PROGRAMME SPECIFICATION

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| --- | --- | --- |
| 1. | Awarding Institution | University of Huddersfield |
| 2. | Teaching Institution | The University of Huddersfield |
| 3. | School and Department | School of Education and Professional Development  Department Education and Community Studies |
| 4. | Course accredited by |  |
| 5. | Mode of delivery | Full |
| 6. | Final award | BA (Hons) |
| 7. | Course title | Early Childhood Education and Care (ECEC) |
| 8. | UCAS code | X110 |
| 9. | Subject benchmark statement | Early Childhood Studies (2019); ECSDN Graduate Practitioner Competencies 2018 |
| 10 | Date of Course Specification Approval | November 2019 |

# EDUCATIONAL AIMS OF COURSE

The main aims of the programme are to:

1. Ensure students have the essential practical and professional skills to act as an advocate for young children’s rights and participation in their education and care;
2. Develop students’ critical application of theory to practice with infants, young children and their families;
3. Develop a holistic understanding of the ecology of child development in the context of the family, community and wider global socio-political contexts;
4. Develop reflective practitioners, who apply the principles of evidence-based practice to evaluate their effectiveness in providing high quality education and care;
5. Develop practitioners with a critical understanding of the challenges of effective leadership and collaborative, interdisciplinary working;
6. Develop in students the necessary critical awareness to challenge values, assumptions and beliefs, demonstrating commitment to equality of opportunity, inclusive and anti-discriminatory practice;
7. Develop in students the ability to use different enquiry methods drawing on theoretical perspectives and a range of academic disciplines to confirm their understanding of the study of ECEC.

# COURSE LEARNING OUTCOMES

***Knowledge and Understanding***

1. Evaluate key concepts and theories associated with the education and care of young children
2. Critically evaluate theories and principles related to child development
3. Apply knowledge of these assess and meet children’s needs
4. Reflect aspects of professional practice in ECEC
5. Applies principles of carrying out primary research in accordance with the British Educational Research Associations’ Ethical Guidelines.

***Professional/practical skills***

1. Evaluate the impact of the legislative and regulatory framework on ECEC practice
2. Apply theory to practice
3. Interpret information from a variety of sources
4. Reflect on and challenge assumptions and values relating to ECEC policy and practice
5. Critically reflect on and develop own practice
6. Apply a critical understanding of the ecology of child development to practice
7. Apply knowledge and understanding of promoting safeguarding and well-being to ECEC practice
8. Demonstrate equality of opportunity, inclusive and anti-discriminatory practice

***Transferable/Key Skills***

1. **Communication -** Communicate appropriately and effectively to a variety of audiences using a variety of media
2. **Team work -** Work effectively with individuals and teams. Develop the ability to work collaboratively to implement and sustain necessary change
3. **Organisation of work -** Demonstrate resilience and self-management in learning and professional practice
4. **Improving learning and development -** Develop skills of reflection and utilise opportunities to enhance own personal and professional development
5. **Problem solving -** Identify, analyse and evaluate problems and solutions

All programme outcomes will be achieved through:

Tutor-led input (lectures, seminars etc.), structured exercises in groups for example debates and directed student-centred learning, opportunities and experiences during work-based learning. This learning is supported by use of the university’s VLE, and academic support tutors

A variety of assessment methods are used to assess all programme outcomes and the ability to apply this learning to practice. These include essays, empirical research and dissertation, professional discussion, creative resources, for example posters, and teaching resources to support children’s learning, student-led seminars, practice portfolios, presentations and timed tests.

# 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 study. Foundation and Intermediate level modules are 30 credits. The Honours level of study includes 1 40 credit module assessed through a Major Study and a 20 credit module Research Methodologies that supports students in their understanding of conducting ethical and meaningful research. The Honours year includes 2 further 30 credit modules; one that is course specific and the other to be selected from three module option choices. The course content integrates assessed placement experience alongside academic studies and is consistent with the QAA benchmark statement for Early Childhood Studies 2014 (ECS) and the Early Childhood Studies Degrees Network (ECSDN) Graduate Practitioner Competencies (GPC).

**Distinctive features**.

The need for highly qualified Early Childhood graduate practitioners continues to be necessary in today’s political and social climate. This award is distinctive in that it is mapped against the nine Graduate Practitioner Competencies (GPC), leading to Graduate Practitioner Status (GPS), awarded by the Early Childhood Studies Degree Network (ECSDN) of which the School of Education is a member. These reflect the higher level skills and knowledge required of an early years graduate in order to lead practice in supporting young children’s holistic learning and development, in line with the current policy reform agenda. The ECSDN have now secured DfE recognition of these competencies as an integral part of an approved qualification for graduate Early Years Educator roles, and are currently in discussion with OFSTED for further recognition of this status. The addition of these competences will enhance the employability of our graduates, supporting them to develop a more interdisciplinary and holistic role, leading on learning support and early intervention to meet the individual needs of young children and their families.

