



Education, Health and Lifelong Learning

## **BA (Hons) Early Childhood Education (Graduate Practitioner)**

### **Programme Specification**

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

## Versioning of Programme Specification

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

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

1	Senate approval – date and outcome of last approval	7 July 2025
2	Next Scheduled Review Date: [Month/Year]	July 2030
3	Programme Specification - Effective date: [Day/Month/Year]	01 September 2026
4	Version Number	v1.0

## Modifications to Programme Specification

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

## Cross Referencing of Programme/Module Specifications

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

## Programme Specification

*The information in this document is organised into the following sections:*

*Section A – Administrative and Regulatory Information*

*Section B – Outcomes*

*Section C – Structure*

*Section D – Teaching, Learning and Assessment*

*Section E – Programme Management*

*Section F – Mapping*

*Section G – Graduate Attributes*

*Section H – Log of Modifications*

## SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

<b>1</b>	<b>Programme Specification Title</b>
	BA (Hons) Early Childhood Education (Graduate Practitioner)
<b>1a</b>	<b>Programme Code</b>
	BAECEGPTB_1.0
<b>2</b>	<b>Brief Summary (for Marketing Purposes)</b>
	<p>This programme is the natural progression for students who have completed the Lincoln Bishop University Foundation Degree in Early Childhood Education (Graduate Practitioner). It is also open to applicants with other, similar qualifications from the University or other institutions. The BA (Hons) Early Childhood Education (Graduate Practitioner) degree offers a flexible route to gaining a bachelor's qualification while continuing to work or volunteer regularly in a setting that supports learning. It may appeal to those working not only in schools but also in wider community, support, or care roles where teaching and learning are a core focus.</p> <p>The BA (Hons) degree is a blended, work-based programme that combines practical learning with live online teaching and occasional campus sessions. You will attend online classes twice a week in real time, along with five in-person teaching days across the academic year. This format is designed to make it possible to continue working or volunteering while you study.</p> <p>Throughout this one-year programme, you will build on your prior study and professional experience to deepen your understanding of current issues, practice, and practitioner research in early childhood education. The BA (Hons) Early Childhood Education (Graduate Practitioner) is open to applicants from a wide range of learning contexts, including primary and secondary education, the lifelong learning sector, and other roles supporting learners of all ages. The programme also integrates the full and relevant criteria set by the Department for Education and meets the Graduate Practitioner Competency requirements of the Early Childhood Studies Degree Network (ECSDN). Upon successful completion, you will have the opportunity to gain sector-recognised Graduate Practitioner status.</p>

The modules will encourage you to critically reflect on your own practice, analyse key systems and policies, and explore professional challenges through topics such as leadership, contemporary social and political issues, and critical approaches to pedagogy. You will have the opportunity to develop your understanding of the complex factors that contribute to children's learning and development. Building on the knowledge and understanding gained from your foundation degree, this course aims to stretch and deepen your insight into how to support children by exploring alternative perspectives on child development.

3	Awarding institution	Lincoln Bishop University		
3a	Programme Length	Full-Time 1	Part-Time N/A	
3b	Mode(s) of Study	Blended Full-time		
4	Home Academic Programme Portfolio	Education, Health and Lifelong Learning		
5	HECoS/UTT/UCAS code(s)	HECoS/CAH2 100463/ (CAH15-04-02)	ITT N/A	UCAS code L522
6	Framework for HE Qualifications position of final award(s)	Honours (Level 6)		
7	Alignment with University Credit Framework	Undergraduate		
8	Compliance with University Assessment Regulations	Academic Regulations Governing Taught Qualifications		
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A		

## Awards

<b>10</b>	<b>Final Award title(s)</b>	BA (Hons) Early Childhood Education (Graduate Practitioner)
<b>10a</b>	<b>Exit or Fall back Award title(s)</b>	BA Early Childhood Education
<b>10b</b>	<b>Pathway</b>	
<b>11</b>	<b>(i) Combined Honours Awards available eg:</b> <ul style="list-style-type: none"> <li>BSc/BA (Hons) XX</li> <li>BSc/BA (Hons) XX and YY</li> </ul>	N/A

## Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		N/A	N/A
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		None	None

## Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	Early Childhood Studies Degree Network Graduate Practitioner Competencies <i>(please note, this is a voluntary group that does not access, accredit or regulate programmes).</i>
15	Date and outcome of last PSRB approval/accreditation	N/A
16	Expiry Date of PSRB approval	N/A

## SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)
	<p>For clarity, there are three associated routes: Childhood, Youth and Families, Teaching and Learning and Early Childhood Education. These bring together three distinct but interconnected areas, these are a unique selling point of the programme.</p> <p>The programme outcomes of the BA (Hons) Early Childhood Education (Graduate Practitioner) are aligned and mapped with the QAA level descriptors for Level 6 Foundation Degrees (QAA, 2020; 2024) and QAA Subject Benchmark for Early Childhood Studies (2022).</p> <p>The BA (Hons) Early Childhood Education (Graduate Practitioner) has applied the Level 6 descriptors set out in the UK Quality Code (2021, pp.16 and 18) and the Characteristics Statement for Foundation Degrees (2021, pp.3 and 4) within the construction of the Final Award Learning Outcomes (<i>see section 19</i>) that are then mapped into the modules studied (<i>see section F</i>) to ensure that students are assessed to meet the descriptor in full. In addition, each of the learning outcomes within the course modules relate to the QAA Subject Benchmark for Early Childhood Studies (2022).</p> <p>The BA (Hons) Early Childhood Education (Graduate Practitioner) also maps to the Department for Education full and relevant criteria throughout all modules; however, it is noted that unless the student holds or achieves a minimum level 2 qualification in English, they cannot be considered full and relevant.</p> <p>The Characteristics Statement for Foundation Degrees (2021) has been closely referred to in the design of the programme to acknowledge and drawn from the learning that takes place within the workplace and develops learners' transferable skills across modules through a variety of assessment strategies (<i>see Section 24</i>).</p> <ul style="list-style-type: none"> <li>• QAA (2020). Characteristics Statement Foundation Degree.</li> <li>• QAA (2024). The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies</li> <li>• QAA (2022). Subject Benchmark for Early Childhood Studies.</li> </ul>
18	Programme Aim
	<p>The BA (Hons) Early Childhood Education (Graduate Practitioner) programme aims to:</p> <ul style="list-style-type: none"> <li>• Provide students with the skills, knowledge and insight to enable them to make a contribution to the learning, the development and support of the children, young people, and communities with which they work.</li> <li>• Present opportunities for students to develop personally and professionally to meet their future and current aspirations.</li> <li>• The BA (Hons) Early Childhood Education (Graduate Practitioner) aims to provide graduates with the knowledge, skills, and aspiration to be lifelong learners by nurturing a research-informed, intellectually challenging learning experience.</li> <li>• Prepare students for further study at postgraduate level and support those who wish to achieve the Graduate Practitioner Competencies (GPC) recognised by the Early Childhood Studies Degree Network</li> </ul>

(ECSDN). These competencies demonstrate a student's ability to apply theoretical knowledge in practice and contribute to professional standards within the early childhood sector.

<b>19</b>	<b>Programme Specific Outcomes</b>
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**(a) Final Award Learning Outcomes**

On successful completion of BA (Hons) Early Childhood Education (Graduate Practitioner) students will be able to:

**Knowledge & Understanding (KU)**

**KU1:** Demonstrate conceptual and systematic knowledge and understanding of key theoretical and policy issues related to working with and/or educating children, young people, families, and/or communities, as well as their application in shaping evidence-based practice.

**KU2:** Demonstrate knowledge and understanding of the complexities of ethical principles and concerns by making informed decisions on complex ethical and professional issues and acting appropriately considering applicable professional and ethical codes of practice.

**KU3:** Demonstrate research knowledge and professional understanding by reflecting on methodologies, theories, data applications, as well as their theoretical, practical, and methodological implications and limitations.

**KU4:** To ensure students can evaluate evidence, arguments, and assumptions to reach sound judgements and communicate information to both specialist and non-specialist audiences with an appreciation of the uncertainty, ambiguity, and limits of knowledge; recognising the importance of citations.

**Subject-specific and Professional Skills (SPS)**

*Early Childhood Subject-Specific and Professional Skills (aligned with QAA Benchmark Statements for Early Childhood Studies, 2022)*

**SPS(EC)1:** Demonstrate the ability to reason clearly, understand the role of theory, policy, practice, and evidence and make critical judgements about arguments relating to the subject area of Early Childhood.

**SPS(EC)2:** Demonstrate a strong knowledge and understanding to reflect on the ethics of studying babies and young children, families and communities and to recognise and challenge inequalities and social justice in society and to embrace anti-bias and anti-oppressive approaches.

**SPS(EC)3:** Demonstrate initiative and personal responsibility to plan for, and where appropriate implement and support, children's holistic development, health, well-being, protection and safety, play, the curriculum, assessment, evaluation and improvement of creative learning opportunities,

taking account of young children's health and emotional well-being and the conditions which enable them to flourish.

**SPS(EC)4:** Demonstrate a well-developed ability to plan for, and where appropriate implement, effective collaborations with parents, carers, and other stakeholders to work collaboratively with others in early-childhood contexts.

**SPS(EC)5:** Demonstrate the ability to meet the expectations of the Early Childhood Graduate Practitioner Competencies through the integration of theoretical understanding with work-based practice, as evidenced through a portfolio of applied professional experience.

### **Intellectual Skills (IS)**

**IS1:** Demonstrate a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in the context of working with children, young people, families, and communities.

**IS2:** Effectively demonstrate the communication of information, arguments, and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively.

**IS3:** Present a variety of theoretical perspectives and justify a well-informed and analytical point of view.

### **Transferable Skills (TS)**

**TS1:** Demonstrate and acquire key professional skills, competencies, practices, and values and understand how these influence analysis and interpretation of learning in the workplace.

**TS2:** Develop a range of transferrable and employable skills appropriate for a graduate, including the capacity to analyse, reflect, question, issue and problem solve through synthesis, evaluation, and analysis of problems and solutions.

**TS3:** Have the ability to write for different purposes, including but not limited to persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis, and summary and present the information to others in appropriate forms, including having a sense of audience.

**TS4:** Use the communication skills necessary to converse, debate, negotiate, persuade, and challenge the ideas of others.

20	Exit Award Learning Outcomes
Ordinary Degree - BA	



## SECTION C – STRUCTURE

<b>21a</b>	<b>Structures, modes of delivery (e.g., FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements</b>
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### Level 6 – 120 credits

Semester 1 Modules			
Block 1 September- November	PRP601B_1.1 Independent Study Part 1: Introduction to Research at Level 6 15 credits	PRP602B_1.1 Critical Issues in Professional Practice 15 credits	ECE602B_1.1 Graduate Practitioner Competencies 0 credits *
Block 2 November - January	PRP605B_1.0 Leadership in Professional Contexts 30 credits		

<b>Semester 2 Modules</b>		
Block 3 January - March	PRP607B_1.0 Pedagogy and Practice in Early Childhood Education 30 credits	ECE602B_1.1 Graduate Practitioner Competencies 0 credits *
Block 4 March – May	PRP604B_1.1 Independent Study: Part 2 30 Credits	

\* Graduate Practitioner Competencies will run throughout both semesters.

<b>21b</b>	<b>Module Structure</b>
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### Level 6

<b>Core Modules</b>				
Code	Status	Module Title	Period (number)	No of credits
PRP601B_1.1	Mandatory	Independent Study Part 1: Introduction to Research at Level 6	1	15
PRP602B_1.1	Mandatory	Critical Issues in Professional Practice	1	15
PRP605B_1.0	Mandatory	Leadership in Professional Contexts	1	30
PRP607B_1.0	Mandatory	Pedagogy and Practice in Early Childhood Education	2	30
PRP604B_1.1	Mandatory	Independent Study: Part 2	2	30
ECE602B_1.1	Mandatory	End of Programme Graduate Practitioner Competencies *	1&2	0

\*Please refer to section 23 where the rationale and development of this module will be fully explained.

## SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
<p>A core feature of this programme is its integration of the Early Childhood Studies Degree Network (ECSDN) Graduate Practitioner Competencies (GPC). These competencies are mapped throughout the curriculum and evidenced through a final portfolio assessment. They provide a benchmark for professional practice and support sector-recognised graduate status in early childhood education.</p> <p>1. <u>Programme Duration and Structure</u></p> <p>To meet the programme's aims and outcomes, the BA (Hons) Early Childhood Education (Graduate Practitioner) is completed in one year of full-time study. This top-up degree provides a progression route for graduates of a foundation degree (or equivalent Level 5 qualification), enabling them to achieve a full honours degree. The programme adopts a blended approach to learning, combining online and on-campus delivery as outlined in Section 23. This pedagogical approach integrates structured learning at the University with independent study, all underpinned by the University's Virtual Learning Environment (VLE). Practice-based learning takes place within the students' own workplace settings, allowing them to apply theory directly to their professional roles.</p> <p>BA (Hons) work-based students typically balance employment and personal commitments, which is reflected in the flexible design of the programme. Teaching predominantly takes place synchronously online, with periodic on-campus sessions designed to ensure students feel connected to the University community. Scheduled sessions are typically delivered in the evenings only, in response to stakeholder feedback that releasing students to attend classes during the day is often problematic. Students also have continuous access to the University's support services and the VLE, ensuring they are fully supported throughout their studies.</p> <p>2. <u>Academic Infrastructure and Alignment</u></p> <p>The programme aligns with the following academic frameworks:</p> <ul style="list-style-type: none"> <li>• QAA (2024). The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies. (2<sup>nd</sup> ed)</li> <li>• QAA (2020). Characteristics Statement Foundation Degree.</li> <li>• QAA (2022). Benchmark Statements for Early Childhood Studies.</li> <li>• ECSDN. (2020). The revised Early Childhood Studies Degree Network (ECSDN) Graduate practitioner competencies (have also guided curriculum content.</li> <li>• DfE (2025) Early Years Qualification Requirements and Standards.</li> </ul> <p>Although this is not a Foundation Degree, the programme values the work-based ethos associated with it. The curriculum is explicitly designed to build on the academic and professional skills developed during Level 4 and 5 study and supports further progression into postgraduate education or career advancement.</p> <p>The programme outcomes are closely aligned with the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) and the relevant Subject Benchmark Statements, as outlined in the most recent QAA documentation (QAA, 2024). Outcomes are matched to the FHEQ Level 5 descriptors for</p>	

knowledge, intellectual and transferable skills, and subject-specific skills, ensuring that students meet the expectations for a foundation degree qualification.

The design of the programme aligns with the QAA *Characteristics Statement for Foundation Degrees* (2020, p.7), which highlights that flexibility is central to these qualifications. This includes flexible delivery modes and study patterns, enabling students to study when and where it best suits them.

### **Graduate Practitioner Competencies (GPC)**

Students are typically employed in a variety of roles including early years practitioners, childminders and nannies, working in a range of different settings throughout the private, voluntary, maintained and independent sectors that include private, maintained and school nurseries, children centres, and home-based care settings.

The curriculum is based on the Early Childhood Studies Degree Network (ECSDN) Graduate Practitioner Competencies (GPC), which were piloted in 2018 and became an addition to the QAA benchmark statements when they were amended in 2019 and again in 2021. The ECSDN are a voluntary sector organisation and whilst they have designed the GPC's these are based on the full and relevancy criteria (see section I). Therefore, it should be noted that whilst the GPC's are recognised by the sector, there is no formal accreditation or monitoring process by the ECSDN on specific HEI institutions that embed the GPCs into early childhood degrees. The GPC achieved at Level 6, were supported and embedded within the BA (Hons) Early Childhood Education and were originally created to provide clarity to employers of how a degree maps to sector qualifications and to alleviate some of the confusion around the different Early Childhood Studies titles and pathways in the HE sectors. It is recognised that students from institutions not partnered with Lincoln Bishop University, may be disadvantaged as they may not have worked on an FdA accredited to support the graduate competencies. Students will still be able to achieve this award through 'evidence' collected through their workplace FdA or similar qualifications. This will be discussed with students on application to enable them to prepare before formally starting the qualification, however, this will be an option rather than an expectation.

These sector-endorsed, assessed practice GPC provided by the FdA and BA (Hons) Early Childhood Education programmes provide employers with confidence that graduates have the skills needed to provide a 'holistic knowledge and understanding of the ecology of child development in the context of the family, community, and wider socio-political contexts' (ECSDN, 2020, p. 4).

The ECSDN recommends that the GPC can be gained through:

- a specifically designed degree, or
- as a pathway option.

Consequently, the curriculum has been created as a "specifically designed degree," with modules at all levels mapped to GPC (see appendix 2) as recommended by the ECSDN (2020, p.9) that, *'the competencies will be met at different points across the degree with a final rigorous assessment at Level 6'*. Students will be guided to areas within the programme where specific GPC have been mapped to a module, and they will be required to keep a record of progress against these in the form of an individual e-portfolio (see section 23). This will then form the final exit assessment at Level 6 for students who decide to choose the optional graduate practitioner 0 credit module.

For those students who do not choose the optional graduate practitioner 0 credit module, the curriculum design will support their knowledge and understanding of holistically supporting children in practice with the aim of supporting their career progression, either through a teaching route such as the PGCE, or postgraduate study such as an MA. While the curriculum is underpinned by GPC, modules also reflect the QAA benchmark statements, which outline the interdisciplinary nature of early childhood education. This approach lays the foundation for further education and training for new professional roles or supporting existing practice that supports or extends children's education and care from birth to eight years (QAA, 2022). Therefore, although all students on the Early Childhood Education (Graduate Practitioner) course will be encouraged to record their progress towards the graduate competencies, the e-portfolio will not be formally assessed until the end of the programme.

The QAA Benchmarks (Early Childhood Studies, 2022) refer to developing knowledge and understanding research skills including research methods and understanding of legal ethical frameworks. Students are supported with research methods and legal ethical frameworks through the Independent Studies modules: Part 1 and Part 2 and also supported in data analysis to support their understanding of how data are used and interpreted within research.

The strength of the programme lies within the opportunities for students to learn together from a range of modules and where relevant from similar content in related modules. A further aim of the curriculum is to provide opportunities for students from related courses to be co-taught within similar modules. The rationale is to combine content that may overlap to enhance the experience of the learners and share work-based practices within theoretical lectures.

Common programme outcomes linked to intellectual and transferable abilities for students studying all disciplines within the modular framework are used by the University. This represents our collective understanding of the essential skills of a University graduate, who will be equipped with intellectual and transferable skills suited for a variety of professional vocations and lifelong learning via the study of one of our degrees. These goals are promoted within the BA Hons Professional Practice degree programmes by incorporating opportunities for different forms of communication, collaboration with peers, staff, children, young people, and families. Work-based experiences create specific skills for teaching and education-related activities with children and youth, and modules are supported by work-based professional skills such as reflective practice.

The curriculum is designed to equip students with the knowledge, skills, and confidence needed to pursue careers within the sector, while also providing a strong foundation for progression into postgraduate study. Its development has been informed by extensive consultation, incorporating feedback from employers, students, and External Examiners. Focus groups with current students were also conducted to ensure that the curriculum aligns with sector needs and supports graduates' employability.

### 3. Teaching and Learning Strategy

Teaching strategies throughout the programme are specifically designed to support the professional development of work-based learners. A distinctive feature of the programme is the inclusion of targeted and focused support, helping students to achieve success in their academic and professional journeys.

Teaching strategies are designed to support the academic and professional development of work-based learners. Content is delivered through structured synchronous sessions, collaborative activities within

assessments, and workplace application. Modules provide opportunities for independent enquiry, critical analysis, and reflective practice.

A distinctive feature of the programme is its focus on transition support for students who may not have previously studied at the University. To support this progression, transition sessions are organised between Levels 4 and 5 before the start of the new academic year. These sessions cover key topics such as research skills, effective use of library systems, advanced information searching, and the expectations for academic work at Level 6. During transition activities, students are reminded of the full range of support services available to them.

#### 4. Target Audience and Inclusivity

The target audience for the BA (HONS) Early Childhood Education (Graduate Practitioner) is broad and diverse. The student group is made up of those working in a wide range of roles including early years practitioners, childminders, nannies, and, working in a range of different settings throughout the private, voluntary, maintained and independent sectors that include private, maintained and school nurseries, children centres, and home-based care settings. This diversity of professional backgrounds is valued and supported throughout the course design.

#### 5. Research and Progression Skills

The QAA Benchmarks (Early Childhood Studies, 2022) refer to developing knowledge and understanding of research skills, including research methods and an understanding of legal and ethical frameworks.

Students are supported to develop strong research capabilities through two dedicated Independent Study modules, delivered in two parts. These modules guide students through the process of designing and conducting a research project relevant to their professional practice. Throughout the modules, students are introduced to a range of research methodologies, enabling them to make informed decisions about appropriate approaches for their own inquiries. They also explore legal and ethical considerations, developing a critical understanding of the frameworks that govern educational research. As the project progresses, students engage in data analysis, building their ability to interpret and evaluate findings effectively. The final stages of the modules focus on communicating research outcomes through both written and verbal formats. Collectively, these experiences not only prepare students for academic research at higher levels but also foster reflective inquiry skills that are directly applicable within their professional contexts.

#### 6. Curriculum Integration and Graduate Attributes

A key strength of the programme lies in the opportunities it creates for students from across the associated programmes to learn together. The curriculum is carefully designed to promote collaboration through shared and coordinated teaching across modules, bringing together students with a wide range of professional and academic experiences. This includes those working in early childhood, primary, secondary, and further education, as well as others from less traditional educational settings.

By learning alongside peers from diverse backgrounds, students are encouraged to share work-based experiences, explore different perspectives, and reflect on how theoretical ideas are applied in practice. The curriculum supports this by aligning themes across modules, allowing overlapping content to be explored in different contexts and reinforcing key concepts throughout the year.

This collaborative approach helps to build a strong sense of community and supports the development of essential graduate attributes. Students enhance their critical thinking, communication skills, ethical and reflective practice, research literacy, and digital fluency by engaging in academic dialogue and joint exploration of real-world issues. Work-based learning remains central to the programme, and students are encouraged to draw on their own professional settings to enrich classroom discussions and apply their learning directly to their roles. This focus on shared learning and practical application ensures a dynamic and supportive environment that prepares students for continued academic and professional success.

#### 7. Curriculum Development and Employability

The curriculum is designed to equip students with the knowledge, skills, and confidence needed to pursue careers within the sector, while also providing a strong foundation for progression into postgraduate study. Its development has been informed by extensive consultation, incorporating feedback from employers, students, and External Examiners. Focus groups with current students were also conducted to ensure that the curriculum aligns with sector needs and supports graduates' employability.

Students are prepared for roles in education and related sectors, and the award facilitates progression into postgraduate study, including PGCE or other initial teacher training routes, as well as further research-based qualifications.

### **23 Learning and Teaching Strategies**

#### 1. Blended Delivery and Work-Based Learning

The BA (Hons) Early Childhood Education (Graduate Practitioner) programme is designed as work-based, blended learning degrees that integrate practice-based learning across all modules. As a condition of enrolment, students and their employers must complete a Workplace Agreement Form, confirming that the student will be supported in their role throughout their studies. Students are required to spend at least 360 hours per academic year in a relevant work-based setting, either as an employee or a volunteer.

The curriculum has been developed to align with the Characteristics of Foundation Degrees (QAA, 2020), ensuring a strong correlation between theoretical learning and work-based practice. Students are encouraged throughout the programme to critically link their experiences in practice to the academic content explored within modules.

#### 2. Programme Delivery Model

The programme adopts a blended approach to delivery, combining face-to-face and online learning. Students typically attend five on-campus lectures across the academic year, including induction and transition sessions, with additional weekly synchronous online lectures typically scheduled in the evenings to accommodate those in employment.

