PROGRAMME SPECIFICATION

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| 1. | Awarding Institution | University of Huddersfield |
| 2. | Teaching Institution | University of Huddersfield |
| 3. | School and Department | School of Education and Professional Development  Department of Education and Community Studies |
| 4. | Course accredited by | University of Huddersfield |
| 5. | Mode of delivery | Full-time |
| 6. | Final award | BA(Hons) |
| 7. | Course title | Childhood Studies |
| 8. | UCAS code | X300 |
| 9. | Subject benchmark statement | Early Childhood Studies (2019) |
| 10 | Date of Course Specification Approval | November 2015 |

# EDUCATIONAL AIMS OF COURSE

The course aims to provide students with the necessary theoretical knowledge, understanding and practical skills to be able to progress into further study, research or employment in the diverse disciplines, sectors and multi-agency fields related to children and young people 0-19, including education and social care. The programme will proactively foster the development of a critically enquiring, open-minded and creative approach to learning that enables students to explore the nature and implications of childhood as a social construction and a distinct phase in the life course.

Specifically the course will:

1. Draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to develop critical understanding in the study of childhood and education and the contexts in which it is experienced
2. Provide students with a broad and balanced knowledge and understanding of the principal influences on the social and cognitive development of children from diverse social and cultural backgrounds
3. Develop students’ understanding of processes of learning and development through the life course, and the diverse factors which affect learners and learning in a range of cultural and international contexts
4. Acquaint and challenge students in their understanding of the range of social and political institutions and practices which affect the life and learning of children, young people and their families
5. Enable students to develop the capacity to undertake critical reviews of theories, issues, policies and legislation related to the rights, health, well-being, learning and development of children and young people
6. Develop students’ understanding of a range of research perspectives and methodologies, and develop their skills in applying this understanding to the investigation of educational issues
7. Develop students’ transferable skills in order to enable them to progress to further study, research or employment in multi-sector and multi-agency fields related to children and young people

1. Provide opportunities for learning about key aspects of practice, such as multi-disciplinary and inter-agency working, and management and leadership, for those who plan to proceed to further training or employment with agencies involved with children, young people and families, and within education
2. Provide students with opportunity to critically reflect on their learning and development in a supportive and challenging environment

The course values equality and diversity and fully complies with the statutory requirements of the Equality Act (2010).

# COURSE LEARNING OUTCOMES

**Knowledge and Understanding**

1. Understand the historical basis and development of childhood studies
2. Identify the social and political contexts of professional practice with children
3. Understand a range of theoretical perspectives and pedagogies from different disciplines on the development and learning of children and young people
4. Critically understand key issues and implications of policy-making in relation to ‘places and spaces’ of childhood: with emphasis on life chances, rights, diversity, equity and inclusion in work with children and families
5. Understand the individual and social processes underpinning learning and development in children and young people
6. Understand the elements of curriculum and curriculum development in informal and formal settings for children and young people

**Professional/practical skills**

1. Integrate theoretical perspectives from contributing disciplines
2. Systematically analyse educational concepts, theories and policies
3. Synthesise theoretical perspectives and evidence to support a reasoned argument.
4. Systematically reflect on the implications of systems of values and ethics for self and others
5. Critically appraise the value of theory and research
6. Apply critical understanding of research methodology to the collection, analysis and presentation of data.
7. Apply critical understanding of the theoretical and pedagogical basis for assessing and responding to the needs of children and young people
8. Assess the importance of, and influences on, agencies working with children and young people
9. Act as a critically reflective practitioner within professional requirements including multi-disciplinary and inter-agency working
10. Develop research questions related to childhood, devise a project to investigate these questions and evaluate the results
11. Develop critical arguments for improvements to practice with children and young people
12. Respond appropriately to critical understanding of children and young people’s health, welfare and safety needs.

**Transferable/Key skills**

1. Develops confidence and competence in the use of ICT
2. Identifies strengths and weaknesses in arguments and opinions and articulates sustained, relevant and coherent responses, both verbally and in writing
3. Communicates and develops a sustained line of argument both verbally and in writing.
4. Develops confidence, a sense of autonomy and the ability to work independently and on own initiative
5. Demonstrates a high level of literacy and communication skills at varied levels and with different audiences
6. Interprets and present relevant numerical information as part of data analysis
7. Works effectively as a member of a team, taking the lead where appropriate
8. Develops enhanced self-awareness leading to an understanding of personal strengths, weaknesses and preferred learning and working styles
9. Develops an in-depth awareness of own performance, as an individual and as a professional, when working independently or with others in teams and in groups
10. Develops the ability to critically use relevant empirical and theoretical data in addressing tasks and formulating possible actions
11. Understands and accurately uses the University referencing system and is able to construct an accurate bibliography.

# COURSE STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

The award comprises 360 credits in total. 120 credits are studied at Foundation, Intermediate and Honours levels of the programme. Foundation and Intermediate level modules are 30 credits. There are no option modules in Foundation year, with students studying three common modules as part of an Undergraduate Framework and one Childhood Studies core module.

At Intermediate level, students can choose two option modules from a choice of four. At Honours level, one 40 credit module is assessed through a Major Study (Dissertation) and a 20 credit module - Researching Methodologies, supports students in their understanding of conducting ethical and meaningful research. The Honours year includes two further 30 credit modules: one is course specific - Finding a Voice: Children and Young People and the other is selected from three module option choices. Option modules enable students to choose particular themes, disciplines and areas of professional practice of interest to them in the study of childhood and education and the practice contexts in which they are experienced.

Childhood Studies students complete an enhanced DBS check towards the end of Foundation year, as part of a legal requirement for those who work with children and young people. This process is part of preparation for their fitness to practice. The work-based learning module in the Intermediate year and optional module in Honours year, will be supported through placements in relevant settings, usually sourced by students and quality checked by the University. The School also has relationships with a number of settings related to education and children and young people’s services, in both the maintained and voluntary and community (VCO) sector. Student placements will be managed by a team of tutors led by the placement co-ordinator and as is the case with the School’s other provision, links will be maintained between university staff and those with mentorship roles in workplace settings through sharing placement guides and learning contracts.

**Distinctive Features:**

* Advanced entry to Intermediate year possible for suitably qualified applicants
* Flexible structure within the Undergraduate Framework (UGF) enables students to request consideration for a change of course within SEPD at the end of successful completion of the Foundation year
* A non-placement route is built into the programme to enable students to complete their course of study if circumstances or issues prevent them from undertaking direct practice/employability opportunities with children and young people

The course values equality and diversity and fully complies with the statutory requirements of the Equality Act (2010).

