Lincoln Bishop University

MA EARLY YEARS EDUCATION
(Full Time)

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	**Senate approval – date and outcome of last approval**	10 July 2025
2	**Next Scheduled Review Date: [Month/Year]**	July 2030
3	**Programme Specification - Effective date: [Day/Month/Year]**	1 September 2025
4	**Version Number**	v1.0

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of learners affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.

Programme Specification

The information in this document is organised into the following sections:
Section A – Administrative and Regulatory Information
Section B – Outcomes
Section C – Structure
Section D – Teaching, Learning and Assessment
Section E – Programme Management
Section F – Mapping
Section G – Graduate Attributes
Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
MA Early Years Education	

1a	Programme Code
EDEYRP_1.0	

2	Brief Summary (for Marketing Purposes)

The MA Early Years Education is an exciting one-year full-time programme that allows learners to follow their own educational related interests and passions. By completing the MA Early Years Education at the University, you will have the opportunity to think deeply about a range of issues that matter to you in different professional contexts, in turn helping you to develop your expertise in your chosen field. The MA Early Years Education aims to develop in-depth and advanced knowledge informed by current practice, scholarship, and research. This will include a critical awareness and understanding of theory and practice, which will inform and develop effective Early Years Education practice. Building upon prior knowledge and /or experience, learners will explore multiple perspectives on key issues in the Early Years sector through structured learning, independent study, and research. The programme is suited to a wide variety of contexts; education, social and care, and relevant to practice across different age ranges within the Early Years Education. With a strong focus upon creating change, challenging your thinking and understandings, learners will gain skills in analysis of theory and practice. The programme encourages sharing of experience and reflection and contributions.

The programme is designed around five modules including a dissertation. The modules will allow you to explore key issues within a range of contexts and develop your own expertise in your areas of professional interest. You will undertake a module about research and then complete a research project focusing on an area of your own choice.

On completion of the MA, you will have developed your critical understanding of education and related issues, theories and concepts, deepened your knowledge in your chosen areas of focus and enhanced career prospects in the workplace. For this reason, the MA Early Years Education is also perfect for preparing learners wishing to undertake further studies, such as our EdD (Doctor of Education) and PhD (Doctor of Philosophy) programmes.

3	Awarding institution	Lincoln Bishop University		
3a	Programme Length	**Full-Time** 1 year	**Part-Time** N/A	
3b	Mode(s) of Study	In-person		
4	Home Academic Programme Portfolio	Education, Health and Lifelong Learning		
5	UCAS code(s)	**HECoS/CAH2** 100459 / CAH22-01-01	**ITT** N/A	UCAS code generated at QAC stage by Admissions
6	Framework for HE Qualifications position of final award(s)	Masters (Level 7)		
7	Alignment with University Credit Framework	Postgraduate		
8	Compliance with University Assessment Regulations	Academic Regulations Governing Taught Qualifications		
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A		

Awards

10	Final Award title(s)	MA Early Years Education
10a	Exit or Fall back Award title(s)	Postgraduate Certificate in Education (60 credits) Postgraduate Diploma in Education (120 credits)

10b	Pathway	N/A
11	**(i) Combined Honours Awards available eg:** • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY	N/A

Arrangements with Partners

12	**Approved Collaborative partner(s)**	Partner Name	Type of Collaborative Partnership
		N/A	N/A
13	**Articulation Arrangements with Partners**	Partner Name	Details of Arrangements
		N/A	N/A

Professional, Statutory and Regulatory Bodies

14	**PSRB(s) associated with final award of any route within the programme specification**	N/A
15	**Date and outcome of last PSRB approval/accreditation**	N/A
16	**Expiry Date of PSRB approval**	N/A

SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)

This document has been aligned with the QAA Benchmark Statements for Early Childhood Studies and the [Framework for Higher Education](#) [Qualifications (FHEQ) of UK Degree-Awarding Bodies](#) that states:

Master's degrees are awarded to learners who have demonstrated:

1. a systematic 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. a comprehensive understanding of techniques applicable to their own research or advanced scholarship

3. 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. conceptual understanding that enables the student:

    a. to evaluate critically current research and advanced scholarship in the discipline

    b. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

1. 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 nonspecialist audiences

2. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level

3. continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

1. the qualities and transferable skills necessary for employment requiring:

    a. the exercise of initiative and personal responsibility

    b. decision-making in complex and unpredictable situations

    c. the independent learning ability required for continuing professional development.

