- Consider how the trend towards privatisation of services has affected settings and debate Government demands for career paths leading to professional status and entrepreneurship in the light of your own abilities and experiences of managing and leading early childhood education and care teams.



## **Module 4 – Individual Research Project**

This module will provide an opportunity for participants to use research methodology to research independently a chosen topic and record the findings using appropriate academic conventions. The purpose of this module is to provide an opportunity for participants to engage in a piece of small scale independent research. The content of the research will be determined by the selection of the topic to be studied and the framing of the hypothesis/research question. This module will allow the students to build on and develop their research skills, to implement different research methodology and to undertake small scale research utilising appropriate academic conventions.

*Please note – modules stated above are subject to change.*

## **What are the entry requirements?**

The entry requirements for the course are normally:

- You must be employed (either paid or voluntary) within an early years setting for at least four hours per week.
- As a major part of the programme requires regular and intensive access to children it will be a condition of acceptance that you obtain satisfactory enhanced police clearance via the completion of a DBS form
- You must have a pass in an appropriate foundation degree, or equivalent (must have a significant equivalence of content to the ECS degree such as FD Teaching Assistants or FD Playwork, or equivalent qualification with 240 credits e.g. HND ECS)
- If English is not your first language you will be expected to have achieved an IELTS score of 6.0 or above, with no single skill being below 5.5.

*Advisory notes:*

*At interview you will be asked to demonstrate that your current English and maths skills are at level 2.*

*Although you may hold an English and maths qualification which isn't a GCSE, we strongly advise that you have or are working towards a GCSE in English and maths, especially if you are interested in teacher training.*

*If you are an internal student applying to us directly from your Foundation Degree, please seek guidance from the Admissions Team.*



## **How is the course assessed?**

Assessment takes a number of different forms:

- Reflective accounts to inform Action Plans form essential components in the assessment of your professional abilities. These will demonstrate your understanding of personal development needs, workplace development and organisational awareness.
- Design and evaluation tasks, such as the development and evaluation of support materials.
- Research tasks, to inform and develop your professional practice and the quality of your organisation.
- Critical Evaluation of support materials and organisation-wide issues on the basis of evidence collected during your professional experience.
- Adherence to your employer requirements

You will be assessed in every module for which you enrol. The assessments are designed to test achievement of the module's learning outcomes and you will be given information on what is expected of you at the start of the module. Assessment types, volume and length have been considered by the University team to allow students to demonstrate skills and knowledge outlined within module assessment criteria. Some modules have more than one assessment task and some will be linked to the teaching and learning methods of the module.

The assessment tasks set over the duration of the programme have been designed to develop and build upon a wide range of personal and professional skills, whilst strongly reinforcing links between theory and practical application. The assessment strategy has been constructed to reflect the changing role of the early childhood studies practitioner at all ages from 0-7.11 years.

It is understandable that some methods of assessment will suit different students in different ways, therefore a range of assessment methods will be used on the programme to assess the learning outcomes of the modules.

Assessment methods include:

- Case Studies/Practical Planning
- Research Presentation
- Group debates
- Independent Research project
- Portfolio
- Reflective Log /Action plan
- Research proposal
- Work based case study reflection

In addition to the above you need to adhere to your employer's/ work-based provider's requirements as appropriate.



## **How long does the course take?**

The BA (Hons) Early Childhood Studies will normally take one full year to complete (part-time from September to August), attending college one day a week (usually late afternoon/evening but times vary). The academic year is divided into three teaching blocks or terms, each normally being twelve weeks in length.

## **How much does the course cost?**

The fee for this course is £4,800.

Students accepted onto this programme are generally entitled to a tuition fee loan from Student Finance England. Further information on student finance can be found in the accompanying Student Finance Information booklet or at: [www.gov.uk/studentfinance](http://www.gov.uk/studentfinance). Please note that it is your responsibility to apply for the loan.

Students might also ask their workplace for support in funding this course.

## **Where can I progress to?**

A degree in Early Childhood Studies offers access to a wide variety of career and academic options. For example, you may progress to employment within family and children centres, care support, educational administration and management, play work and learning support. You may also wish to gain a Qualified Teacher Status (QTS) by progressing onto a Post Graduate Certificate of Education (PGCE) or Schools Direct programme route.

You could also take a Master's Degree in Early Childhood or another relevant field.

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