



BISHOP  
GROSSETESTE  
UNIVERSITY

Programme Area: Education, Health, and  
Lifelong Learning

BA (Hons) Early Childhood Studies  
with Foundation Year

## 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.*

|          |   |  |
|----------|---|--|
| <b>1</b> | <b>BGU approval – date and outcome of last approval</b>               | 19 January 2022<br>Amendment to delivery map April 2024<br>Amendment to ECS402 May 2024  |
| <b>2</b> | <b>Next Scheduled Review Date:<br/>[Month/Year]</b>                   | March 2028<br><br><b>Foundation Degree &amp; Combined Honours</b><br>Curriculum specifically attached to this programme specification will be reviewed at the same time.<br><br><i>BA (Hons) Early Childhood Studies with Foundation Year</i><br><i>BA (Hons) Psychology and Early Childhood Studies</i><br><i>BA (Hons) Psychology and Early Childhood Studies with Foundation Year</i> |
| <b>3</b> | <b>Programme Specification - Effective date:<br/>[Day/Month/Year]</b> | Foundation Year: 1 <sup>st</sup> September 2022<br><br>BA (Hons) Early Childhood Studies: 1 <sup>st</sup> September 2023   |
| <b>4</b> | <b>Version Number</b>   | 1.2  |

## 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.*

**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

# **Part 1**

## **PROGRAMME ADMINISTRATIVE AND REGULATORY INFORMATION**

## SECTION A (YEARS 1-4) BA (HONS) EARLY CHILDHOOD STUDIES WITH FOUNDATION YEAR: ADMINISTRATIVE AND REGULATORY INFORMATION

|           |   |                               |
|-----------|---|-------------------------------|
| <b>1</b>  | <b>Programme Specification Title</b>  |                               |
|           | BA (Hons) Early Childhood Studies with Foundation Year  |                               |
| <b>1a</b> | <b>Programme Code</b>   |                               |
|           | BAECS01F22  |                               |
| <b>2</b>  | <b>Brief Summary (for Marketing Purposes)</b>   |                               |
|           | <p><b><u>Foundation Year</u></b></p> <p>The Foundation Year is an articulated, structured programme of access to Higher Education. It will provide a solid basis for future undergraduate study at Bishop Grosseteste University. It is not a stand-alone qualification but is designed to underpin specific degree programmes to which it is directly attached e.g., BA (Hons) English Literature with Foundation Year.</p> <p>The Foundation Year offers an introductory grounding in what it means to be a university student. It will equip learners with the intellectual and interpersonal skills for effective undergraduate study. It provides a unique opportunity to develop core academic skills. In addition, students will begin to develop an impressive portfolio of transferable skills for employability in a range of careers.</p> <p>Students will benefit from small class sizes, intensive teaching and bespoke pastoral care which will help them to get the most out of the programme and settle into university life. This course is designed for students who do not have the usual academic qualifications or UCAS points for registration directly onto a degree course at Bishop Grosseteste University. On successful completion of the Foundation Year, students' progress directly to their chosen degree programme at Bishop Grosseteste University.</p> <p><b><u>BA (Hons) Early Childhood Studies</u></b></p> <p>The BA (Hons) Early Childhood Studies is a three-year undergraduate programme which introduces students to aspects of education, health, and social care, with a specific focus on children from 0 – 8 years of age. The course offers graduates a range of employability opportunities with module content supporting students in developing a wide range of transferable skills, as well as providing a curriculum which enables students to develop their academic skills. Students who graduate from the programme will be awarded a full and relevant degree enhancing employability by enabling them to seek roles in early childhood settings as part of the adult: child ratio. Furthermore, students may also choose to work towards an award which embeds graduate practitioner competencies into their study.</p> |                               |
| <b>3</b>  | <b>Awarding institution</b>   | Bishop Grosseteste University |

|    |  |   |                   |
|----|--|---|-------------------|
| 3a | Programme Length   | Full-Time<br>4  | Part-Time<br>N/A  |
| 3b | Mode(s) of Study   | Full-time   |                   |
| 4  | Home Academic Programme Portfolio                          | Education, Health, and Lifelong Learning  |                   |
| 5  | HECoS/UTT/UCAS code(s)                                     | HECoS/CAH2<br>100457<br>CAH15-04-02   | ITT<br>N/A        |
|    |  |   | UCAS code<br>X32F |
| 6  | Framework for HE Qualifications position of final award(s) | Foundation Year: Non-award bearing (Level 4)<br><br>Early Childhood Studies:<br><br>Certificate (Level 4)<br>Diploma (Level 5)<br>Honours (Level 6) |                   |
| 7  | Alignment with University Credit Framework                 | Foundation Year: Non-award bearing<br><br>Early Childhood Studies: Undergraduate  |                   |
| 8  | Compliance with University Assessment Regulations          | <i>Regulations for Undergraduate Awards, and Supplement to the Regulations for Undergraduate Awards with Foundation Year.</i>                       |                   |
| 9  | Progression routes with Foundation Degree (FdA) or Top-up  | N/A   |                   |

## Awards

|     |                                  |   |
|-----|----------------------------------|---|
| 10  | Final Award title(s)             | BA (Hons) Early Childhood Studies with Foundation Year<br><br>BA (Hons) Early Childhood Studies (Graduate Practitioner) with Foundation Year  |
| 10a | Exit or Fall-back Award title(s) | Certificate of Higher Education in Early Childhood Studies (Level 4)<br><br>Diploma of Higher Education in Early Childhood Studies (Level 5)<br><br>BA Early Childhood Studies<br><br>Students who are judged to have passed the Foundation Year criteria required to progress, will be issued a 'Record of Achievement' for the Bishop Grosseteste University Foundation Year. |

|            |  |  |
|------------|--|--|
|            |  |  |
| <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> | BA (Hons) Psychology and Early Childhood Studies |

### Arrangements with Partners

|           |  |              |                                   |
|-----------|--|--------------|-----------------------------------|
| <b>12</b> | <b>Approved Collaborative partner(s)</b>       | Partner Name | Type of Collaborative Partnership |
|           |  | N/A          |                                   |
| <b>13</b> | <b>Articulation Arrangements with Partners</b> | Partner Name | Details of Arrangements           |
|           |  | N/A          |                                   |

### Professional, Statutory and Regulatory Bodies

|           |  |   |
|-----------|--|---|
| <b>14</b> | <b>PSRB(s) associated with final award of any route within the programme specification</b> | <a href="https://www.hesa.ac.uk/collection/c16061/accreditation_list/">https://www.hesa.ac.uk/collection/c16061/accreditation_list/</a> |
| <b>15</b> | <b>Date and outcome of last PSRB approval/accreditation</b>                                |   |
| <b>16</b> | <b>Expiry Date of PSRB approval</b>  |   |

## **Part 2**

# **PROGRAMME CONTENT**

## SECTION B1 (YEAR 1) FOUNDATION YEAR: OUTCOMES

|     |  |
|-----|--|
| 17  | <b>QAA Benchmark Statement(s)</b>  |
|     | <p>The programme has been written to correspond closely with the:</p> <ul style="list-style-type: none"> <li>• <i>UK Quality Code for Higher Education</i> (QAA 2018)</li> <li>• <i>Framework for Higher Education Qualifications in England, Wales, and Northern Ireland</i> (FHEQ)</li> <li>• specific reference to benchmark statements for <i>Education Studies</i> (2015)</li> <li>• specific reference to relevant Bishop Grosseteste University codes of practice and guidance on programme specifications</li> </ul>   |
| 18  | <b>Programme Aim</b>   |
|     | <p>The Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher-level qualification, or those who, for a variety of circumstances, are unable to immediately satisfy typical entry criteria for undergraduate degrees.</p> <p>The programme aims to prepare learners for Level 4 undergraduate study at Bishop Grosseteste University. It will:</p> <ul style="list-style-type: none"> <li>• Provide learners with knowledge and understanding of basic academic communication and problem-solving skills</li> <li>• Develop learners as critical thinkers utilising enquiry, investigation, and evidence-based analysis within interdisciplinary contexts</li> <li>• Support learners to become self-directed learners in preparation for undergraduate study</li> <li>• Enable learners to develop a range of transferable skills as a foundation for employment.</li> </ul> <p>The Foundation Year provides an extended and intensive induction to Higher Education (HE) that feeds directly into learners' learning across the Foundation Year and beyond into their full degree programme. The Foundation Year is a direct articulation into existing and future undergraduate, non-QTS degree courses. Successful completion of this programme is required in order to follow the articulated degree programmes at Bishop Grosseteste University.</p> <p>A number of degree programmes at Bishop Grosseteste University will benefit from the articulated Foundation Year, which will raise the number of appropriately prepared learners. It aims to reduce the level of additional academic support that might otherwise be necessary for some learners.</p> |
| 19  | <b>Programme Specific Outcomes</b>   |
| (a) | <b><u>Final Award Learning Outcomes</u></b>  |

**Students successfully completing the Foundation Year will be able to:**

**K&U 1:** Demonstrate foundational knowledge of the fundamental concepts, principles and techniques which underpin future study at Level 4 and higher.

**SPS 1:** Demonstrate emerging ability to construct and evidence critical arguments as part of academic development.

**SPS 2:** Develop and provide evidence of application of core academic study skills such as time management, study methods, research, interpreting evidence, academic writing, presentation skills and digital tools for learning.

**IS 1:** Demonstrate a basic understanding of different approaches to problem solving that underpin future study at Level 4 and higher.

**TS 1:** Be able to work independently and collaboratively as part of a wider team and communicate effectively

**TS 2:** To begin to demonstrate reflective evaluation and responsibility for their own learning and personal development.

Programme-based learning outcomes are necessarily generic to support the development of key study skills applicable across all potential undergraduate programmes of further study at Bishop Grosseteste University.

The Bishop Grosseteste University Graduate Attribute framework identifies further outcomes learners should acquire. These reflect a collective understanding of the essential skills of a Bishop Grosseteste University graduate. Those completing this one-year programme will therefore be further equipped with attributes suitable for a range of careers and lifelong learning.

These programme outcomes combine to provide a strong foundation for learners' future study and employability

|           |   |
|-----------|---|
| <b>20</b> | <b>PGCE or Exit Award Learning Outcomes</b> |
|-----------|---|

There is no premature exit award for this one-year, non-award bearing programme.