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| **CHILDHOOD STUDIES** | | | | | | | | | |
| **Year 3 [Honours Level]** | | | | | | | | | |
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|  | **Modules (core)**   * **Major Study DHF2940** * **Research Methodologies DHM1020** * **Finding a Voice (Children and Young People) DHM2630** | | | | | |  | **Progression Requirements**  An Honours degree is awarded on the basis of gaining 120 Foundation level credits; 120 Intermediate level credits and 120 Honours level credits (360 credits)  Assessment is based upon 100% coursework.  A student, who has passed 120 Foundation level credits, 120 Intermediate credits and 60 Honours level credits, may elect to leave the course and be awarded the BA in Childhood Studies. |  |
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|  | **Modules (optional)**  Students can choose one option module from:   * **Helping in Context (Counselling Coaching and Mentoring) DHM1130** * **Leadership and Management in Professional Contexts DHJ2230** * **Critical Approaches to Inclusive Education DHM1230** | | | | | |  |  |
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| **Year 2 [Intermediate Level]** | | | | | | | | | |
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|  | | **Modules (core)**   * **Advanced Professional Practice DIM1330** | | | | |  | **Progression Requirements**  120 Intermediate Credits are normally required for progression to the Honours year.  Exceptionally, and in the light of a good overall performance in other modules, by approval of the CAB and in discussion with the Course Leader, a student may be allowed to trail one module, and progress with 90 Intermediate credits.  Safeguarding Children and Young People DIM1130 is a compulsory module. Students must achieve a pass in this module to be able to successfully progress to Honours year. Failure to pass this module would mean students are unable to complete the 30 credit Advanced Professional Practice module, DIM1330, a core module for the Intermediate year.  Assessment is based upon 100% coursework.  **Exit Award**: A student who has passed 120 Foundation level credits and 120 Intermediate level credits, may elect to leave the course at the end of the second year and be awarded the DipHE in Childhood Studies. |  |
|  | | **Modules (compulsory)**   * **Safeguarding Children and Young People DIM1130**   **Modules (optional)**  Students can choose two option modules from:   * **Philosophical Approaches to Education DIA2730**      * **Developing Language and Communication for Learning DIM4230** * **Social Policy, Inclusion and Inequality DIM4130** * **Working with Children and Families DIM3330** | | | | |  |  |
| **Year 1 [Foundation Level]** | | | | | | | | | |
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|  | **Modules (core)**   * **Contemporary Childhood Studies DFM3130** * **Perspectives on Learning and Development DFM1130** * **Self, Society and Welfare DFM1230** * **Theories and Strategies for Learning DFM1030** | | | | | |  | **Progression requirements**  120 Foundation level credits are normally required for progression to the Intermediate year.  Exceptionally, and in the light of a good overall performance in other modules, by approval of the CAB and in discussion with the Course Leader, a student may be allowed to trail one module, and progress with 90 Foundation credits.  Assessment is based upon 100% coursework.  **Exit Award**: A student, who has passed 120 credits at Foundation level, may elect to leave the course at the end of the first year, and be awarded the Cert HE in Childhood Studies. |  |
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|  | **Modules (optional)**  **N/A** | | | | | |  |  |

# TEACHING, LEARNING AND ASSESSMENT

Students on the BA(Hons) Childhood Studies degree access learning experiences alongside other undergraduates on education, early years, Religion and education, and youth and community programmes in the School. This shared learning experience is intentionally designed as an introduction to the principle of inter-professional learning, which is in turn embedded in practice within the children’s workforce and continues to feature in ongoing policy developments in the occupational fields. This structure broadens the student learning experience; enabling a wider learning opportunity with students studying a range of perspectives and exploring pedagogies across disciplines. This approach strengthens potential for meaningful tutor-supported discussion and embedded learning.

Each module in the programme presents students with appropriate content to underpin their personal development and learning. The modules are designed to inform knowledge and understanding across particular areas of work, within the children’s workforce and related research concerns, for example education and early years practice, working with adolescents and families in community roles or youth work. In the Intermediate and Honours year, students are supported in making appropriate option choices to match their personal choice for future employment, pathways, further study, research and ongoing professional development.

The course content challenges students in their development and understanding as reflective practitioners. This is enabled by the breadth and variety of module assessments and the team approach to teaching and learning experiences for student engagement and challenge. Students are encouraged to recognise the cross curricular links in module content and are further supported to reflect on this learning through critical challenge in their application of theory to practice.

Teaching, learning and assessment strategies are underpinned with the aim of providing a student experience which develops employability and research skills; enabling students at all levels to make the most of their study and preparing them for further study and future employment.

While positive shared learning with other programmes is a strong feature of the programme, there are also learning opportunities distinct to Childhood Studies students. These include: Contemporary Childhood Studies DFM3130, Working with Children and Families DIM3330, and Finding a Voice (Children and Young People) DHM2630.

The integrity of the programme within the wider undergraduate framework is also achieved through explicit reference to four themes. These demonstrate vertical and horizontal integration across modules. The rationale for this design lies firmly within the underpinning ethos of the Childhood Studies tutor team and the degree. By referring to the four themes in both module content and ongoing course developments, it is believed that students will exit with recognised essential skills, knowledge, understanding and personal attributes that reflect professionalism and self-belief for successful further study and employability.

The four themes are:

1. Childhood
2. Graduateness
3. Law, Policy and Society
4. Practice and Employability

The modules at each level can be clearly seen in the table below and are organised to show how each one underpins specific themes.