Students joining the course will be intending to follow careers in the early years sector, primary teaching and wider children’s services. They will have the option to be assessed against the nine competencies and be awarded the degree with Graduate Practitioner Status (GPS). This will involve attending placements in year 1, 2 and 3 and in a range of Early Childhood settings across the 0-8 age range and being assessed against the GPS criteria. In order to be able to undertake a year 3 placement and claim Graduate Practitioner Status, students must have passed both Professional Practice modules, have no trailing modules as they enter year 3, and their practice must have been assessed as ‘meets expectations’ standard. Alternatively, students can choose to study the three-year degree without GPS, particularly if they are committed to postgraduate Qualified Teacher Status (QTS) accreditation; placement will still feature as an important aspect of the course but there will not be a requirement to attend placement in year 3, or to cover the whole of the age range 0 – 7 years. This means students on completion of the degree can graduate with BA Hons ECEC without GPS and count as qualified Early Years Educators at level 3 in the staff: child ratios; alternatively, they can enhance their Early Years Educator status with level 6 if they opt to study the BA Hons ECEC with GPS (Department for Education, 2019).

A compulsory entry requirement for all full time ECEC students is to complete an enhanced DBS, to enable them to undertake work placement within the ECEC sector. Placement experience is highly regarded and enables students to understand practice alongside experienced mentors and practitioners. In year 1 students will undertake 240 hours work placement with children aged 3 – 7 years, to gain experience in planning and observing children, learning how to enhance the environment to support children’s development and learning. A detailed case study of an individual child is undertaken, supported by a portfolio of evidence. The year 2 placement, comprises 216 hours working with children 0 – 5 years, and requires students to identify and plan their own professional development alongside developing learning plans for the children. Students use a portfolio of evidence to collect evidence of their practice, and reflect on significant incidents and professional learning, relating this to theoretical knowledge and understanding. The assessment for placements in years 1 and 2 is mapped to the GPC as well as the module outcomes for Professional Practice 1 and 2. Students who successfully meet both sets of criteria for both modules will be given the opportunity for a further year 3 placement, comprising 125 hours working with children aged 0 – 7, so that they can evidence the assessed practice requirements for GPS of working with children aged:

* 0 – 2 years
* 3 – 5 years
* 5 – 7 years.

This use of professional placements gives students an opportunity to develop the skills and abilities regarded as essential for their future roles when working in the Early Childhood Education and Care sector. The ability to work and communicate with colleagues in a team in addition to developing their skills in supporting young children’s development will be emphasised. GPS is an additional route for the student, and if pursued they will be observed in practice and assessed against the nine competencies through their academic work including the empirical research for Major Study, in the modules Professional Practice 1 and 2, and concluding with a year 3 placement.

Student placements are a crucial element of the course and managed by a team of tutors led by the placement co-ordinator; as is the case with the School’s other provision. Close partnership with mentors in the various placement settings is, therefore, regarded as a priority and partnership links are maintained between the programme team and those with mentorship roles. All students are visited and observed in an early years setting by a member of the early years team. This arrangement complements the continual development, including peer observation, of students supported by their mentors and other placement colleagues. Each setting is provided with a comprehensive guide on how to support their mentee, training is offered and liaison between the placement coordinator, placement admin team and tutors is reviewed regularly. Additional guidance on supporting students undertaking GPS assessment will be given to settings in preparation for their placement.

**Programme structure:** BA Hons Early Childhood Education and Care (ECEC)

All students will be enrolled to the BA Hons ECEC and its modules. All students will also initially be expected to work towards successful completion of the ECSDN GPC statements in order to gain the additional GPS with their degree. The specific placement requirements for this accreditation are identified for each year of study in the table below, alongside the appropriate professional practice modules for Years 1 and 2. The table also indicates the additional placement requirements for Year 3, for those students fully committed to achieving GPS.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | Module code and title | | Credit  value | Option, Core and Compulsory | | GPC requirements  (0 credit bearing module, optional) | Award and Progression |
| **1** | **DFM1030** Theories and Strategies for Learning | | 30 | Core | |  | 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 hence progress with 90 Foundation credits.  The assessment is based upon 100% coursework.  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 Early Years |
|  | **DFM1130** Perspectives on Learning and development | | 30 | Core | |  |
|  | **DFM1530**  **Professional Practice 1** | | 30 | Compulsory | | Placement with 3 – 7 year olds |
|  | **DFM1230** Self, society and welfare | | 30 | Core | |  |
| **2** | **DIM1130** Safeguarding children and Young people | 30 | | | Compulsory |  | 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 to progress with 90 Intermediate credits. Such a student would not be allowed to pursue a Year 3 placement as part of their studies.  Assessment is based upon 100% coursework.  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 Early Years |
|  | **DIM1630 Professional Practice 2** | 30 | | | Core | Must do placement with 0 – 5 year olds |
|  | **DIM3130 Literacy and Mathematics in Early Years and KS1** | 30 | | | Core |  |
|  | **DIM3430** The Unique Child | 30 | | | Core |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **3** |  | **DHM2230** Health and well being | 30 | Core |  | 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 BA Ordinary. |
|  |  | **DHM1020** Research methodologies | 20 | Core |  |
|  |  | **DHF2940** Major study | 40 | Core |  |
|  |  | **DHJ2230** Leadership and management in professional contexts | 30 | Option |  |
|  |  | **DHM2330** Supporting learning in young children | 30 | Option |  |
|  |  | **DHM1230** Critical Approaches to Inclusive Education | 30 | Option |  |
|  |  |  |  |  | Placement to ensure coverage of all age groups 0 - 7 |