## SECTION B2 (YEAR 2-4) BA (HONS) EARLY CHILDHOOD STUDIES: OUTCOMES

|   |                                    |
|---|------------------------------------|
| <b>17</b>   | <b>QAA Benchmark Statement(s)</b>  |
| The programme outcomes of the BA (Hons) Early Childhood Studies are aligned with the QAA level descriptors for Level 6 Undergraduate Degrees (QAA, 2014) and QAA Subject Benchmark for Early Childhood Studies (2019).  |                                    |
| <b>18</b>   | <b>Programme Aim</b>               |
| <p>The aim of the BA (Hons) Early Childhood Studies is to:</p> <ul style="list-style-type: none"> <li>• Allow students the opportunity to follow programmes of study that enable them to gain a knowledge and understanding of the discipline in more detail, allowing them to develop expertise based on their interests;</li> <li>• Introduce students to the philosophy and theory underpinning early childhood education and care which can be applied to their own practice;</li> <li>• Provide students with appropriate placement opportunities to support them in developing the practical and transferable skills required of the early childhood practitioner;</li> <li>• Prepare students for further postgraduate study required to pursue academic careers;</li> <li>• To provide students with the theory, knowledge, and skills relevant to career pathways in the early childhood sector including supporting the gaining of graduate practitioner competencies;</li> <li>• To provide research led curriculum and offer support to students in pursuing their own research interests.</li> </ul> |                                    |
| <b>19</b>   | <b>Programme Specific Outcomes</b> |
| <p><b>(a) <u>Final Award Learning Outcomes</u></b></p> <p>On successful completion of the BA (Hons) Early Childhood Studies, students will be able to:</p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• <b>KU1</b> Demonstrate a systematic knowledge and conceptual understanding of the underpinnings of early childhood studies as a subject area and develop a conceptual understanding of its origins, development, and limitations;</li> <li>• <b>KU2</b> Demonstrate an in-depth, systematic knowledge and critical understanding of all aspects of significant policy and provision for babies and young children, families, and communities, from a psychological, sociological, health, welfare, educational, cultural, philosophical, legal, historical, political, and economic perspectives, some of which is at or informed by the forefront of the discipline;</li> </ul>  |                                    |

- **KU3** Demonstrate a critical working knowledge and understanding of pedagogical approaches for working with babies and young children, families, and communities;
- **KU4** Demonstrate an in-depth and systematic knowledge of a range of research paradigms, research methods and measurement techniques and show an awareness of their limitations in the field of study.

#### **Subject-specific and Professional Skills**

- **SPS1** Show a highly developed critical understanding of the links between ethics, economics, politics, culture, and ideology in the lives of babies and young children and their families and communities;
- **SPS2** Analyse and evaluate competing positions in relation to the construction of babies and young children and childhood by different subjects, societal agents and time place and culture and be able to make critical judgements and arguments relating to the discipline;
- **SPS3** Demonstrate a well-developed ability to plan for, and where appropriate implement, play and the curriculum, assessment, evaluation, and improvement of creative learning opportunities, taking account of babies' and young children's health and emotional well-being;
- **SPS4** Have a well-developed ability to reflect upon the ethics of studying babies and young children, families and communities and be able to use skills of observation and analysis in relation to aspects of lives of babies and young children.

#### **Intellectual Skills**

- **IS1** Present a wide range of theoretical positions and justify a well-informed and insightful viewpoint;
- **IS2** Critically evaluate particular aspects of current research or equivalent advanced scholarship in Early Childhood Studies;
- **IS3** Appreciate the uncertainty, ambiguity, and limits of knowledge in Early Childhood Studies;
- **IS4** Approach problem solving in a systematic way and present information to others in a variety of appropriate forms, using ideas and techniques some of which are at the forefront of the discipline.

#### **Transferable Skills**

- **TS1** Develop a range of employability/business skills appropriate to early childhood studies;
- **TS2** Have the ability to write for different purposes which include persuasion, explanation, evaluation and judgement, hypothesis, and summary, and present the information in a variety of appropriate and innovative forms;

- **TS3** Use sophisticated communication skills necessary to converse, debate, negotiate, persuade, and challenge the views of others;
- **TS4** Plan and manage their own time effectively in order to achieve objectives and meet deadlines, either independently or as part of a team and exercise initiative. personal responsibility and decision making in complex and unpredictable contexts;

**NB Students being awarded the BA (Hons) Early Childhood Studies (Graduate Practitioner) will have met the benchmark statements as described above and will have also fulfilled the requirements for the ECSDN Early Childhood Graduate practitioner competencies (see appendix).**

|           |                                     |
|-----------|-------------------------------------|
| <b>20</b> | <b>Exit Award Learning Outcomes</b> |
|-----------|-------------------------------------|

**Learning outcomes for Cert.HE (Level 4) and Dip.HE (Level 5):**

**Students awarded the Certificate of Higher Education will be able to:**

- demonstrate knowledge of the underlying concepts and principles associated with the area(s) of study, and an ability to evaluate and interpret these within the context of the area of study;
- present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of the subject(s) of study.

**Students awarded the Diploma of Higher Education will be able to:**

- demonstrate knowledge and critical understanding of the well-established principles of the area(s) of study, and of the way in which those principles have developed
- 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;
- demonstrate knowledge of the main methods of enquiry in 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;
- demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

**In order to qualify for an Ordinary Degree (Level 6):**

- The student must meet the requirements as laid down in *Regulations for the Award of Honours Degrees and Foundation Degrees for Students* (which is available from QASA)

## SECTION C1 (YEAR 1) FOUNDATION YEAR: STRUCTURE

|     |  |
|-----|--|
| 21a | 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 |
|-----|--|

### Level 4

| September                  |                              | January                          |                              |
|----------------------------|------------------------------|----------------------------------|------------------------------|
| FDY00120 Self As Learner   | FDY00220 Resourcing Learning | FDY00520 Effective Communication | FDY00620 The Digital Learner |
| FDY00320 Critical Thinking | FDY00420 Critical Engagement | FDY00720 Reflective Learning     | FDY00820 Academic Writing    |

|     |                  |
|-----|------------------|
| 21b | Module Structure |
|-----|------------------|

### Level 4

| Core Modules |        |                         |                 |               |
|--------------|--------|-------------------------|-----------------|---------------|
| Code         | Status | Module Title            | Period (number) | No of credits |
| FDY00120     | CORE   | Self As Learner         | 1 (Autumn)      | N/A           |
| FDY00220     | CORE   | Resourcing Learning     | 1 (Autumn)      | N/A           |
| FDY00320     | CORE   | Critical Thinking       | 1 (Autumn)      | N/A           |
| FDY00420     | CORE   | Critical Engagement     | 1 (Autumn)      | N/A           |
| FDY00520     | CORE   | Effective Communication | 2 (Spring)      | N/A           |
| FDY00620     | CORE   | The Digital Learner     | 2 (Spring)      | N/A           |
| FDY00720     | CORE   | Reflective Learning     | 2 (Spring)      | N/A           |
| FDY00820     | CORE   | Academic Writing        | 2 (Spring)      | N/A           |

## SECTION C2 (YEARS 2-4) BA (HONS) EARLY CHILDHOOD STUDIES: STRUCTURE

|     |  |
|-----|--|
| 21a | 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 |
|-----|--|

### Level 4 – 120 credits

|         |            |  |  |   |  |
|---------|------------|--|--|---|--|
| Level 4 | Semester 1 | ECS40122<br>Principles of Child Development<br>1: The Unique Child<br>15 Credits | ECS402_1.1<br>Principles of Child Development<br>2: Understanding How Children Learn<br>30 Credits |   | ECS40322<br>Principles of Child Development<br>3: Communication and Language<br>15 Credits |
|         | Semester 2 | ECS40622<br>Policy, Provision and Practice<br>30 Credits                         |  | ECS40422<br>Becoming a Professional: Positive Relationships<br>15 Credits | ECS40522<br>Becoming a Professional: Reflective Practice<br>15 Credits                     |

### Level 5 – 120 credits

|         |            |   |  |  |
|---------|------------|---|--|--|
| Level 5 | Semester 1 | ECS50822<br>Health, inequality and advocating for children<br>30 Credits    | ECS50922<br>Safeguarding children<br>15 Credits          | ECS50722<br>Understanding Childhood<br>OR GA<br>Enhancement Module<br>15 Credits |
|         | Semester 2 | ECS50422<br>SENDI, Inclusion and Diversity in Early Childhood<br>30 Credits | ECS510_1.0<br>Promoting Positive Behaviour<br>15 Credits | ECS50622<br>The Value of Play<br>OR GA<br>Enhancement Module<br>15 Credits       |

**Level 5 – 120 credits WITH Graduate Practitioner Route / Title**

|         |            |   |  |   |
|---------|------------|---|--|---|
| Level 5 | Semester 1 | ECS50822<br>Health, inequality and advocating for children<br>30 Credits    | ECS50922<br>Safeguarding children<br>15 Credits              | ECS50522<br>Placement Module (Graduate Practitioner route only)<br>30 Credits |
|         | Semester 2 | ECS50422<br>SENDI, Inclusion and Diversity in Early Childhood<br>30 Credits | ECS50322<br>Children, Families and Communities<br>15 Credits |   |

**Level 6 – 120 credits**

|         |            |  |   |   |  |
|---------|------------|--|---|---|--|
| Level 6 | Semester 1 | ECS60122<br>Research for Enquiry<br>15 Credits   | ECS60722<br>Researching with children<br>15 Credits | ECS60322<br>The Young Child in Transition: Supporting Change and Promoting Resilience<br>15 Credits | ECS60222<br>Global and Future Childhoods<br>15 Credits   |
|         | Semester 2 | ECS60422<br>Sector Based Project: Researching and Reflecting on Early Years Practice<br>30 Credits |   | ECS60622<br>Leading Early Childhood Pedagogy and Practice<br>15 Credits                             | ECS60522<br>Developing and Extending Young Children's Thinking and Learning: Creative Approaches to the Curriculum<br>15 Credits |

|            |                         |
|------------|-------------------------|
| <b>21b</b> | <b>Module Structure</b> |
|------------|-------------------------|

**Level 4**

| <b>Core Modules</b> |                     |   |                 |               |
|---------------------|---------------------|---|-----------------|---------------|
| Code                | Status              | Module Title  | Period (number) | No of credits |
| ECS40122            | Mandatory           | Principles of Child Development 1: The Unique Child                 | 1               | 15            |
| ECS402_1.1          | Mandatory           | Principles of Child Development 2: Understanding How Children Learn | 1               | 30            |
| ECS40322            | Mandatory Placement | Principles of Child Development 3: Communication and Language       | 1               | 15            |
| ECS40422            | Mandatory Placement | Becoming a Professional: Positive Relationships                     | 2               | 15            |
| ECS40522            | Mandatory           | Becoming a Professional: Reflective Practice                        | 2               | 15            |
| ECS40622            | Mandatory           | Policy, Provision and Practice                                      | 2               | 30            |

