SECTION 1: Basic Information

1.1	Awarding Institution:	Plymouth Marjon University
1.2	Teaching Institution:	Plymouth Marjon University
1.3	Locus of Delivery:	Plymouth Marjon University
1.4	Final Award Title:	MA
1.5	FHEQ Level:	7
1.6	Programme Title:	Early Years
1.7	Mode and Duration of Study:	Full Time – 1 year Part Time – 2 years
1.8	School	Marjon Teacher Education Partnership
1.9	HECoS Code	100463
1.10	Collaborative Provision Arrangement	N/A
1.11	UCAS Code(s):	N/A
1.12	Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13	Accrediting Professional Body/ PSRB:	N/A
1.14	QAA Subject Benchmarking Group(s):	Education Studies (2015)

1.15	Other External Points of Reference:	*Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework* UK Professional Standards Framework Teacher Standards (Early Years) DfE Standards for Teachers' Professional Development QAA Master's Degree Characteristics (2015)
1.16	Language of Study (*for learning, teaching and assessment*):	English
1.17	Work-Based Learning Arrangements:	EYTM51
1.18	Arrangements for Distance	N/A
1.19	Original Date of Production:	December 2018
1.20	Date of Commencement:	September 2019
1.21	Review Date:	By August 2025

2. Programme Outline

The MA Early Years leads to an academic award. This programme engages students in a challenging and high quality educational experience. Throughout the study period students are able to apply and develop their academic knowledge and understanding to their work practice with babies and young children, families, communities and as part of wider professional networks if they are in work. This programme of study will provide students with the opportunity to develop the knowledge, understanding and practical research skills required to practice effectively, collaboratively and creatively as reflexive and ethically informed research focused practitioners or researchers. The programme maintains the academic underpinning of educational theory and research but enhances the opportunities for contextualising and reflecting on the theory in practice.

In line with the University Strategy and vision the programme enables students to develop a range of skills, knowledge and understanding empowering them individually and as part of

professional/social networks to contribute towards achieving socially just and sustainable communities and environments. The work-based opportunities of the programme provides opportunities for students to develop relevant experience in working with babies and young children, their families and communities as part of the Universities overall contribution to wider sustainable development locally, regionally and beyond. In line with University Strategy and vision the programme generally empowers students to actively engage in academic, research and professional networks that offer the potential to achieve socially just and sustainable research practice in the field of Early years. The programme is available as a part time or full time route.

Growth Plan

- Proud to be Marjon - The MA Early Years aims at providing a high quality postgraduate experience that students can rightly be proud of for their entire careers and that will enable students to have significant impact within the Early Years community.

- Centred on Student Success - The programme team are committed to enabling every student to discover and fulfil their potential as either an Early Years Practitioner or potential early years practitioner with leadership potential. Outstanding student outcomes will be the number one priority of the programme team supported a friendly and highly supportive culture to empower our students to succeed.

- Building a Vibrant Future - The MA Early Years programme embeds innovative approaches to teaching, learning and professional practice, preparing the next generation of Early years Professionals and multi-agency workers or researchers to contribute to the profession in a variety of different roles across the southwest and have impact on many children, and their families in the future.

Values

- Ambition - The MA Early Years creates Early Years professionals and researchers with great ambition, ambition for themselves being able to contribute to the generation and sharing of knowledge across the Early Years sector

- Curiosity - The research informed teaching approach taken by the programme team enables new and innovative ideas to be explored. Students also develop curiosity through their work in the complex multi-agency environment which encourages them to push boundaries, enhance and improve their skills.

- Independence – Reflective practice is the thread that holds the programme together and develops independence in the students with a clear sense of personalised learning through individualised professional development, developing a strong sense of professional identify.

- Humanity – The nature of the professional that students are entering requires high levels of humanity, with an overt focus on developing inclusive and anti-oppressive practice in meeting the current and future needs of babies, young children and communities.

3. Distinctive Features

The programme allows students to engage with current issues and debates relevant to early years education, increasing understanding of policy development and developing leadership knowledge and skills to assess the quality of early years practice. For students who have completed Early Years Professional Status or Early Years Teacher Status without post graduate credits or as an undergraduate and are therefore not entitled to undertake the Post Graduate Diploma in Early Years with Early Years Initial Teacher Training the MA in Early Years provides the opportunity to study on a taught Masters Programme in Early Years that considers the very unique position of professionals working with children aged from birth to five. The 30 credit module, Researching Early Years provides a unique opportunity for students to explore some of the specific issues associated with undertaking research with very young children. For those students who complete the fully funded Post Graduate Diploma in Early Years with Early Year Initial Teacher Training, completion of the 60 credit Early Years Project provides clear progression. Early Years as a sector is very diverse with professional working in Early Years Child Care Settings and Children's Centres in a range of roles, not just education roles. The Masters in Early Years provides a multidisciplinary approach and is therefore supportive of Early Years

workers from all disciplines.