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|  | **Law, Policy and Society** | **Childhood** | **Graduateness** | **Practice and Employability** |
| **Year 3** (Honours) | Major Study  DHF2940  Critical Approaches to Inclusive Education DHM1230  Finding a Voice (Children and Young People)  DHM2630 | Major Study  DHF2940  Helping in Context (Counselling Coaching and Mentoring) DHM1130  Finding a Voice (Children and Young People)  DHM 2630 | Major Study  DHF2940  Research Methodologies  DHM1020  Finding a Voice (Children and Young People)  DHM2630  Critical Approaches to Inclusive Education DHM1230 | Leadership and Management in Professional Contexts  DHJ2230  Helping in Context (Counselling Coaching and Mentoring) DHM1130  Finding a Voice (Children and Young People) DHM 2630  Critical Approaches to Inclusive Education DHM1230 |
| **Year 2** (Intermediate) | Social Policy, Inclusion and Inequality DIM1030  Working with Children and Families DIM3330  Safeguarding Children and Young People  DIM1030  Developing Language and Communication for Learning DIM4230 | Social Policy, Inclusion and Inequality DIM1030  Working with Children and Families DIM3330  Philosophical Approaches to Education  DIA2730  Developing Language and Communication for Learning DIM4230 | Philosophical Approaches to Education  DIA2730  Developing Language and Communication for Learning DIM4230 | Advanced Professional Practice  DIM1330  Working with Children and Families DIM3330  Working with Others DIM3030  Developing Language and Communication for Learning DIM4230 |
| **Year 1** (Foundation) | Self, Society and Welfare  DFM1230  Contemporary Childhood Studies DFM3130 | Perspectives on Learning and Development  DFM1130  Contemporary Childhood Studies DFM3130 | Theories and Strategies for Learning  DFM1030 | Theories and Strategies for Learning  DFM1030  Contemporary Childhood Studies DFM3130 |

**Foundation Level Modules**

The Foundation year is designed to provide an initial understanding in the discipline of Childhood Studies. Students engage with theories of child development in the module ‘Perspectives on Learning and Development’ DFM1120, which explores key issues that affect the way children and young people develop, set within the broader context of Childhood. It identifies the different dimensions of development (cognitive, linguistic, social, and moral) and locates these aspects of development in their cultural and social context. ‘Contemporary Childhood Studies’ DFM3130 **explores** the places and spaces of childhood and youth; informed by contributions from sociology, psychology, philosophy, health, play and child development. Issues that may impact on children and young people’s lives in contemporary society are explored. Investigating the role of the reflective professional in the children and young people’s workforce provides a focal point for examining how society’s understandings and perceptions of childhood may influence policy, practice and service provision which directly shapes children’s lived experiences.

‘Self, Society and Welfare’ DFM1230 examines the relationship between the ‘self’ and the social processes cultures and structures in the society, in which it is engaged. It looks at issues related to the formation of identity and social differentiation, and identifies some of the important consequences of such differentiation. The module ‘Theories and Strategies for Learning’ DFM1030 provides key understanding of the importance of reflective learning, offering opportunity to reflect on educational experiences. It provides an introduction to academic and study skills, and encourages students to read and engage with concepts and theories, closely related to the course. Group discussion and reflection, allows students to set the learning in a meaningful context within the discipline of Childhood Studies.

**Intermediate Level Modules**

In the Intermediate year the one compulsory module on the course ‘SafeguardingChildren and Young People’ DIM1130equips students with the essential knowledge and understanding of safeguarding procedures and practice, for a placement experience in the same year. This module takes a technology enhanced learning approach to raise awareness of current legislation, policies and procedures which exist, to promote children and young people’s rights and keep them safe from harm.

‘Developing Language and Communication for Learning’ DIM4230 explores theories of language development and language acquisition in children and young people, identifying ways theories inform policy, curriculum frameworks and professional practice. Links are made to research and appropriate initiatives, in encouraging student understanding of the importance of effective skills in language and communication, and raising awareness of its impact upon life chances in later years. Students engage in group discussion and role modelling experiences to challenge personal understanding of language and its uses and explore barriers to language and communication for children with special, additional, and educational needs.

‘Advanced Professional Practice’ DIM1330 nurtures independent learning and emphasises the importance of a professional and informed attitude towards practice with children and young people in a workplace setting. This module presents students with opportunity to engage closely with the subject practical outcomes, and to make personal decisions about later career destinations. The Intermediate year introduces an element of optionality in the module diet, with two modules being selected from a list of option choices.

**Honours Level Modules**

The Honours year, consolidates learning in the two previous years and continues to challenge students autonomy and initiative. Students study three core modules ‘Research Methodologies’ DHM1020, ‘Major Study’ DHF2940, and ‘Finding a Voice (Children and Young People)’ DHM2630. They make a personal option choice for a fourth module of study, designed to offer students the most appropriate content and learning to underpin their choices for future employment, further study and personal development.

‘Research Methodologies’ DHM1020 is the only 20 credit module on the programme. It explores a range of academic, social and educational research strategies and methods and aims to facilitate the development of appropriate research and analytic skills as well as exploring the presentation and evaluation of research within a chosen area of investigation**.** ‘Major Study’ DHF2940 is a 40 credit module which requires students to undertake a substantial piece of research work (Dissertation) on a topic agreed between the student and the Module Tutor. The work is selected in the light of the student’s developing sense of her/his particular interests and strengths in the field of Childhood Studies. The study is intended to enable students to specialise and pursue particular interests, but requires them to also demonstrate the breadth of knowledge and understanding they have gained and more importantly their ability to apply this learning to personal research.

In the Honours year, the option modules are designed specifically to support students in preparation for future professional employment, further study and personal development. Students choose one module from: ‘Leadership and Management in Professional Contexts’ DHJ2230, ‘Helping in Context (Counselling Coaching and Mentoring)’ DHM1130, ‘Critical Approaches to Inclusive education DHM1230.

Details of how the teaching and learning strategies and assessment strategies for the course are aligned to the course learning outcomes are detailed in Section 12 of the Programme Specification. Further information on University policies relating to Teaching, Learning and Assessment Strategies; Regulations for Awards and Student Handbooks can be found at <http://www.hud.ac.uk/registry/teaching/index.htm>.

**Ethics in Research**

All assignments and research projects undertaken by students of SEPD which involve primary research with people are subject to rigorous checks regarding the possible ethical dimensions of the work. A proposal template is used which requires students to carefully consider how their planned work addresses key ethical issues. Following completion of the initial proposal, students are required, as part of the formative element of their work, to complete a standard proforma which identifies and reviews ethical considerations at the planning stage and explains how these are to be addressed. It is important to note that this completed proforma is discussed and agreed before any research takes place and students are clear that research which differs in any way from the agreed plan is unacceptable and will result in failure of the module. The form is approved by the module tutor or study supervisor and agreed with the Module Leader or Course Leader. There is a mechanism for further consideration, by a virtual ethics panel, of any proposal which two tutors still have concerns over. When agreement is reached regarding the proposed study, the student must record on information and consent forms that the process has been approved by SEPD, University of Huddersfield. All printed information given to respondents will display appropriate tutor contact details.

Students conducting research as a part of their learning and assessment for modules are expected to do so in accordance with the British Educational Research Association’s ethical guidelines. Resources to support student compliance with the guidelines is available at the BERA website at the following URL: <http://www.bera.ac.uk/ethics-and-educational-research-2/>. Students will be asked when they submit work to indicate that they have read and complied with the guidelines.