Specific to Early Years Education learners will demonstrate

1. Detailed and accurate knowledge and understanding, showing critical engagement with the conceptual underpinnings of early childhood studies as a subject area, its historical origins, development and limitations

2. An excellent critical engagement with the links between ethics, economics, politics, culture and ideology in the lives of babies, young children, their families and their communities.
3. A critically reflexive evaluation of the methods required for systematic study and research relative to children and childhood.

Learners will be able to
1. Demonstrate detailed and accurate knowledge and understanding showing critical engagement with the pedagogical approaches/values for working with babies and young children, families and communities
2. Demonstrate professional confidence and an excellent ability to lead, mentor, facilitate and work collaboratively with others in order to support transformational change
3. Pose, operationalise and critique research questions related to early childhood, and demonstrate a highly developed level of competence in research skills through practical and theoretical activities.

18	**Programme Aim**

The MA Early Years Education is an exciting and engaging programme designed to support and challenge thinking about education and contemporary education-related issues. Informed by current scholarship, research, and practice, it provides an opportunity for learners to develop transferrable skills and gain advanced knowledge and understanding in a specific area of professional interest, as well as other key aspects of Early Years Education.

The aim of the MA Early Years Education is to develop postgraduates who can:

• Demonstrate a detailed and systematic knowledge and understanding of key contemporary Early Years issues.

• Develop and articulate an in-depth knowledge and understanding of a specialist area in education within the current educational context.

• Develop a critical understanding of research and reflection, and the implications for professional practice.

• Examine the relationships between theory and practice in education, drawing on relevant literature, published research and professional practice.

• Develop a secure conceptual understanding that allows for critical evaluation of a wide range of Early Years literature.

• Evaluate and critique a range of methodologies and methods used in research and understand the relevant ethical issues.

• Plan and undertake independent research using appropriate methodologies and methods and be able to communicate the outcomes of this to specialist and non-specialist audiences.

• Apply research findings to elicit new insights for a relevant context and their professional impact.

19	**Programme Specific Outcomes**

Final Award Learning Outcomes

On successful completion of MA Early Years Education, learners will be able to:

Knowledge and Understanding

KU1: Demonstrate a detailed systematic knowledge and understanding of key contemporary issues relating to Early Years Education.

KU2: Demonstrate a comprehensive and critical understanding of how a range of complex factors inform a wide range of policy and practice and can impact on Early Years Education.

KU3: Demonstrate a systematic knowledge and understanding of methodologies and research design in contemporary Early Years Education research.

KU4: 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

Subject Specific Skills

SPS1: Demonstrate the ability to reason clearly, critically engage with role of theory, policy, practice and evidence and make critical judgements about arguments relating to the subject of early childhood studies

SPS2: Demonstrate the ability to adopt multiple theoretical perspectives in relation to early childhood and critically analyse the relationships between them.

SPS3: Demonstrate the ability to critically analyse and evaluate competing positions in relation to the construction of babies, young children and childhoods

SP4: Show critical knowledge and awareness of the skills needed for different relational pedagogical approaches.

SP5: Apply knowledge and understanding of educational research to successfully undertake a research project within an early years setting.

Intellectual Skills

IS1: Demonstrate conceptual understanding that allows for critical evaluation of a wide range of Early Years Education literature.

IS2: Demonstrate originality in the articulation of knowledge to deal with complex issues systematically and creatively.

IS3: Demonstrate conceptual understanding that allows for critical evaluation of methodologies and methods in Early Years Education research.

IS4: Evaluate own research critically and synthesise findings with existing knowledge to propose new hypotheses.