A range of learning and teaching methods are utilised across the programme to support the needs of individual students, recognising that each student will have different strengths, abilities and preferred ways of learning. The varied assessment methods also recognise the individuality of students on the programme and further recognising that different students will excel in different modes of assessment.

Staff working on the programme come from a range of backgrounds, including Children's Centres, maintained nursery schools, schools and the private, voluntary and independent childcare and education sector. The staff have a range of research interests in Early Years including transitions, parent partnership, play, quality and leadership. This range of experience and varying research interests enables them to effectively support students from a range of backgrounds with varying career aspirations within the Early Years Sector, tailoring learning experiences to their individual needs.

4. Programme Aims

The programme is designed to enable students to simultaneously develop their knowledge and skills and provides opportunities to develop their own scholarship through holistic, inter - disciplinary, critical and rigorous enquiry. Students will be enabled to engage in high level reflection, literature-based and research-based activities. Programme outcomes have been developed in such a way that they emphasise the envisioning and integration of theory and practice or potential practice; so that students develop as effective, reflective practitioners' he programme outcomes are also informed by the Master's Degree Characteristics (2015) with reference to the Early Years Teacher Standards (2013).

All of the outcomes include aspects of knowledge and understanding; intellectual abilities practical skills, key and transferable skills and can be categorised as follows:

The programme aims to:
- Develop student's knowledge, understanding, reflection, analysis, articulation and ability to learn independently, commensurate with a Masters level award.

- Provide an education to promote knowledge and understanding of Early Years Education and Care; in the context of difference, diversity and inequality and as a method of developing inclusive and anti-oppressive practice in meeting the current and future needs of babies, young children and communities;

- Develop student's systemic and critical awareness of the role of values and ethics in the theory and practice of Early Years Education and Care.

- Develop professional confidence and a strong sense of their own professional identity and ability to engage critically with a range of complex professional dilemmas and contexts.

- Enable students to identify and implement improved outcomes from critical interrogations of research and practice;

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:-

1. An in-depth critical evaluation of key concepts and theoretical perspectives and frameworks within and surrounding Early Years Practice.
2. A comprehensive and critical understanding of research and theory-based methodologies and methods.
3. An in depth understanding of a range of formal and informal educational roles played by Early Years Teachers and other professionals working in early years alongside the different models, approaches and methods of practice.
4. An enhanced awareness of the ethical dilemmas associated with practice-based research and incorporate and manage ethical practice into a professional code of conduct;.

Intellectual skills:

By the end of this programme students should be able to demonstrate:-

5. Critical analysis of policies and practices informed by a range of theoretical perspectives.
6. The ability to exercise autonomy in undertaking study, research, completion of tasks and in decision-making.

7. A critical awareness of disadvantage and inequality and ability to critically evaluate a range of anti- oppressive approaches as practice strategies to address such issues.

8. The ability to identify and argue alternative theoretical approaches.

9. The ability to engage in practice related enquiry within an ethical research framework to develop and extend professional Early Years practice and provision.

Practical skills:

By the end of this programme students should be able to demonstrate:-

10. The ability to confidently adapt and develop skills and/or procedures for new situations, exercising initiative and personal responsibility in making informed judgements.

11. An advanced ability to work in highly complex, unpredictable and specialist organisations/settings.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:-

12. The ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non- specialist audiences.

13. The ability to exercise initiative and personal responsibility, decision making in complex and unpredictable situations.

14. The independent learning ability required for continuing professional development.

15. The ability to communicate in a variety of media effectively and sensitively with a wide range of professionals and non-professionals including colleagues, children, parents/carers and colleagues.

16. The ability to locate, use effectively and evaluate the full range of learning resources, including ICT, applying a critical and confident approach.

