



Programme Specification Template

1. OVERVIEW/ FACTUAL INFORMATION

Programme/award title(s)	Master of Early Childhood Education and Care with Specialism in Supporting Behaviour/Food and Nutrition/Sleep Hygiene/Home-Based Pedagogy and Care
Teaching institution	Norland College
Awarding institution	Norland College
Date of first Norland validation	
Date of latest Norland (re)validation	N/A
Next revalidation	
Credit points for the award	180
UCAS Code	
Programme start date	September 2026
Underpinning QAA subject benchmark(s)	Early Childhood Studies
Other external and internal reference points used to inform programme outcomes.	OfS Sector Recognised Standards UK Quality Code QAA Benchmark Statement(s) for Early Childhood Studies 2022 including the Graduate Competencies EYFS 2024 SEEC generic descriptors 2021
Mode(s) of study (PT, FT, DL, mix of DL and face to face)	PT, DL, online
Duration of the programme for each mode of study	
Date of production/revision of this specification	Three years

Please note: 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 they take full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module handbook(s).

The accuracy of the information contained in this document is reviewed by Norland at programme validation and revalidation.

1.1 Educational aims and objectives

1. Demonstrate comprehensive knowledge of the early childhood studies sector and specific issues that affect babies, children and families; this knowledge is underpinned by critical engagement with multidisciplinary theoretical perspectives and showcases expertise across the core subject-specific strands.
2. Develop accurate and systematic understandings which foreground the diverse lives of babies, children and families within national and international policy contexts, and evaluate the benefits and challenges of multiagency and interprofessional working to enhance life outcomes.
3. Synthesise knowledge to formulate theoretical understandings and practical approaches that promote equity, social justice, sustainability and inclusion in relation to working with babies, young children, families and communities.
4. Evaluate pedagogical and methodological approaches and reflect on the multiplicity of values that underpin working with babies and young children, families and communities with the aim of developing 'situated' and reflexive ethical research and professional praxis.
5. Demonstrate a thorough insight into the complexity of their professional role and identity which is rooted in the ongoing evaluation of theory and practice, and underpinned by professional values that guide ethical praxis.
6. Critically engage and problematise the contribution of political and economic movements and ideologies to the construction of childhood and the positioning of babies, young children, their families and their communities.
7. Formulate critical judgements about approaches relating to the specific subject strands that are based on systematic analyses of evidence-based studies, and adopt, and examine the interrelationships between, multiple theoretical perspectives that bridge the gap between different disciplines.
8. Utilise the ability to critically evaluate observations and experiences, which are attuned to children and families, to formulate plans and approaches that advocate for children and families and are focused on their holistic development.
9. Formulate, implement and communicate the findings of an early childhood research project, demonstrating initiative and a high degree of critical engagement with its theoretical, practical and methodological implications and limitations.
10. Engage with literacies and digital technologies and formulate theoretical approaches and material outputs that evidence commitment to learning and professional



development and the capacity to lead practice, which is responsive and attuned to the needs of children and families.

1.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Students will be able to progress from the BA in Early Childhood Education and Care.

Students will be able to stack their credit, first enrolling on the PGCert, then then PGDip and finally the MA.

1.3 List of all exit awards

Postgraduate Certificate of Higher Education with Specialism in Supporting Behaviour
Postgraduate Certificate of Higher Education with Specialism in Supporting Behaviour and one other specialism

Postgraduate Certificate of Higher Education with Specialism in Food and Nutrition
Postgraduate Certificate of Higher Education with Specialism in Food and Nutrition and one other specialism

Postgraduate Certificate of Higher Education with Specialism in Sleep Hygiene
Postgraduate Certificate of Higher Education with Specialism in Sleep Hygiene and one other specialism

Postgraduate Certificate of Higher Education with Specialism in Home-Based Pedagogy and Care

Postgraduate Certificate of Higher Education with Specialism in Home-Based Pedagogy and Care and one other specialism

Postgraduate Diploma of Higher Education with Specialism in Supporting Behaviour
Postgraduate Diploma of Higher Education with Specialism in Supporting Behaviour and one other specialism

Postgraduate Diploma of Higher Education with Specialism in Food and Nutrition
Postgraduate Diploma of Higher Education with Specialism in Food and Nutrition and one other specialism

Postgraduate Diploma of Higher Education with Specialism in Sleep Hygiene
Postgraduate Diploma of Higher Education with Specialism in Sleep Hygiene and one other specialism