**Level 5**

| <b>Core Modules</b>   |  |   |                 |               |
|-----------------------|--|---|-----------------|---------------|
| Code                  | Status   | Module Title                                      | Period (number) | No of credits |
| ECS50822              | Mandatory  | Health, inequality and advocating for children    | 1               | 30            |
| ECS50922              | Mandatory  | Safeguarding children                             | 1               | 15            |
| ECS510_1.0            | Mandatory  | Promoting Positive Behaviour                      | 2               | 15            |
| ECS50422              | Mandatory  | SENDI, Inclusion and Diversity in Early Childhood | 2               | 30            |
| <b>Option Modules</b> |  |   |                 |               |
| Code                  | Type   | Module Title                                      | Period (number) | No of credits |
| ECS50522              | Subject Enhancement Module Graduate practitioner route | Placement Module                                  | 1,2             | 30            |
| ECS50622              | Subject Enhancement Module                             | The Value of Play                                 | 2               | 15            |

|          |   |                         |   |    |
|----------|---|-------------------------|---|----|
|          | Non-graduate practitioner route                               |                         |   |    |
| ECS50722 | Subject Enhancement Module<br>Non-graduate practitioner route | Understanding Childhood | 1 | 15 |

**Level 6**

| Core Modules     |                     |  |                 |               |
|------------------|---------------------|--|-----------------|---------------|
| Code             | Status              | Module Title   | Period (number) | No of credits |
| ECS60122         | Mandatory Placement | Research for Enquiry   | 1               | 15            |
| ECS60322         | Mandatory           | The Young Child in Transition: Supporting Change and Promoting Resilience                              | 1               | 15            |
| ECS60722         | Mandatory Placement | Researching with children  | 1               | 15            |
| ECS60422         | Mandatory Placement | Sector Based Project: Researching and Reflecting on Early Years Practice                               | 2               | 30            |
| ECS60622         | Mandatory           | Leading Early Childhood Pedagogy and Practice  | 2               | 15            |
| OPTIONAL MODULES |                     |  |                 |               |
| ECS60222         | Optional            | Global and Future Childhoods   | 1               | 15            |
| ECS60522         | Optional            | Developing and Extending Young Children's Thinking and Learning: Creative Approaches to the Curriculum | 2               | 15            |

## SECTION D1 (YEAR 1) FOUNDATION YEAR: TEACHING, LEARNING AND ASSESSMENT

| 22 | Curriculum Design   |
|----|---|
|    | <p>The Bishop Grosseteste University Foundation Year programme is in line with national practice and resembles Foundation Year programmes successfully offered by a number of UK higher education institutions to provide supportive access into higher education (HE). The Bishop Grosseteste University Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher-level qualification.</p> <p>The Bishop Grosseteste University Foundation Year is therefore designed to support a wide range of learners from different backgrounds and with non-standard academic qualifications to enter HE. The programme provides an opportunity for learners to study at the University who are unable to evidence the usual level of entry qualifications / UCAS points required for entry to degree programmes at Bishop Grosseteste University.</p> <p>The Bishop Grosseteste University Foundation Year programme is a complimentary internal programme of study to enable access to degree study at Bishop Grosseteste University. The Foundation Year programme is therefore designed to provide a common core of academic and generic study skills sufficient to build confidence and self-discipline to prepare learners for subsequent study and academic success at undergraduate level.</p> <p>The Foundation Year programme is a pass-fail programme and is therefore non-award bearing. There are 8 modules, equally distributed between two semesters. Modules are studied over a 7-week period and are paired so that learners engage with two aligned, yet separate, modules each week. The pairing of modules enables accumulative development of skills through a generic approach in which all learning is connected and builds incrementally throughout the year. It is anticipated that typically learners will attend face-to-face sessions for 6 hours weekly.</p> <p>The programme has been designed to be delivered and assessed at Level 4 equivalence within the QAA FHEQ. This level indicates the intellectual demand and rigour of academic study required to successfully complete each module and provide a taster of the demands of degree level study.</p> <p>A key design feature of the Foundation Year has been the commitment to providing a programme which is suitable for a potentially diverse mix of learners. In recognition of the diversity of learner experiences and needs, this programme has been designed to balance the current needs of learners with the future demands that studying at degree level will place on them. The purpose of the programme is not to fully mirror a full undergraduate degree programme but to provide a foundational experience and, moderately and gradually, build confidence and capability of the learners. As such, the indicative hours of study are less than what might normally be expected on a full degree programme, but the delivery is condensed and intensely delivered per week. This delivery pattern is proved to best support the needs of learners on Foundation Year programmes, who typically have other life-commitments outside university.</p> |

Learning and teaching approaches utilise a blended approach of face-to-face, directed, online and independent study. A key feature of delivery are the 'learner-led, tutor-facilitated' group tutorials. These take place weekly and encourage individual learners to re-engage with education, to 'deconstruct' what might have been previously, less than positive, engagements with education. The tutorials encourage learners to 'reconstruct' and to take personal responsibility and ownership of their learning during the Foundation Year and beyond. Peer support and dialogic approaches form a strong element of this process.

The Foundation Year programme offers incremental steps to foster a thirst for, and enjoyment of, learning and a gradual acculturation into university life. This approach will help ensure that individuals who successfully complete the Foundation Year programme are effective, successful undergraduate learners who reach their own potential within the next stages of their learner journey at full degree programme level.

Learners on the Foundation Year build a set of knowledge, skills and attributes associated with university study which they will be able to directly transfer into their degrees. The generic nature of the modules aims to ensure that learners are equipped with the necessary study skills, and written and verbal communication abilities to succeed, as well as gaining independence and confidence to progress. To avoid duplication of content at a later date, learners do not formally study their chosen degree subject during the Foundation Year. However, subject-specific learning is integrated as part of each module, allowing them to focus on their chosen subject route. Learners will have the opportunity to engage with subject-specific materials, which may, for example, include attending taster sessions or tutorials delivered by Faculty subject experts. Learners may also select topics for study that allow them to explore their personal interests and prepare for their future studies.

Throughout the Foundation Year programme, learners are encouraged to draw on their knowledge from across their learning in all module sessions, with the aim that they become active in their approach to learning. The final piece of work requires learners to demonstrate their consolidated learning and understanding and involves the application of research, critical thinking, and academic writing.

## **23 Learning and Teaching Strategies**

Learning and teaching strategies for the programme as a whole are balanced and comprehensive, underpinned by the need to provide a supportive and directed framework for learners entering at Level 4 with widely differing experience, familiarity, and confidence with prior study, from diverse backgrounds and with a variety of entry qualifications. The programme provides the foundation for consolidated skills development in the learner's future degree programme. The modules are designed to be stimulating, challenging, relevant and useful. The modules enable learners to experience, engage with, and develop a range of key skills necessary for independent learning and effective undergraduate study.

Learning and teaching are characterised by a combination of directive, structured, supportive, and practical strategies, and opportunities. These strategies aim to ensure that learners are supported in their learning whilst also developing skills, knowledge, and confidence as independent learners as appropriate for future HE study. Learning and teaching strategies aim to make effective use of

social integration, group, and project work to build confidence and support a community of learning.

Delivery is directed and guided, being designed to meet the needs and experience of learners who may not yet be ready to work with the full confidence and levels of autonomy normally expected at Level 4. Delivery of modules will therefore be through directive and interactive sessions, seminars, and tutorials. Group work and workshop methods are also utilised. Learning will be additionally supported through the Virtual Learning Environment (VLE), and independent study.

The Foundation Year has a strong tutorial element, both group and personal tutoring. Typically, there are normally 6 scheduled learning hours per week, of which, 2-3 hours per week of 'learner-led, tutor-facilitated' sessions take place each week. Weekly study tutorials allow learners to discuss their formative tasks, assessed work, all feedback, key readings, and issues raised in sessions with peers and tutors. Dialogic approaches enable learners to work on skills and areas of understanding in a supportive peer environment but also familiarises them with the processes of discussion and debate. The incorporation of group work also encourages learners to develop positive and supportive working relationships within the cohort.

Learning and teaching strategies have been selected to compliment the concepts being delivered, for example, digital skills workshops and library-based research tasks, discussion, debate, writing and speaking to a range of specialist and non-specialist audiences. The Foundation Year is intended to develop a strong learning community amongst the cohort but also to create a sense of institutional identity and a growing sense of subject community. The programme seeks to engender a sense of individual learner's 'belief in self' and also belief that they are academic, with a true entitlement to be members of a HE community of learners.

Throughout the year, learners work with their tutor to set and review personal targets so that they can clearly track their development across the year and avoid feeling overwhelmed by the level at which they will be required to work at on entry to their degree studies.

The programme team will work closely with the Foundation Year learners to ensure they are engendered as members of the Bishop Grosseteste University community.

The Foundation Year equips learners with the necessary skills to be autonomous and effective HE learners. Skills developed during the Foundation Year programme will be utilised and consolidated throughout undergraduate study and beyond, be that further study and/or employment. Collectively, the modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability.

## **24 Assessment Strategies**

The Foundation Year programme offers learners opportunities to experience a range of formative and summative assessments. These include, short form writing, annotated bibliography, presentations, micro-teach, use of digital technologies, reflective journal, and academic essay.

Assessment strategies are designed to be supportive, build confidence and also aim to ensure learners develop the core skills required for successful study in Higher Education (HE). Assessment strategies deployed across the Foundation Year are balanced, comprehensive, diverse, and

inclusive, ensuring that learners experience a range of assessment formats to assess attainment of intended learning outcomes but also to provide supportive preparation for undergraduate study. All modules employ early, small, and frequent formative, as well as summative assessment, to ensure that learners gain confidence in their knowledge and abilities as they progress through the Foundation Year. Learners will also have opportunity for self-evaluation and reflection on their own learning progress and development of skills.

Formative feedback is an integral part of the Foundation Year programme. Learners receive feedback on plans and draft materials before final summative assessment submission and have the opportunity to discuss the comments made in more detail with their tutor and peers to enable them to take responsibility for their learning and improvement. Feedback addresses key writing skills (including spelling, grammar, and punctuation) as well as more advanced skills such as the structuring of arguments, summary of key concepts and demonstration of subject knowledge. There is also a focus on helping learners to gain an understanding of scholarly activity and the importance of accurate referencing, which will feed forward into their degree studies. Opportunities for verbal feedback and peer review are provided by interactive seminars and tutorials. Learners continue to reflect on their own performance and progression throughout the Foundation Year. Summative feedback is provided for all assessed pieces of work, and the comprehensive combination of formative and summative feedback allows learners to reflect on their progress, strengths, and areas for improvement, and forms the basis for self-reflective and tutor-directed target setting.

The feedback cycle provides a strong sense of coherence and continuity of development within the course. Tutorial group sessions provide a focal point for learners to discuss their learning and track their acquisition of knowledge and study skills. The final module culminates in an academic writing project which provides learners the opportunity to demonstrate all of their Foundation Year learning and to receive the final detailed summative feedback they can utilise as they progress on to their continuing programme of undergraduate degree study.

Learners are assessed predominantly through coursework. Each module has an assessment portfolio that contains two or three tasks. This will include extensive use of portfolio-based assessment, in which learners assemble evidence of key tasks, often including reflection and critical review of their progress, strengths and weaknesses.