6. **Learning and Teaching Methods**

We place a strong emphasis on teaching quality ensuring that teaching and learning methods provide an appropriate level of contact, stimulation and challenge, and which encourages student engagement and effort. To that end a range of learning and teaching approaches are utilized on this programme to enable flexible, student-centred learning. Considerable emphasis is placed on critical enquiry and dialogue in relation to learning and development through practice and for advanced scholarship. The programme seeks a balance between teaching and learning methods

that include, working in small seminar groups, lecture inputs, independent study, and individual supervision. As the new programme develops there will be increasing emphasis on blended learning via the University Virtual Learning Environment (Learning Space). There will also be opportunities for students to enhance their learning outside of the formal programme through participation in Forest School workshops.

Students' academic experiences are tailored to the individual, maximising rates of retention, attainment and progression, this is achieved through the learning and teaching approaches employed. These approaches contribute directly to the development of key and transferable skills and professional practice skills. Students are encouraged to develop confidence in using their practice as a site of analysis and to enable discussion and enhance their and others' learning. Practice-based learning is central to the programme and this is integrated into the programme. Tutors are central to student's learning and professional development in their role as practice supervisors where they assist the students' task of relating and integrating theory and practice. In addition to the module leader students are assigned a University Tutor who will provide tutorial support teaching practice. The University Tutor role contributes to ensuring an holistic approach to professional development supported by module specific support and learning resources. Throughout the programme students are encouraged to identify and engage in independent reading to supplement and consolidate teaching and learning and to broaden individual knowledge and understanding of their subject area/s. University tutors play a significant role in supporting this dimension of the learning experience in particular as they move towards the Early Years Master project.

6.1 Learning Enhancement

Method	Description
Coaching and mentoring	Structured, sustained process for supporting professional learners through significant career transitions and development of a specific aspect of a professional learner's practice.
Directed Study & Reading	Time set aside by the teacher for learners to study a particular subject.
Distance learning	Students are expected to critically engage with a wide range of resources available through the internet and other forms of electronic media.

e- learning	Utilisation of electronic media, normally via the university's virtual learning environment (Learning Space) to support learning in a variety of ways. Examples include providing direct access to relevant reading, the development of blogs and interactive discussions, for notices and updates.
Group-work	Trainees work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the module or wider trainee community. It can include exercises, activities, debates, and discussion.
Lectures	Subject introduced and delivered in a specific time which transmits information.
Master Class	Learning delivered by a highly regarded practitioner sometimes in the form of a lecture demonstration and sometimes using students as subjects. Examples include; a trained Mental Health practitioner supporting children in nursery setting or a Forest School Workshops.
Peer observation	Students observe peers'/colleagues' presentations in order to provide critical, constructive feedback.
Practice-based, informal learning communities:	Learning 'conversations' initiated by, and to other students either through their professional community/ies or informal social media such as Twitter and Facebook.
Professional developmen t planning:	Students take part in activities that contribute towards the creation of either an individual learning plan or study or research plan, depending on their stage in the MA.
Seminar	A session or class in which a topic is discussed by a tutor and a small group of students.
Supported, independent study	Activities where a Student conducts research or another identified learning activity either on their own and/or with tutor support (face-to-face or otherwise).
Tutorials	Individual one to one or group tutorials with a nominated university tutor.

Workshops	A group learning experience offered in a variety of formats appropriate to the topic e.g. input and discussion, writing and/or participatory exercises, demonstrations, presentations

6.2 e-Learning

In line with the University Learning and Teaching Strategy the teaching team are committed to engaging with and developing further new approaches to teaching and learning, including the full and active use of the VLE, the use of open learning resources and audio capture of lectures where appropriate.

E-learning and digital literacy development will be a central component of the programme. However, the relationship with e-learning and digital literacy will differ depending on the pedagogy of the module. All modules will provide information and links to literature and other resources on the University's Learning Space. The modules will utilise a blended learning approach via the Virtual Learning Environment in which e-learning activities support the face to face interaction and learning environment as well as providing the students with opportunities to further enhance and apply their knowledge and practice.

Many students elect to form their own informal learning and support community through utilising social media such as Twitter to share research progress. E survey tools are used for partnership quality assurance and collection for student's voice such as Survey Monkey. As university tutors continue to develop their own digital scholarship competence through training, students will have opportunities to engage with a range of digital learning experiences, e.g. Mahara, BlueSky, Google docs.