Postgraduate Diploma of Higher Education with Specialism in Home-Based Pedagogy and Care
Postgraduate Diploma of Higher Education with Specialism in Home-Based Pedagogy and Care and one other specialism

Master of Early Childhood Education and Care with Specialism in Supporting Behaviour



Master of Early Childhood Education and Care with Specialism in Supporting Behaviour and one other specialism

Master of Early Childhood Education and Care with Specialism in Food and Nutrition

Master of Early Childhood Education and Care with Specialism in Food and Nutrition and one other specialism

Master of Early Childhood Education and Care with Specialism in Sleep Hygiene

Master of Early Childhood Education and Care with Specialism in Sleep Hygiene and one other specialism

Master of Early Childhood Education and Care with Specialism in Home-based Pedagogy and Care

Master of Early Childhood Education and Care with Specialism in Home-based Pedagogy and Care and one other specialism

Validated version:



2. PROGRAMME STRUCTURE AND LEARNING OUTCOMES

Compulsory modules	Credit points	Is module compensatory?	Trimester runs in
Evolving Childhood Perspectives: Focus on Supporting Behaviour, Food and Nutrition, Sleep Hygiene and Home-based Pedagogy and Care	30	Not applicable	Year 1, Trimester 1
Innovation in Early Childhood Practice	30		Year 1, Trimester 2
Professional Roles and Identities in the Early Years	30		Year 1, Trimester 3
Researching Children's Lives: Critical and Creative Methodologies	30		Year 2, Trimester 1
Dissertation: Researching in the Home Environment and Beyond	60		Year 2, Trimesters 2 and 3



Learning outcomes	
A: Knowledge and understanding	
Learning outcomes	Learning and teaching strategy/ assessment methods
<p>As a result of this programme, students will develop:</p> <p>A1. A critical understanding of contemporary issues in the early childhood education and care (ECEC) sector</p> <p>A2. Systematic understanding and insight informed by national and international innovative research in their specialist area of either supporting behaviour, food and nutrition, sleep hygiene, and home-based pedagogy and care.</p> <p>A3. A critical awareness of their professional role which focuses on sustainability, advocacy, pedagogy, diversity and inclusion, entrepreneurship, and professional practice.</p>	<p>Technology-enhanced learning via the Norland virtual learning environment (VLE) will form the cornerstone of the delivery of the course.</p> <p>The learning, teaching and assessment methods prioritise the following themes:</p> <ul style="list-style-type: none"> • independent and collaborative learning • learning for life and employment • learning for the future • research-informed and research-led learning and teaching • promotion of a supportive and inclusive learning experience • active encouragement of student engagement and participation in the design, delivery and quality enhancement of their courses • enhancement of students’ experiences • assessment for learning. <p>A variety of teaching, learning and assessment strategies are used in the programme to enable learning outcomes to be achieved and demonstrated, including:</p> <ul style="list-style-type: none"> • asynchronous lectures



Learning outcomes	
A: Knowledge and understanding	
	<ul style="list-style-type: none"> • tutor-led tutorials • video analysis • tutor-directed study and self-directed study • library, study support sessions and tutorials <p>Assessment of the module learning outcomes is through essays, a portfolio, reflective narratives and presentations.</p>
B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>As a result of this programme, students will demonstrate:</p> <p>B1. Conceptual understanding underpinned by a critical evaluation of current research and methodologies.</p> <p>B2. A comprehensive and creative approach which synthesises knowledge to formulate theoretical understandings that promote epistemic enquiry.</p>	<p>Technology-enhanced learning via the Norland VLE will form the cornerstone of the delivery of the course.</p> <p>The learning, teaching and assessment methods prioritise the following themes:</p> <ul style="list-style-type: none"> • independent and collaborative learning • learning for life and employment • learning for the future • research-informed and research-led learning and teaching

B. Cognitive skills	
<p>B3. Critical reflection and the ability to connect theory and practice to inform solution-focused approaches.</p> <p>B4. Advanced scholarship which leads to the formulation of new approaches and artefacts in the field of early childhood education and care.</p>	<ul style="list-style-type: none"> • promotion of a supportive and inclusive learning experience • active encouragement of student engagement and participation in the design, delivery and quality enhancement of their courses • enhancement of students’ experiences • assessment for learning. <p>A variety of teaching, learning and assessment strategies are used in the programme to enable learning outcomes to be achieved and demonstrated, including:</p> <ul style="list-style-type: none"> • asynchronous lectures • tutor-led tutorials • video analysis • tutor-directed study and self-directed study • library, study support sessions and tutorials. <p>Assessment of the module learning outcomes is through essays, a portfolio, reflective narratives and presentations.</p>