Transferable Skills

TS1: Communicate effectively to specialist and non-specialist audiences, both orally and in writing.

TS2: Demonstrate the independent learning ability required for continuing professional development.

TS3: Demonstrate self-direction, autonomy and originality in planning research.

TS4: Make sound judgements and apply the research undertaken to successfully elicit new insights for the relevant context.

20	Exit Award Learning Outcomes

On successful completion of a Postgraduate Certificate in Early Years Education, learners will be able to:

Knowledge and Understanding

KU1: Demonstrate detailed and accurate knowledge and understanding, showing critical engagement with the conceptual underpinnings of early childhood studies as a subject area, its historical origins, development and limitations

KU2: Demonstrate detailed and accurate knowledge and consistently critical engagement with the areas of interest contributing to early childhood studies across the core subject-specific skills areas, and how they interrelate.

KU3: Have an excellent critical engagement with the links between ethics, economics, politics, culture and ideology in the lives of babies, young children, their families and their communities.

Subject Professional Skills

SPS1: Have an excellent ability to pose, operationalise and critique research questions related to early childhood, and demonstrate a highly developed level of competence in research skills through practical and theoretical activities

SPS2: Independently initiate, design, conduct and report an early childhood research project with appropriate supervision, evidencing a high degree of competence and reflexive engagement with its theoretical, practical and methodological implications and limitations.

SPS3: Well-considered reflexive engagement with the complexity of ethical principles and issues, and synthesise this in relation to personal study, particularly with regard to the research project.

Intellectual Skills

IS1: Demonstrate detailed and accurate knowledge of a wide range of theoretical positions and be able to articulate and justify a well-informed and insightful point of view

IS2: Engage with a wide range of sources of information critically and with insight.

Transferable Skills

TS1: Evidence sophistication in leading one's own learning, evaluate and be reflexive of personal strengths and weaknesses for the purposes of future learning

TS2: Critically and professionally engage with digital technologies/literacies with sophistication as part of the learning process in a range of contexts to enhance provision for children

On successful completion of a Postgraduate Diploma in Early Years Education, learners will be able to:

Knowledge and Understanding

KU1: Demonstrate knowledge and understanding, showing engagement with the conceptual underpinnings of early childhood studies as a subject area, its historical origins, development and limitations

KU2: Demonstrate critical engagement with the areas of interest contributing to early childhood studies across the core subject-specific skills areas, and how they interrelate.

KU3: Engage with the links between ethics, economics, politics, culture and ideology in the lives of babies, young children, their families and their communities

Subject Professional Skills

SPS1: Pose, operationalise and critique research questions related to early childhood, and demonstrate a developed level of competence in research skills through practical and theoretical activities

SPS2: Initiate, design, conduct and report an early childhood research project with appropriate support, evidencing a degree of competence and engagement with its theoretical, practical and methodological implications and limitations.

SPS3: Well-considered reflexive engagement with ethical principles and issues, and synthesise this in relation to personal study, particularly with regard to the research project.

Intellectual Skills

IS1: Demonstrate accurate knowledge of a wide range of theoretical positions and be able to articulate and justify a well-informed point of view

IS2: Engage with a wide range of sources of information with some insight.

Transferable Skills

TS1: Lead one's own learning, evaluate and be reflexive of personal strengths and weaknesses for the purposes of future learning

TS2: Professionally engage with digital technologies/literacies as part of the learning process in a range of contexts to enhance provision for children

SECTION C – STRUCTURE

21a	Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

Year 1; Trimester 1 Sept – Jan	Year 1; Trimester 2 Feb - May	Year 1; Trimester 3 June - Sept
EMC701P_1.0 Vision, Practice and Policy: Shaping the Future 30 credits	EYE702P_1.0 Leading Early Years Practice 30 credits	EMC703P_1.0 Research Project 60 credits
EYE701P_1.0 Global Childhood 30 credits	EMC702P_1.0 Research Skills 30 credits	