Statement on Fitness to Practise

As a student on the BA(Hons) Childhood Studies, you are potentially working towards a range of professional career options, that include working with a range of people in a wide variety of settings. Therefore, you are required to comply with the Fitness to Practise regulations which have been developed to address issues of professional suitability and misconduct. Matters covered under these regulations relate to your health and or conduct which affect your fitness to practise at all times during your studies with us and may include your behaviour online and in social settings. Examples of breach of professional standards include, failure to disclose a criminal offence committed before or after enrolment, non-attendance, persistent lateness, bullying and harassment, viewing inappropriate material, all forms of dishonesty and misrepresentation, issues relating to safeguarding children and vulnerable adults and referral for some academic integrity offences. This list is not exhaustive but these regulations relate to inappropriate and unprofessional behaviour and behaviour which would bring the profession into disrepute.

You should seek impartial advice from the student union if you are involved in a fitness to practise matter.

More information on Fitness to Practise is available [here](https://www.hud.ac.uk/registry/current-students/taughtstudents/fitnesstopractice/ftp-procedure/).

# SUPPORT FOR STUDENTS AND THEIR LEARNING

*The principal features of the support for students are as follows:*

* The course begins with a five day induction programme. This will include an overview of the course and an introduction to the tutor team; an introduction to study skills and academic writing skills; expectations regarding academic integrity and conduct and attendance; an introduction to the University’s VLE; a guide to Computing and Library Services, and an introduction to student services and iPoint in Student Central. It will also include an explanation of the Personal Development Planning process.
* At the beginning of the course, students will be allocated a personal tutor who will, offer pastoral support, academic counselling and guidance, maintain an overview of academic progress, maintain an overview of problems which may lead to a claim for extenuating circumstances, coordinate the preparation of references, and refer the student to other university support mechanisms as appropriate.
* Students will be provided with a Course Handbook and Module Handbooks, containing information on university facilities, course organisation, module content, access to support and guidance, assessment regulations, and advice on the presentation and submission of assignments.
* Reasonable adjustments are made to course assessment processes to enable students with Personal Learning Support Plans (Disability Services) to have equality of opportunity.
* Throughout the course students will have access to support and guidance from both module tutors and personal tutors.
* The Academic Skills Tutor within the School of Education and Professional Development will be available to provide academic support in a range of contexts including; support for dyslexic students; support for mature students who are returning to study; tutorials for all students covering generic academic skills and academic writing skills workshops.
* Throughout the course students will be able to access advice from module tutors on correct forms of referencing using the University Referencing framework.
* Students will have access to the provision of the Directorate of Student Services, which includes the Careers and Employability Service, the Chaplaincy, the Faith Centre, Counselling Service, and Disability Support Service.
* All the modules incorporate formative assessment enabling students to receive interim feedback on the quality of their work prior to the formal submission.
* Module tutors provide academic advice and support to students on issues relating to the modules which they teach.

**Professionalism, Enterprise and Employability Project.**

The course has developed a specific project to support and develop students through key transitions: first to university, then on to Intermediate and Honours levels, and finally to postgraduate status – with students ready, skilled and confident to enter the world of further study or employment. Programmes of seminars and workshops designed and supported by the Childhood Studies tutor team, aim to scaffold key transitional periods in the life-course of our students and to build ‘soft skills’ sought by employers and postgraduate admissions tutors including effective communication, empathy, research and resource skills, and team working.

**Personal Development Plans**

Personal Development Plans (PDPs) have been used on the course since 2008 and provide students with a means of measuring their personal and professional development during their period of study. During induction, students are allocated to Personal Tutor Groups (PTGs). PTGs meet with the allocated Personal Tutor approximately three times each term and focus on tasks of direct relevance to personal and professional development. The employability modules focus on students’ practice and their professional development. Assignments for these modules form the basis of the PDP for students.

Students also meet on a one-to-one basis for a personal and academic review at least once per term. A Personal Action Plan proforma has been developed which students complete take to this meeting. Tutors also access Individual Learning Plans to ensure students are appropriately supported.

The course complies with disability legislation arising from the Equality Act 2010, the Disability Discrimination Act 2005, the Special Educational Needs and Disability Act 2001, the Special Educational Needs and Disability Regulations 2014, and the Children and Families Act 2014.

**Embedding Learning**

The course approach to embedding learning focuses on teaching and learning which addresses individual progression needs and places a child-centred philosophy at the heart of everything we do. We aim to unlock intrinsic motivation and positively engage learners who may previously have had little confidence in their ability to learn, or have had limited opportunity to link their learning to future potential study and employment opportunities. An embedding strategy involves enabling students to measure their success and progress and the application of skills within a practical context, so transferable and employability skills are explicitly linked to current learning.

# CRITERIA FOR ADMISSION

The entry requirements are stipulated by the University and SEPD. Current information is available on the University of Huddersfield website.

Prospective students who meet the conditions of their offer will be offered a place and enrolled on the programme. A DBS check is undertaken towards the end of the Foundation year, and in preparation for the Intermediate level of the programme - which includes an employability module. Where a DBS check gives rise to concerns about a student’s ability to undertake direct work with children or young people, an alternative programme of study (Non-Placement Route) may be offered. Where a DBS check gives rise to concerns about a student’s ability to study in the School of Education and Professional Development or at the University of Huddersfield, the relevant regulations and procedures will be followed.

Applicants who meet the standard entry requirements will not normally be interviewed. Candidates whose predicted grades do not reach the UCAS tariff entry requirement may be admitted following an interview, including mature students with relevant experience in the children and young people’s workforce. Candidates will have the opportunity to attend open days and applicant visit days, and will be able to meet academic staff, familiarise themselves with the University, and ask questions about the course.

The University’s normal entry criteria apply to all international students.  English language competence is required. General entry criteria for this course is aligned with the International English Language Test System (IELTS) at a level stipulated by the University.

Students who have successfully completed an alternate Foundation level UGF course within SEPD, may be considered for direct transfer to Intermediate level of the programme.

# METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

**Mechanisms for review and evaluation:**

* Module evaluation by students
* Course evaluation by students
* Module Leader’s reports
* Moderation events
* Annual course evaluation prepared by the Course Leader, considered by the Course Committee, and then by the Annual Evaluation Committee.
* School Board
* Annual staff appraisals
* Peer observation of teaching
* External Examiners’ reports
* External Examiners’ report and responses from the course team are reported in the Course Annual Evaluation Report.
* School Teaching and Learning Committee.
* School Accreditation and Validation Panel approves amendments to the course, structure and module specifications
* Subject review/revalidation

**Committees with responsibility for monitoring and evaluating quality and standards:**

* Student Panel
* Course Committee
* School Board
* School Teaching and learning Committee
* University Teaching and Learning Committee
* Course Assessment Board
* School Accreditation and Validation Panel
* Annual Evaluation Committee

**Mechanisms for gaining student feedback on the quality of teaching and their learning experience:**

Feedback is obtained from students through course evaluation at the end of each academic year. Student Panels provide another opportunity for student feedback. They are held twice during the academic year, and report to the Course Committee.

**Staff Development:**

Annual Staff Appraisals

Peer observation of teaching

Staff encouraged to attain appropriate higher degrees

Updating professional and IT)computing developments

All staff have attained HE Academy membership

Tutors are research and scholarly activity – A Childhood Studies Research Group meets quarterly and is responsible for publication activity and for ensuring research-informed teaching.

# REGULATION OF ASSESSMENT

Regulations are outlined in the University Regulations for Awards and Student Handbook of Regulations

<http://www2.hud.ac.uk/registry/awards_regulations.php>

<http://www2.hud.ac.uk/registry/students_handbook.php>

*Role of External Examiners*

External Examiners are appointed by School Boards and approved by University Teaching and Learning Committee. They monitor and comment on:

* the quality of student work
* the appropriateness of approaches to teaching, learning and assessment as indicated by student performance
* the relevance and currency of the curriculum and the adequacy of learning resources
* the strengths and weaknesses of cohorts of students
* the quality of assessment procedures
* the conduct of examination boards

# INDICATORS OF QUALITY AND STANDARDS

The programme is validated by the University, during a process which includes external representation.

Within the School of Education and Professional Development, teacher training courses are inspected by Ofsted; and courses in Youth and Community are subject to endorsement and accreditation by the National Youth Agency. In 2012 Ofsted rated all aspects of the provision as outstanding.

The provision of the School of Education and Professional Development was reviewed by the Quality Assurance Agency in 2001. The School received an excellent grading of 22 out of 24.

The University possesses the Investors in People Quality Kitemark.

**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 he/she takes full advantage of the learning opportunities that are provided.  More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guides and course handbook.  The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

# Course Context and Rationale

The development of the BA(Hons) in Childhood Studies in 2008 was initially in response to a growth in the market for undergraduate courses oriented towards the field of education and children’s services, designed to feed into a range of employment and further study destinations, but not offering a specific teaching qualification. Past developments in policy in this field, such as Every Child Matters (ECM) helped develop a sector currently employing around 3 million people and supported by a further 1.5 million volunteers. Opportunities for applicants qualified to degree level, but without professional qualifications have continued to increase in areas such as early years work, which is the subject of a range of government initiatives, (e.g. Early Years Teacher Status), designed to raise the standards and status of the work. These developments opened up new possibilities for those wishing to enter the sector with the development of ‘new’ occupations such as learning mentors and parent support workers. This has continued to be the case and there are many routes into careers in the children’s workforce which value candidates with a childhood studies degree.

The BA(Hons) Childhood Studies is designed to meet the continued needs of this market and enhance student employability through a robust but flexible curriculum framework. The framework is capable of meeting the needs of prospective students and graduate employers, and of responding to change The framework also offers the potential for achieving greater economies of scale across the School by merged delivery for some modules with other existing undergraduate provision (such as the BA in Early Childhood Education and Care, BA Education, BA SEND and BA Youth and Community Work). Students not immediately going into employment are most likely to apply for postgraduate study on initial teacher training courses, Lifelong Learning teaching qualifications, qualifying social work and research scholarships in the field of youth and childhood. The course has enjoyed growing numbers of students since the first cohort in September 2008 which had 23 students with an average intake of approximately 80-85 students since 2011.

**Course Philosophy**

The course has established a philosophy which underpins the provision and spirit of the degree; representing a shared understanding with students undertaking the programme:

‘We engage in learning, teaching and research that retains the child and young person at the centre; supporting students to become reflexive, critical and ethical practitioners and researchers’. Each year group works to an increasingly challenging commitment as they progress through the course.

**Year 1:** Seeking to understand ‘child centredness,’ working respectfully together (with each other and tutors), using university systems and taking individual responsibility for behaviour and learning.

**Year 2:** Beginning to develop as a confident practitioner and researcher with a sense of personal and professional ‘place’ in the children’s workforce and taking responsibility for thoughtful reflection and personal growth.

**Year 3:** Critically reflective, ethical and confidently child-centred. Able to draw on a robust grounding in theories, concepts and research-informed evidence to underpin effective practice, policy or research roles in the children’s workforce

**Market Demand and Position**

The degree is well-established as part of core undergraduate provision in the School of Education and Professional Development. The strength of applications since the launch of the course in 2008 has remained buoyant, with applications for places exceeding availability by three to one – although it is recognised that HEIs are in a turbulent and uncertain period with considerable policy and economic shifts in present times. In addition to UCAS applications for Childhood Studies, the School receives several hundred applications every year for the BA(Hons) Primary Education with QTS, which has very limited places. These applications are screened and suitable candidates who have not been able to secure a place - and have expressed an interest - are invited to apply instead for the BA Childhood Studies course.

Students are largely drawn from local areas including Huddersfield itself, Manchester, Halifax, Sheffield, Barnsley, Wakefield, Bradford, Leeds and surrounding districts. Most applications are predominantly from school and college leavers. However, there remains a consistent and reasonable number of applications from mature students who are career-changing or returning to education after a considerable break. This provides a rich learning environment in the classroom where different life experiences and perspectives can be drawn upon. One area we are continuing to challenge is the limited applications from males. Lack of male representation is an acknowledged issue in the children and young people’s workforce as a whole. We believe as an education and professional development provider our marketing and recruitment activities are integral to changing this and helping to increase the number of men entering careers in the children’s workforce.

With regard to employability, the transferable skills which form the core of the BA will remain attractive to employers from a wide range of agencies and organisations. Strong employer partnerships have been built over several years with the aim of encouraging employer contributions to maintain relevant and industry responsive curricula. These networks also support sound relationships for student placement experiences. Our Course Committee has employer representatives and we host a ‘speed-dating careers event’ each year where professionals come to talk with our students about their future career pathways. Members of the course team are also involved in Yorkshire and Humberside Employer forums and advisory groups to enable teaching staff to remain up-to-date with issues in the field and to forge strong links with key agencies in the region.