In addition, weekly live online lectures are typically held in the evenings, making it easier for students to manage study alongside work and other commitments. Teaching is organised into structured blocks of approximately seven to eight weeks, providing focused engagement with the content of each module.

All modules are delivered by tutors with relevant sector experience. A range of teaching methods are employed, including interactive lectures, seminars, group tutorials and independent study activities. Online resources and the University's Virtual Learning Environment are central to supporting blended learning. Where

relevant, guest speakers from within the University, other higher education institutions and external organisations are invited to contribute to the learning experience. These inputs enrich students' understanding and offer insight into a range of professional perspectives.

Students will typically be taught in whole-group sessions that include learners from a range of professional backgrounds. These shared sessions enable students to draw on one another's experiences and promote collaborative learning within a diverse and supportive cohort.

Teaching is structured around blocks of seven to eight weeks, enabling focused engagement with module content while supporting students' work and personal commitments. Modules are delivered by tutors with sector expertise and, where appropriate, guest speakers from across the university, other HEIs, and local and national organisations are invited to enhance the learning experience and expose students to wider professional perspectives.

Students engage with two main modes of learning throughout each module:

- **Synchronous sessions** (in-person and online) that deliver core content and provide opportunities for interactive discussion.
- **Independent workplace-based learning**, where students are expected to reflect on and apply theory directly to their professional contexts.

Although the blended design affords flexibility, students are provided with clear timelines, structured activities, and formative milestones to support effective planning and management of their learning. Students are expected to engage fully with taught sessions, making explicit links between their academic learning and their practice settings.

The current delivery model, which blends synchronous online teaching with five in-person campus days per year, has been shaped through student consultation. During programme development, student representatives were invited to a dedicated focus group to discuss preferences for delivery modes. All seven student reps across the associated programmes attended and shared their views. A Microsoft Form was also circulated to gather broader feedback from the wider student body.

Feedback from these consultations, along with learning from a related blended programme that placed greater emphasis on asynchronous learning, highlighted a clear preference for more live, interactive teaching. As a result, the delivery model was adjusted to increase the number of synchronous sessions, while asynchronous activities were removed and refocused around independent study and assessment preparation. Ongoing feedback mechanisms continue to inform the development of the blended learning model.

These adaptations reflect the programme's commitment to responding to student voice and ensuring that the delivery structure supports meaningful engagement, accessibility, and a strong learning community.

### 3. Induction and Transition Support

Recognising that students often join the programme from diverse geographical and professional backgrounds, a live online welcome session via Microsoft Teams is offered during the summer prior to enrolment. This early engagement introduces students to the course and to one another, supporting a sense of belonging before formal teaching begins.

The five on-campus sessions are purposefully designed to foster a sense of community and encourage student collaboration. The initial face-to-face day includes induction and enrolment activities prior to the start of teaching, giving students an opportunity to meet in person, begin forming relationships, and familiarise themselves with the expectations of higher education study.

One of the on-campus sessions includes a structured transition event before the formal start of the academic year, and is designed to support students returning after the summer break, including those joining the programme from other institutions. This session helps reintroduce students to the academic expectations of Level 6, offers an opportunity to explore upcoming modules and progression routes, and plays a key role in building a strong sense of identity and community within the cohort.

#### 4. Tutorials and Academic Support

Tutorials are typically delivered online, both individually and in groups, with three tutorial points built into each module where appropriate. These include dedicated time to support collaborative planning for group assessments and to encourage continued academic engagement within a flexible digital framework.

Teaching is underpinned by the extensive use of the University's VLE, supported by a range of accessible and inclusive digital resources. A variety of teaching strategies are employed, including interactive lectures, seminars, tutorials, and independent study tasks. Where possible, multiple formats of learning materials are provided to support accessibility, including written, visual, and audio-based resources. The programme team work closely with digital learning specialists to ensure that online materials are consistent, user-friendly, and regularly reviewed for quality and technical accessibility.

At Level 6, students continue to receive tailored academic and pastoral support through embedded individual and group tutorials within each module. These tutorials offer focused guidance on assessment preparation, academic development, and personal progress. While students at earlier levels benefit from the First Year Writing Programme and structured transition sessions between Levels 4 and 5, the Level 6 programme recognises the distinct needs of students returning to study or joining from alternative institutions.

To support this, dedicated transition activities are in place at the start of the academic year. These sessions are designed to reintroduce students to academic study at honours level, with a focus on refining research skills, engaging with advanced information sources, and strengthening independent learning strategies. This ongoing support ensures that all students, regardless of their previous institution or experience, are well-prepared to meet the expectations of Level 6 study and succeed in their final year.

Recognising that students join the programme with diverse experiences and qualifications, teaching is differentiated and contextualised to reflect students' workplace settings. Group learning is encouraged, with students learning from each other's professional contexts and experiences, helping to build a vibrant learning community.

#### 5. Collaborative Learning and Community Building

The timing of each campus day is carefully aligned with the start of each new module. This structure provides students with regular opportunities to reconnect with peers, engage in academic discussion, and establish group dynamics for collaborative assessments such as debates, discussions, and presentations. These sessions



are integral to developing the relationships and communication skills needed to succeed in group tasks that are embedded throughout the programme.

Applicants are also encouraged to join an active social media group promoted from the point of enquiry. Many students use this space to build informal connections and seek peer support throughout the course.

Students are encouraged to engage with the wider course community through digital platforms designed to foster professional discussion and knowledge sharing. Informal learning spaces support the development of peer relationships, enhance a sense of belonging, and offer opportunities to discuss current issues and sector developments.

#### 6. Monitoring and Student Engagement

Student engagement is actively monitored through a combination of tutorial tracking, VLE analytics, and tutor observation. Each module offers up to three optional tutorials, delivered online, which students can book through the University's Virtual Learning Environment (VLE). These sessions are used to review assessment plans or draft work, and attendance is monitored by module tutors to ensure regular academic interaction.

Progress is monitored through participation in tutorials, engagement with the VLE, and timely submission of assessment milestones, enabling the teaching team to identify and respond to any emerging concerns.

Attendance at tutorials is recorded electronically via the University VLE, and any patterns of non-engagement are escalated initially to the module lead, followed by the programme leader, and then referred to central university support services where appropriate. This layered approach allows for early identification and intervention for students who may be at risk of disengagement. In addition, the VLE tracks student access to module materials, enabling the teaching team to identify reduced engagement and initiate timely pastoral or academic support.

During synchronous online sessions, students are expected to have their cameras switched on to support active participation and enable tutors to monitor engagement in real time. This expectation reinforces the interactive nature of delivery and helps to maintain a high level of connection between students and staff.

Overall, the predominantly synchronous structure of the programme promotes sustained interaction and responsiveness, allowing the teaching team to provide prompt support where students are experiencing academic or personal challenges.

Student feedback is actively sought on all aspects of the programme. The programme team publish feedback responses and make clear where changes have been implemented or, where necessary, explain why changes may not be possible. This open and transparent dialogue ensures that the student voice continues to shape the development of the programme.

The design of this blended programme has been closely guided by the Office for Students' *Blended Learning and OfS Regulation* (2023), ensuring that all delivery modes meet regulatory expectations for quality, accessibility, and student engagement.

<b>24</b>	<b>Assessment Strategies</b>
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Assessment across the BA (Hons) Early Childhood Education (Graduate Practitioner) programme is designed to be inclusive, developmental, and aligned with both the intended learning outcomes and the real-world contexts in which students work. The assessment strategy reflects the core principles of the QAA Characteristics Statement for Foundation Degrees (2020), promoting a strong connection between theory and practice, while ensuring academic rigour and clear progression across levels.

Where group assessments are used, all students are assessed and awarded marks individually. Each student's contribution is evaluated based on clearly defined assessment criteria, ensuring fairness, transparency, and alignment with individual learning outcomes. This approach maintains academic integrity and recognises the varying strengths and engagement of individual students within collaborative work.

The programme adopts a varied and balanced approach to assessment, offering students multiple opportunities to demonstrate their knowledge, understanding, and practical skills in ways that reflect the diversity of their strengths and professional experiences. Assessments are carefully staged to support students' academic development, with increasing complexity over time to build confidence, deepen criticality, and develop capability in higher-level academic literacies and transferable skills.

Assessment methods are designed to foster a range of key graduate attributes, such as effective communication, critical thinking, reflective practice, ethical awareness, problem-solving, and the application of theory to practice. Through this approach, students are encouraged to become reflective practitioners, capable of evaluating their learning and professional development throughout their academic journey.

The assessment strategy is inclusive by design, ensuring accessibility and fairness for students from diverse backgrounds and with a wide range of educational histories. Reasonable adjustments are made, in line with University policies, to ensure that all students have equitable opportunities to succeed.

In addition to formal assessment activities, students receive ongoing feedback through their engagement with tutors, peers, and workplace appraisal processes. This formative feedback process supports students' professional growth, encouraging them to make meaningful connections between academic content and practice-based experiences.

Assessment loading and timing are carefully managed across the academic year to ensure a balanced and sustainable workload. Each module offers a combination of assessments that are designed to build students' academic and professional skills while remaining relevant to their work-based settings. Assessment strategies are regularly reviewed to maintain alignment with sector expectations, academic standards, and the evolving needs of the student body.

Through authentic, work-based assessments and a supportive academic framework, the BA (Hons) Early Childhood Education (Graduate Practitioner) programme ensures that students are well-prepared for both further study and professional advancement.

Feedback is central to the assessment process and is provided in a variety of forms, including verbal and written, formative and summative. Feedback supports students in refining their ideas, deepening their critical engagement with module content, and improving their future academic performance. Structured tutorial support is embedded within the programme to complement formal feedback, offering students personalised

guidance on their academic development and progression. Students are encouraged to critically reflect on feedback received and to integrate it into their developing professional identities.

Personal tutoring and the Development and Career Plan (DCP) are integral to the programme's approach to assessment and student support. Each student is assigned a personal tutor who provides regular, structured academic and career development guidance. Tutorials are designed to help students contextualise their learning, engage meaningfully with feedback, and plan their ongoing professional development. Students have the opportunity to engage in regular review meetings with their tutor, ensuring that their academic progress and career aspirations remain closely aligned.

According to the ECSDN, the HEI is responsible for awarding the Graduate Practitioner award. This must follow a rigorous process, including robust assessment embedded throughout the degree. Students undertaking the GPC will meet twice termly with their personal tutor to discuss progress. At the end of the programme, these students will complete an exit assessment, presenting their portfolio by way of a formal presentation to members of the course team and work placement mentors. In line with ECSDN requirements, only one resit opportunity will be permitted for the exit assessment.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
PRP601B_1.1	Independent Study Part 1: Introduction to Research at Level 6	15	1		100%	
PRP602B_1.1	Critical Issues in Professional Practice	15	1			100%
PRP605B_1.0	Leadership in Professional Contexts	30	1		50%	50%
PRP607B_1.0	Pedagogy and Practice in Early Childhood Education	30	1		50%	50%
PRP604B_1.1	Independent Study: Part 2	30	1			100%
ECE602B_1.1	End of Programme Graduate Practitioner Competencies	0	1			100%

#### Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
PRP601B_1.1	Independent Study Part 1: Introduction to Research at Level 6	15	Presentation 100%	15 minutes	Sem 1 November
PRP602B_1.1	Critical Issues in Professional Practice	15	Essay 100%	3000 words	Sem 1 November
PRP605B_1.0	Leadership in Professional Contexts	30	Group Discussion 50%	25 minutes	Sem 1 January

			Analytical Portfolio 50%	3000 words	Sem 1 January
PRP607B_1.0	Pedagogy and Practice in Early Childhood Education	30	Individual presentation 50%	25 minutes	Sem 2 March
			Essay 50%	3000 words	Sem 2 March
PRP604B_1.1	Independent Study: Part 2	30	Research Report 100%	7000 words	Sem 2 May
ECE602B_1.1	End of Programme Graduate Practitioner competencies	0	Portfolio 100%	No set limit	End of programme

## 25 Inclusive Practice and Personal Development Planning

The University is committed to inclusive practice. The initial Tools for Learning module serves as an orientation for students, introducing them to a variety of support services and opportunities available at the University during the course of the module.