C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>As a result of this programme, students will demonstrate:</p> <p>C1. Comprehensive application of skills and practices informed by their own research, which advances scholarship in their respective specialist strand.</p> <p>C2. The ability to systematically and creatively deal with complex issues and formulate sound judgements based on tacit professional praxis and ethical conduct.</p> <p>C3. The ability to clearly and succinctly justify and communicate their professional understandings to a range of audiences including children and families and networks of ECEC practitioners, policymakers and academics.</p> <p>C4. Self-direction, originality and autonomy in challenging and resolving issues in a professional manner which is respectful of babies, children, families and communities.</p> <p>C5. Their aspiration and commitment to advance their knowledge and professional practice.</p>	<p>Technology-enhanced learning via the Norland VLE will form the cornerstone of the delivery of the course.</p> <p>The learning, teaching and assessment methods prioritise the following themes:</p> <ul style="list-style-type: none"> • independent and collaborative learning • learning for life and employment • learning for the future • research-informed and research-led learning and teaching • promotion of a supportive and inclusive learning experience • active encouragement of student engagement and participation in the design, delivery and quality enhancement of their courses • enhancement of students’ experiences • assessment for learning. <p>A variety of teaching, learning and assessment strategies are used in the programme to enable learning outcomes to be achieved and demonstrated, including:</p> <ul style="list-style-type: none"> • asynchronous lectures • tutor-led tutorials • video analysis



C. Practical and professional skills	
	<ul style="list-style-type: none"> • tutor-directed study and self-directed study • library, study support sessions and tutorials <p>Assessment of the module learning outcomes is through essays, a portfolio, reflective narratives and presentations.</p>
D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>As a result of this programme, students will demonstrate:</p> <p>D1. Entrepreneurship, initiative and personal and professional responsibility.</p> <p>D2. Informed and respectful decision-making in complex and sensitive situations.</p> <p>D3. Effective and organised professional communication that is versatile and flexible and adopts multimodality to interpret and present ideas.</p> <p>D4. Investment in continuous professional research, learning, and development.</p>	<p>Technology-enhanced learning via the Norland VLE will form the cornerstone of the delivery of the course.</p> <p>The learning, teaching and assessment methods prioritise the following themes:</p> <ul style="list-style-type: none"> • independent and collaborative learning • learning for life and employment • learning for the future • research-informed and research-led learning and teaching • promotion of a supportive and inclusive learning experience • active encouragement of student engagement and participation in the design, delivery and quality enhancement of their courses • enhancement of students' experiences

D. Key/transferable skills	
	<ul style="list-style-type: none">• assessment for learning. <p>A variety of teaching, learning and assessment strategies are used in the programme to enable learning outcomes to be achieved and demonstrated, including:</p> <ul style="list-style-type: none">• asynchronous lectures• tutor-led tutorials• video analysis• tutor-directed study and self-directed study• library, study support sessions and tutorials <p>Assessment of the module learning outcomes is through essays, a portfolio, reflective narratives and presentations.</p>



3. DISTINCTIVE FEATURES OF THE PROGRAMME STRUCTURE

Where applicable, this section provides details on distinctive features such as:

- any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route

The Master's degree provides a unique opportunity to tailor our postgraduate studies to the specific learning needs and professional requirements of existing Norland nannies, Norlanders and other educators and aims to address a gap that exists in current postgraduate Early Childhood degrees. It is also relevant to anyone working with young children and their families, as it ensures a deeper understanding of the home and family contexts. The Norland master's aims to equip students with a multitude of skills and competencies associated with the profession and provides versatility and a robust theoretical and vocational insight into issues affecting the sector, with opportunities to specialise in four distinct strands or areas of practice: supporting behaviour, food and nutrition, sleep hygiene and home-based pedagogy and care.

Throughout the master's, students will develop advanced research, skills and conceptual and transferable professional skills within the context of early childhood. At each level of study (PGCert, PGDip and Master's, respectively), students will be given the opportunity to develop theoretical and hands-on expertise related to the four specialist strands of supporting behaviour, food and nutrition, sleep hygiene and home-based pedagogy and care. For assessment purposes, students will be expected to select up to two specialist strands by the end of the first phase of study. For direct entry, students will review course strand guidance and select their specialism(s) through a timetabled 1:1 discussion. Tailored input will be provided through subject-specific sessions that investigate innovative research and practices and underpin thinking and praxis in the respective specialist strands. Assessments are versatile, promote multimodality, allow for the exploration of a range of subject-specific topics and will be formulated through collaboration between the student and their academic tutor. Inclusion and creative expression will be emphasised with diverse opportunities afforded to produce professionally relevant artefacts and formulate approaches that aim to enhance the lives of babies, children and families.