This programme is designed to have multiple entry points

21b	Module Structure

Level 7

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
EMC701P_1.0	Mandatory	Vision, practice and policy: shaping the future	1	30
EYE701P_1.0	Mandatory	Global Childhood	1	30
EYE702P_1.0	Mandatory	Leading Early Years Practice	2	30
EMC702P_1.0	Mandatory	Research Skills	2	30
EMC703P_1.0	Mandatory	Research Project	3	60

Programme Specification

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

The curriculum of the MA Early Years Education programme is aimed at offering learners the opportunity to reflect on Early Years practice and synthesise their insights with the wider body of research. They will also have the opportunity to develop their expertise in specific areas within Early Years Education which are most pertinent to their own interests and aspirations. The programme is designed to develop learners' in-depth knowledge, understanding and skills in relation to current and changing Early Years practice. The modules provide learners with opportunities to investigate different social and educational contexts building and demonstrate acquisition of systematic in-depth and advanced knowledge and understanding of key issues related to Early Years Education.

As a full-time programme, the MA takes one year to complete. Learners will undertake three trimesters and study two modules in trimester one and two. Once all four modules have been completed, learners progress to undertake their dissertation. Overall, learners will complete 180 credits.

The modules
The suite of modules is specifically designed to cover various aspects of Early Years Education which are relevant to a wide range of settings and sectors. More specifically:

Vision, practice and policy: shaping the future explores key elements of effective practice, guiding learners to engage with contemporary and potential future challenges related to professional contexts. Learners will reflect upon competing ideologies which shape and influence policy visions. By linking theory and practice, learners will develop strategies to address real-world challenges within a range of settings. The reflective nature of the module makes it highly relevant for professionals across various disciplines.

Global Childhoods explores childhood from a global perspective. Learners will have the opportunity to critically reflect on the different perspectives of childhood globally and will examine some of the international influences on the lives and outcomes of children. Learners will consider some of the measures which aim to improve wellbeing and reduce inequalities in the lives of children such as the UN Sustainable Development goals and the United Nations Convention on the Rights of the Child and investigate themes relating to the current provision of Early Childhood Education and Care globally including schoolification, advocacy and children's rights.

Leading Early Years Practice introduces learners to models of leadership and management applied in an early years context. Learners will have the opportunity to develop the knowledge and skills required to become an agent of change within their own settings and beyond, enhancing their personal and professional career development as an early years leader. The application of leadership styles will be applied in a contemporary context, e.g., leadership for learning, multiprofessional leadership through working with families and communities, and self-evaluation leading to improvement in provision and practice in early years settings.

Research Skills explores a range of methodologies and methods frequently used in social science educational research, examining their potential strengths, limitations and the associated ethical considerations. During the module, learners will develop their understanding of in research concepts such as reliability, validity, trustworthiness, credibility and generalisability. They will also consider how to plan research using a suitable methodological approach, whilst taking into account the ethical issues they may encounter.

Research Project

will facilitate learning and teaching in research skills. The module will lead to competence and confidence in what determines personal and professional standards for postgraduate research requirements. The module develops learners as ethical researchers who are able to undertake a suitable research project, develop realistic plans for disseminating their research findings to the wider academic and/or professional community. In addition, learners will be supported to extend and deepen their understanding of the chosen area of investigation and will be able to design and carry out projects that are useful to their professional development and/or interests, and employability.

Graduate attributes

The MA EYE is designed to help learners develop all six areas of the University's Graduate Attributes:

1.   **Academic literacies**: Learners are enabled to develop academic literacy through engagement with a range of learning materials and research during the course and in their assignments. Throughout the programme, learners will have the opportunity to critically analyse, evaluate and synthesise academic sources/research findings to inform their own work. Additionally, assessments are designed to support learners in developing their academic competency, e.g. tasks that require learners to apply their critical thinking.

2.   **Global citizenship**: Through the taught sessions and learning materials, learners will have the opportunity to examine a range of contemporary issues from an international perspective and hold discussions about how these compare with their own experience. Throughout the course, learners will also consult a range of literature and research from around the world, such as case studies, to inform their module assignments. They will consider how the findings and insights from these sources can be applied in their own context.