The school continues to fund and improve the wider university environment by updating VLE resources for student learning, increasing the range of teaching resources and developing improved spaces for teaching and learning. Over summer 2011, the Childhood Studies base room in the Lockside building was extended to accommodate larger groups and a new Early Years Resource provision fully furnished with appropriate resources was created. This is an excellent space for prospective and current students to visit and gain insight into some of the professional, interactive learning spaces provided as part of the course.

**Rationale for the Curriculum Design**

The Childhood Studies course has seen a number of developments since its launch in September 2008. The changes have been in direct response to growing student numbers due to the popularity of the course, and in response to student and External Examiner feedback, Annual Course Evaluation and shifts in Government policy and employment opportunities. The team have worked hard to retain the quality of the student experience in light of these changes. This has been achieved through ongoing team discussions and meetings to review the overall programme of study and individual module content. Where necessary, adaptations have been made to assessment requirements and the team have been flexible in adjusting their approach to teaching and learning to meet the needs of larger groups and appropriate staffing ratios.

Links have been made with other schools to include ‘exchange lectures’, particularly with representatives from Human Health and Sciences which enhance the student learning experience, building in opportunities for specialist knowledge and understanding. Outside speakers from children’s social care services and schools for example are also invited to support the course and have taken up membership of the Course Committee.

In responding to, and anticipating current and future developments and needs - both in the market and in the children’s workforce sector, there has been a need to review and enhance the course curriculum in 2015 with some relatively minor changes to reinforce the distinctiveness of the childhood studies module diet as part of the Undergraduate Framework (UGF), in a way that continues to offer students excellent learning and intellectual challenge.

**BA (HONS) CHILDHOOD STUDIES:**

**COURSE STRUCTURE AND CONTENT**

**Honours Level**

MODULES (Core)

* Major Study DHF2940
* Research Methodologies DHM1020
* Finding a Voice: Children and Young People DHM2630

MODULES (Optional)

Students can choose one option module from:

* Helping in Context (Counselling Coaching and Mentoring) DHM1130
* Leadership and Management in Professional Contexts DHJ2230
* Critical Approaches to inclusive education DHM1230

**Intermediate Level**

MODULES (Core/Compulsory)

* Advanced Professional Practice
* Safeguarding Children and Young People DIM1130

MODULES (Optional)

Students can choose two option modules from:

* Philosophical Approaches to Education DIA2730

* Developing Language and Communication for Learning DIM4230
* Social Policy, Inclusion and Inequality DIM430
* Working with Children and Families DIM3330

**Foundation Level**

MODULES (Core)

* Contemporary Childhood Studies DFM3130
* Perspectives on Learning and Development DFM1130
* Self, Society and Welfare DFM1230
* Theories and Strategies for Learning DFM1030

**Graduate Destinations**

The Childhood Studies degree aims to develop graduates with a sound knowledge base, appropriate academic skills, and a well-developed capacity to apply critical theory to professional practice and to research or policy environments for those not pursuing a direct practice route. The curriculum design is clearly organised across the Foundation, Intermediate and Honours levels of study to provide coherent pathways for student journeys. A degree in Childhood Studies is an ideal option for those planning a career that involves working with children, young people and families, in a variety of contexts. There are opportunities for graduates of Childhood Studies to work in various sectors including education, training, social care, youth and community environments, charitable organisations and the private sector. Within education, graduates could work in schools, colleges or in higher education settings. Possible roles include learning mentor, education welfare officer, disability adviser, student adviser and schools liaison officer.

In the community, graduates can find work as community educators, project workers, in family development roles and working specifically with particular community groups in involvement and educational projects. Theatres, museums, galleries and historical attractions increasingly employ education or community engagement officers to develop initiatives to widen community access to the resource.

While large numbers of our students embark on successful postgraduate study - largely in teaching and social work, an increasing number are also pursuing research careers and undertaking scholarship opportunities offered by the University for Masters by Research and other Masters Degrees.

# Staffing and Management

The course is supported and managed through the following roles:

* Course Leader
* Head of Division
* Course Administrator
* Assessments Tutor
* Admissions Tutor
* Placement Co-ordinator
* Module Leader
* Module Tutor(s)
* Academic Skills Tutor
* Academic Librarian

In addition to these roles, members of the team will take on the role of personal tutor. Each student on the course will be allocated a personal tutor, who will offer support and guidance to the student and will refer students on to other student support services in the School and the University as appropriate. Each year group has a team of personal tutors to manage the large cohorts of students. The personal tutor will be the reference point for any difficulties which may give rise to a claim for extenuating circumstances in relation to assessed work, and will liaise with the Course Leader and module tutors over such claims. There is a well-established vertical tutor system on the programme, which enables tutors and students to build a strong relationship. Our excellent attainment and retention rates reflect the strengths

of this system.