# TEACHING, LEARNING AND ASSESSMENT

As a student on the Early Education and Care course you are working towards a professional qualification, an entitlement to practise. 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/)

Students are supported throughout the course to develop their academic and professional skills, and to achieve the GPS competencies through their assessed work. This begins with a module that encourages a basic understanding of formal writing skills, note making skills, computer and information literacy and academic referencing. These skills are further enhanced throughout the duration of the course by embedding skills within other academic modules, building students confidence and ability to cope with the increasing academic demands of the course. Assessments are suitably developed throughout the course to increase the students’ understanding of theory to practice emphasizing the importance of integrating research and critical writing skills.

Critical thinking skills are developed and encouraged within all modules. Perspectives on Learning and Development in year 1 facilitates students to engage more meaningfully with some of the issues around children’s learning in relation to the role of the practitioner. The intermediate modules such as Professional Practice 2 and The Unique Child encourage students to critically explore their professional role and their ability to explore the ecology of child development and examine neurological and brain development, personal, social and emotional well-being and issues that promote or impede development.

The intermediate module Literacy and Mathematics in Early Years and KS1 encourages students to develop their knowledge of the fundamental concepts underpinning literacy and mathematical development in young children. In the final year, students are able to select an optional module from either

* Leadership and Management in Professional Contexts;
* Supporting Learning in Young Children,
* Critical Approaches to Inclusive Education

This allows the student to follow the most appropriate content and learning to underpin their choices for future employment and personal development.

Throughout the course students are supported through informal and formal feedback mechanisms to develop their ability to producing an argument using academic and professional literature. This culminates in a final dissertation which requires the student to identify and use their research skills to investigate an area of interest, relevant to the course of study. The student is supported and supervised through this module by an experienced member of staff who is research active. Students are guided to choose one of three research options which include empirical research, an analytical desk based study or the development of a project/resource to enhance practice.

Details of how the teaching and learning strategies and assessment strategies for the course are aligned to the course learning outcomes are outlined in section 12 of the Programme Specification. Students will be given documentation for each summative assessment that indicates how module learning outcomes are mapped to the GPCs, and can therefore track their achievement to claim GPS at the end of their studies.

**Ethics**

All assignments/ research projects undertaken by students of the SEPD which involve primary research with people are subject to rigorous checks regarding the possible ethical dimensions of the work. All students are made fully aware of the ethical implications of observing children and must ask for and receive written informed consent from parents and be alert to the child’s rights to refuse to be observed, if they are unable to give written consent. All information is treated as confidential unless there are child protection implications.

A checklist is available which requires students to carefully consider how their planned work addresses key ethical issues. Following completion of the checklist students are then required, as part of the formative element of their work, to complete a standard proforma which briefly outlines the proposed focus and methods of research. This records ethical considerations at the planning stage and explains how these are to be addressed. It is important to note that this 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 signed by the Major Studies Supervisor, however, 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 piece 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.

# SUPPORT FOR STUDENTS AND THEIR LEARNING

The course complies with disability legislation arising from the Equality Act 2010.