Students are introduced to our Student Advice team and the services that they provide, which include help and advice on a variety of topics that may affect a student's ability to study. As an example, consider housing, funding, and benefits. They are also accessible to assist students with special access requirements, students in or who have been in the care system, and students who may also be caregivers.

The University HUB team is able to assist students both within lectures to guide and improve their academic writing, as well as online and in person bookable appointments to support and build their writing abilities and to assist students with any digital development support they may need.

The library team within The Hub provides online and in-person bookable appointments to assist students in navigating library systems and locating reading materials to support their studies. The University has a Chaplaincy department that works to ensure that students feel safe and protected during their time at the University. The Careers team, which is also part of The Hub, is another service available to students, and they can assist students with career counselling, employability, and enterprise. The Student Union can also help by advising students through a variety of wider issues, such as housing, academic concerns, student grievances, and more.

Personal development planning is aided in a variety of ways. For example, the Development and Career Plan (DCP) assigns a personal tutor to each student to provide career development support and advice.

The team is conscious that, due to the variety and demographics of cohorts who may have come directly from college or opted to pursue a degree as a mature student, inclusive practice is critical to guaranteeing access and participation. To meet the requirements of all students, the team use a variety of teaching and learning strategies, as well as experience, to ensure that lectures and materials are accessible to all students. This encompasses verbal, textual, audio-visual, digital, practical and interactive ways to convey and clarify ideas and expectations throughout the many learning locations outlined in section 2. The team seek to provide opportunities for students in a safe environment to explore and question anti-oppressive practices. The team

recognise that in order to promote inclusive practice, the learning community must foster an ethos of reflection and discussion of values and beliefs, as well as the impact this can have. Sections 22-24 show a variety of assessment techniques for meeting the needs of all learners. Reasonable adjustments are made to accommodate learners when appropriate and in accordance with University policy.

## **26 Technology Enhanced Learning**

Delivery of the programme will be supported by use of the University's Virtual Learning Environment (VLE), the Development and Career Plan (DCP), The Hub and Library Services staff.

Included within the Library Services is access to journals and specific subject-related learning resources. Students will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology-enhanced learning is through the use of the University's Virtual Learning Environment (VLE), as part of the pedagogical approach for the programme which augments face to face learning through the proactive use of the VLE to support learning and engagement. Learning materials will all be accessed through the module and within weekly session areas.

Students will engage with advanced research for relevant literature through online databases and electronic search engines as part of the University library provision. Module specific elements are laid down within individual modules.

The Team also uses the course social media pages to further develop and enhance learning through posting and signposting sector related articles and encouraged to discuss and debate key developments. Students are also encouraged to post their own articles to help develop a community of practice across the programme and University.

## **27 Work-related Learning and/or placement**

The BA (Hons) Early Childhood Education (Graduate Practitioner) programme is designed as work-based degree, forming a key part of the blended work-based learning approach outlined in Section 22. All modules are built around students' professional practice, and the achievement of learning outcomes across all levels requires students to critically link theoretical knowledge with work-based experiences.

Students enrolled on the BA (Hons) Early Childhood Education (Graduate Practitioner) programme do not undertake traditional time-limited placements. Instead, they are engaged in continuous and consistent work-related learning within their own employment or voluntary settings as an essential condition of the programme and organised by the student prior to enrolment. As detailed in Section 22, students are required to be active in a relevant professional environment throughout their studies, embedding practice into academic development.

Students must complete a minimum of 360 hours of work-related practice each academic year, equivalent to approximately 12 hours per week, working or volunteering directly with children, young people, or families. While this is the minimum requirement, the majority of students substantially exceed these hours through full-time employment in sector-relevant roles. Students who are not already employed within the sector must secure a suitable placement prior to enrolment.

As a strict condition of enrolment and re-enrolment at each level of study, all students must submit a signed Workplace Agreement Form, completed in collaboration with their employer or voluntary setting. This agreement formalises the tripartite partnership between the student, the workplace, and the University, and it underpins the programme's commitment to work-based learning, as defined by the University's Code of Practice for Work-based Learning (2024). Students are not permitted to continue their studies without a fully completed and approved Workplace Agreement and failure to supply this could result in an enforced break in learning.

The Workplace Agreement ensures that:

- Students have an appropriate and safe environment for learning.
- The employer/setting understands and supports the student's learning objectives.
- Current and relevant Disclosure and Barring Service (DBS) clearance is in place.
- Health and Safety requirements are met.
- Safeguarding concerns relating to the student can be appropriately shared between the workplace and the University if necessary.

The agreement is central to strengthening the working relationship between the University and its sector partners, a principle that is fundamental to the ethos of work-based degrees.

Where a student experiences a change in circumstance, such as maternity leave, extended illness, redundancy or relocation, this must be reported immediately to the Programme Leader. In cases where a student changes work-setting during the programme, they must provide a newly completed and signed Workplace Agreement Form for the new setting. All Workplace Agreements are securely stored centrally by the University.

By embedding work-based learning into the heart of the programme through a rigorous and structured process, the BA (Hons) programmes ensure that students' academic development is grounded in real-world experience, supporting their future employability and professional progression.

## **28      Employability**

Employability is at the heart of the BA (Hons) Early Childhood Education (Graduate Practitioner) programme. The curriculum is explicitly designed to enhance students' professional skills, workplace confidence, and career progression opportunities. As a work-based degree, the programme requires students to be actively employed or volunteering in a relevant setting for a minimum of 360 hours over the academic year, ensuring that academic learning is consistently integrated with real-world practice.

Throughout their studies, students are systematically supported to relate theoretical principles to their professional roles. Assessments are authentic and practice-focused, helping students to develop the critical thinking, communication, and reflective skills required by employers across the education and children's workforce sectors. Modules build employability progressively, scaffolding students' ability to apply research, policy understanding, and practice innovation to workplace contexts.

Career development is an integral part of the programme, with support embedded throughout the student journey. At Level 6, students receive personalised career guidance through one-to-one tutorials, transition activities, and dedicated information sessions. Progression events are held to explore future pathways, including routes into teaching such as PGCE programmes, as well as opportunities for further academic study at

master's level. This tailored support helps students make informed decisions about their next steps and prepares them for a range of professional and educational opportunities.

The programme structure ensures that, on graduation, students are well-prepared to progress into higher-level roles in education and care, undertake further academic study, or move into specialised professional pathways.

The BA (Hons) Early Childhood Education (Graduate Practitioner) programme is designed to develop a wide range of intellectual, transferable, and professional skills aligned with the University's Graduate Attributes. The curriculum structure systematically supports the following areas:

### 1. Academic Literacies

Students develop academic literacies across four key strands:

1. **Criticality:** Students enhance critical thinking skills through debates, discussions, and assessments, with formative and summative feedback embedded at all levels.
2. **Academic Communication:** Classroom dialogue and varied assessment types foster the ability to communicate ideas effectively in academic contexts.
3. **Academic Integrity:** Ethical considerations and academic conventions are introduced and scaffolded through the First Year Writing Programme (FYWP) and extended at Levels 5 and 6.
4. **Independent Learning:** Students are guided from their first lectures to access support through tutorials, the HUB team, and library services.

**2. Global Citizenship** - Modules explore global contexts relevant to students' local, academic, and professional environments, encouraging a broad, inclusive worldview as part of their learning.

**3. Information Literacy** - From the outset, students are taught to source, evaluate, and present academic information critically. Information literacy skills underpin problem-solving, planning, and argument development across all levels of study.

**4. Digital Fluency** - Students develop ICT proficiency and digital creativity through engagement with online learning platforms, research tasks, and digital-based assessments, enhancing their ability to navigate and critically engage with digital environments.

**5. Employability** - Work-based learning is at the core of the BA (Hons) Early Childhood Education (Graduate Practitioner) Programme, requiring a minimum of 12 hours per week in a relevant paid or voluntary role. Students systematically link theoretical principles to practice through module content and assessment. Career guidance is embedded at each level, including progression events where students receive information about routes into teaching (e.g., PGCE) and further study at post graduate level.

**6. Being Enterprising** - Students are encouraged to develop creativity, initiative, and problem-solving skills through independent learning and collaborative assessments. Opportunities for innovation are embedded across class discussions, tasks, and project work.

## SECTION E - PROGRAMME MANAGEMENT

29	<b>Programme Specific Admission Requirements</b>
	<ul style="list-style-type: none"> <li>• Applicants will typically have 240 HE credits from a Foundation degree or a HE Diploma in a relevant field of study.</li> <li>• In line with the criteria for Full and Relevancy, Early Childhood Education (Graduate Practitioner) students will be required to have a Level 2 qualification in English or a Level 2 equivalent qualification as stated on the University website (<a href="#">GCSEs &amp; Equivalency   Lincoln Bishop University</a>).</li> <li>• Applicants will typically have 240 HE credits from a Foundation degree or a HE Diploma in a relevant field of study.</li> <li>• Applicants are expected have a current (or prospective) voluntary or paid employment in a relevant setting for a minimum of 360 hours per academic year equating to 12 hours per week of study.</li> <li>• Typically, applicants are expected to have three years of experience in a voluntary or paid role working with children.</li> <li>• Applications from students who have studied an FdA or HE Diploma from an alternative HEI provider, will be examined against required Knowledge, Skills and Understanding (see appendix 1) to ensure parity and the necessary skills required for level 6. Where there are differences in relation to specific theories that may have been studied, lecturers will provide links to reading to support students understanding.</li> <li>• Students are required to complete and submit a signed Workplace Agreement, endorsed by the head teacher or workplace manager of the setting where they are employed or volunteer. The Workplace Agreement formalises the tripartite partnership between the student, the setting, and the University, and confirms that the student holds a current and valid Disclosure and Barring Service (DBS) clearance.</li> <li>• Submission of a completed Workplace Agreement is a strict condition of enrolment and until the Workplace Agreement has been received by the University Placement Office, the student is provisionally enrolled.</li> <li>• Instructions on the return of the Workplace Agreement is provided during the enrolment and induction process. Students who fail to meet this requirement within the specified timeframe may be subject to an enforced break in learning, unless exceptional circumstances apply as outlined in Section 27.</li> </ul> <p>In line with the priority which it gives to promoting opportunities for lifelong learning and widening access to Higher Education, the University welcomes applications from prospective students who are seeking to gain exemption from some parts of an academic programme by gaining recognition for prior learning. Such claims may be based on a previous course of study that equates to the required 240 UCAS credits. If a prospective student has appropriate experience and has recently completed or studied modules as part of a previous qualification, they may apply for Recognition for Prior Learning in line with the relevant Code of Practice.</p>
30	<b>Programme Specific Management Arrangements</b>
	<p>The Programme Leader for the BA (Hons) Early Childhood Education (Graduate Practitioner) programme will lead and manage the programme. The programme will be taught by programme module leaders and tutors.</p>



Visiting speakers may be used as an enhancement to modules for currency and sector specific content. Furthermore, extra-curricular accredited courses, delivered by external providers, may be offered in areas of safeguarding and food hygiene for students undertaking the competency route.

### **31 Staff Responsibilities**

The module material is delivered by the programme team, who have the required knowledge and expertise. Module leadership will be assigned to team members who have a specific interest or expertise in module content, particularly if this aligns with staff research interests. Modules will be taught primarily by sector specialists, however, content that may cross related courses will be taught by the most appropriate team member.

All tutors will be assigned to students across all cohort levels as personal tutors, and in the final year, they may also take on the role of research supervisor. Where possible a sector specialist team member from the core team will be assigned the position of personal tutor to graduate practitioner which will require them to monitor progress against the GPC.

### **32 Programme Specific Academic Student Support**

Support is embedded within each module at all levels for all students. Specific support is provided for each module and contextualised to the assessments to support students' understanding of the expectations of the module. There is a heavy focus on work-based practices and students are encouraged to support and learn from one another to further contextualise the content within sessions. In addition, the team will work with wider professional services, including the specific library liaison tutor, (HUB) to enhance this provision. Tutorial support is also embedded within each module and students are provided with individual personal tutors as part of the Development and Career plan (DCP).