3.   **Information literacy**: Information literacy will be developed throughout the programme via curriculum design and learners will be required to independently search for academic sources through appropriate platforms. Engagement with the University Library and The Hub will support individuals to develop these skills, and tutors on the programme will help embed the capabilities within each learner to create well-written assignments.

4.   **Digital fluency**: Assessments are designed to support learners in developing digital fluency through a range of assignment tasks presented in portfolios, including an academic blog, a multimodal

overview and a presentation with visual elements. The teaching team will also model the use of digital technology through session delivery where appropriate to facilitate communication of ideas and practices.

5. **Employability**: Learners are enabled to develop their professional understandings through academic study and professional learning throughout the programme. For example, they will be required to reflect on professional case studies and use current academic research to inform their thinking. As Graduate Attributes are embedded into all modules, it is also anticipated that learners will further enhance their employability skills.

6. **Being enterprising**: This course puts a strong emphasis on helping learners to address practical issues within their own learning, leading to professional development. This means learners will have the opportunity to develop problem-solving skills through directed independent learning. Throughout the programme, learners will be challenged to put forward proposals and reflect on their own experience, in turn develop their entrepreneurial competency.

23	Learning and Teaching Strategies

Learning and teaching on the programme will be through a combination of approaches designed to promote engagement and independent learning in the following areas:

Knowledge and understanding
- will include lectures, some of which will be interactive, using audio and video for contextualisation of topics and problem-based learning exercises, to encourage student engagement. Guest/ visiting tutors from across the university, from other HEIs and from local and national statutory, private, and voluntary organisations will add to the learning experience;

- seminars, some of which will be tutor led and some of which will be student led, will be designed around enquiry-based learning, to encourage active participation. Learners will be given the opportunity to discuss their experiences, findings, and ideas with their peers and take part in-group presentations. Through active participation, learners are encouraged to challenge ideas and evaluate their own knowledge and understanding;

- group work sessions which will be used to critically review research, policy and provision exploring challenges and issues across the early years, searching for meaningful interpretations which can inform individual learning and practices;

- learners will be offered the opportunity within each module to discuss ideas and demonstrate progress and engagement with the taught elements through tutorials.

Subject specific skills
The programme will facilitate opportunities for learners to analyse knowledge and understanding of different Early Years contexts. Learners will be able to apply subject specific skills acquired across different modules through research activities and/or through their own professional practice where relevant. Use will be made of the Virtual Learning Environment (VLE) to support research and exploration of developing knowledge and understanding in relation to Early Years Education.

Programme Specification

Intellectual Skills

Learners will apply critical enquiry and creativity in the application of knowledge and independent judgment across the programme. Learners will be provided with opportunities to acquire, analyse, evaluate, and synthesise information through research and independent study and relate these to Early Years practice, where appropriate VLE resources will be applied to support intellectual skill development. They will achieve the required levels of intellectual skills through rigorous and varied assessment practices across the modules.

Transferable Skills

Experiential, self-directed teaching and learning strategies will enable learners to develop personal, professional, and transferable skills. Learners will be encouraged to show insight and originality, demonstrate critical and reflective abilities, and apply these to problem-based approaches, practice issues and case studies. Learners will have resources, including indicative texts and supplementary reading available through Blackboard (VLE) for all modules. They will be encouraged to make use of the library resources either on campus or electronically. They will also be able to access the range of support services available through student support and the Hub. Independent and peer-supported strategies and research are encouraged at all stages of the programme.

24	Assessment Strategies

The MA Early Years Education has been designed to provide a mixture of assessment methods, offering learners more than one way to demonstrate their skills, knowledge and understanding. Each assignment / portfolio is split into at least two related tasks, allowing learners to demonstrate how they have met the LO's, while getting the opportunity to develop a range of skills related to academic study.