There are no formal examinations in the Foundation Year. This is in order to build learner confidence and ensure that learners are provided with supportive entry at Level 4. In general, the undergraduate curriculum at Bishop Grosseteste University makes limited use of formal examinations, although they are more common in social science subjects such as Psychology. Appropriate exam preparation is included in the relevant degree programmes as needed once learners progress from the Foundation Year.

| Module Code | Module Description  | Credits | Year | Assessment and learning methods |           |            |
|-------------|---------------------|---------|------|---------------------------------|-----------|------------|
|             |                     |         |      | Exam/Written                    | Practical | Coursework |
|             |                     |         |      | %                               | %         | %          |
| FDY00120    | Self As Learner     | N/A     | 1    | -                               | -         | 100        |
| FDY00220    | Resourcing Learning | N/A     | 1    |                                 |           | 100        |
| FDY00320    | Critical Thinking   | N/A     | 1    |                                 |           | 100        |
| FDY00420    | Critical Engagement | N/A     | 1    |                                 |           | 100        |

|          |                         |     |   |  |  |     |
|----------|-------------------------|-----|---|--|--|-----|
| FDY00520 | Effective Communication | N/A | 1 |  |  | 100 |
| FDY00620 | The Digital Learner n   | N/A | 1 |  |  | 100 |
| FDY00720 | Reflective Learning     | N/A | 1 |  |  | 100 |
| FDY00820 | Academic Writing        | N/A | 1 |  |  | 100 |

The following table provides the indicative content of assessment tasks:

| Module                          | Unistat    | Task      | Weighting | Indicative Word Counts | Indicative Content of Assessment Tasks   |
|---------------------------------|------------|-----------|-----------|------------------------|--|
| FDY00120<br>Self As Learner     | Coursework | Portfolio | 100%      | 1000                   | <ul style="list-style-type: none"> <li>• SWOT analysis: Strengths, weakness, opportunities and threats</li> <li>• Discuss good and poor learning experience</li> <li>• Time management exercise e.g., Covey's '4-quadrant time management matrix'</li> </ul>   |
| FDY00220<br>Resourcing Learning | Coursework | Portfolio | 100%      | 1000                   | <ul style="list-style-type: none"> <li>• Exercise to demonstrate effective library searching</li> <li>• Peer review referencing</li> <li>• Annotating a bibliography</li> </ul>  |
| FDY00320<br>Critical Thinking   | Coursework | Portfolio | 100%      | 1000                   | <ul style="list-style-type: none"> <li>• Explore approaches to, and models of, critical thinking e.g., Chatfield's 'Smart Study Model'</li> <li>• With peers, begin to deconstruct arguments in the literature in order to explore critical thinking</li> <li>• Create a personalised toolkit and action plan for critical thinking</li> </ul> |

|                                     |            |           |      |      |  |
|-------------------------------------|------------|-----------|------|------|--|
| FDY00420<br>Critical Engagement     | Coursework | Portfolio | 100% | 1000 | <ul style="list-style-type: none"> <li>• Explore approaches to critical reading e.g., frame of reference</li> <li>• Read critically and annotate a text/source</li> <li>• Utilise techniques and tools to organise ideas e.g., visual organiser</li> </ul>   |
| FDY00520<br>Effective Communication | Coursework | Portfolio | 100% | 1500 | <ul style="list-style-type: none"> <li>• Deliver an effective spoken presentation of ideas</li> <li>• Create a written handout and annotated bibliography to support the presentation</li> </ul>   |
| FDY00620<br>The Digital Learner     | Coursework | Portfolio | 100% | 1500 | <ul style="list-style-type: none"> <li>• Reflecting on workshop activities that have enabled the development of skills and appropriate uses of digital technologies to support learning e.g., use of VLE, collaborate online discussion, wikis, online safety, online profile</li> <li>• Self-evaluation of digital capabilities and confidence</li> <li>• Create an effective audio-visual presentation of ideas</li> </ul> |
| FDY00720<br>Reflective Learning     | Coursework | Portfolio | 100% | 2000 | <ul style="list-style-type: none"> <li>• Group collaboration to develop reflective template and action plan</li> </ul>   |

|                              |            |           |      |      |  |
|------------------------------|------------|-----------|------|------|--|
|                              |            |           |      |      | <ul style="list-style-type: none"> <li>• Complete reflective journal of taster sessions</li> <li>• Micro-teach of something learnt from the taster sessions</li> </ul> |
| FDY00820<br>Academic Writing | Coursework | Portfolio | 100% | 2000 | <ul style="list-style-type: none"> <li>• In consultation with tutor select a topic for study</li> <li>• Academic essay</li> </ul>                                      |

## 25 Inclusive Practice and Personal Development Planning

Bishop Grosseteste University is committed to widening access and participation and adheres to a strict policy of non-discrimination. Learners will be supported for the duration of the Foundation Year through the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

The Foundation Year programme will support personal development planning through the use of the Bishop Grosseteste University Development and Career Plan (DCP) and the personal tutor system. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring/tutorial support for learners as appropriate. Learners will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All learners develop an e-portfolio, the Development and Career Plan (DCP). This is a detailed record of the development of skills, experience, and knowledge which:

- Supports reflection on academic and assessed work and ensures learners are able to respond effectively to feedback from tutors and improve their grades
- Allows learners to collect evidence of the things that they achieve during their studies that promote their employability
- Supports the development of a close and well-informed relationship with their Personal Tutor.

Tutorials will allow learners to identify their strengths and weaknesses and receive targeted support, and this process ensures that learners' individual progress is tracked across all modules and that any academic or pastoral concerns are addressed promptly.

## 26 Technology Enhanced Learning

Learners 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 Blackboard, Bishop Grosseteste University's Virtual Learning Environment (VLE). As part of the blended learning pedagogical approach for the programme, preparatory, directed, and follow-up tasks and activities will be

provided to inform, engage, and reinforce the learning for each module. Learning materials for the Foundation Year programme will be accessed through the module areas on Blackboard and extensive use will be made of specific online resources that exist within the CELT areas of the VLE; especially Digital Learning and Learning Development resources, guides and self-reflection tools and materials.

Learners will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis, and discussion forums. In addition, learners will engage with research for relevant literature through online databases and electronic search engines as part of Bishop Grosseteste University's library provision. Included within the Library Systems are access to journals and specific subject related learning resources.

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

There is no direct connection to work-related learning or placement. However, the Foundation Year programme recognises the integral nature of core employability skills as part of undergraduate study.

## **28 Employability**

All modules in the Foundation Year are organised around the development of transferable skills, such as presentation skills, successful time management, group work, critical thinking and problem solving. Collectively, the programme modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability. As such, Foundation Year learners will develop a range of relevant graduate attributes and skills including:

- problem-solving
- decision making
- locating resources
- analysis and evaluation of resources/evidence/data
- organisational skills, including time management, and project planning
- the ability to work in teams
- appropriate utilisation of digital technologies
- appropriate levels of communication – written, oral and visual

In addition to the development of a range of transferable skills, learners will engage with the Development and Career Plan (DCP) which encourages reflection on career aspiration and target setting to help achieve academic and career goals. The DCP e-portfolio allows learners to collect evidence of the things that they achieve during their studies that promote their employability

As Bishop Grosseteste University students, learners on the Foundation Year programme, will be eligible to engage with all workshops, sessions and extra-curricular activities as provided by BG Futures and Careers.

## SECTION D2 (YEARS 2-4) BA (HONS) EARLY CHILDHOOD STUDIES: TEACHING, LEARNING AND ASSESSMENT

| 22 | Curriculum Design  |
|----|--|
|    | <p>The BA (Hons) Early Childhood Studies/ BA (Hons) Early Childhood Studies (Graduate Practitioner) will be completed in three years full time study in order to meet the aims and outcomes of the programme.</p> <p>The programme has been informed by appropriate academic infrastructure:</p> <ul style="list-style-type: none"> <li>• Higher Education credit framework for England: guidance on academic credit arrangements in higher education in England,</li> <li>• Quality Assurance Agency (QAA) (2008)</li> <li>• Quality Code for Higher Education: Part A: Setting and Maintaining Academic Standards (QAA, 2014)</li> <li>• QAA Benchmark Statements for Early Childhood Studies (2019)</li> <li>• QAA Benchmark Statements for Psychology (2019).</li> <li>• The revised Early Childhood Studies Degree Network (ECSDN) Graduate practitioner competencies (2020) have also guided curriculum content.</li> </ul> <p>The curriculum has been designed in accordance with the newly introduced 15/30 credit framework, With a balance of 30 and 15 credit modules across all levels of study. Currently, the programme offers one specific optional module at level 5 for those students who choose to undertake the graduate practitioner route, the curriculum also offers appropriate flexibility for further optionality to be introduced at a later stage. Students may also opt to study Early Childhood Studies as a joint with psychology.</p> <p>As previously noted, the curriculum has been underpinned with reference to the ECSDN graduate practitioner competencies which were first piloted in 2018 and became an addendum to the QAA benchmark statements when these were revised in 2019. The graduate practitioner competencies were introduced in order to articulate to employers how a degree maps more clearly against sector qualifications and to address some of the confusion around the different titles and pathways relating to Early Childhood Studies in the HE sectors. As such, these sectors endorsed, assessed practice graduate practitioner competencies provide employers with the confidence that graduates have gained an <i>‘holistic understanding of Early Childhood development and ... an ability to apply, critically evaluate and communicate theoretical knowledge to practice’</i> (ECSDN, 2019, p.6). The inclusion of these in this newly revalidated course is intended to enhance employability for those students seeking a career in the early childhood sector on graduation. It is anticipated that these students will seek roles in the sector which allow them to make a <i>‘significant contribution to a graduate led early years workforce’</i> (ECSDN, 2020, p. 6), or alternatively will provide students with the knowledge and skills required to progress on to appropriate post-</p> |

graduate programmes, for example Early Years Teacher (0-5), Teacher (5-11), social work or health and social care professional.

The ECSDN recommends that the graduate practitioner competencies can be gained through:

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

The curriculum has been written therefore as a ‘specifically designed degree’ in which modules across all levels have been mapped to the graduate practitioner competencies (see appendix). This is in line with the ECSDN (2020, p.9) recommendation that, *‘the competencies will be met at different points across the degree with a final rigorous assessment at Level 6’*, thus students will be directed to points in the programme where specific graduate practitioner competencies have been mapped to a module and will be expected to keep a record of progress against these by way of an individual e-portfolio (see section 23). This will then form the final exit assessment at Level 6 (see section 24; assessment strategies).

Nevertheless, in writing the programme the team were also mindful that students enter the course with a range of career options in mind, furthermore students also have the option of combining early childhood studies with psychology as part of a joint offering. While the curriculum has therefore been underpinned by the graduate practitioner competencies, modules also reflect the QAA benchmark statements which outline the interdisciplinary nature of the degree, providing a basis for professional education and training for new professional roles, with a view to expanded provision of integrated care and education for children from birth to 8 years (QAA, 2019). In acknowledgement of this, Level 4 modules (ECS40422 and ECS40522) embed professional development into study at Semester 2 which will place an emphasis on career planning, during which we will seek to support students in developing a career pathway. Thus, while all students at level 4 will be encouraged to track progress against the graduate practitioner competencies, students will have the option to opt out of the graduate practitioner route at the end of Level 4 if they are not seeking a specific role in the early childhood sector on graduation i.e. if they are intending to go on to post-graduate study or look for a role not specifically in the early childhood sector such as health or social care.