During the first phase of studies (PGCert), students will investigate a range of contemporary issues underpinned by cutting-edge research and undertake action research centred on their specialism(s) with the aim of effecting changes and transforming praxis. The second phase of studies (PGDip) will build on the skills and competencies developed during the first phase and prepare students for advanced research by offering opportunities to reflect on the idiosyncrasies of their role and sharpen their research focus. At the end of the second phase, students will be expected to formulate a detailed and comprehensive research proposal relating to their specialism which will guide their master's dissertation. The third phase of studies will involve the conceptualisation and formulation of a research project of the student's choice and in their chosen specialism(s), under the guidance of their supervisor. This will culminate in the submission of a master's dissertation. While a detailed framework with regular, scheduled guidance and meetings will be provided, students will be expected to develop professional and academic autonomy, demonstrate initiative, and enhance their professional leadership skills.



The master's is designed to offer flexibility for students, by allowing students to enrol at these points:

Enrolment points

PG Cert

Enrol	PG Cert 60 cr	<i>Students may progress to the PGDip by 'trading in' their PGCert via APL.</i>
Exit award		

PGDip

Enrol	PG Dip 120 cr	<i>Relevant credit from prior learning may be used for advanced admission, in accordance with the Accreditation of Prior Learning Policy.</i>
Exit award	PG Cert 60 cr	
		<i>Students may progress to the master's by 'trading in' their PGDip via APL.</i>

Master's

Enrol	Master's 180 cr	<i>Relevant credit from prior learning may be used for advanced admission, in accordance with the Accreditation of Prior Learning Policy.</i>
Exit awards	PG Cert 60 cr PG Dip 120 cr	

4. SUPPORT FOR STUDENTS AND THEIR LEARNING

On joining the course, all students are allocated a personal tutor. The role of the personal tutor is to:

- monitor students' progress in all aspects of the course
- offer guidance in meeting deadlines, course requirements and regulations
- support students in target setting in relation to their academic progress
- signpost students to academic support systems
- foster a sense of belonging and positivity.

The personal tutor will meet with the student within four weeks of enrolment and then schedule two pre-booked appointments per module to offer academic support and assessment guidance.

The role of the student services team is to:



- provide support specific to students' studies and experiences, including learning support for students with specific learning difficulties and disabilities, and pastoral/wellbeing support
- give support for study skills, along with help and advice in accessing and using the full range of resources to support their studies
- provide pastoral support, through online drop-ins, individual appointments or schedules of appointments
- advocate for individual students if needed
- foster a sense of belonging and positivity.

The student services team are available online during normal working hours and will respond to emails and other requests for support during that time.

Other student support available includes:

- access to up to six fully funded counselling sessions, available through appointment
- a student engagement system that allows for peer support through representatives
- effective monitoring of academic achievement and wellbeing through the Improving Progress Policy and 'Cause for Action' Procedure.

5. CRITERIA FOR ADMISSION

Applicants will usually be expected to have a degree at 2:2 or above in a relevant discipline. Non-standard entry to the postgraduate programme will be considered for those with more than 5 years' recent* experience working with young children and their families or in a related early childhood role.

Due to the applied nature of the postgraduate programme, recent* experience working with children would be beneficial for the duration of the programme. This can be either in paid or voluntary employment.

For applicants who do not have UK qualifications, Norland will need to check equivalent international qualifications using the UK ENIC database to confirm that qualifications meet the minimum requirements.

International students must be able to demonstrate they have sufficient English language competence to complete the postgraduate programme. See the Admissions Policy for the English language proficiency levels required.

*For the purposes of admission, 'recent' is defined as experience gained within 10 years of entry to the degree programme.



6. LANGUAGE OF STUDY

English

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Guidance on Norland's approach to the management of quality and standards is contained in Norland's Degree Academic Regulations and associated policies, Assessment and Feedback Policy, and associated sources of advice. All regulations, policies and procedures are aligned with the Office for Students' Sector Recognised Standards and other appropriate external reference points. Quality assurance is undertaken as close as possible to the point of delivery.