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

* The course begins with an induction programme. In particular, that includes an overview of the course; an introduction to study skills; an introduction to academic writing skills and expectations regarding academic conduct; an introduction to the University’s VLE and a guide to Computing and Library Services and an introduction to student services. It will also include an explanation of the Personal Development Planning process [see below]
* At the beginning of the course, students will be allocated a personal academic tutor (PAT) who will offer pastoral support and maintain an overview of academic progress and refer the student to other university support mechanisms as appropriate.
* Throughout the programme students will have access to email and tutorial support from the programme lead, module tutors and their PAT. Students have regular personal academic ‘touchpoints’ with their personal academic tutor (PAT) throughout the academic year to further support their personal and professional development. Progress tutors work alongside PAT’s especially supporting year 1 students and their transition to university.
* During the induction period students will be made aware of their basic safeguarding and child protection responsibilities and will be made aware of the ‘Fitness to Practice’ regulations with regard to professional placements.
* Students will be provided with a Student Handbook, which contains information on university facilities, course organisation, assessment regulations, and advice on the presentation of assignments.
* The Academic Skills Tutor within the School will be available to provide academic support in a range of contexts including: support for dyslexic students; support for mature students returning to study and tutorials for all students covering generic academic skills and academic writing skills workshops. A wide range of online resources is also available on the VLE for students to access.
* Students will have access to the provision of the Directorate of Student Services, which includes the Careers Advisory Service, the Chaplaincy, the Faith Centre, Counselling Service, and Disability Support Service.
* Module tutors will provide academic advice and support to students on issues relating to the modules which they teach. This includes an element of formative assessment which will provide students with interim feedback on the quality of their work prior to formal submission*.* Throughout the course students will have access to email tutorial support from their module tutors
* *All students will undertake placement in years 1 and 2 as part of Professional Practice 1 and 2 modules; eligible students (whose practice meets ‘expected’ standards in year 2) will have a further opportunity for placement in year 3, to achieve Graduate Practitioner Status*
* To encourage high quality work-based learning it is expected that students will have access to a work-based mentor, ideally a more experienced senior member of staff. The role of the mentor is to offer support, encouragement and guidance to the student, helping to reinforce the link between theory and practice. Occasionally the mentor will observe the student and offer opportunities for the student to reflect on their practice and when appropriate advise on professional strategies and developments. The mentor is not expected to be involved in module assessment.
* Mentors will be provided with a handbook and will be able to contact the programme leader/placement coordinator and SEPD placement team for additional support throughout the course.
* Students on placement will be supported through placement visits and tutorial support for portfolio building and reflective evaluation.
* Personal Development Plans (PDPs) will provide students with a means of measuring their personal and professional development during their period of study. The professional practice modules will focus on students’ practice and their personal and professional development. Assignments for these modules will form the basis of the PDP for students

# CRITERIA FOR ADMISSION

All applicants will normally provide evidence that they have passed the appropriate qualifications to undertake the course and should meet the entry requirements stipulated by the University, and SEPD.

* 112 UCAS tariff points from a combination of Level 3 qualifications;
* BBC at A Level or equivalent;
* DMM in BTEC Level 3 Extended Diploma, D\*D\* BTEC National Diploma or CACHE Diploma grade B relevant to working with children;

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* Access to Higher Education Diploma with 45 Level 3 credits at Merit or above;
* 112 UCAS tariff points from International Baccalaureate qualifications.

They should also:

• Be in receipt of GCSE English Language at grade 4 or above and GCSE Maths (or equivalent) at grade 4 or above, or grade C or above if awarded under the previous GCSE grading scheme.

* Be able to demonstrate appropriate personal qualities and attitudes for working with children and families;
* Undertake enhanced DBS and health checks as required;
* Attend interview as required.

Consideration will be given to students in possession of up to 240 appropriate CATS points for Accreditation of Prior Learning.

Candidates may be considered for entry without meeting the University's general admissions requirements and must demonstrate during interview that they have sufficient general academic skills to be able to undertake the course, together with relevant experience.

# 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 Leaders 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 are required to attain appropriate higher degrees

Updating professional and IT computing developments

All staff must attain HE Academy membership

Research and scholarly activity and attendance at relevant conferences

# 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.

The role of the External Examiner is to 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

|  |  |
| --- | --- |
| **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. |  |

**Staffing and Management**

The course has the following management roles:

* Course Leader
* Examinations Tutor
* Admissions Tutor
* Placement Co-ordinator
* Module Leaders
* Module Tutors

In addition to these roles, members of the team take on the role of personal academic tutors (PAT’s). Each student on the course is allocated a PAT, who offers pastoral support and guidance to the student and refers students on to other student support services in the School and the University as appropriate. The PAT is the reference point for any difficulties which may give rise to a claim for extenuating circumstances in relation to assessed work, and liaises with the Course Leader and module tutors over such claims.

The principal committees involved in the management of the course will be the Course Committee, the Course Assessment Board and the Student Panel. The functions and mode of operation of these committees is as indicated in the University Regulations.

The Student Panel will meet twice per academic year. There will be a rolling record of student comments that is available online through the VLE. A report of issues raised and actions taken will be given at the subsequent Course Committee.

**Equality and Diversity**

The School of Education and Professional Development operates within the University’s Disability Discrimination and Equal Opportunities policies and a commitment to these policies is stated within the general aims of the school.

**Environmental Sustainability**

Awareness of the importance of sustainability is a relevant issue for teachers, trainers and administrators. The course operates within, and has a commitment to, the School’s ethos for sustainability. This is partly achieved through the VLE and attention to minimising printing of handouts. Sustainability will also be embedded into the evaluation of education practices and policies within the modules. Ensuring organisational policies are both effective and sustainable will be important criteria for evaluating education practices and policies.