The programme has been planned in this way to be flexible enough to reflect the future direction of the portfolio since in the long term, as optional modules become available across the portfolio, it is anticipated that students opting out of the graduate practitioner route will be directed to those optional modules which best support their career aspirations, or equally they may continue along the ECS pathway but without recording progress against graduate practitioner competencies. However, until such times that optional modules become embedded into the programme single honours students will study all modules as seen in section 21b-

As previously noted, the programme embeds professional skills at level 4 as well as providing a suite of modules related to early child development, which encompass key aspects including how

children develop language, the development of social and emotional skills and how children learn, this will be underpinned by appropriate theoretical frameworks as set out in the QAA benchmark statement 4.3. It is anticipated that the focus at level 4 will then provide a sound foundation for the next level of study in which modules are designed to provide a more specific focus on the areas of education, health, and social care, which can be seen through modules ECS50822, ECS50922 and ECS50422. This level of study also encourages students to consider in more depth the changing nature of childhood and construction of the child, as well as exploring more generally child advocacy through modules ECS50822 and ECS50722, reflecting QAA benchmark 3.3. This level of study also builds on the development of the professional through module ECS510\_1.0 in which students are encouraged to apply their knowledge of behaviour theories through reflecting on the skills need to promote positive behaviour in settings.

The QAA benchmark statements states, *'By the end of the course, students are required to demonstrate facility and familiarity with research in early childhood through their knowledge and understanding of different and ethical research methodologies, including, for example, research with children as active participants'* (QAA, 2019, p. 10). At levels 4 and 5 students are introduced to research through research informed teaching and through encouraging students to use empirical research to underpin academic work. This provides students with the foundations needed for level 6 study in which research is the focus for three key modules, ECS60122 and ECS60722 which introduces them to research methods and the ethics of undertaking research with children which in turn prepares them for undertaking their own research project through a sector-based study in ECS60422. These modules carry 60 credits in total allowing for students to study the discipline in the required depth which is a requirement of the QAA benchmarks

At Bishop Grosseteste University (BGU), common programme outcomes relating to intellectual and transferable skills for students studying all subjects within the modular framework are used. This reflects our collective understanding of the essential skills of a BGU graduate who, through the study of one of our degrees, will be equipped with intellectual and transferable skills suitable for a range of professional careers and lifelong learning. These generic outcomes will be demonstrated in any given subject where a student studies a joint or single Honours course. Outcomes relating to knowledge and understanding, and practical and/or professional skills are subject-specific. The curriculum is designed therefore to provide a balance between academic and professional skills which as stated previously reflects the diverse composition of our student body. The curriculum is also designed such that students can confidently apply for jobs in the sector on graduation, or equally have the knowledge and skills required to access post-graduate study.

Alongside a focus on intellectual and transferable skills the programme structure also aligns to the development of BGU Graduate attributes as follows:

1: Academic Literacies - students are enabled to develop academic literacy through engagement with evaluating and synthesizing original empirical research into their assignments. These skills are developed from the start of study at Level 4 with an increase in complexity in the types of sources

used through the course of study. Additionally, assessments are specifically designed to support students in developing their academic competency, with levels of complexity increasing as the students' progress through the programme.

2: Global Citizenship – Students have the opportunity to study early childhood studies from a global perspective in the module ECS60222. Students will also have the opportunity to examine the early childhood curriculum globally in the level 4 module ECS40622 and will examine childhood from different perspectives in ECS50722.

3: Information Literacy – Information literacy will be developed throughout the programme although specifically in modules ECS60122 and ECS60422 in which students will be required to independently search for academic sources through for example Worldcat and google scholar.

4: Digital Fluency – Assessments are designed to support students in developing digital fluency through a range of assessments including online blogs, narrated PowerPoints, and online e-portfolios. In addition, student will be encouraged through their studies to engage in online forums and discussion groups. The teaching team will also model the use of technology through session delivery as appropriate.

5: Employability – Employability is a key focus of the course, and a balance has been sought between creating a vocational course while meeting the demands of degree level study. The introduction of the graduate practitioner competencies is specifically intended to increase employability for graduates, furthermore since the graduate practitioner competencies are embedded into all modules it is anticipated that all students will develop the transferable skills necessary to seek a role in the early childhood sector, as well as developing the academic competencies required to go on to further study. Placements for all students at levels 4 and 6 will provide opportunities for students to develop practical skills, and link theory to practice, furthermore the inclusion of observations into placements will ensure that all students have the opportunity to graduate with a full and relevant degree. Career support is embedded into level 4 study to ensure that students are guided towards the most appropriate choices for future employability.

6: Being Enterprising – the practical nature of the course means that students are supported to develop creative problem-solving skills through directed independent learning. Students have the opportunity to work together on projects such as designing their own curriculum and setting up their own nursery through modules ECS40622 and ECS402\_1.1. At level 6 students will negotiate an area of focus with their placement setting in the sector-based project (ECS60422) in which they will identify an area of change in the setting.

|           |   |
|-----------|---|
| <b>23</b> | <b>Learning and Teaching Strategies</b> |
|-----------|---|

Learning and teaching will proceed by way of a combination of lectures, seminars, small group, and individual tutorial sessions. This varied approach allows students to develop confidence through a range of strategies and is designed to promote engagement and independent learning.

Experience of the student cohort underpins strategies for learning and teaching since historically students enter the course with non-traditional level 3 qualifications and the team recognise that students require more support in the early stages of study to support them in adjusting to the demands of study at a more advanced level. As such, a combination of lectures and seminars allows key concepts and ideas to be introduced which are then contextualised through more practical workshop activities in which ideas can be embedded. Furthermore, in acknowledgement of the need to ensure that students effectively make the transition from level 3 study to higher level study the team currently embed study skills and pastoral support into level 4 study by way of the personal tutor system. We will seek opportunities to maintain this level of support in the revalidated programme.

Face to face contact hours identified in the module specifications are timetabled as part of the university timetabling process and to avoid potential clashes between joint subjects. Each module summary describes the indicative pedagogic strategies employed within that module and gives a qualitative account of the texture of learning hours. Students will receive 12hrs of face-to-face contact time per week at level 4, 8 hrs per week at level 5 and 6 hrs per week at level 6 – the gradual reduction in face-to-face learning hours over the three years of study reflects the commitment to encouraging greater independence in student learning over the duration of the course. Flexibility in patterns of delivery is seen where modules are underpinned by placement experience (see section 27), or in the case of the sector-based project, which by its very nature encourages a more independent approach. In these cases, contact time is reduced to reflect the practical nature of the module.

The course team currently makes effective use of the Virtual Learning Environment (VLE) which is used to support learning during non-contact hours, through encouraging engagement with a range of suggested texts (pre- and post-session reading), involvement in blogs and wikis and preparation of materials to support activities in seminar sessions. The team will continue to develop this in the revalidated programme, identifying opportunities for on-line learning, as well as seeking to offer more online support and content delivery through the use of the VLE.

As noted previously students who opt to follow the graduate practitioner route will be expected to keep a record of achievement, which will be facilitated through a specific e-portfolio tool on the VLE. The e-portfolio will be held in a dedicated area of the VLE and will allow students to map their progress against the graduate practitioner competencies through a specifically designed template. Furthermore, students will be able to upload additional evidence to the e-portfolio, including certificates of achievement and placement reports. Students who choose this route will be allocated a personal tutor who will monitor student progress against the graduate practitioner competencies through the VLE. The e-portfolio will form the basis of the exit assessment at the end of level 6.

As seen in Section 22, while graduate practitioner competencies are embedded into all revalidated modules, the Programme Team is also aware that some of the students will choose to opt out of the graduate practitioner route, as such the learning and teaching strategy will maintain a balance between support for students completing the graduate practitioner competencies, and those who are not. The personal tutor system will be an integral part of the learning and teaching strategy and will ensure that students are fully supported in contextualising how modules might support their future career or study pathways.

## **24 Assessment Strategies**

The assessment strategy has been planned to ensure that module outcomes can be met through a mixture of assessments designed to support students' transferable skills as well as enhancing their academic competence. As such assessments will combine coursework with more practical assessments, such as oral presentations, contributions to blogs and wikis and case studies (see table below).

Assessments are designed so that an assessment type will be revisited over the duration of the course but with an increase in complexity, this allows students to develop confidence and build on their skills. For example, a presentation at Level 4 might be by way of a small group which is reduced to paired presentations at Level 5 and then individual at Level 6, allowing students to gain in confidence as they progress through the course. Assessments will also increase in size between levels of study allowing for students to demonstrate a greater depth of understanding and complexity of ideas.

Due to the smaller 15-credit modules, assessments will normally be by way of one component for each module, although this may be increased to two components in the case of 30-credit modules depending on the assessment type.

Those students who opt for the graduate practitioner route will be expected to keep a record of their progress against the graduate practitioner competencies through their e-portfolio as well as successfully completing the module assessments. Personal tutors will monitor progress against this over the duration of the course, providing formative assessment as required to ensure that students are on track to meet all of the graduate practitioner competencies. Only students who have successfully evidenced and met all graduate practitioner competencies will be awarded the BA (Hons) Early Childhood Studies (Graduate Practitioner). Those who fail to meet all graduate practitioner competencies successfully will still receive the award of BA (Hons) Early Childhood Studies.