7. Modes of Assessment

Supporting teaching quality the effectiveness of course design, assessment and feedback, in developing students' knowledge, skills and understanding underpin the student experience. Assessment follows normal University regulations and policies and is undertaken through students submitting work for marking, moderation and external examination, typically utilising a range of assessment modes. In all modules, the titles and focus of assessments are drawn from and informed by students' professional development needs and discussed and approved with University Tutors. The purpose of assessment is to demonstrate to staff and students the achievement of individuals in specific areas of work. Assessment is viewed as an aid to learning and as a means of professional and academic self-evaluation. Moderation by an External Examiner enables a wider reference point of the standards attained. There are a wide range of assessment opportunities throughout the programme designed to develop the students' abilities to be critically reflective and to engage in critical discourse. Formative assessment is used throughout the programme, with clear target setting, sharing of objects, use of feedback, peer review and structured questioning. Academic work will be produced, submitted and marked in accordance with the university's assessment requirements as specified in the Student Handbook.

The following table indicates the summative assessment outcomes for this Masters Level Programme in line with the University's published M Level descriptors.

Distinction	70 to 100
Merit	60 to 69
Pass	40 to 59
Fail	1 to 49

Method	Description
Action Enquiry Project	An individually conducted and practice-driven project, which aims to inform and enhance practice.

Conference presentation	Students orally and visually present proposals or project activities using a conference style
Coursework	A written, evaluative report or essay based on critical and analytic reflections on any given research topic or situations in work or work- related setting/s or professional interests
Online Blog	A journal, diary or blog/ Vlog of students' learning based on critical and analytic reflections on any given situation/s in the work setting/s or area of professional interest.
Portfolio	Students are required to submit a portfolio of work, normally containing a mixture of work, such as reflections, critical analysis and evidence, related to work, placements or areas of professional interest
Research dissertation	A substantive, independent, research-focused dissertation which makes an identifiable and innovative contribution to knowledge and practice.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning / Placement Learning

The MA Early years programme has an option of engaging in work based learning in the modules but it is not a requirement to meet the learning outcomes.

Any placements undertaken by students will be managed in accordance with the university's Placement Learning Policy and are supported by the Placement Co-ordinator. Plymouth Marjon University Teacher Education Partnership makes excellent use of the quality and range of placements, the engagement of nursery setting or schools, is outstanding enabling individual needs of students to be met.

10. Programme Structure

| | Module Code[1] | Module Title | Credits | Assessment | | | Term^ | C/O* | Non- condonable# |
				%age Course work	%age Exam	%age Practical			
Level 7	EYTM51	The Early Years Setting	30	100%			X	C	
	EYTM52	Notions of Quality in Early Years Practice	30	100%			X	C	
	EYTM53	Researching Early Years	30	25%		75%	X	C	
	ETYM54	Transforming Early Years Practitioners: Facilitating Reflective Learning	30	100%			X	C	
	EYTM55	Early Years project	60	100%			X	C	

Key:

^   X = modules delivered across terms 1, 2 and 3

*   C = compulsory;

A √ indicates that the module is non-condonable on this programme.

Delivery Pattern

12 months - Full time

Duration	Taught Input	Module	Assessment
September - April	September/ October (During block week), November (return day), January (during block week), March (return day)	EYTM53	January and April
September - July	September (Block week), November / December return days, January block week, February return day, April block week, May return day, June return day	EYTM51 EYTM52 EYTM54	EYTM51 – part one submission December, part two submission March, full portfolio submission July EYTM52 monthly blog submission between October and May EYTM54- February and June
April to August	Seminars and Individual tutorials by arrangement	EYTM55	August

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[1] a definitive module descriptor is required for each module

24 months - Part time

Year one			
Duration	*Taught Input*	*Module*	*Assessment*
September - April	September/ October (During block week), November (return day), January (during block week), March (return day)	EYTM53	January and April
September - August	September (Block week), November / December return days, January block week, February return day, April block week, May return day, June return day	EYTM51 EYTM52	EYTM51 – part one submission December, part two submission March, full portfolio submission July EYTM52 monthly blog submission between October and May February and June
Year two			
September to July	September (Block week), November / December return days, January block week, February return day, April block week, May / June return day	EYTM54	February and June

September to August	Seminars and Individual tutorials by arrangement	EYTM55	August

11. Accrediting Professional Body / Professional Regulatory and Statutory Body (PSRB)

N/A

12. Professional Advisory Group

The Marjon Teacher Education Partnership Strategic Group is responsible for scrutinising the data, identifying trends and making recommendations that are focused on improving or sustaining high-quality provision and outcomes for students, they use rigorous, accurate and systematic analysis of internal and externally validated data, thorough self-evaluation to generate and evaluate improvement planning. They meet three times a year. This Masters route will be discussed at MTEP strategic group as an opportunity for early career development of practitioners.