Staff and students will be encouraged to reflect that they should be positive role models regarding issues relevant to sustainability.

## Appendix 1 PSD Module mapping

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Outcomes** | **Foundation Level** | | | | | Intermediate Level | | | | **Honours Level** | | | | | |
|  | DFM1030  Theories and Strategies for Learning | DFM1130 Perspectives on Learning and Development | **DFM1530 Professional Practice 1** | | DFM1230  Self, Society and Welfare | DIM3130 Literacy and Maths in the EYFS | DIM1630 Professional Practice 2 | DIM1130 Safeguarding children and young people | **DIM3430 The Unique Child** | DHM2230 Health and well-being | DHM1020 Research Methodologies | DHF2940 Major Study | DHJ2230 Leadership and management in professional contexts | DHM1230 Critical approaches to inclusive education | **DHM2330 Supporting learning in young children** |
| **Knowledge and Understanding** |  | | | | | | | | | | | | | | |
| CLO1 Evaluate key concepts and theories associated with the education and care of young children. |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| CLO2 Critically evaluate theories and principles related to child development. |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| CLO3 Apply knowledge of these to assess and meet children’s needs |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| CLO4 Reflect on aspects of professional practice in ECEC |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| CLO5 Applies principles of carrying out primary research in accordance with the British Educational Research Associations’ Ethical Guidelines |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |
| **Professional/practical skills** |  | | | | | | | | | | | | | | |
| CLO6 Evaluate the impact of the legislative and regulatory framework on ECEC practice |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| CLO7 Apply theory to practice |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| CLO8 Interpret information from a variety of sources |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| CLO9 Reflect on and challenge assumptions and values relating to ECEC policy and practice |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| CLO10 Critically reflect on and develop own practice |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| CLO11 Apply a critical understanding of the ecology of child development to practice |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| CLO12 Apply knowledge and understanding of promoting safeguarding and well-being to ECEC practice |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| CLO13 Demonstrate equality of opportunity, inclusive and anti-discriminatory practice |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| **Transferable/Key Skills** |  | | | | | | | | | | | | | | |
| CLO14 Communicate appropriately and effectively to a variety of audiences using a variety of media |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| CLO15 Work effectively with individuals and teams. Develop the ability to work collaboratively to implement and sustain necessary change |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| CLO16 Demonstrate resilience and self-management in learning and professional practice |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| CLO17 Develop skills of reflection and utilise opportunities to enhance own personal and professional development |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| CLO18 Identify, analyse and evaluate problems and solutions |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |

## 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 | Evaluate key concepts and theories associated with the education and care of young children |
| 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 | Critically evaluate theories and principles related to child development |
| 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. | Evaluate the impact of the legislative and regulatory framework on ECEC practice |
| a systematic knowledge and critical understanding of all aspects of significant policy and provision for babies and young children, families and communities | Apply a critical understanding of the ecology of child development to practice |
| 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 | **Team work -** Work effectively with individuals and teams. Develop the ability to work collaboratively to implement and sustain necessary change |
| a working knowledge and understanding of pedagogical approaches for working with babies and young children, families and communities | Apply knowledge of these assess and meet children’s needs |
| 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 | Apply a critical understanding of the ecology of child development to practice  Apply knowledge and understanding of promoting safeguarding and well-being to ECEC practice |
| a systematic knowledge of a range of research paradigms, research methods and measurement techniques, and awareness of their | **Problem solving -** Identify, analyse and evaluate problems and solutions |
| detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the subject area | Evaluate key concepts and theories associated with the education and care of young children |
| 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. | Applies principles of carrying out primary research in accordance with the British Educational Research Associations’ Ethical Guidelines. |
| **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 | Critically evaluate theories and principles related to child development |
| be able to adopt multiple perspectives in relation to early childhood and systematically analyse the relationships between them | Critically evaluate theories and principles related to child development |
| 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 | Reflect aspects of professional practice in ECEC |
| 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 | Reflect on and challenge assumptions and values relating to ECEC policy and practice |
| analyse and constructively critique theories, practice and research in the area of child development | Apply a critical understanding of the ecology of child development to practice |
| detect meaningful patterns in play, behaviour and experience, and evaluate their significance | Apply a critical understanding of the ecology of child development to practice |
| 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 | Critically evaluate theories and principles related to child development  Apply knowledge of these assess and meet children’s needs |
| have a well-developed knowledge and awareness of the skills needed for different relational pedagogical approaches | Critically evaluate theories and principles related to child development  Apply knowledge of these assess and meet children’s needs |
| have a well-developed ability to plan for, and where appropriate implement, working effectively and in collaboration with parents, carers and other agencies | Critically evaluate theories and principles related to child development  Apply knowledge of these assess and meet children’s needs |
| 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 | Apply a critical understanding of the ecology of child development to practice  Apply knowledge and understanding of promoting safeguarding and well-being to ECEC practice |
| have a well-developed ability to lead, support and work collaboratively with others in the early childhood context | Apply a critical understanding of the ecology of child development to practice  Apply knowledge and understanding of promoting safeguarding and well-being to ECEC practice |
| have a well-developed ability to produce critical arguments for improvements to multiagency, multi-professional and interprofessional practices for babies and young children | Apply a critical understanding of the ecology of child development to practice  Apply knowledge and understanding of promoting safeguarding and well-being to ECEC practice |
| 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 | Apply a critical understanding of the ecology of child development to practice  Apply knowledge and understanding of promoting safeguarding and well-being to ECEC practice |
| pose, operationalise and critique research questions related to early childhood, and demonstrate competence in research skills through practical and theoretical activities | Applies principles of carrying out primary research in accordance with the British Educational Research Associations’ Ethical Guidelines.  **Problem solving -** Identify, analyse and evaluate problems and solutions |
| use developed skills of observation and analysis in relation to aspects of the lives of babies and young children | Apply theory to practice  Apply a critical understanding of the ecology of child development to practice |
| have a well-developed ability to reflect upon the ethics of studying babies and young children, families and communities | Critically evaluate theories and principles related to child development  Apply knowledge of these assess and meet children’s needs |
| competently initiate, design, conduct and report an early childhood research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations | Applies principles of carrying out primary research in accordance with the British Educational Research Associations’ Ethical Guidelines. |
| 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 | Applies principles of carrying out primary research in accordance with the British Educational Research Associations’ Ethical Guidelines. |
| have a well-developed ability to give voice to and, where appropriate, act as an advocate for babies and young children, families and communities | Reflect aspects of professional practice in ECEC  Demonstrate equality of opportunity, inclusive and anti-discriminatory practice |
| have a well-developed ability to recognise and challenge inequalities in society and to embrace an antibias approach | Reflect aspects of professional practice in ECEC  Demonstrate equality of opportunity, inclusive and anti-discriminatory practice |
| have a well-developed ability to recognise and challenge inequalities in society and to embrace an antibias approach | Reflect aspects of professional practice in ECEC  Demonstrate equality of opportunity, inclusive and anti-discriminatory practice **Communication -** Communicate appropriately and effectively to a variety of audiences using a variety of media |
| Generic skills |  |
| communicate ideas and research findings both effectively and fluently by written, oral and visual means | **Communication -** Communicate appropriately and effectively to a variety of audiences using a variety of media |
| present a wide range of theoretical positions and offer and justify a well-informed point of view | **Communication -** Communicate appropriately and effectively to a variety of audiences using a variety of media |
| interpret and use numerical and other forms of data, critically and securely | Interpret information from a variety of sources |
| present information to others in a variety of appropriate forms | **Communication -** Communicate appropriately and effectively to a variety of audiences using a variety of media |
| solve problems by clarifying questions, considering alternative solutions and evaluating outcomes | **Problem solving -** Identify, analyse and evaluate problems and solutions |
| listen carefully to others and reflect critically upon one's own and others' skills and views | Reflect aspects of professional practice in ECEC  Critically reflect on and develop own practice  **Organisation of work -** Demonstrate resilience and self-management in learning and professional practice |
| use a range of sources of information critically | Interpret information from a variety of sources |
| use the communication skills necessary to effectively converse, debate, negotiate, persuade and challenge the ideas of others | **Communication -** Communicate appropriately and effectively to a variety of audiences using a variety of media |
| be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams | **Team work -** Work effectively with individuals and teams. Develop the ability to work collaboratively to implement and sustain necessary change |
| have critical insight and confidence in leading and working collaboratively with others | **Team work -** Work effectively with individuals and teams. Develop the ability to work collaboratively to implement and sustain necessary change |
| have the ability to write for different purposes, which include persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis and summary | **Team work -** Work effectively with individuals and teams. Develop the ability to work collaboratively to implement and sustain necessary change |
| 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 | **Organisation of work -** Demonstrate resilience and self-management in learning and professional practice |
| undertake self-directed study and project management in order to meet desired objectives | **Organisation of work -** Demonstrate resilience and self-management in learning and professional practice |
| be able to take charge of one's own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning. | **Improving learning and development -** Develop skills of reflection and utilise opportunities to enhance own personal and professional development |

## Appendix 3 Outline Assessment Schedule

These are sample dates and would need to be adjusted to fit with other programmes for shared modules within the undergraduate framework.