According to the ECSDN, the HEI is responsible for awarding the graduate practitioner award, however this needs to follow a rigorous process, including a robust assessment process embedded throughout the degree. Thus, students will meet twice termly with their personal tutor to discuss progress and will be expected to complete yearly review meetings. Students will then complete an

exit assessment at the end of the programme in which they will present their portfolio by way of a formal presentation to members of the course team and placement mentors. In line with ECSDN only one resit opportunity will be allowed for the exit assessment.

| Module Code | Module Description  | Credits | Year | Assessment and learning methods |           |            |
|-------------|---|---------|------|---------------------------------|-----------|------------|
|             |   |         |      | Exam/<br>Written                | Practical | Coursework |
|             |   |         |      | %                               | %         | %          |
| ECS40122    | Principles of Child Development 1: The Unique Child                 | 15      | 1    | -                               | 100%      | -          |
| ECS402_1.1  | Principles of Child Development 2: Understanding How Children Learn | 30      | 1    |                                 |           | 50%<br>50% |
| ECS40322    | Principles of Child Development 3: Communication and Language       | 15      | 1    |                                 |           | 100%       |
| ECS40422    | Becoming a Professional: Positive Relationships                     | 15      | 1    |                                 |           | 100%       |
| ECS40522    | Becoming a Professional: Reflective Practice.                       | 15      | 1    |                                 |           | 100%       |
| ECS40622    | Policy, Provision and Practice                                      | 30      | 1    |                                 | 50%       | 50%        |
| ECS50822    | Health, inequality and advocating for children                      | 30      | 2    |                                 |           | 100%       |
| ECS50922    | Safeguarding children   | 15      | 2    |                                 |           | 100%       |
| ECS510_1.0  | Promoting Positive Behaviour  | 15      | 2    |                                 |           | 100%       |
| ECS50422    | SENDI, Inclusion and Diversity in Early Childhood                   | 30      | 2    |                                 |           | 100%       |
| ECS50522    | Placement   | 30      | 2    |                                 | 50%       | 50%        |
| ECS50622    | The Value of Play   | 15      | 2    |                                 | 100%      |            |
| ECS50722    | Understanding Childhood   | 15      | 2    |                                 |           | 100%       |
| ECS60122    | Research for Enquiry  | 15      | 3    |                                 |           | 100%       |
| ECS60222    | Global and Future Childhoods  | 15      | 3    |                                 |           | 100%       |
| ECS60322    | The Young Child in Transition: Supporting                           | 15      | 3    |                                 |           | 100%       |

|          |  |    |   |  |      |      |
|----------|--|----|---|--|------|------|
|          | Change and Promoting Resilience  |    |   |  |      |      |
| ECS60422 | Sector Based Project: Researching and Reflecting on Early Years Practice                               | 30 | 3 |  |      | 100% |
| ECS60522 | Developing and Extending Young Children's Thinking and Learning: Creative Approaches to the Curriculum | 15 | 3 |  |      | 100% |
| ECS60622 | Leading Early Childhood Pedagogy and Practice  | 15 | 3 |  | 100% |      |
| ECS60722 | Researching with children  | 15 | 3 |  | 100% |      |

### Indicative Assessment Strategy

#### Level 4

| Module Code | Module Title  | Credits | Indicative Assessment Type and weighting | Indicative Assessment Loading | Indicative submission |
|-------------|---|---------|--|-------------------------------|-----------------------|
| ECS40122    | Principles of Child Development 1: The Unique Child                 | 15      | Oral                                     | 10 Minutes                    | 100%                  |
| ECS402_1.1  | Principles of Child Development 2: Understanding How Children Learn | 30      | Portfolio                                | 2,000 words                   | 50%                   |
|             |   |         | Essay                                    | 2,000 words                   | 50%                   |
| ECS40322    | Principles of Child Development 3: Communication and Language       | 15      | Portfolio                                | 2,000 words                   | 100%                  |
| ECS40422    | Becoming a Professional: Positive Relationships                     | 15      | Essay                                    | 2,000 words                   | 100%                  |
| ECS40522    | Becoming a Professional: Reflective Practice                        | 15      | Portfolio                                | 2,000 words                   | 100%                  |
| ECS40622    | Policy, Provision and Practice                                      | 30      | Essay                                    | 2,000 words                   | 50%                   |
|             |   |         | Oral                                     | 10 minutes                    | 50%                   |

#### Level 5

| Module Code | Module Title                                      | Credits | Indicative Assessment Type and weighting | Indicative Assessment Loading | Indicative submission |
|-------------|---|---------|--|-------------------------------|-----------------------|
| ECS50822    | Health, inequality and advocating for children    | 30      | Portfolio                                | 5,000 words                   | 100%                  |
| ECS50922    | Safeguarding children                             | 15      | Essay                                    | 2,500 words                   | 100%                  |
| ECS510_1.0  | Promoting Positive Behaviour                      | 15      | Mixed Media                              | 2,500 words                   | 100%                  |
| ECS50422    | SENDI, Inclusion and Diversity in Early Childhood | 30      | Essay                                    | 5,000 words                   | 100%                  |
| ECS50522    | Placement   | 30      | Oral                                     | 10 mins                       | 50%                   |
|             |   |         | Essay                                    | 2,500                         | 50%                   |
| ECS50622    | The Value of Play                                 | 15      | Oral Presentation                        | 10 mins                       | 100%                  |
| ECS50722    | Understanding Childhood                           | 15      | Essay                                    | 2,500 words                   | 100%                  |

## Level 6

| Module Code | Module Title   | Credits | Indicative Assessment Type and weighting | Indicative Assessment Loading | Indicative submission |
|-------------|--|---------|--|-------------------------------|-----------------------|
| ECS60122    | Research for Enquiry   | 15      | Portfolio                                | 3,000 words                   | 100%                  |
| ECS60222    | Global and Future Childhoods   | 15      | Mixed Media                              | 3,000 words                   | 100%                  |
| ECS60322    | The Young Child in Transition: Supporting Change and Promoting Resilience                              | 15      | Essay                                    | 3,000 words                   | 100%                  |
| ECS60422    | Sector Based Project: Researching and Reflecting on Early Years Practice                               | 30      | Dissertation                             | 6,000 words                   | 100%                  |
| ECS60522    | Developing and Extending Young Children's Thinking and Learning: Creative Approaches to the Curriculum | 15      | Mixed Media                              | 3,000 words                   | 100%                  |
| ECS60622    | Leading Early Childhood Pedagogy and Practice  | 15      | Oral Presentation                        | 20 Minutes                    | 100%                  |
| ECS60722    | Researching with children  | 15      | Oral Presentation                        | 20 Minutes                    | 100%                  |

|           |  |
|-----------|--|
|           |  |
| <b>25</b> | <b>Inclusive Practice and Personal Development Planning</b>  |
|           | <p>BGU is committed to widening access and participation and adheres to a strict policy of non-discrimination. Students will be supported throughout their programme through full access to the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services. Additionally, students will be encouraged to access the wider services of BG Futures for professional career advice and opportunities</p> <p>The programme will support personal development planning through the use of the BGU Development and Career Plan (DCP) and the Early Childhood Studies personal tutor system. Students are allocated personal tutors (PT) as they commence studies and wherever possible remain with this personal tutor for the duration of their course. During the first level of study students meet with their personal tutor on a weekly basis by way of a study programme which involves a combination of academic study skills and pastoral care. Weekly meetings are held either through group or 1:1 tutorial with the aim of building a community of support through the personal tutor system. Tutors continue to meet with their PT group throughout Levels 5 and 6, although on a less frequent basis, usually twice a semester.</p> <p>All students are encouraged to develop an e-portfolio, the DCP, which is a detailed record of the development of skills, experience and knowledge gained throughout the course. The DCP is introduced to students through the personal tutor system and is used in individual tutorials to: -</p> <ul style="list-style-type: none"> <li>• support reflection on academic and assessed work, and ensure students are able to respond effectively to feedback from tutors and improve their grades;</li> <li>• allow students to collect evidence of the things that they achieve during their studies that promote their employability, including any professional certificates gained through the duration of the course;</li> <li>• encourage reflection on placement experience and work experience; and</li> <li>• supports the development of a close and well-informed relationship with their personal tutor.</li> </ul> <p>As noted in Section 22, students will be supported in professional development planning in two Level 4 modules, during which they will be encouraged to reflect on potential career options and will be supported in taking appropriate steps towards enhancing employment opportunities, for example choosing whether to proceed along the graduate practitioner route or seek wider experience through volunteering opportunities.</p> |
| <b>26</b> | <b>Technology Enhanced Learning</b>  |

|           |   |
|-----------|---|
|           |   |
|           | <p>All students will be encouraged to enhance existing IT skills as well as developing new ones. The University virtual learning environment (VLE) will be used as a learning and teaching tool to enhance the learning experience. Tutors will use the VLE as a means by which to direct students to appropriate resources such as texts, journal, and websites, and as previously noted students will be directed to pre- and post-session materials and activities to complement face to face sessions. Students will be encouraged to engage with one another, as well as tutors, through the use of online blogs, journals and wikis which are also supported through the VLE. In addition, tutors will utilise technology in taught sessions through the use of online tools such as Padlet, Kahoot and file sharing.</p> <p>Included within the Library Systems are access to journals and specific subject related learning resources, students will be directed to these at appropriate points during the course but most specifically when undertaking their own research studies through the sector-based projects. Module specific elements are laid down within individual modules.</p>  |
| <b>27</b> | <p><b>Work-related Learning and/or Placement</b></p> <p>Placements are an integral part of the programme and all single honours students, regardless of whether they opt for the graduate practitioner route, will undertake at least one assessed placement over the duration of their studies. Since September 2014 practitioners working in early childhood settings have been required to hold either an appropriate level 3 qualification or have studied a 'full and relevant' degree if they are to count towards the adult: child ratio. Graduates who do not hold a 'full and relevant' degree may find themselves disadvantaged when applying for jobs in the sector.</p> <p>In order to be eligible for 'full and relevant' status a degree must meet the following requirements in relation to placement opportunities:</p> <ul style="list-style-type: none"> <li>• academic assessment;</li> <li>• practice which is observed, assessed, and developed by setting mentors;</li> <li>• one visit per placement by HEI staff to observe, assess and develop practice.</li> </ul> <p>Furthermore, students who opt for the graduate practitioner route are required to complete a total of 80 days in placement, as follows:</p> <ul style="list-style-type: none"> <li>• Level 4 – 25 days (5 days of which can be accredited for those students with a level 3 Early Years Qualification)</li> <li>• Level 5 – 30 days</li> <li>• Level 6 – 25 days</li> </ul> |

According to the ECSDN these placements should include the full 0 – 8 age-range, practice should be observed and assessed, and mentor support should be embedded into the full placement experience.

To ensure that the needs of all students are met, regardless of the route they take, all single honours students will undertake a 25-day placement at Level 4 and at Level 6. Both placements will be assessed by a tutor from BGU as well as through a placement mentor. Assessment will be on a pass or fail basis according to a set criterion. Wherever possible, mentors and University tutors will meet to discuss outcomes. Alongside this, students will also have an assessment to complete following the placement which will involve a reflective account of their personal and professional development during placement. This will ensure that all students who pass the placement and complete the assessment will have met the requirements to be awarded a full and relevant degree. Students who do not meet the requirement to pass the placement will not be eligible for the 'full and relevant' qualification, although they can still be awarded the degree providing, they pass all assessed elements. It is possible for students who did not pass the placement at Level 4 to pass the Level 6 placement which would qualify them for full and relevant, additional support will be given to these students, in addition to a second observation during the final placement.

Students who choose to undertake the graduate practitioner route will be required to complete an additional 30-day placement at Level 5, which will be fulfilled through a specific placement module ECS50522. This is a 30-credit module which will be completed over the course of two semesters. This module will be in place of modules ECS50622 and ECS50722. As with Level 4 and 6, this placement will be assessed by both a University tutor and the setting mentor, furthermore students will be expected to complete a formal assessment in addition to securing evidence against the graduate practitioner competencies which will be recorded in their e-portfolios. As previously noted, a member of the core team will be allocated the role of academic tutor for the graduate practitioner route and this tutor will support individual students in identifying where graduate practitioner competencies might be met during the placement as well as liaising with placement mentors.