## Appendix 1 Mapping of Childhood Studies Learning Outcomes onto modules

**CLO Course Learning Outcome**

**OPT Optional modules**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | DFM1030  Theories & Strategies Learning | DFM1130  Perspectives Learning & Development. | | DFM1230  Self ,  Society, Welfare | | DFM3130  Contemporary Childhood St | DIM1130  Safeguarding  Children | DIM1330  Advanced Prof practice | DIM2430  Dev Lang  & Comm | DIM3030  OPT  Working with Children | DIM1030  Social policy & Inclusion | DIA2730  OPT  Philosophical. Approaches | DHF2940  Major  Study | DHM1020  Research  Methods | DHM2630  Finding a Voice | DHJ 2230  OPT  Counselling  Context | DHJ2230  OPT  Leadership  & Manage | DHM2030 Critical Approaches to Inclusive Education |
| **CLO1** |  | |  | | **√** | **√** | **√** |  | **√** |  | **√** | **√** | **√** |  | **√** |  |  | **√** |
| **CLO2** |  | |  | | **√** | **√** | **√** | **√** | **√** |  | **√** | **√** |  |  | **√** | **√** |  | **√** |
| **CLO3** |  | | **√** | |  | **√** |  | **√** | **√** |  | **√** |  | **√** | **√** | **√** | **√** |  |  |
| **CLO4** |  | |  | | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |  | **√** |
| **CLO5** | **√** | | **√** | | **√** | **√** | **√** | **√** | **√** |  |  | **√** | **√** | **√** | **√** | **√** | **√** | **√** |
| **CLO6** | **√** | | **√** | |  |  | **√** | **√** | **√** |  |  | **√** | **√** |  | **√** |  | **√** | **√** |
| **CLO7** |  | | **√** | | **√** |  |  |  |  | **√** |  | **√** | **√** |  |  | **√** |  | **√** |
| **CLO8** | **√** | | **√** | |  | **√** | **√** | **√** | **√** |  | **√** | **√** | **√** | **√** | **√** |  | **√** | **√** |
| **CLO9** |  | | **√** | | **√** | **√** | **√** |  | **√** | **√** | **√** | **√** | **√** | **√** |  | **√** | **√** | **√** |
| **CLO10** |  | | **√** | | **√** | **√** | **√** | **√** | **√** |  | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |
| **CLO11** |  | | **√** | | **√** |  |  | **√** | **√** | **√** |  | **√** | **√** |  | **√** | **√** | **√** | **√** |
| **CLO12** | **√** | | **√** | | **√** | **√** | **√** | **√** | **√** |  |  | **√** | **√** | **√** |  |  | **√** |  |
| **CLO13** |  | | **√** | |  |  | **√** |  |  | **√** | **√** |  | **√** | **√** |  | **√** |  | **√** |
| **CLO14** |  | |  | | **√** | **√** | **√** | **√** | **√** |  | **√** | **√** | **√** |  | **√** | **√** |  | **√** |
| **CLO15** |  | |  | | **√** |  | **√** | **√** |  | **√** |  |  |  |  | **√** | **√** | **√** | **√** |
| **CLO16** |  | |  | |  | **√** |  | **√** | **√** |  | **√** | **√** | **√** | **√** |  |  |  |  |
| **CLO17** | **√** | | **√** | |  | **√** | **√** | **√** | **√** | **√** | **√** |  | **√** | **√** | **√** | **√** | **√** | **√** |
| **CLO18** | **√** | |  | | **√** | **√** | **√** | **√** | **√** |  |  | **√** |  |  | **√** | **√** |  | **√** |
| **CLO19** | **√** | |  | | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |
| **CLO20** |  | | **√** | | **√** | **√** | **√** |  | **√** | **√** |  | **√** | **√** | **√** | **√** | **√** | **√** |  |
| **CLO21** | **√** | | **√** | | **√** | **√** | **√** |  | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |
| **CLO22** | **√** | |  | |  | **√** | **√** | **√** | **√** |  | **√** | **√** | **√** | **√** |  | **√** |  | **√** |
| **CLO23** | **√** | |  | |  | **√** | **√** | **√** | **√** |  | **√** | **√** |  | **√** | **√** | **√** |  |  |
| **CLO24** | **√** | |  | | **√** | **√** | **√** |  |  |  |  | **√** | **√** | **√** |  |  |  | **√** |
| **CLO25** |  | |  | |  | **√** | **√** | **√** | **√** | **√** |  |  |  |  | **√** | **√** | **√** | **√** |
| **CLO26** | **√** | |  | | **√** |  |  | **√** | **√** | **√** | **√** |  | **√** | **√** | **√** |  | **√** | **√** |
| **CLO27** | **√** | |  | |  | **√** | **√** | **√** |  | **√** |  | **√** |  |  |  | **√** | **√** |  |
| **CLO28** | **√** | | **√** | |  |  | **√** |  | **√** |  | **√** | **√** | **√** | **√** |  | **√** | **√** |  |
| **CLO29** | **√** | | **√** | | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |

## Appendix 2 Subject Benchmark Mapping

**Early Childhood Studies 2019 Subject benchmark statements mapped against the Course Learning Outcomes**

| **Subject Benchmark Statements for Early Childhood Studies (2019)** | **Course Learning Outcomes** |
| --- | --- |
| **7.5 Subject Knowledge:** |  |
| understand the conceptual underpinnings of early childhood studies as a subject area, its historical origins, development and limitations | CLO1, CLO2,CLO3, CLO13 |
| demonstrate systematic knowledge and critical understanding of babies and young children and childhood nationally and globally from psychological, sociological, health, welfare, educational, cultural, philosophical, legal, historical, political and economic perspectives | CLO1, CLO2,CLO3, CLO13 |
| demonstrate systematic knowledge and critical understanding of the areas of interest contributing to early childhood studies across the core subject-specific skills areas, and how they interrelate. | CLO1, CLO2,CLO3, CLO13 |
| a systematic knowledge and critical understanding of all aspects of significant policy and provision for babies and young children, families and communities | CLO1, CLO2,CLO3, CLO13 |
| a working knowledge of the importance of, but also the challenges and constraints of, multi-professional, interprofessional, multiagency and interagency working in order to meet the needs of babies and young children, families and communities | CLO14, CLO15 |
| a working knowledge and understanding of pedagogical approaches for working with babies and young children, families and communities | CLO17 |
| a good knowledge of issues in relation to rights, diversity, equity and inclusion in relation to working with babies and young children, families and communities | CLO4 |
| a systematic knowledge of a range of research paradigms, research methods and measurement techniques, and awareness of their | CLO12, CLO16 |
| detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the subject area | CLO11 |
| demonstrate a well-developed critical understanding of the links between ethics, economics, politics, culture and ideology in the lives of babies and young children and their families and communities. | CLO2 |
| **Subject Specific Skills** |  |
| reason clearly, understand the role of evidence and make critical judgements about arguments relating to the subject area of early childhood studies | CLO17, CLO20 |
| be able to adopt multiple perspectives in relation to early childhood and systematically analyse the relationships between them | CLO7, CLO10, CLO17, CLO18, CLO20 |
| have a well-developed ability to reflect upon a range of psychological, sociological, health, welfare, educational, cultural, philosophical, legal, historical, political and economic perspectives, and consider how these underpin different understandings of babies, young children and childhood, nationally and globally | CLO17, CLO18, CLO20 |
| analyse and evaluate competing positions in relation to the construction of babies and young children and childhood by different subjects, societal agents and time, place and culture | CLO8, CLO9, |
| analyse and constructively critique theories, practice and research in the area of child development | CLO13, CLO17 |
| detect meaningful patterns in play, behaviour and experience, and evaluate their significance | CLO6 |
| critically explore, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to babies and young children and childhood | CLO1, CLO2,CLO3, CLO13 |
| have a well-developed knowledge and awareness of the skills needed for different relational pedagogical approaches | CLO6M CLO17 |
| have a well-developed knowledge and awareness of the skills needed for different relational pedagogical approaches | CLO6, CLO17 |
| have a well-developed ability to plan for, and where appropriate implement, working effectively and in collaboration with parents, carers and other agencies | CLO15 |
| have a well-developed ability to plan for, and where appropriate implement, meeting and promoting children's health, well-being, protection and safety, and the conditions which enable them to flourish | CLO6, CLO17 |
| have a well-developed ability to lead, support and work collaboratively with others in the early childhood context | CLO25 |
| have a well-developed ability to produce critical arguments for improvements to multiagency, multi-professional and interprofessional practices for babies and young children | CLO15, CLO17, CLO18 |
| have a well-developed ability to explore critically the interrelationships between political, economic, cultural and ideological contexts in the lives of babies and young children | CLO1, CLO2,CLO3, CLO13 |
| pose, operationalise and critique research questions related to early childhood, and demonstrate competence in research skills through practical and theoretical activities | CLO12, CLO16 |
| use developed skills of observation and analysis in relation to aspects of the lives of babies and young children | CLO13,CLO18 |
| have a well-developed ability to reflect upon the ethics of studying babies and young children, families and communities | CLO10 |
| competently initiate, design, conduct and report an early childhood research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations | CLO12, CLO16 |
| be aware of the complexity of ethical principles and issues, and demonstrate this in relation to personal study, particularly with regard to the research project | CLO10 |
| have a well-developed ability to give voice to and, where appropriate, act as an advocate for babies and young children, families and communities | CLO17, CLO18 |
| have a well-developed ability to recognise and challenge inequalities in society and to embrace an antibias approach | CLO17 |
|  | |
| Generic skills |  |
| communicate ideas and research findings both effectively and fluently by written, oral and visual means | CLO21, CLO23 |
| present a wide range of theoretical positions and offer and justify a well-informed point of view | CLO17, CLO23 |
| interpret and use numerical and other forms of data, critically and securely | CLO28 |
| present information to others in a variety of appropriate forms | CLO23 |
| solve problems by clarifying questions, considering alternative solutions and evaluating outcomes | CLO28 |
| listen carefully to others and reflect critically upon one's own and others' skills and views | CLO25 |
| use a range of sources of information critically | CLO23 |
| use the communication skills necessary to effectively converse, debate, negotiate, persuade and challenge the ideas of others | CLO20, CLO21 |
| be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams | CLO25,CLO27 |
| have critical insight and confidence in leading and working collaboratively with others | CLO25,CLO27 |
| have the ability to write for different purposes, which include persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis and summary | CLO21, CLO23 |
| have the ability to use ICT critically and appropriately as part of the learning process in a range of contexts, both at one's own level and to enhance provision for children | CLO19,CLO24 |
| undertake self-directed study and project management in order to meet desired objectives | CLO22 |
| be able to take charge of one's own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning. | CLO22 |