**BA Hons ECEC Delivery and Assessment - draft**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** |  | **Delivery Year 1** | **Assessment Year 1** |
| **9** | **Induction** |  |  |
| **10** | **Teaching 1** | Teaching starts:  Theories and Strategies for Learning  Perspectives on Learning and Development  Self, Society and Welfare  Professional Practice 1 |  |
| **11** | **Teaching 2** |  |  |
| **12** | **Teaching 3** |  |  |
| **13** | **Teaching 4** |  |  |
| **14** | **Teaching 5** |  |  |
| **15** | **Teaching 6** |  | Theories and Strategies for Learning – Formative Task 1 |
| **16** | **Teaching 7** |  |  |
| **17** | **Teaching 8** |  | Self-Society and Welfare Module – Formative Test |
| **18** | **Teaching 9** |  | Theories & Strategies for Learning – Summative Task 1 |
| **19** | **Teaching 10** |  |  |
| **20** | **Teaching 11** |  | Theories and Strategies for Learning – Summative Task 2  Perspectives on Learning and Development – Formative Assessment |
| **21** | **Teaching 12** |  | Self-Society and Welfare Module – Summative Test |
| **22** | **Christmas** |  |  |
| **23** | **Christmas** |  |  |
| **24** | **Christmas** |  |  |
| **25** |  | **Consolidation Week** | |
| **26** | **Teaching 13** | Teaching resumes:  Theories and Strategies for Learning  Perspectives on Learning and Development  Self, Society and Welfare  Professional Practice 1 | Perspectives on Learning and Development – Summative Display |
| **27** | **Teaching 14** |  |  |
| **28** | **Teaching 15** |  |  |
| **29** | **Teaching 16** |  |  |
| **30** | **Teaching 17** |  | Professional Practice 1 - Formative |
| **31** | **Teaching 18** |  |  |
| **32** | **Teaching 19** |  |  |
| **33** | **Teaching 20** |  | Perspectives on Learning and Development – Formative Test |
| **34** | **Teaching 21** |  |  |
| **35** | **Teaching 22** | Teaching ends:  Theories and Strategies for Learning  Self, Society and Welfare |  |
| **36** | **Easter** |  |  |
| **37** | **Easter** |  |  |
| **38** | **Easter** |  |  |
| **39** | **Teaching 23** |  | Self-Society and Welfare Module – Summative Assignment |
| **40** | **Teaching 24** | Teaching ends:  Perspectives on Learning and Development  Professional Practice 1 | Perspectives on Learning and Development – Summative Test |
| **41** |  |  | Professional Practice 1 - Summative Case Study and Reflective Portfolio |
| **42** |  |  |  |
| **43** |  |  |  |
| **44** |  |  |  |
| **45** |  | CAB weeks |  |
| **46** |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** |  | **Delivery Year 2** | **Assessment Year 2** |
| **9** | **Induction** |  |  |
| **10** | **Teaching 1** | Teaching starts:  Literacy and Maths in the EYFS  The Unique Child  Professional Practice 2  Safeguarding children and young people |  |
| **11** | **Teaching 2** |  |  |
| **12** | **Teaching 3** |  |  |
| **13** | **Teaching 4** |  |  |
| **14** | **Teaching 5** |  |  |
| **15** | **Teaching 6** |  |  |
| **16** | **Teaching 7** |  |  |
| **17** | **Teaching 8** |  |  |
| **18** | **Teaching 9** |  |  |
| **19** | **Teaching 10** |  |  |
| **20** | **Teaching 11** |  |  |
| **21** | **Teaching 12** |  | The unique child summative assessment Task 1 lit review |
| **22** | **Christmas** |  |  |
| **23** | **Christmas** |  |  |
| **24** | **Christmas** |  |  |
| **25** |  | **Consolidation Week** | |
| **26** | **Teaching 13** | Teaching resumes:  Literacy and Maths in the EYFS  The Unique Child  Professional Practice 2  Safeguarding children and young people | Professional Practice summative assessment report |
| **27** | **Teaching 14** |  | Safeguarding children and young people Task 1 summative assessment |
| **28** | **Teaching 15** |  |  |
| **29** | **Teaching 16** |  |  |
| **30** | **Teaching 17** |  |  |
| **31** | **Teaching 18** |  | Literacy and Maths in the EYFS summative assessment Task 1 |
| **32** | **Teaching 19** |  |  |
| **33** | **Teaching 20** |  |  |
| **34** | **Teaching 21** |  |  |
| **35** | **Teaching 22** | Teaching ends:  Literacy and Maths in the EYFS  Professional Practice 2 | Literacy and Maths in the EYFS summative assessment Task 2 |
| **36** | **Easter** |  |  |
| **37** | **Easter** |  |  |
| **38** | **Easter** |  |  |
| **39** | **Teaching 23** |  | Professional Practice 2 summative assessment portfolio |
| **40** | **Teaching 24** | Teaching ends:  The Unique Child  Safeguarding children and young people | The unique child Task 2 summative presentation |
| **41** |  |  | Safeguarding children and young people Task 2 summative assessment |
| **42** |  |  |  |
| **43** |  |  |  |
| **44** |  |  |  |
| **45** |  | CAB weeks |  |
| **46** |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** |  | **Delivery Year 3** | **Assessment Year 3** |
| **9** | **Induction** |  |  |
| **10** | **Teaching 1** | Teaching starts:  Research Methodologies  Major Study  Health and well-being  Supporting learning in young children  Leadership and management in professional contexts  Critical approaches to inclusive education |  |
| **11** | **Teaching 2** |  |  |
| **12** | **Teaching 3** |  |  |
| **13** | **Teaching 4** |  |  |
| **14** | **Teaching 5** |  |  |
| **15** | **Teaching 6** |  |  |
| **16** | **Teaching 7** |  |  |
| **17** | **Teaching 8** |  |  |
| **18** | **Teaching 9** |  |  |
| **19** | **Teaching 10** |  |  |
| **20** | **Teaching 11** |  |  |
| **21** | **Teaching 12** | Teaching ends:  Research Methodologies  Health and well-being | Leadership and Management Task 1 summative assessment  Research Methodologies summative assessment |
| **22** | **Christmas** |  |  |
| **23** | **Christmas** |  |  |
| **24** | **Christmas** |  |  |
| **25** |  | **Consolidation Week** | |
| **26** | **Teaching 13** | Teaching resumes:  Major Study  Supporting learning in young children  Leadership and management in professional contexts  Critical approaches to inclusive education | Health and well-being summative assessment |
| **27** | **Teaching 14** |  |  |
| **28** | **Teaching 15** |  | Supporting learning in young children task 1 report summative assessment |
| **29** | **Teaching 16** |  |  |
| **30** | **Teaching 17** |  |  |
| **31** | **Teaching 18** |  |  |
| **32** | **Teaching 19** | Teaching ends:  Supporting learning in young children  Major Study | Supporting learning in young children task 2 presentation summative assessment  Critical approaches to inclusion Task 1 debate summative assessment |
| **33** | **Teaching 20** |  |  |
| **34** | **Teaching 21** |  |  |
| **35** | **Teaching 22** |  |  |
| **36** | **Easter** |  |  |
| **37** | **Easter** |  |  |
| **38** | **Easter** |  |  |
| **39** | **Teaching 23** |  |  |
| **40** | **Teaching 24** | Teaching ends:  Leadership and management in professional contexts  Critical approaches to inclusive education | Leadership and management summative assessment Task 2  Critical approaches to inclusion summative assessment task 2 |
| **41** |  |  | Major Study summative assessment |
| **42** |  |  |  |
| **43** |  |  |  |
| **44** |  |  |  |
| **45** |  | CAB weeks |  |
| **46** |  |  |