An example of an assessment within the core programme e.g. Vision, policy and practice: shaping the future is a portfolio comprised of three parts: an analysis of language used to shape policy, a critical discussion of policy content and ideology, and implications for future implementation of policy

The Global Childhood module requires learners to complete an essay in which they will demonstrate an in-depth knowledge and understanding of a selected theme from the module through the lens of two contrasting global contexts. They will draw from appropriate global legislation and policy in their critical examination of global issues.

Leading Early Years Practice module consists of a portfolio in which learners will document the change management process in a fictitious setting. Learners will be required to identify an area of change from a given case study and will be required to reflect on the application of leadership styles, the systematic process of change management and review the quality assurance process necessary to monitor and evaluate the process.

During year 1's third trimester, all learners will also be asked to produce a presentation as part of their portfolio. Learners will be assessed on a range of research skills, and their Dissertation will be reported

in the form of a research report. The presentation tasks are followed by a real-time Q&A. All the assignment tasks and descriptions can be found in the assignment briefs provided.

This programme offers learners opportunities where their 'work-in-progress' for each portfolio can be discussed with their tutor formatively and receive developmental feedback which will enable them to further develop their work (see Section 23 and Appendix A).

Module Code	Module Title	Credits		Exam/Written	Practical	Coursework
				%	%	%
EMC701P_1.0	Vision, practice and policy: shaping the future	30	1	-	-	100
EYE701P_1.0	Global Childhood	30	1	-	-	100
EYE702P_1.0	Leading Early Years Practice	30	1	-	-	100
EMC702P_1.0	Research Skills	30	1	-	30	70
EMC703P_1.0	Research Project	60	1	-	-	100

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Submission	Indicative Assessment Date
EMC701P_1.0	Vision, Practice and Policy: Shaping the Future	30	Portfolio 100%	6,000 words	January
EYE701P_1.0	Global Childhoods	30	Essay 100%	6,000 words	January
EYE702P_1.0	Leading Early Years Practice	30	Portfolio 100%	6,000 words	May
EMC702P_1.0	Research Skills	30	Practical 30%	Presentation 10 minutes	March
			Portfolio 70%	Coursework 4,200 words	May
EMC703P_1.0	Research Project	60	Dissertation 100%	12, 000 words	August

25	**Inclusive Practice and Personal Development Planning**

The University is committed to widening access and participation and adheres to a strict policy of non-discrimination. Learners will be supported throughout their programme and given full access to the range of services offered by the Hub. The MA Early Years Education programme adheres to the University's Equality and Diversity Policy, in order to recognise and benefit from enhanced opportunities for learning that emerge from a diverse cohort of learners. Therefore, an inclusive strategy is adopted throughout all stages of the programme.

The curriculum of the MA has been specifically designed to support learners in the enhancement of their career prospects, e.g. through the embedding of Graduate Attributes opportunities throughout the programme. Learners will be encouraged to access the wider services of The Hub for professional career advice and opportunities. Furthermore, all learners will be assigned a personal tutor when they begin the MA, who will be a member of the MA Early Years Education delivery team (module leaders). With support from their personal tutor, all learners will be guided to develop their Personal Development Plan (PDP).

26	Technology Enhanced Learning

The MA Early Years Education will make use of the VLE to support learners during their studies. Module leaders will be responsible for keeping these areas up-to-date and offering a range of multimodal resources to support learners' independent learning, which will include some asynchronous, but interactive learning activities, such as blog and diary entry posting. The aim of these activities is to drive learning outside of the in-person taught sessions whilst offering learners significant flexibility. All learners will be invited to attend two tutorials per module, and both of these can be attended virtually (subject to tutor availability).

Module materials will be made available on the VLE for every module and will include a 'Frequently Asked Questions' section, so that learners can easily locate key information while further developing their independence during their study. Moreover, learners will be provided with an induction to the VLE and the Library as they commence the programme. Included within the Library systems are access to journals and other specific subject-related learning resources. A reading list will be provided for every module.