Prior to the commencement of official sessions, all students attend a transition event to assist them in developing an awareness of the level 6 requirements. This entails increasing students' knowledge and comprehension of study skills, University systems, and pertinent codes of conduct. Additional support is offered to incoming students at the University to assist them in navigating the university's systems and campus. Wherever feasible, students are referred to the programme's social media pages, which provide resources to assist them in adjusting to the University prior to formally beginning the course. This includes information on how to improve study skills, how to make the most of literature and tools that might be useful in developing academic writing.

Where possible, students who are new to Lincoln Bishop University and who opt for the GPC route, will be offered the opportunity to speak with a specialist lecturer to go through the requirements and expectations of the GPC. Lecturers will explain the evidence that is required to meet the GPC and where possible, recommend that students begin to collect this evidence prior to the course starting to alleviate some of the pressure. The conversation with the student will be documented so that students can refer to the documentation at a later date if needed (see appendix 5).

### **33 Programme Specific Student Evaluation**

The programme fully complies with current institutional evaluation policies. Formal mechanisms are in place to ensure that students can actively contribute to programme enhancement, primarily through the

Students' Union Representative Feedback System (RFS), which enables elected Student Representatives to gather and communicate student views.

**Programme-Specific Evaluation**

Module evaluations are conducted at the end of each teaching block in line with the University's current practices. Feedback collected from these reviews is analysed by the programme team and used to inform module improvements and planning for the next academic cycle.

Student voice is further embedded through participation in internal and external surveys, which contribute to the generation of Annual Monitoring Reports (AMRs) and the identification of programme-specific enhancement priorities.

The course team values student feedback and promotes a culture of open dialogue. In addition to formal mechanisms, opportunities for informal feedback are available through the personal tutor system. Students are regularly consulted about programme developments through surveys, student representative meetings, and communications via the Virtual Learning Environment (VLE).

The programme team is committed to responding to all feedback in an open and transparent manner, ensuring that students are informed about how their contributions have influenced programme enhancements.

## SECTION F – MAPPING

### MAP I

#### ASSESSMENT /OUTCOMES MAP

##### Early Childhood Education (Graduate Practitioner)

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	TS1	TS2	TS3	TS4
Independent Study: Part 1 (15 cr)		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
Critical Issues in Professional Practice (15 cr)	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Leadership in Professional Contexts (30 cr)	✓	✓		✓				✓	✓	✓	✓	✓	✓	✓	✓	✓
Pedagogy and Practice in Early Childhood Education (30 cr) *	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Independent Study Part 2 (30 cr)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
End of Programme Graduate Practitioner Competencies*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
* modules where placements will be offered to students																

## SECTION G

### MAP 2

### Graduate Attribute Mapping

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

Attribute	Programme Learning Outcomes														
	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3		TS1	TS2	TS3	TS4
Academic Literacies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Global Citizenship		✓			✓	✓									
Information Literacy				✓	✓	✓			✓	✓		✓		✓	
Digital Fluency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Employability	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Being Enterprising							✓					✓	✓		

#### Graduate Attributes

- GA1. [Academic Literacies](#) This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. [Global Citizenship](#) This is about understanding the global context in which you live, study and work
- GA3. [Information Literacy](#) This is about being able to search for, locate, utilise and manage information effectively and ethically
- GA4. [Digital Fluency](#) These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. [Employability](#) This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. [Being Enterprising](#) This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes [Graduate Attributes | Lincoln Bishop University](#)

# SECTION H

## MAP 3

### Approved Modifications to Programme Specification since Approval/Last Review

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

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

## SECTION I

### MAP 4

#### Mapping of PSRB requirements against the Programme

*Please see following Appendices.*

**Appendix 1****Full and Relevant Criteria Mapped to the current modules**

<p>1. Support and promote children's early education and development</p>	<p>1.1 Understand the expected patterns of children's development from birth to 5 years and have an understanding of further development from age 5 to 7. Children's development patterns to include:</p> <ul style="list-style-type: none"> <li>cognitive</li> <li>speech, language and communication development</li> <li>literacy and numeracy</li> <li>physical</li> <li>emotional</li> <li>social</li> <li>neurological and brain development</li> </ul> <p>1.2 Understand the significance of attachment and how to promote it effectively.</p> <p>1.3 Understand a range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.</p> <p>1.4* Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances.</p> <p>1.5 Understand the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.</p> <p>1.6 Understand the importance to children's holistic development of:</p> <ul style="list-style-type: none"> <li>speech, language and communication</li> <li>personal, social and emotional development</li> <li>physical development.</li> </ul> <p>1.7* Understand systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.</p> <p>1.8 Understand the potential effects of, and how to prepare and support children through, transitions and significant events in their lives.</p> <p>Transitions and significant events include:</p> <ul style="list-style-type: none"> <li>moving to school</li> <li>starting and moving through day care</li> <li>birth of a sibling</li> <li>moving home</li> <li>living outside of the home</li> <li>family breakdown</li> <li>loss of significant people</li> <li>moving between settings and carers</li> </ul> <p>1.9 Understand the current early education curriculum requirements.</p>
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	1.10 Promote equality of opportunity and anti-discriminatory practice.
2. Plan and provide effective care, teaching and learning that enables children to progress and prepares them for school	<p>2.1 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.</p> <p>To include:</p> <p>Communication and language (extending vocabulary, language structure, and dialogue, for example)</p> <p>physical development</p> <p>personal, social and emotional development</p> <p>literacy</p> <p>mathematics</p> <p>expressive arts and design</p> <p>2.2 Ensure plans fully reflect the stage of development, individual needs and circumstances of children.</p> <p>2.3 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.</p> <p>2.4* Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.</p> <p>2.5* Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.</p> <p>2.6 Support and promote children's speech, language and communication development.</p> <p>2.7* Support children's group learning and socialisation.</p> <p>2.8* Model and promote positive behaviours expected of children.</p> <p>2.9* Support children to manage their own behaviour in relation to others.</p> <p>2.10 Understand when a child is in need of additional support.</p> <p>2.11 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.</p>
3. Make accurate and productive use of assessment	<p>3.1* Understand how to assess within the current early education curriculum framework using a range of assessment techniques.</p> <p>3.2* Carry out and record observational assessment accurately.</p> <p>3.3 Identify the needs, interests and stages of development of individual children.</p> <p>3.4* Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.</p> <p>3.5* Discuss children's progress and plan the next stages in their learning with the key person, colleagues, parents and/or carers.</p>



4. Develop effective and informed practice	<p>4.1 Demonstrate a good command of the English language in spoken and written form.</p> <p>4.2 Explain the importance of continued professional development to improve own skills and early years practice.</p> <p>4.3 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history or modern foreign languages).</p>
5. Safeguard and promote the health, safety and welfare of children	<p>5.1 Know the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.</p> <p>5.2 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.</p> <p>5.3 Plan and carry out physical care routines suitable to the age, stage and needs of the child.</p> <p>5.5* Understand how to respond to accidents and emergency situations.</p> <p>5.6* Demonstrate skills and knowledge for the prevention and control of infection.</p> <p>Prevention and control of infection including: hand washing, food hygiene, dealing with spillages safely, safe disposal of waste, using correct personal protective equipment, knowledge of common childhood illnesses and immunisation, exclusion periods for infectious diseases</p> <p>5.7 Carry out risk assessment and risk management in line with policies and procedures.</p> <p>5.8 Understand safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse including: domestic, neglect, physical, emotional, sexual abuse</p> <p>5.9* Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met.</p> <p>Records and reports include:</p> <ul style="list-style-type: none"> <li>medication requirements</li> <li>special dietary needs</li> <li>planning</li> <li>observation and assessment,</li> <li>health, safety and security</li> <li>accidents</li> <li>daily registers</li> </ul>
6. Work in partnership with the key person, colleagues, parents and/or carers or other professionals	<p>6.1 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.</p>

	<p>6.2 Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development.</p> <p>6.3 Encourage parents and/or carers to take an active role in the child's play, learning and development.</p>
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\* The criteria highlighted in the table above are not explicitly taught within sessions and are practice elements that must be demonstrated in an early years setting and evidenced. Therefore, the evidence for elements will be collated within the professional competencies' module, or alternatively observed during yearly visits to the setting either in person or virtually by a lecturer.

### 1. Support and promote children's early education and development

	Tools for learning	Exploring Educational Contexts	Individual in society	Working Together in Practice	Equality, Diversity and Inclusion	Supporting Learning in Early Childhood Education	Personal, Professional Development in Early Childhood Education	Practitioner Research	Independent Study Part 1	Critical Issues	Leadership in Professional Contexts	Pedagogy and Practice: Early Childhood	Independent study: part 2	Professional Competencies
1.1			✓	✓		✓				✓		✓		✓
1.2			✓	✓		✓				✓		✓		✓
1.3						✓						✓		✓
1.4														✓
1.5					✓	✓								✓
1.6						✓						✓		✓
1.7														✓
1.8												✓		✓
1.9						✓	✓					✓		✓
1.10					✓		✓				✓			✓

### 2. Plan and provide effective care, teaching and learning that enables children to progress and prepares them for school

	Tools for learning	Exploring Educational Contexts	Individual in society	Working Together in Practice	Equality, Diversity and Inclusion	Supporting Learning in Early Childhood Education and Practice	Personal, Professional Development in Early Childhood Education	Practitioner Research	Independent Study Part 1	Critical Issues	Leadership in Professional Contexts	Pedagogy and Practice: Early	Independent study: part 2	Professional Competencies
2.1						✓						✓		✓
2.2			✓											✓
2.3					✓	✓						✓		✓
2.4														✓
2.5														✓
2.6						✓						✓		✓
2.7														✓
2.8														✓
2.9					✓									✓
2.10					✓									✓
2.11														✓

## 3. Make accurate and productive use of assessment

Professional Competencies	✓
Independent study: part 2	
Pedagogy and Practice: Early	✓
Leadership in Professional	
Critical Issues	
Independent Study Part 1	
Practitioner Research	
Personal, Professional	✓
Supporting Learning in Early	
Equality, Diversity and	
Working Together in Partnership	✓
Individual in society	
Exploring Educational Contexts	
Tools for learning	✓
3.1	✓
3.2	✓
3.3	✓
3.4	✓
3.5	✓

## 4. Develop effective and informed practice

Professional Competencies	✓
Independent study: part 2	✓
Pedagogy and Practice: Early Childhood	✓
Leadership in Professional Contexts	✓
Critical Issues	✓
Independent Study Part 1	✓
Practitioner Research	✓
Personal, Professional Development in Early	✓
Supporting Learning in Early Childhood Education and Practice	✓
Equality, Diversity and Inclusion	✓
Working Together in Partnership	✓
Individual in society	✓
Exploring Educational Contexts	✓
Tools for learning	✓
4.1	✓
4.2	✓
4.3	✓

## 5. Safeguard and promote the health, safety and welfare of children

Professional Competencies	✓
Independent study: part 2	✓
Pedagogy and Practice: Early	✓
Leadership in Professional Contexts	
Critical Issues	
Independent Study Part 1	✓
Practitioner Research	✓
Personal, Professional Development in Early	✓
Supporting Learning in Early Childhood Education and Practice	
Equality, Diversity and Inclusion	
Working Together in Partnership	✓
Individual in society	
Exploring Educational Contexts	
Tools for learning	
5.1	✓
5.2	✓
5.3	✓
5.4	✓
5.5	✓
5.6	✓
5.7	✓
5.8	✓
5.9	✓

## Appendix 2

### APPENDIX - MAPPING COMPETENCIES

#### Competency 1 - Advocating for young children's rights and participation

- 1.1** Demonstrate how you listen to and work in collaboration with young children, individually and in groups.
- 1.2** Observe, support and extend young children's participation in their learning through following their needs and interests.
- 1.3** Support children to respect others by providing opportunities for their participation and decision making.