## Appendix 4 Personal Development Planning (PDP) mapped onto modules and its progression through the course

PAT’s meet with students individually and in placement each academic year, giving them opportunity to review their PDP with a tutor. The BA Hons ECEC also regards the experiences students gain in practice as valuable contributions to the PDP process Modules PP1and PP2 require students to identify and plan their personal and professional development through self-assessment audits and personal action plans. PAT’s also support students throughout the year with pastoral and academic concerns and needs, in addition to tutor group meetings.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **TERM ONE** | | **TERM TWO** | | **TERM THREE** |
| **YEAR 1** | **Progress Review 1**  Initial needs identification/ assessment  (November) | **Progress review 2 (placement)**  Incorporates induction to placement and planning with mentor | **Progress Review 3**    Review of progress and settling into university life? | **Progress review 4 (placement)**  Incorporates interim placement report and action plan and placement visit. | **Progress Review 5**  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 (placement)**  Incorporates induction to placement and action planning with mentorand placement visit. | **Progress Review 6**  Check progress towards targets on action plan | **Progress review 7**  Incorporates interim placement report and action plan | **Progress Review 8**  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 9**  Adjusting to Honours level Check progress towards targets on action plan | **Individual support via research supervisor**  GP extra placement visit for GPC | **Progress Review 10**  Individual guidance on applying for postgraduate study or employment (linked to Careers & Employability Advisers) | **Individual support via research supervisor**  GP assessment visit | **Progress Review 11**  Action planning for post-university life. |

## Appendix 5 Course Assessment Board Structure

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Model | Mode of Study | Course Start Month | Length before Main CAB | Last Assignment Submission Date | Month for Main CAB |
| A | UGT FT | September | 9 months | 8th May (Year 1)  30th March (Year 2)  1st May (Year 3) | June |

## Appendix 6 Graduate Practitioner Competencies PDF attached

<https://www.ecsdn.org/>