27	Work-related Learning

Learners are encouraged where relevant and feasible to seek some practice-based time (paid or voluntary) within an appropriate Early Years setting for the duration of the course. In order to link theory and practice, learners will consider how the topics they study are reflected in their professional experience. If a learner's workplace or professional setting requires a Disclosure and Barring Service (DBS) check, the learner will be responsible for covering this cost. Whilst not a requirement, as part of the dissertation module learners can undertake empirical research in the workplace. If this is the case, learners will still be expected to maintain ethical requirements in terms of gatekeeper access and informed consent.

28	Employability

The programme reflects consultation with stakeholders about the curriculum design and programme delivery. The suite of modules available on the MA programme offers learners opportunities to develop their knowledge and understanding in contemporary issues pertinent to Early Years education. These include reflective and research-informed practice, implementation of digital innovations and a learner-centred approach to support learners. Moreover, employers stated that

leadership was an important aspect that they value, so the leading early years practice module has been included to offer learners the opportunity to explore educational leadership in different contexts and at different levels. Employers conveyed that staff who complete MA-level programmes are often ambitious to move into leadership roles, and that offering a specific module focused on leadership is therefore likely to support these learners.

In addition to having access to the support and guidance made available by The Hub throughout the course, as explained in Section 22, learners will also have the opportunity to develop all six areas of University's Graduate Attributes, in turn enhancing their employability.

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

The entry requirement for MA Early Years Education is normally a second-class degree or equivalent (2:2 or above) in a relevant discipline. However, it is recognised that many interested in this area may not have studied a first degree in Early Education. Similarly, many learners who did not achieve a 2:2 or above in their first degree may have demonstrated the capacity to successfully work at postgraduate level in other ways. Therefore, admission to the MA Early Years Education will be made on a case-by-case basis.

English language requirements are IELTS 6.5 with a minimum of 6 in each component.

Some learners may be eligible to apply for Recognition of Prior Learning (RPL) in accordance with the *Code of Practice for Recognition of Prior Learning*.

30	Programme Specific Management Arrangements

The programme is managed through the Faculty, led by the Programme Leader for the MA Early Years Education, reporting to the relevant Head of Programmes and supported by the staff of the Faculty Administration Office. Module leaders are responsible for the planning, delivery and assessment of each module, in partnership with the Programme Leader.

The programme will be taught by academic staff from within the faculty who are qualified to master's level and above. Visiting tutors and speakers may also contribute to modules for currency and specialist content. An additional level of oversight and line-management is provided by the Dean of Faculty. The quality of the programme is overseen by the Academic Enhancement Committee, which institutionally reports to the University's Senate.

Yearly reviews of programme quality and delivery are conducted by Programme Leaders (Annual Monitoring Reports) which are informed by module evaluations, learner and staff feedback, External Examiners' comments and the University Learning and Teaching strategy. Targets for year-on-year development are set and effected to enhance programme delivery.

31	Staff Responsibilities

Programme Leader: leadership of the programme, its management and planning, monitoring and evaluation, and ensuring academic/quality standards.

Module leaders: planning, administration, delivery, marking and moderation at module level. Module leaders will act as academic and personal tutors to learners on the programme.

Dissertation supervisors: supervision and marking of individual learners' MA dissertations according to expertise.

32	**Programme Specific Academic Student Support**

Learners are made aware of the support offered by the Hub from the outset and encouraged to submit the allowed proportion of their assignments (as drafts) to their module tutor for formative feedback. Given the different types of assessment which will be completed learners will be regularly signposted to the guidance and support offered by Digital Learning as well.

All new learners are required to attend an induction event at the beginning of the academic year and provided with information about academic integrity as well as other important regulations. In addition to the academic tutorials offered during each module, support sessions relating to academic writing or assignment preparation are also made available.

33	**Programme Specific Student Evaluation**

The Programme complies with current institutional evaluation policies.

Programme Specific Evaluation

Learners will be offered the opportunity to undertake module evaluations to provide module-specific feedback to the programme team.