The programme team will work closely with the partnership office in identifying quality placements for the students and also in ensuring that students meet the requirement across all age ranges. All stakeholders will sign a tripartite Workplace Agreement; student, the workplace, and BGU. The signed Agreements will be logged and stored in the Placement office.

In accordance with the BG 'Student Transport Accommodation and Subsistence Policy' students will be expected to contribute towards the cost of placement transport.

*Any placement offer is subject to risk assessments. Where placements are not advised, additional/ comparative hours of teaching/ online or face 2 face will be offered*

## 28 Employability

Given the high level of involvement in the assessment process it is imperative that employers play a significant role in the design and delivery of this programme, to this end in the planning process a meeting was held with early years practitioners to garner their feedback as to the appropriateness of the newly developed course for employees. It is intended that an ongoing working relationship will be developed with placement settings, initially in those settings where students undertaking the graduate practitioner route are placed. Furthermore, as seen in section 27, since mentors are required to assess students for both the full and relevant award and the award of graduate practitioner, support will be offered to placement mentors through the delivery of mentor training at BGU. This will be supplemented with ongoing mentor support by way of a mentor handbook and ongoing communication between setting mentors and the tutor responsible for the graduate practitioner route.

The development of the graduate practitioner route along with meeting the requirements for graduates to be eligible for 'full and relevant' is intended to secure the route to employment for those students specifically seeking a career in the early years sector. However, as previously discussed it is equally important that the needs of students who are seeking alternative career routes are also met. The inclusion of personal and professional development modules at level 4 will allow students the opportunity to reflect on future career options and with the support of their personal tutor career planning will be developed as part of the DCP process. The core team will also draw on the expertise of the BGU careers team to support this process. In this way students will be guided through the personal tutor towards making decisions which are appropriate to their future needs.

The curriculum has been designed in order that students are exposed to a range of issues and topics relating to early education and care, it is anticipated therefore that students will be able to make informed decisions as to future career directions based on their interest in a specific module. Furthermore, where viable the expertise of practitioners in the field will be drawn from to further expose students to potential career options.

Assessments have been designed to promote the development of transferable skills, for example presentations are intended to support students in developing the confidence to speak to small groups of practitioners, while case studies promote skills in linking theory to practice. Placement opportunities also allow students the opportunity to increase their confidence and competence in the workplace.

## SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

|    |  |
|----|--|
| 29 | <b>Programme Specific Admission Requirements</b>   |
|    | <p>There is no formal requirement for UCAS points to join the Foundation Year although normally GCSE English or equivalent is desirable. The Foundation Year syllabus does not include any specific element of upskilling in English language. Entrants must be able to demonstrate a minimum level of competence in English language.</p> <p>In addition to this, some programme pathways have specific entry requirements, either at point of entry to the Foundation Year, or as a requirement in order to progress to the articulated degree programme. Details of specific entry requirements for each programme pathway are outlined in Appendix 1.</p> <p>There is no provision for Accreditation of Prior Learning in respect of the Foundation Year.</p> <p>Applicants may be interviewed to ascertain their suitability for the Foundation Year. This may be undertaken by MS Teams or telephone where required.</p> <p>Applicants will select, at the time of application, the articulated degree programme that they wish to follow. The suitability of the selected, articulated degree programme will be assessed separately.</p> <p>You may be required to undertake an Enhanced DBS check prior to enrolment on one of our programmes. For further information regarding this including a list of relevant programmes please see the university's Code of Practice for DBS Checks for Applicants and Students.</p> |
| 30 | <b>Programme Specific Management Arrangements</b>  |
|    | <p>The Foundation Year sits within the Secondary, FE and teacher Development portfolio as part of the academic Faculty and is led by the Programme Leader for Foundation Year. The programme will be taught by the dedicated Foundation Year team.</p>   |
| 31 | <b>Staff Responsibilities</b>  |
|    | <p>Leadership of modules will be undertaken by specified team members as Module Leaders. Staff on the programme will be allocated to learners as personal tutors. In addition, an academic 'subject liaison tutor', for each subject, will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate. Academic staff from subject discipline areas will engage with Foundation Year learners during their studies by welcoming them to attend subject-taster sessions of the existing, validated undergraduate degree programme at Level 4. This enables Foundation Year learners to experience subject-specific 'tasters', typically of 8 hours, as part of module FDY007: Reflective Learning.</p>  |

|           |  |
|-----------|--|
| <b>32</b> | <b>Programme Specific Academic Student Support</b>   |
|           | <p>Close engagement with the wider professional services as part of the learner experience will be embedded within each module of the Foundation Year programme. The CELT team, specifically Learning Development and Digital Learning, will support academic literacies, digital capabilities, and work towards assessments. In addition, IT will lead sessions to ensure basic digital literacies and the Library Liaison Team will support information literacies. BG Futures will support career aspiration and development. The Student Advice team will support wellbeing and, alongside CELT, will seek to develop the resilience and growth mindset of the Foundation Year learners. Learners will have an allocated personal tutor as part of Bishop Grosseteste University's Personal Development Plan (PDP). The PDP is monitored via the Development and Career Plan (DCP) process including the development of the learner's e-portfolio. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate.</p> |
| <b>33</b> | <b>Programme Specific Student Evaluation</b>   |
|           | <p>The Foundation Year programme complies with current institutional evaluation policies and annual monitoring.</p> <p>The programme team are committed to ensuring a positive learner experience and working in partnership with learners to feed forward and enhance the learner experience at both modular and programme level. Learner engagement and evaluation is considered on all aspects of the programme both formally through University processes and informally through the personal tutor structures. The programme team will work closely with the Foundation Year learners to ensure they are engaged participants in the evaluation process.</p> <p>In addition, student representatives will be invited to team meetings at regular intervals to provide opportunity for student voice, as well as feeding forward news and enhancements to the programme. Actions will be minuted and channeled through relevant boards, committees, and quality assurance processes.</p>   |

## SECTION E2 (YEARS2-4) BA (HONS) EARLY CHILDHOOD STUDIES: PROGRAMME MANAGEMENT

|    |  |
|----|--|
| 29 | <b>Programme Specific Admission Requirements</b>   |
|    | <p>Students will require UCAS points at or above 96–112 points. They are also required to have a level 2 equivalent qualification in English and Mathematics. The course welcomes applicants with non-traditional level 3 qualifications.</p> <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 accreditation for prior learning. Such claims may be based either on a previous course of study or on experience gained in paid employment or voluntary activities, bridging assignments are also available if required. If a prospective student has recently completed or studied modules as part of a previous qualification, they may apply for Accreditation for Prior Learning in line with the relevant Code of Practice. In addition, bridging assignments are available to enable students seeking direct entry into Levels 5 or 6 to meet programme specific Level 4 and 5 module outcomes if previous study does not align with the corresponding BGU Early Childhood Studies learning outcomes. It should be noted however that students who enter at Level 5 or 6 may not be eligible for the graduate practitioner route.</p> |
| 30 | <b>Programme Specific Management Arrangements</b>  |
|    | <p><u>General</u></p> <p>The Programme Leader for Early Childhood Studies will lead and manage the programme. The programme will be taught by current Early Childhood Studies module leaders and tutors, while hourly paid lecturers will undertake placement observations. Visiting speakers will be used as an enhancement to modules for currency and sector specific content, in line with Professional, Regulatory and Statutory Bodies (PSRB) requirements. Furthermore, extra-curricular accredited courses, delivered by external providers, will be offered in areas of safeguarding and food hygiene for students undertaking the competency route, while paediatric first aid training will be offered to all students.</p>   |
| 31 | <b>Staff Responsibilities</b>  |
|    | <p><u>General</u></p> <p>The Early Childhood Studies team have the required expertise to deliver module content. Module leadership will be designated to team members with a particular interest or expertise in module content, especially where this is in line with current staff research interests.</p>   |

All tutors will be allocated as personal tutors to students across all cohort levels and in the final year will also undertake the role of research supervisor in the sector led project. In addition, at least one member\* of the core team will be allocated the role of personal tutor to students undertaking the graduate practitioner route which will require them to monitor progress against the graduate practitioner competencies as well as working closely with workplace mentors.

*\* This will be regularly monitored and will be determined by the number of students who opt for this route.*

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

### Programme Specific Support

Appropriate support will be embedded into modules, at level 4 students undertake a programme of study skills as part of their timetabled sessions, alongside this the team will work with wider professional services, including the library liaison tutor, the Centre for Enhancement in Learning and Teaching (CELT) and Digital Learning to enhance this provision. Sessions led by the wider professional services will also be used to support academic literacies as well as supporting students in specific assessment types.

At Level 6 students will be allocated a research supervisor to support with their sector led project, allocation wherever possible, will be based on parity between student and tutor research interests, and support will be in the development of design and completion of the ethics proposal. Students will be expected to present their proposal to an in-course ethics board prior to the undertaking of the study. Students will also have an allocated Early Childhood Studies tutor, who will act as personal tutor as part of the Development and Career Plan (DCP) and e-portfolio process.

All students are allocated a personal tutor at the commencement of study and will remain with that tutor for the duration of their studies. Regular tutorial meetings will be timetabled throughout the academic year.

## **33 Programme Specific Student Evaluation**

The Programme complies with current institutional evaluation policies. Through the Students' Union Representative Feedback System (RFS), a formal procedure has been established to enable students to contribute to the enhancement of the programme through their elected Student Representative. In addition, students are invited to staff: student forum each semester to discuss programme related issues.

### Programme Specific Evaluation

In line with current procedure module reviews are undertaken at the end of each module, the outcomes of which are used to feed into planning for the next teaching cycle. In addition, the

course supports the use of both internal and external student surveys for the process of Annual Monitoring Report (AMR) writing and the setting of programme specific enhancement targets. The course team value feedback from the student body and opportunities for informal feedback are provided through the personal tutor system.