## Appendix 3 PDP Programme Overview for BA (Hons) Childhood Studies Course

Personal Tutors meet with students one-to-one three times each academic year for a formal PDP review. (Personal Tutors also support students throughout the year with pastoral and academic concerns and needs, in addition to tutor groups meetings for ongoing personal development planning).

|  |  |  |  |
| --- | --- | --- | --- |
|  | **TERM 1** | **TERM 2** | **TERM 3** |
| **Year 1** | **Progress Review 1**  Initial needs identification/ assessment  (November) | **Progress Review 2**  Review of progress and settling into university life? | **Progress Review 3**  Action planning for next year  Identification of strengths and areas for development  Identification of academic targets- review of marks over the year  Preparing for Intermediate level study |
| **Year 2** | **Progress Review 4**  Adjusting to Intermediate level? Check progress towards targets on action plan | **Progress Review 5**  Individual guidance on preparation for first placement. Check progress towards targets on action plan | **Progress Review 6**  Action planning for next year  Identification of strengths and areas for development  Review of marks over the year - identification of academic targets for desired degree classification  Preparing for honours level study |
| **Year 3** | **Progress Review 7**  Adjusting to Honours level? Check progress towards targets on action plan | **Progress Review 8**  Individual guidance on applying for postgraduate study or employment (linked to Careers & Employability Advisers) | **Progress Review 9**  Action planning for post-university life. |

## Appendix 4 Outline Assessment Schedule BA (Hons) Childhood Studies Year One

|  |  |  |
| --- | --- | --- |
| **Week** |  | **Assessment** |
| **3** | **Induction** | **Assessment Dates Issued to Students (Formative & Summative)** |
| **4** | **Teaching 1** |  |
| **5** | **Teaching 2** |  |
| **6** | **Teaching 3** |  |
| **7** | **Teaching 4** |  |
| **8** | **Teaching 5** |  |
| **9** | **Teaching 6** | **Theories and Strategies for Learning – Draft Portfolio (Formative)** |
| **10** | **Teaching 7** |  |
| **11** | **Teaching 8** | **Self, Society and Welfare Module – Class Test (Formative)** |
| **12** | **Teaching 9** | **Theories and Strategies for Learning – Portfolio (Summative)** |
| **13** | **Teaching 10** |  |
| **14** | **Teaching 11** | **Theories and Strategies for Learning – Essay (Summative)**  **Perspectives on Learning and Development – Display (Formative)** |
| **15** | **Teaching 12** | **Self, Society and Welfare Module – Test (formative )** |
| **16** | **Christmas** |  |
| **17** | **Christmas** |  |
| **18** | **Christmas** |  |
| **19** | **Teaching 13** |  |
| **20** | **Teaching 14** | **Perspectives on Learning and Development – Display (Summative)** |
| **21** | **Teaching 15** | **Contemporary Childhood Studies - Mock Debate (Formative)** |
| **22** | **Teaching 16** | **Contemporary Childhood Studies – Mini Reflective Diary (Formative)** |
| **23** | **Teaching 17** |  |
| **24** | **Teaching 18** |  |
| **25** | **Teaching 19** |  |
| **26** | **Teaching 20** |  |
| **27** | **Teaching 21** | **Perspectives on Learning and Development – Mock Class Test (Formative )** |
| **28** | **Teaching 22** | **Self Society and Welfare Module – Summative Assignment** |
| **29** | **Easter** |  |
| **30** | **Easter** |  |
| **31** | **Easter** |  |
| **32** | **Teaching 23** |  |
| **33** | **Teaching 24** | **Perspectives on Learning and Development – Test (Summative)** |
| **34** |  |  |
| **35** |  | **Self, Society and Welfare Module – Assignment (Summative)** |
| **36** |  | **Contemporary Childhood Studies - Diary (Summative)** |
| **37** |  |  |
| **38** |  |  |
| **39** |  |  |
| **40** |  |  |
| **41** |  |  |
| **42** |  |  |
|  |  |  |