Learners will elect representatives who will meet with the Programme Leader via the Students' Union Representative Feedback System (RFS) at the end of each trimester to provide wider programme-level feedback.

Both module and RFS feedback will be used to enhance the programme and ensure that student voice is heard and used to provide a positive student experience.

SECTION F – MAPPING

MAP I ASSESSMENT /OUTCOMES MAP

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Vision, practice and policy: shaping the future	x	x			x	x			x	x			x	x		
Global Childhoods	x	x			x	x	x	x	x	x			x	x		
Leading Early Years practice	x	x			x	x	x	x	x	x			x	x		
Research Skills			x				x				x		x		x	
Research project	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

SECTION G

MAP 2

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	Programme Learning Outcomes															
	KU1	KU2	KU3	KU4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	x	x	x	x	x	x	x	x	x	x	x	x	x			x
Global Citizenship	x	x			x	x			x							
Information Literacy	x	x	x	x	x	x	x	x	x	x	x	x	x			x
Digital Fluency								x	x				x	x		
Employability	x	x			x	x		x	x	x			x	x	x	x
Being Enterprising		x				x	x	x		x		x		x	x	x

Graduate Attributes

GA1. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.

GA2. **Global Citizenship** This is about understanding the global context in which you live, study and work

GA3. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically

GA4. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society

GA5. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life

GA6. **Being Enterprising**   This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

SECTION H

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification *(Light/Minor - include level & title of modules & a brief description of modification)* *(Major - include details of change such as new routes, pathways etc)*	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of learners who will be affected by the modification *(eg learners entering Level 5 from September 2016 onward)*

SECTION I

MAP 4

Mapping of PSRB requirements against the Programme

The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

	PSRB Name/Standard:					
	PSRB Requirement *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						

Appendix A - Vision, practice and policy: Shaping the Future And Global Childhood

(Academic Year 2025-2026 Trimester 1)

Week	Learning activities/tasks	Learning mode
Enrolment week	Course enrolment on campus	In-person
Week 1 22/9/25	Session 1 Induction to the module, programme document and assignment brief	In-person
Week 2 29/9/25	Session 2	In-person
Week 3 6/10/25	Session 3	In-person
Week 4 13/10/25	Session 4	In-person
Week 5 20/10/25	Session 5	Independent In-person or online
Week 6 27/10/25	Independent study to work on assignment Optional tutorial	Independent
Week 7 3/11/25	Session 6	In-person
Week 8 10/11/25	Session 7	In-person
Week 9 17/11/25	Session 8	In-person
Week 10 24/11/25	Session 9	In-person
Week 11 1/12/25	Session 10	In-person
Week 12 8/12/25	Assignment workshop (opportunity to gain feedback from tutor and peers	In-person
Week 13 5/1/26	Mandatory tutorial (opportunity to receive the feedback on draft)	In-person or online
Week 14 12/1/26	Submission	Independent
Week 15 19/1/26	Marking period	N/A

Research Skills
And Leading Early Years Practice

(Academic Year 2025-2026 Trimester 2)

Week	Learning activities/tasks	Learning mode
Week 1 26/1/26	Session 1 Induction to the module and assignment brief	In-person
Week 2 2/2/26	Session 2	In-person
Week 3 9/2/26	Session 3	In-person
Week 4 16/2/26	Session 4	In-person
Week 5 23/2/26	Session 5	Independent In-person or online
Week 6 2/3/26	Independent study to work on assignment Optional tutorial	Independent
Week 7 9/3/26	Session 6	In-person
Week 8 16/3/26	Session 7	In-person
Week 9 23/3/26	Session 8	In-person
Week 10 13/4/26	Session 9	In-person
Week 11 20/4/26	Session 10	In-person
Week 12 27/4/26	Assignment workshop (opportunity to gain feedback from tutor and peers	In-person
Week 13 4/5/26	Mandatory tutorial (opportunity to receive the feedback on draft)	In-person or online
Week 14 11/5/26	Submission	Independent
Week 15 18/5/26	Marking period	N/A