#### Competency 2 – Promote holistic child development

- 2.1** Explain, justify and apply in practice, knowledge of how infants and young children develop from conception to the age of 8 in terms of:
- neurological and brain development • cognitive development • communication and language development • personal, emotional and social development • physical development
- 2.2** Demonstrate and apply knowledge to practice of the factors that promote and impede holistic development and long-term outcomes. These include:
- individual circumstances • family circumstances • attachment • physical health • mental health • personal, social and emotional well-being • the impact of disadvantage and adverse childhood experiences • relationships with friends and adults • the importance of learning through play • the role of creativity • policy

#### Competency 3 - Work directly with young children, families and colleagues to promote health, well-being, safety and nurturing care.

- 3.1** Explain what factors influence health and wellbeing.
- 3.2** Demonstrate the application of knowledge about health, well-being and safety to practice, including:
- the importance of policies and legislation • the identification of risks • know how to identify and respond when a child is unwell or injured and may require urgent and nonurgent medical situations • how to store and dispose of medicines • practice good hygiene • food preparation • safe waste disposal • how to use and maintain equipment and know how to access relevant training
- 3.3** Apply data protection legislation to practice.
- 3.4** Know and demonstrate how to complete a risk assessment and apply in practice.
- 3.5** Understand factors which influence nutritional health and integrate knowledge about current dietary guidance into practice, including early feeding and weaning.
- 3.6** Demonstrate the application of knowledge and understanding about the importance of respectful nurturing care routines including:
- Personal care • Mealtime routines • Rest, sleep and 'quiet' time • Physical activity and mobility
- 3.7** Have relevant knowledge to support and manage children with on-going health conditions.
- 3.8** Demonstrate how to promote health and educate children and families about health-related matters.

#### Competency 4 - Observe, listen and plan for young children to support their wellbeing, early learning, progression and transitions

- 4.1** Know and understand the relevant Early Childhood curriculum frameworks and apply them in practice.
- 4.2** Apply a range of observation and research skills to co-construct young children's development, play and learning, encouraging independence and next steps.
- 4.3** Evidence the application of different theoretical perspectives when planning for young children's personal, social and emotional development.
- 4.4** Apply theoretical understanding to the range of transitions young children experience and how these can be effectively supported in practice.

- 4.5** Evidence knowledge of the importance of parents and/or caregivers and the home learning environment in infants and young children's development and learning.
- 4.6** Demonstrate knowledge and skill in listening to and communicating verbally and non-verbally with children and how to encourage their communication skills, including situations where:
- English is an additional language
  - A child has special educational needs and/or disabilities.
- 4.7** Identify and apply pedagogical knowledge of how to develop enabling environments indoors and outdoors.
- 4.8** Explain and demonstrate understanding of the balance between child-led and adult-led activities.
- 4.9** Using real world contexts apply to practice theoretical understanding of:
- Language development
  - Literacy development (including early reading and writing)
  - Mathematical concepts
- 4.10** Evidence contemporary knowledge and skills in the use of technology and the role and appropriate use of digital literacies in young children's learning.
- 4.11** Enable young children to understand the wider world.

### **Competency 5 – Safeguarding and child protection**

- 5.1** Know the wider legislative and statutory guidance for safeguarding including child protection, whistle blowing, digital safety and how these are articulated into setting policy.
- 5.2** Recognise when a child may be in danger or at risk of serious harm and the procedures that must be followed.
- 5.3** Appreciate the importance of working with others to safeguard and promote the well-being of infants and young children.
- 5.4** Evidence advanced knowledge about child abuse, the wider theoretical perspectives about the causes of abuse and the potential implications for young children's outcomes.
- 5.5** Apply knowledge of adverse childhood experience, including child abuse to individual planning to promote:
- resilience (including, managing challenge, self-efficacy and self-regulation)
  - early learning
  - health and well-being
  - next steps
- 5.6** Evidence and apply knowledge and understanding of how globalisation and technology may pose safeguarding risks for young children.
- 5.7** Know when to signpost to other services or designated persons within the setting to secure young children's safety and protection

### **Competency 6 – Inclusive Practice**

- 6.1** Evidence knowledge, understanding and application in practice of pedagogy that supports inclusion.
- 6.2** Know how to identify infants and young children who may require additional support and how to refer to appropriate services.
- 6.3** Demonstrate an understanding of statutory guidance for children with Special Educational Needs and Disabilities and Protected Characteristics.
- 6.4** Evidence skills in appropriate planning to address the care and early learning needs of individual young children with special educational needs and/or disabilities and Protected Characteristics.

### **Competency 7 – Partnerships with parents and caregivers**

- 7.1** Evidence understanding of the importance of partnership with parents and/or caregivers in their role as infants and young children's first educators.
- 7.2.** Demonstrate in practice the co-construction of learning in respectful partnership with parents and/or caregivers.
- 7.3** Apply knowledge to practice, about the diversity of family life and society.
- 7.4** Demonstrate skills in communicating and working in partnership with families.

**Competency 8 – Collaborating with others**

**8.1** Evidence knowledge about the importance of creating successful, respectful professional relationships with colleagues and other professionals in and outside the setting.

**8.2** Apply collaborative skills in practice, including effective listening and working as a member of a team and in multi-professional contexts.

**8.3** Demonstrate an understanding of the barriers to working with others and how to address these in practice.

**Competency 9 – Professional development**

**9.1** Demonstrate self-awareness and knowledge of anti-discriminatory practice, promoting social justice and the importance of valuing difference, including gender, ethnicity, religious affiliation and sexual orientation.

**9.2** Evidence skills in enabling the voice of young children to be heard.

**9.3** Evidence advanced skills in utilising reflective practice alongside research, to enhance your continual professional development in Early Childhood.

**9.4** Draw on research to demonstrate knowledge of leadership and management and its importance and application in democratic and inclusive practice.

**9.5** Recognise and evidence the importance of communicating effectively orally and in writing to others

**Competency 1 – Advocating for young children’s rights and participation**

	Tools for learning	Exploring Educational Contexts	Individual in society	Working Together in Partnership	Equality, Diversity and Inclusion	Supporting Learning in Early Childhood	Personal, Professional Development in Early	Practitioner Research	Independent Study Part 1	Critical Issues	Leadership in Professional Contexts	Pedagogy and Practice: Early Childhood	Independent study: part 2	Professional Competencies
1.1	✓			✓				✓					✓	✓
1.2	✓			✓				✓					✓	✓
1.3	✓			✓				✓					✓	✓

**Competency 2 – Promote holistic child development**

	Tools for learning	Exploring Educational Contexts	Individual in society	Working Together in Partnership	Equality, Diversity and Inclusion	Supporting Learning in Early Childhood	Personal, Professional Development in Early	Practitioner Research	Independent Study Part 1	Critical Issues	Leadership in Professional Contexts	Pedagogy and Practice: Early Childhood	Independent study: part 2	Professional Competencies
2.1						✓						✓		✓
2.2			✓	✓		✓				✓		✓		✓

### Competency 3 – Work directly with young children, families and colleagues to promote health, well-being safety and nurturing care

	Professional Competencies	Independent study: part 2	Pedagogy and Practice: Early Childhood Leadership in Professional Contexts	Critical Issues	Independent Study Part 1	Practitioner Research	Personal, Professional Development in Early Childhood Education	Supporting Learning in Early Childhood Education and Practice	Equality, Diversity and Inclusion	Working Together in Partnership	Individual in society	Exploring Educational Contexts	Tools for learning
3.1	✓		✓				✓			✓			
3.2	✓		✓				✓			✓			
3.3	✓	✓			✓	✓							
3.4	✓												
3.5	✓									✓			
3.6	✓							✓		✓			
3.7	✓												
3.8	✓												

### Competency 4 – Observe, listen and plan for young children to support their well-being, early learning progression and transitions

	Professional Competencies	Independent study: part 2	Pedagogy and Practice: Early Childhood Leadership in Professional Contexts	Critical Issues	Independent Study Part 1	Practitioner Research	Personal, Professional Development in Early Childhood Education	Supporting Learning in Early Childhood Education and Practice	Equality, Diversity and Inclusion	Working Together in Partnership	Individual in society	Exploring Educational Contexts	Tools for learning
4.1	✓		✓				✓	✓					
4.2	✓							✓					
4.3	✓										✓		✓
4.4	✓		✓										
4.5	✓							✓		✓			
4.6	✓						✓	✓	✓				
4.7	✓		✓					✓	✓				
4.8	✓							✓					
4.9	✓							✓					
4.10	✓		✓					✓					
4.11	✓		✓					✓					

### Competency 5 – Safeguarding and child protection

	Professional Competencies	Independent study: part 2	Pedagogy and Practice: Early Childhood Leadership in Professional Contexts	Critical Issues	Independent Study Part 1	Practitioner Research	Personal, Professional Development in Early Childhood Education	Supporting Learning in Early Childhood Education and Practice	Equality, Diversity and Inclusion	Working Together in Partnership	Individual in society	Exploring Educational Contexts	Tools for learning
5.1	✓		✓				✓			✓	✓		
5.2	✓												
5.3	✓		✓				✓						
5.4	✓		✓										
5.5	✓							✓	✓	✓			
5.6	✓		✓										
5.7	✓												

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Professional Competencies	✓	✓	✓	✓
Independent study, part 2				
Pedagogy and Practice: Early Childhood				
Leadership in Professional Contexts				
Critical Issues				
Independent Study Part 1				
Practitioner Research				
Personal, Professional Development in Early Childhood Education				
Supporting Learning in Early Childhood Education and Practice	✓			✓
Equality, Diversity and Inclusion	✓	✓	✓	✓
Working Together in Partnership				
Individual in society				
Exploring Educational Contexts				
Tools for learning				
6.1				
6.2				
6.3				
6.4				

[illegible]

Professional Competencies	✓	✓	✓	✓
Independent study: Part 2				
Child in the World				
Professional Practice and Leadership				
Critical Issues				
Independent Study Part 1Introduction				
Practitioner research				
The reflective practitioner challenging self and practice				
Professional Development working in practice				
Developing and Extending Young Children' s Thinking and learning: Pedagogy	✓			
Inclusion participation		✓		
Empowering relationships	✓	✓		✓
Individual in society	✓		✓	
Key Thinkers past and present				
Tools for Learning: supporting young people children and				
	7.1	7.2	7.3	7.4

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Professional Competencies	✓	✓	✓
Independent study: Part 2			
Child in the World			
Professional Practice and Leadership	✓	✓	✓
Critical Issues			
Independent Study Part 1Introduction			
Practitioner research			
The reflective practitioner challenging self and practice	✓	✓	✓
Professional Development working in practice			
Developing and Extending Youngs			
Inclusion participation	✓	✓	✓
Empowering relationships			
Individual in society			
Key Thinkers past and present			
Tools for Learning: Supporting Youngs			
8.1			
8.2			
8.3			

[illegible]

Professional Competencies	✓	✓	✓	✓	✓
Child in the World					✓
Professional Practice and Leadership					✓
Critical Issues	✓		✓	✓	✓
Independent Study Part 1: Introduction					✓
Practitioner research					✓
The reflective practitioner challenge					✓
Professional Development working in practice	✓	✓	✓		✓
Developing and Extending Young Children's Thinking and Learning: Pedagogy		✓	✓	✓	✓
Inclusion participation	✓	✓		✓	✓
Empowering relationships		✓			✓
Individual in society					✓
Key Thinkers past and present					✓
Tools for Learning: supporting young people children and				✓	
	9.1	9.2	9.3	9.4	9.5



## **Appendix 3**

### **ECSDN Strategy for ECGPC work placement (with consideration of COVID 19): - ensuring sufficient ECGPC work placement days and the quality assurance thereof** Discussion Paper for ECSDN Workshop July 2020 By Sigrid Brogaard Clausen and Tanya Richardson

**Creative and flexible thinking about the days lost due to the Covid 19, using and sharing a variety of work placement ideas and initiatives as well as update on Quality Assurance and External Examining**

**The priority is children's, students', colleagues' and families' wellbeing and safety**

- No students should be told to undertake work placement if not feeling safe to do so
- No setting should feel they have to compromise quality and safety of the children in their care.
- Ethics, access, safeguarding and data protection – thorough ethical assessment and risk assessment needs to be undertaken by student, setting and university
- Clarify the specific institution/university position on student work placement (are they allowed to? are they being allocated work placements?
  - How is work placement set up/modified on programme and across programmes within university
- Safeguard individual academic tutor's wellbeing

**Ideas: extension to the notes made at the May ECSDN Strategy Group Meeting**

- Students taking on roles at the university to support new students (mentoring and peer support)
- Museum visit/ involvement (assessing the cultural offers and representation in local, global and national community)
- Story tellers;
  - This could be outside and arranged in different ways
  - This could also be online; we know many families where zoom/skype and WhatsApp are used to talk with family and perhaps student would like to offer some interactive story telling with children to settings or families they know?
- engaging in multiple art, sport and outdoor projects
- Volunteering
  - Is there a remit for students to volunteer to support in the community? Engaging with the local charities or similar to offer support, working in food banks etc.
- Outdoor/forest school opportunities
- Friends and family observation of children
- Family or local community support for parents that struggle (working parents and parents out of work)

- Role play in seminars, drama exercises, case studies dramatised (well used tool in Danish pedagogy to work with confidence and practice difficult conversations in a safe environment)
- Visits to multiple settings; when restrictions lift, visits and introducing yourself as a student to develop confidence and a range of skills in initially developing relationships and professionalism

#### **Areas that need to be addressed by the ECSDN and degrees locally**

- Making sure that students are still meeting the level 3 standards and graduateness in practice
- How are other work placement strategies adapting in similar 'children and family' programmes (Aaron)
- Mentoring support; compensation and guidance when student catch up days in non-mentored and non-regulated practice
- SOC 2020: the changes to the SOC2020 will have implications to the assessment of professionalism (DHLE survey), both because of survey being carried out externally to universities and the significant changes to how SEND work is assessed, which has in the past enabled ECS graduates to be classed as professionals when working with children with SEN.