Externality is guaranteed via external examiner reports, which allow judgements to be made on the quality and standards of provision, and by external representation on the deliberative committees of Norland. Norland also benefits from the input of external advice in its approval and review procedures. Students can comment on their modules and courses through module evaluations, the Staff and Student Liaison Committee, student engagement representatives, the Programmes Committee, and the Academic Board. The Principal, Vice Principals and Head of Student and Academic Services are easily accessible to students and provide opportunities for informal meetings with students. The primary responsibility for quality assurance of the course lies with the Academic Board, of which students and external experts are members. Postgraduate students will be invited to elect a student representative who will be part of the Programmes Committee and Academic Board and who will have regular meetings with the Programme Leader.

Programmes Committee

The Programmes Committee is responsible for monitoring the teaching and learning experiences on the master's, including academic standards and the quality of the students' learning experiences. It also receives and responds to student feedback. The Programmes Committee will report to the Academic Board, making recommendations for the Academic Board to consider. The Programmes Committee will also receive annual reports from the programme leader and monitor the associated action plans throughout the year.

Academic Board

The Academic Board will consider several sources of input in fulfilling its role, including reports from the Programmes Committee and Examination Boards. All members of the board are expected to contribute fully to discussions, bringing academic and support staff, student, practitioner and external academic perspectives to bear on topics under discussion.

Annual module review process



All modules will be reviewed annually. Module Leaders gather feedback from students, lecturing staff, support staff and the library after the module is completed for the year, in order to determine its success. Data forms an integral part of the monitoring process, with results carefully scrutinised against previous performance at both module and cohort level. The annual module review reports are discussed in detail during individual meetings between the master's Programme Leader and the quality team, with a summary report presented to the Programmes Committee so that the committee retains oversight of the whole programme. Any suggested actions following module review are agreed with the Vice Principal – Head of Learning, Teaching and Research and added to the programmes action plan and any changes needed to the module then follow the Programme Design, Development and Approval process.

Externality

External examiners' reports provide assurance that our programmes meet expectations for quality, standards and the student experience. They are discussed by the Academic Board and Programmes Committee and any actions are added to the action plan and carefully monitored. External academics and employers are members of the Programmes Committee and Academic Board and also offer insight, support and challenge.

Student evaluation and representation

Student views about individual modules will be obtained, analysed, actioned and communicated to the students at mid points and at the end of each module. Module leaders and student experience representatives will be trained to use a variety of methods to gather feedback and may choose the method that best suits their particular cohort of students. Student evaluation will be a key source of information for the quality management of the course. Module leaders will identify and record points for action during the annual module review process. Results of final evaluations are presented to the Programmes Committee, and any issues raised are discussed by the Academic Board and presented in the Annual Report. Student experience representatives provide further evaluative input during the meetings.

8. CHANGES MADE TO THE PROGRAMME SINCE LAST (RE)VALIDATION

N/A

ANNEXE 1 - CURRICULUM MAP

This table indicates which study units assume responsibility for delivering and assessing particular programme learning outcomes.

Level	Study module/unit	Programme outcomes															
		A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4
7	Evolving Childhood Perspectives: Focus on Supporting Behaviour, Food and Nutrition, Sleep Hygiene and Home-based Pedagogy and Care	x				x	x				x						x
	Innovation in Early Childhood Practice		x		x	x	x	x	x	x				x			x
	Professional Roles and Identities in the Early Years	x		x	x	x	x	x				x			x	x	x
	Researching Children's Lives: Critical and Creative Methodologies	x	x		x	x	x	x				x	x		x	x	
	Dissertation: Researching in the Home Environment and Beyond	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x



ANNEX 2 - ASSESSMENT MAP

This map indicates the range of assessment types used across each level and the whole programme.

Phase	Assessment type	Module number and credit value
Phase 1	Evolving Childhood Perspectives: Focus on Supporting Behaviour, Food and Nutrition, Sleep Hygiene and Home-based Pedagogy and Care	Critical Reflection 1 (oral) - 15-minute duration Critical Reflection 2 (written) - 2,500 words
	Innovation in Early Childhood Practice	Project portfolio – 5,000 words
Phase 2	Professional Roles and Identities in the Early Years	Presentation: autobiographical professional presentation comprising oral delivery and visual aids - 20 minutes
	Researching Children’s Lives: Critical and Creative Methodologies	Proposal – 5,000 words
Phase 3	Dissertation: Researching in the Home Environment and Beyond	Dissertation – 12,000 words



Document Control Information	
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Date of effect:	
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Date of next review:	