13. Academic Progression Opportunities

Successful participants could be eligible to apply for a MPhil/PhD programme at Plymouth Marjon University, or other institutions.

14. Employability and Career Progression Opportunities

Achieving the Masters in Early Years supports a range of career progression routes where emphasis is placed on working in the multi-agency sector of early years' provision and support. Those participants in the programme who lead and manage others (or aspire to,) increase their repertoire of relevant skills to assist them in developing and supporting their staff. Not only does this assist them in their existing employment, it also strengthens their employability and career advancement prospects in the future. The understanding, knowledge and practical skills addressed during the programme benefit anyone who is currently in any kind of formal or informal education settings, early years setting or children's centres and also prepares participants for future roles in similar areas of work in other sectors. The focus on evidence based research can be transferred to many different employment contexts. The MA Early Years enhances students' career progression and

employability and develops outstanding leaders and practitioners in a wide range of early year's education and or multi agency early education-related settings. Graduates have highly transferable and adaptable skills, relevant to any professional setting, whether in the public, private or third sector. Graduates progress, for example, to managers, other senior leadership roles in a range of early year's settings

15. Support for Students and for Student Learning

The focus on learning environment emphasises a personalised academic experience which maximises retention, progression and attainment. The extent to which beneficial linkages are made for students between teaching and learning, and scholarship, research or professional practice.

Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, disabled students and non- disabled students are offered learning opportunities that are equally accessible to them, by means of inclusive design wherever possible and by means of reasonable individual adjustments wherever necessary. The University recognises the value of the whole student experience within Higher Education and students have full access to University facilities for academic and pastoral support. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Trainee Funding Advice
- Out of Hours
- Disability & Inclusion Advice Service (DIAS)
- Dyslexia
- Counselling
- How to Survive Trainee Life
- Health & Well-being

Trainee support and guidance is further promoted by the following:

- Personal tutors for every trainee in the university
- Academic tutorial staff, including programme leaders, module leaders and tutors

- Extensive library, and other learning resources, and facilities

- Library and study skills guidance material

- Programme handbooks, and module guides

- The Chaplaincy Centre which is at the heart of the university and is used for social gathering, quiet reflection and prayer

- On-campus nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with participants through ongoing and continuous dialogue and regular communication. Feedback from students, external examiners and other stakeholders have considered in the review of the programme.

Participants will be invited to participate in the Postgraduate Taught Experience Survey. In addition feedback at programme level will be achieved through programme and module evaluation surveys. The Staff student Liaison Committee is responsible for feeding student voice into review, evaluation and development of provision both within course and at the end of training. In addition the university mid module and end of term evaluations are used to garner trainee opinion.

17. Other Stakeholder Feedback

There is a strong and well established Partnership Operational Group (POG) for this area. Members consist of employers, headteachers and local authority managers for Early Years Services.

The University recognises the importance of employer engagement through on going partnership with the field in the development of its' Early Years courses. Staff members have extensive links with a range of organisations and groups locally and nationally. The Early Years Operational Group is made up of practitioners and employers in the field. This provides on-going formalised liaison with the field to help ensure the courses remain relevant in terms of current practice, and informed by national and regional developments. The POG is also integral to the wider arrangements to ensure the quality of the programme. Student representatives are invited to the POG Meeting. The group meets once a semester, receive External Examiner Reports and Responses and Programme and Placement Reports. Minutes of the meetings are received by the Department and Faculty Leadership teams.

18. Quality and Enhancement Mechanisms

The quality of the Student experience and the standards of the awards are managed and quality assured through the university's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards and the Progression and Award Boards. Programmes are reviewed annually through university annual monitoring processes, including external examiner and external contributions, and incorporate trainee feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

The university staff engaged as external examiners at other universities will moderate *academic* decisions and activities against those in the Plymouth Marjon University Teacher Education Partnership.

Learning Outcomes Mapping Matrix template

Module Code	Knowledge and Understanding				Intellectual Skills					Practical Skills		Transferable/Key Skills				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
EYTM51	X		x		x	x		X		x	x	x	x	x	x	x
EYTM52	X		x	X	x	x		X			x			x	x	x
EYTM53		x				x	x		x	x	x	x	x	x	x	x
EYTM54		x	x		X	x	x	x	x	x	x	x	x	x	x	x
EYTM55	x	x		x		x		x	x	x		x	x	x	x	x