#### **Overview from each institution (possibility of an (Follow up) online questionnaire)**

- What is the current situation at your institution
  - Most students have managed 2/3 of their work placement days?
  - Most students have managed ½ of their work placement days
- What plans have you got in place in order for student to catch up?
  - Y2 Students will catch up in their next academic year
  - Y1 students will catch up in their 3<sup>rd</sup> year
  - We are looking into alternative work placement days over the summer (before new semester)
  - We are looking into alternative work placement days during the next academic year
  - We are developing alternative ways of developing competencies as a compensation for lost work placement days
    - Please outline
- What communication have you had with work placement settings
  - No communication
  - They have generally closed for all work placement and foresee this to happen until Sep 2020
  - They have generally closed for all work placement and foresee this to happen throughout 2020
  - They are still interested in placing students
- Main concerns?
- Main progress with regards to overcoming any challenges?

- If your institution has a work placement team what is their approach to Early Childhood Studies in terms of priority for work placement?
- Is this going to impact on your course/student numbers and investment in work placement?

**The current situation could also be taken as an opportunity to celebrate and ensure/market the breath and diversity of student work placement/ the professional diversity in Early Childhood.**

### **Quality Assurance & External Examining**

Agreed QA wording for Benchmark appendix – Graduate Practitioner’s Competencies (added and agreed by ECSDN Strategy Group 7<sup>th</sup> Feb 2020)

***ECSDN will recognise Graduate Competencies on the ECSDN website on the recommendation of EE reports that the institution is implementing Graduate Competencies appropriately in accordance with ECSDN guidance. Institutions that are implementing practitioner competencies should seek to appoint or support the training of external examiners with knowledge of the graduate practitioner competencies. ECSDN will offer regular support for external examiners to support their familiarity with the competencies. External examiners should include review of the report on how the Graduate practitioner competencies are being included as part of the annual examination. (an appendix will be added – final draft on p4)***

## **Appendix to: Early Childhood Graduate Practitioner Competencies External Examiner Guidance**

### **Introduction**

The Early Childhood Graduate Practitioner Competencies were developed in response to confusion about the practice level of Early Childhood Studies Degree graduates. They ensure that all graduates who have completed them are not only ‘Full and Relevant’ to practice at Level 3 but have developed and demonstrated their ability to apply their knowledge and skills into practice at Level 6.

Eight universities piloted the competencies in 2018-19 and they are gradually being adopted by more institutions across the country.

### **Quality Processes**

All programmes as subject to their own institutional quality processes and this will be the main vehicle for ensuring that that programmes including the competencies are fit for purpose. In addition, the ECS Degrees Network is undertaking a rolling moderation plan so that all institutions who deliver the Graduate Practitioner Competencies, will be monitored over time.

### **What does this mean for you?**

Your role already involves engaging with the quality of the programme, assessment and moderation, student experience etc. As the competencies are embedded into or certified alongside the programmes, they should be integral to the students learning experience. The following table should help you to do this. Please add comprehensive comments as to how the requirements are being met and any recommendations you would make.

	<b>Graduate Competencies Issues</b>	<b>External Examiner Comments</b>
1	The ways in which the competencies have been embedded within and/or interlinked with the curriculum and how these are mapped across the programmes (Full Time and Top Up).	
2	The documentation, expectation and guidance given to settings and how the work placements are arranged, practice observed and assessed by workplace mentors as well as HEI staff.	
3	How evidence is recorded on-line on VLEs and how quality assurance data information, confidentiality issues are addressed.	
4	The patterns of visiting by the institutions and communication between them and the settings.	
5	The evidence for the practical competencies supplied by the student, rather than focusing on evidence in their written assignments. This is not about writing (eloquently) about meeting practice objectives but evidence from work placement (this could take the form of mentor comments, observations, witness statements).	
6	The levelness of the way in which the students critically analyse their practice.	
7	Listening to the student voice (either directly where this is possible or via student portfolio documentation, evaluations and similar evidence)	
8	Provision of feedback to the programme team	

## **Appendix 4**

### **BA (Hons) Early Childhood Education**

To successfully complete the BA (Hons) programme, applicants need a range of knowledge, skills and understanding. The nature of the vocational programme is designed to acknowledge the knowledge, skills and understanding required may have taken place in either the applicant's work environment and/or in their FdA or Level 5 equivalent qualification.

The overarching mapping questions therefore are:

Does the applicant have:

**A FdA/Level 5 qualification in an early childhood or education related subject?**

**At least three years working as a practitioner in a setting or TA in a primary setting?**

This will ensure that key knowledge, skills and understanding required to complete the full degree will have been covered in either the workplace and/or the FdA/Level 5 qualification, or both.

Required KSU	Where may this be learnt?	
	FdAs or equivalent Level 5 qualification	Workplace learning as an Early Years practitioner or TA
<p>Academically, be at Level 5. As in the UK Quality Code for Higher Education (available at <a href="https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf">https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf</a> )</p> <p>'The descriptor provided for this level of the FHEQ is for any foundation degree which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at level 5 of the FHEQ, including Diplomas of Higher Education, Higher National Diplomas, etc. Foundation degrees are awarded to students who have demonstrated:</p> <ul style="list-style-type: none"> <li>• knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed</li> <li>• ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context</li> </ul>	Required in all FdAs or equivalent qualification	-

<ul style="list-style-type: none"> <li>• knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study</li> <li>• an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. Typically, holders of the qualification will be able to:</li> <li>• use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis</li> <li>• effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively</li> <li>• undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.</li> </ul> <p>And holders will have:</p> <ul style="list-style-type: none"> <li>• the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.'</li> </ul>		
Child development	Theoretical knowledge may be learnt during Level 5 qualification	Practical knowledge of child development learnt from time in early years or school settings
Curriculum knowledge of either early years or primary, or both	May be included in some FdAs, but if not...	...will be required in workplace
Pedagogy	May be included in some FdAs, but if not...	...will be required in workplace

There are also further specific areas that may be focussed on in more depth in some FdAs/Level 5 equivalent degrees, which will also be very relevant prior learning for the BA(Hons). For example:

- Special Educational Needs (SEN)
- Inclusive practice
- Supporting the health of children
- Safeguarding
- Subjects within the curricula
- Working with parents and professionals

- Supporting and advocating for the rights of young children

The BA(Hons) degree is designed to acknowledge and value the different prior knowledge of the students; some may have worked exclusively with children with SEN, so have a very good practical knowledge of SEN. All sessions taught on the BA(Hons) programme build from the range of prior learning students bring to the programme.

We proposed that to assess the relevance of each applicant's FdA/Level 5 qualification, and their experience in setting, the Admissions team firstly confirm that an FdA will have been completed before enrolment, and that an applicant has at least three years' experience of at least two days per week working as an early year's practitioner of TA in a primary school setting.

The PL for BA(Hons) will check the of any applications that come from previously unmapped FdAs, or those with different experiences – some experience may not meet the three years/two days per week requirement, but still provide sufficient prior experience.

The 'relevance' of FdAs will be determined by the PL for BA(Hons) who will use FdA provider websites, or programme documentation if available, to ensure that the FdA includes some or all of the areas noted above.

Typical FdAs include:

- Professional Studies
- Professional Practice
- Early Years Practice /
- Children's Care, Learning and Development
- Early Years and Education
- Support Teaching and Learning
- Education
- Early Childhood studies
- Teaching and Learning Support
- Learning and Education
- Education and Learning Support
- Children's Learning and Development
- Education and Care

## **Appendix 5**

### **Guidance for Collective evidence for e-portfolio**

Dear Students,

you will be required to have three work placement visits (typically one per year) by an Early Childhood lecturer to observe you in practice.

The visits can focus on an area that requires further supporting evidence to be achieved.

Evidence can consist of:

reflections,

Assignment feedback demonstrating the learning outcomes that were achieved.

Assignments that cover a specific criteria or sub-criteria.

Planning sheets

Observations from practice

All about me forms

Recorded visit form

Open day event form

Two-year Progress check

Transition Support Plan

Individual Education Plan

Education and Health Care Plan that you have helped to write

Certificates of attendance to training, such as first aid, safeguarding, food hygiene.

Please note that in all instances the child's name must be removed to protect anonymity.

One piece of evidence can be used multiple times if appropriate.

For students who are joining the programme at Level 6, either due to a break in studies or having studied an FdA or equivalent at another institution, you will require three visits during level 6.

If in doubt, ask Nyree or Tara and we can help you.

Criteria	Sub-criteria	Practice/module	Covered by	Suggested Evidence for Portfolio
1. Support and promote children's early education and development	1.1 Understand the expected patterns of children's development from birth to 5 years, and have an understanding of further development from age 5 to 7. Children's development patterns to include:			
	cognitive	FPS101, FPS102	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; all about me form; or covered in by a lecturer visit.
	speech, language and communication development	FPC201, FPC203,	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; all about me form; or covered in by a lecturer visit.



literacy and numeracy	FPC201	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; all about me form; or covered in by a lecturer visit.
physical	FPC201	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; all about me form; or covered in by a lecturer visit.
emotional	FPC201	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; all about me form; or covered in by a lecturer visit.
social	FPC201	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; all about me form; or covered in by a lecturer visit.
neurological and brain development	FPS101	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; all about me form; or covered in by a lecturer visit.
1.2 Understand the significance of attachment and how to promote it effectively.	FPS101; FPS102	module content/practice/assessment	reflection on session/practice/ assessment/certificate from training
1.3 Understand a range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.	FPS101; FPS102; FPS103; FPC201	module content and assessment	Reflection from practice, assessment if appropriate, assignment feedback
1.4 Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances.	FPS101; FPS102; FPC201	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; all about me form; or covered in by a lecturer visit.
1.5 Understand the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.	FPC201; FPS202	module content/practice/assessment	Reflection from practice, assessment if appropriate, assignment feedback
1.6 Understand the importance to children's holistic development of:			
speech, language and communication	FPC201, FPC203,	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; all about me form; or covered in by a lecturer visit.
personal, social and emotional development	FPC201, FPC203,	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; all about me form; or covered in by a lecturer visit.
physical development	FPC201, FPC203,	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; all about me form; or covered in by a lecturer visit.
1.7 Understand systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.	FPS201	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; all about me form; or covered in by a lecturer visit.
1.8 Understand the potential effects of, and how to prepare and support children through, transitions and significant events in their lives.	FPC201	module content/practice/assessment	Reflection on sessions; assignment if appropriate, evidence from practice
Transitions and significant events include:	FPC201	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; all about me form; or covered in by a lecturer visit.

	moving to school	Not all children will experience all of these transitions therefore, this criteria covers transitions generally		
	starting and moving through day care			
	birth of a sibling			
	moving home			
	living outside of the home			
	family breakdown			
	loss of significant people			
	moving between settings and carers			
	1.9 Understand the current early education curriculum requirements.	FPC201	module content/assessment /practice	Reflection on sessions; assignment if appropriate, observation; planning sheet; all about me form; or covered in by a lecturer visit.
	1.10 Promote equality of opportunity and anti-discriminatory practice.	FPS202	module content/assessment /practice	Reflection on sessions; assignment if appropriate, observation; planning sheet; all about me form; or covered in by a lecturer visit.
2. Plan and provide effective care, teaching and learning that enables children to progress and prepares them for school	2.1 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.			
	To include:	FPC201		
	Communication and language (extending vocabulary, language structure, and dialogue, for example)	FPC201	module content/assessment /practice	Reflection on sessions; assignment if appropriate, observation; planning sheet; reflection in practice
	physical development	FPC201	module content/assessment /practice	Reflection on sessions; assignment if appropriate, observation; planning sheet; reflection in practice
	personal, social and emotional development	FPC201	module content/assessment /practice	Reflection on sessions; assignment if appropriate, observation; planning sheet; reflection in practice
	literacy	FPC201	module content/assessment /practice	Reflection on sessions; assignment if appropriate, observation; planning sheet; reflection in practice
	mathematics	FPC201	module content/assessment /practice	Reflection on sessions; assignment if appropriate, observation; planning sheet; reflection in practice
	understanding the world	FPC201	module content/assessment /practice	Reflection on sessions; assignment if appropriate, observation; planning sheet; reflection in practice
	expressive arts and design	FPC201	module content/assessment /practice	Reflection on sessions; assignment if appropriate, observation; planning sheet; reflection in practice
	2.2 Ensure plans fully reflect the stage of development, individual needs and circumstances of children.	FPC201	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; reflection in practice

	2.3 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.	FPC201	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; reflection in practice
	2.4 Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.	FPC203	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; reflection in practice
	2.5 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.	FPC201	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; reflection in practice
	2.6 Support and promote children's speech, language and communication development.	FPC201	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; reflection in practice
	2.7 Support children's group learning and socialisation.	FPC201	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; reflection in practice
	2.8 Model and promote positive behaviours expected of children.	Practice	module content/practice/assessment	Reflection from practice
	2.9 Support children to manage their own behaviour in relation to others.	Practice	module content/practice/assessment	Reflection from practice
	2.10 Understand when a child is in need of additional support.	FPC201; FPS202	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; reflection in practice
	2.11 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.	FPS104; FPC201; FPS202; practice	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; reflection in practice
3. Make accurate and productive use of assessment	3.1 Understand how to assess within the current early education curriculum framework using a range of assessment techniques.	FPC201 practice	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; reflection in practice
	3.2 Carry out and record observational assessment accurately.	FPC201 practice	module content/practice/assessment	Observation from practice
	3.3 Identify the needs, interests and stages of development of individual children.	FPC201 practice	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; reflection in practice
	3.4 Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.	FPC201 practice	module content/practice/assessment	Observation, development profile
	3.5 Discuss children's progress and plan the next stages in their learning with the key person, colleagues, parents and/or carers.	Practice		Reflection from practice; Two year old progress check, open event recording
4. Develop effective and informed practice	4.1 Demonstrate a good command of the English language in spoken and written form.	All assignments	module content/practice/assessment	Feedback from assessments
	4.2 Explain the importance of continued professional development to improve own skills and early years practice.	TPS301; TPS303? Practice	module content/practice/assessment	Reflection from practice, assessment if appropriate, assignment feedback

	4.3 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history or modern foreign languages).	All modules/Practice	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; reflection in practice
5. Safeguard and promote the health, safety and welfare of children	5.1 Know the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	FPS104, practice	module content/practice/assessment	Reflection from practice, assessment if appropriate, assignment feedback; certificate;
	5.2 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	FPS104, practice	module content/practice/assessment	Reflection from practice, assessment if appropriate, assignment feedback; certificate
	5.3 Plan and carry out physical care routines suitable to the age, stage and needs of the child.	FPC201 practice	module content/practice/assessment	Reflection from practice, assessment if appropriate, assignment feedback
	5.4 Understand why health and well-being is important for babies and children and promote healthy lifestyles.	FPS102; FPC201 practice	module content/practice/assessment	Reflection from practice, assessment if appropriate, assignment feedback
	5.5 Understand how to respond to accidents and emergency situations.	Practice	Practice	Reflection from practice
	5.6 Demonstrate skills and knowledge for the prevention and control of infection.	Practice	Practice	Reflection from practice
	Prevention and control of infection including:	Practice	Practice	Reflection from practice
	hand washing	Practice	Practice	Reflection from practice
	food hygiene	Practice	Practice	Reflection from practice
	dealing with spillages safely	Practice	Practice	Reflection from practice
	safe disposal of waste	Practice	Practice	Reflection from practice
	using correct personal protective equipment	Practice	Practice	Reflection from practice
	knowledge of common childhood illnesses and immunisation	Practice	Practice	Reflection from practice
	exclusion periods for infectious diseases	Practice	Practice	Reflection from practice
	5.7 Carry out risk assessment and risk management in line with policies and procedures.	Practice	Practice	Reflection from practice
	5.8 Understand safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them.  Types of abuse including:  domestic neglect physical emotional sexual abuse	FPS104, practice	Practice	Reflection from practice, certificate

	<p>5.9 Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met.</p> <p>Records and reports include:</p> <p>medication requirements special dietary needs planning observation and assessment, health, safety and security accidents daily registers</p>	Practice	Practice	Reflection from practice, certificate, copy of dummy sheets
6. Work in partnership with the key person, colleagues, parents and/or carers or other professionals	6.1 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.	FPS104, practice	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; reflection in practice
	6.2 Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development.	FPS104, practice	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; reflection in practice; open event documentation;
	6.3 Encourage parents and/or carers to take an active role in the child's play, learning and development.	FPS104, practice	module content/practice/assessment	Reflection on sessions; assignment if appropriate, observation; planning sheet; reflection in practice

## Appendix 6

Qualification	Entry Requirements	Current professional role	Full and Relevancy	Potential Future Employment Roles	Potential Future Qualification Progression
FdA Early Childhood Education	One year experience Typically, Level three qualification	<p>Examples of professional roles include but are not limited to: Childminder, nanny, foster carer, early help worker, children centre practitioner, nursery nurse, nursery practitioner working in PVI* sector, Teaching assistant working in reception, year one or year two</p> <p>This list is indicative but not exhaustive. There may be professional roles that are applicable that have not been listed.</p>	<p>For those students considering full and relevancy in the future or who would like to consider the Graduate Practitioner degree, optional placement visits are embedded within the programme.</p> <p>This programme is mapped to the QAA Benchmarks.</p> <p>The foundation degree is a level 5 qualification that does not provide full and relevancy. It does, however, provide the first two years of a full degree.</p>	<p>This list is not exhaustive, there may be further opportunities that are not listed here. This table serves to provide an overview.</p> <p>If a student does not have a full and relevant level 3 qualification, they will be counted in ratios within a PVI setting at level 2.</p> <p>If a student is employed in a nursery setting and holds a full and relevant level 3, this qualification may help to gain leadership positions in PVI settings.</p> <p>If a student works in a school and is considering going on to teaching, this degree offers the first two years of a full three-year degree.</p> <p>This qualification may help you gain employment in early help/children's centre roles.</p>	<p>BA (Hons) Early Childhood Education</p> <p>BA (Hons) Early Childhood Education Graduate Practitioner</p> <p>BA (Hons) Teaching and Learning Graduate Practitioner</p> <p>BA (Hons) Primary Teaching Studies with Qualified Teacher Status</p> <p>BA (Hons) Professional Practice in Special Educational Needs and Disabilities (online)</p>

BA (Hons) Early Childhood Education	Three years' experience 240 credits – typically a foundation degree	<p>Examples of professional roles include but are not limited to:</p> <p>Childminder, nanny, foster carer, early help worker, children centre practitioner, nursery nurse, nursery practitioner working in PVI* sector, Teaching assistant working in reception, year one or year two</p>	<p>This degree does not have the entry requirement for maths and English. Students who do hold maths and English qualifications at functional skills or higher can be considered full and relevant providing the student takes the opportunity for placement visits.</p> <p>Without maths and English qualifications, this degree is not considered full and relevant. Therefore, unless a full and relevant level 3 has already been achieved, students will be counted in ratios at level 2.</p> <p>For those students considering full and relevancy in the future, optional placement assessments are embedded within the programme.</p> <p>Full and relevancy may only apply to those students who wish to be counted in ratio in a PVI setting.</p>	<p>This list is not exhaustive, there may be further opportunities that are not listed here. This table serves to provide an overview.</p> <p>This degree may provide opportunities to go on to teaching in the future but please note, GCSEs are likely to be required for primary and secondary teaching roles.</p> <p>Students could go on to do an MA in a related subject, for example, Education; Early Childhood; Childhood, Youth and Families; some social work MA's; Special Educational Needs, Disabilities and Inclusion; Business.</p> <p>Students might use this degree to go on management positions outside of the PVI sector.</p> <p>Students may be employed in early help roles by a local authority.</p> <p>Students may work in behaviour units or mental health initiatives.</p>	<p>MA Children, Young People and Families</p> <p>MA Early Childhood</p> <p>MA Education</p> <p>PCCE</p>
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			This degree is mapped to the QAA Benchmarks.	Students may go on to teach a related subject in a further education college.  Students may be employed a pastoral capacity within a school.	
BA (Hons) Early Childhood Education (Graduate Practitioner) including Full and relevant	Three years' experience 240 credits – typically a foundation degree Maths and English Functional Skills level 2	Examples of professional roles include but are not limited to:  Childminder, nanny, foster carer, early help worker, children centre practitioner, nursery nurse, nursery practitioner working in PVI* sector, Teaching assistant working in reception, year one or year two	<p>This degree is full and relevant. It is mapped to the full and relevant criteria, the Early Childhood Studies Degree Network Graduate Practitioner Competencies. The course is mapped to the QAA benchmarks and is assessed in practice.</p> <p>This degree also provides an additional sector endorsement through the Early Childhood Studies Degree Network's Graduate Practitioner (GP) Competencies. This endorsement provides reassurance to employers that a student is considered full and relevant, and they have met the GP competencies assessed throughout the degree.</p>	<p>This list is not exhaustive, there may be further opportunities that are not listed here. This table serves to provide an overview.</p> <p>Students will be qualified to be in ratios at level 3. Please note that to be included in ratios at level 6, a further teaching qualification may be needed, for example, Primary Teaching Studies with Qualified Teacher Status/Early Years Teacher Status.</p> <p>This degree may provide opportunities to go on to teaching. Please note full GCSEs are required for Primary and Secondary teaching courses.</p> <p>Students could go on to do an MA in a related subject, for example, Education; Early Childhood;</p>	<p>MA Children, Young People and Families</p> <p>MA Early Childhood</p> <p>MA Education</p> <p>PCCE</p>



				<p>Childhood, Youth and Families; some social work MA's; Special Educational Needs, Disabilities and Inclusion; Business.</p> <p>Students might use this degree to go on management positions outside of the PVI sector.</p> <p>Students may be employed in early help roles by a local authority.</p> <p>Students may work in behaviour units or mental health initiatives.</p> <p>Students may go on to teach a related subject in a further education college.</p> <p>Students may be employed a pastoral capacity within a school.</p>	
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This list is not exhaustive and there may be other applicants that would need to be viewed on an individual basis.  
 People who need full and relevant are typically working in the PVI sector in ratio.

\*(with full and relevancy at level 3 or pre 2014 qualification)

\*\* children's centre staff not ratio bearing