## SECTION F1 (YEAR 1) FOUNDATION YEAR: MAPPING

### MAP I

#### ASSESSMENT /OUTCOMES MAP

| Module Name                             | K&U1 | SPS1 | SPS2 | IS1 | TS1 | TS2 |
|---|------|------|------|-----|-----|-----|
| FDY00120<br>Self As Learner             |      |      |      |     |     |     |
| FDY00220<br>Resourcing<br>Learning      |      |      |      |     |     |     |
| FDY00320<br>Critical Thinking           |      |      |      |     |     |     |
| FDY00420<br>Critical<br>Engagement      |      |      |      |     |     |     |
| FDY005206<br>Effective<br>Communication |      |      |      |     |     |     |
| FDY00620<br>The Digital<br>Learner      |      |      |      |     |     |     |
| FDY00720<br>Reflective<br>Learning      |      |      |      |     |     |     |
| FDY00820<br>Academic<br>Writing         |      |      |      |     |     |     |

## SECTION F2 (YEARS 2-4) BA (HONS) EARLY CHILDHOOD STUDIES: MAPPING

### MAP I

#### ASSESSMENT /OUTCOMES MAP

##### Level 4

| Module Name   | K&U1 | K&U2 | K&U3 | K&U4 | SPS1 | SPS2 | SPS3 | SPS4 | IS1 | IS2 | IS3 | IS4 | TS1 | TS2 | TS3 | TS4 |
|---|------|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|-----|
| ECS40122<br>Principles of Child Development 1:<br>The Unique Child                  | ✓    | ✓    | ✓    | N/A  |      | ✓    | ✓    |      | ✓   | ✓   | ✓   | ✓   |     | ✓   | ✓   | ✓   |
| ECS 40222<br>Principles of Child Development 2:<br>Understanding How Children Learn | ✓    | ✓    | ✓    | N/A  |      | ✓    | ✓    | ✓    | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| ECS40322<br>Principles of Child Development 3:<br>Communication and Language        | ✓    | ✓    | ✓    | N/A  |      | ✓    | ✓    | ✓    | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| ECS40422<br>Becoming a Professional-<br>Positive Relationships                      | ✓    | ✓    | ✓    | N/A  | ✓    | ✓    |      |      | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| ECS40522<br>Becoming a Professional<br>Reflective Practice                          |      |      |      | N/A  |      |      |      |      | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| ECS40622<br>Policy, provision, and<br>practice                                      | ✓    | ✓    |      | N/A  | ✓    | ✓    |      |      | ✓   | ✓   | ✓   | ✓   |     | ✓   | ✓   | ✓   |

**Level 5**

| Module Name  | K&U1 | K&U2 | K&U3 | K&U4 | SPS1 | SPS2 | SPS3 | SPS4 | IS1 | IS2 | IS3 | IS4 | TS1 | TS2 | TS3 | TS4 |
|--|------|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|-----|
| ECS50822<br>Health, inequality and<br>advocating for children                | ✓    | ✓    | ✓    | N/A  | ✓    | ✓    |      | ✓    | ✓   | ✓   | ✓   | ✓   | ✓   |     | ✓   | ✓   |
| ECS50922<br>Safeguarding children  |      | ✓    | ✓    | N/A  | ✓    |      | ✓    | ✓    | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| ECS510_1.0<br>Promoting Positive<br>Behaviour                                |      | ✓    | ✓    | N/A  | ✓    | ✓    |      | ✓    | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| ECS50422<br>SENDI, Inclusion and<br>Diversity in Early<br>Childhood Practice |      | ✓    | ✓    | N/A  | ✓    | ✓    |      | ✓    | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| ECS50522<br>Placement Module   |      | ✓    | ✓    | N/A  | ✓    |      | ✓    | ✓    |     | ✓   |     | ✓   | ✓   | ✓   | ✓   | ✓   |
| ECS50622<br>The Value of Play  |      | ✓    | ✓    | N/A  | ✓    | ✓    | ✓    | ✓    | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| ECS50722<br>Understanding Childhood  | ✓    | ✓    | ✓    | N/A  | ✓    | ✓    |      | ✓    | ✓   | ✓   | ✓   | ✓   |     | ✓   | ✓   | ✓   |

**Level 6**

| Module Name   | K&U1 | K&U2 | K&U3 | K&U4 | SPS1 | SPS2 | SPS3 | SPS4 | IS1 | IS2 | IS3 | IS4 | TS1 | TS2 | TS3 | TS4 |
|---|------|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|-----|
| ECS60122<br>Research for Enquiry  | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| ECS60222<br>Global and Future<br>Childhoods   | ✓    | ✓    | ✓    |      | ✓    | ✓    |      |      | ✓   | ✓   | ✓   | ✓   |     | ✓   | ✓   | ✓   |
| ECS60322<br>The Young Child in<br>Transition: Supporting<br>Change and Promoting<br>Resilience                                    | ✓    | ✓    | ✓    |      | ✓    | ✓    | ✓    |      | ✓   | ✓   | ✓   | ✓   |     | ✓   | ✓   | ✓   |
| ECS60422<br>Sector Based Project  | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| ECS60522<br>Developing and<br>Extending Young<br>Children's Thinking and<br>Learning: Creative<br>Approaches to the<br>Curriculum | ✓    | ✓    | ✓    |      | ✓    | ✓    | ✓    |      | ✓   | ✓   | ✓   | ✓   |     | ✓   | ✓   |     |
| ECS60622<br>Leading Early Childhood<br>Pedagogy and Practice  |      |      | ✓    |      | ✓    | ✓    | ✓    | ✓    | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| ECS60722<br>Researching with<br>children  | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |

## SECTION G1 (YEAR 1) FOUNDATION YEAR

### MAP 2

#### Graduate Attribute Mapping

Please indicate which of the Graduate Attributes that you have considered and where they are considered within the course.

| Attribute            | K&U1 | SPS1 | SPS2 | IS1 | TS1 | TS2 |
|----------------------|------|------|------|-----|-----|-----|
| 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 on the module specifications*

<http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

## SECTION G2 (YEARS 2-4) BA (HONS) EARLY CHILDHOOD STUDIES

### 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 | K&U4 | SPS1 | SPS2 | SPS3 | SPS4 | IS1 | IS2 | IS3 | IS4 | TS1 | TS2 | TS3 | TS4 |
| Academic Literacies  | ✓                           | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| Global Citizenship   |                             | ✓    |      |      | ✓    | ✓    |      |      |     |     |     |     |     |     |     |     |
| Information Literacy |                             |      |      | ✓    | ✓    | ✓    |      |      | ✓   | ✓   | ✓   | ✓   |     | ✓   |     |     |
| Digital Fluency      | ✓                           | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    | ✓   | ✓   | ✓   | ✓   |     | ✓   | ✓   | ✓   |
| Employability        |                             | ✓    | ✓    |      |      |      | ✓    |      | ✓   | ✓   | ✓   |     | ✓   |     | ✓   | ✓   |
| Being Enterprising   |                             |      |      |      |      |      | ✓    |      |     |     |     | ✓   | ✓   |     |     |     |

#### Graduate Attributes

- GA7. [Academic Literacies](#) This covers the range of academic skills that you develop through undertaking university-level study.
- GA8. [Global Citizenship](#) This is about understanding the global context in which you live, study and work
- GA9. [Information Literacy](#) This is about being able to search for, locate, utilise and manage information effectively and ethically
- GA10. [Digital Fluency](#) These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA11. [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
- GA12. [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 on the module specifications

<http://www.bishopq.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

# SECTION H (YEARS 1-4) BA (HONS) EARLY CHILDHOOD STUDIES WITH FOUNDATION YEAR

## 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/<br>Major Modification<br><i>(Light/Minor - include level &amp; title of modules &amp; a brief description of modification)</i><br><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<br><i>(eg students entering Level 5 from September 2016 onward)</i> |
|----------------|--|----------------------------------|--------------------------|--|
| Curriculum Mod | Replacement of ECS50322 with ECS510_1.0  | April 2024                       | Sept 2024                | L4 and L5  |
| Curriculum Mod | Amendment to ECS40222 module title and code (now ECS402_1.1)   | May 2024                         | Sept 2024                | L4 and L5  |
|                |  |                                  |                          |  |
|                |  |                                  |                          |  |
|                |  |                                  |                          |  |
|                |  |                                  |                          |  |
|                |  |                                  |                          |  |
|                |  |                                  |                          |  |
|                |  |                                  |                          |  |

## SECTION I (YEARS 1-4) BA (HONS) EARLY CHILDHOOD WITH FOUNDATION YEAR

### MAP 4

#### Mapping of PSRB requirements against the Programme

*The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.*

*Please mapping on following pages*

## **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**

|     | ECS60722 | ECS60622 | ECS60522 | ECS60422 | ECS60322 | ECS60222 | ECS60122 | ECS50722 | ECS50622 | ECS50522 | ECS50422 | ECS510_1.0 | ECS50922 | ECS50822 | ECS40622 | ECS40522 | ECS40422 | ECS40322 | ECS402_1.1 | ECS40122 |  |
|-----|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|----------|----------|----------|----------|----------|----------|------------|----------|--|
| 1.1 |          |          |          |          |          |          |          |          |          |          |          | ✓          |          |          |          |          | ✓        |          |            |          |  |
| 1.2 |          |          |          |          |          |          |          |          |          |          |          |            |          |          |          |          | ✓        |          |            |          |  |
| 1.3 |          |          |          |          |          |          |          |          |          |          |          | ✓          |          |          |          |          | ✓        |          |            |          |  |

**Competency 2 – Promote holistic child development**

|     | ECS60722 | ECS60622 | ECS60522 | ECS60422 | ECS60322 | ECS60222 | ECS60122 | ECS50722 | ECS50622 | ECS50522 | ECS50422 | ECS510_1.0 | ECS50922 | ECS50822 | ECS40622 | ECS40522 | ECS40422 | ECS40322 | ECS402_1.1 | ECS40122 |  |
|-----|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|----------|----------|----------|----------|----------|----------|------------|----------|--|
| 2.1 |          |          |          |          |          |          |          |          |          |          |          |            |          |          |          |          | ✓        | ✓        |            | ✓        |  |
| 2.2 |          |          |          |          |          |          | ✓        | ✓        |          | ✓        | ✓        |            |          | ✓        |          |          |          |          |            |          |  |

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

|     | ECS60722 | ECS60622 | ECS60522 | ECS60422 | ECS60322 | ECS60222 | ECS60122 | ECS50722 | ECS50622 | ECS50522 | ECS50422 | ECS510_1.0 | ECS50922 | ECS50822 | ECS40622 | ECS40522 | ECS40422 | ECS40322 | ECS402_1.1 | ECS40122 |  |
|-----|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|----------|----------|----------|----------|----------|----------|------------|----------|--|
| 3.1 |          |          |          |          |          |          |          |          |          |          |          |            | ✓        |          |          |          |          |          |            |          |  |
| 3.2 |          |          |          |          |          |          |          |          |          |          |          |            | ✓        |          |          |          |          |          |            |          |  |
| 3.3 |          |          |          |          |          |          |          |          |          |          |          |            | ✓        |          |          |          |          |          |            |          |  |
| 3.4 |          |          |          |          |          |          |          |          |          |          |          |            | ✓        | ✓        |          |          |          |          |            |          |  |
| 3.5 |          |          |          |          |          |          |          |          |          |          |          |            | ✓        | ✓        |          |          |          |          |            |          |  |
| 3.6 |          |          |          |          |          |          |          |          |          |          |          |            | ✓        | ✓        |          |          |          |          |            |          |  |

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

|      | ECS40122 | ECS402_1.1 | ECS40322 | ECS40422 | ECS40522 | ECS40622 | ECS50822 | ECS50922 | ECS510_1.0 | ECS50422 | ECS50522 | ECS50622 | ECS50722 | ECS60122 | ECS60222 | ECS60322 | ECS60422 | ECS60522 | ECS60622 | ECS60722 |
|------|----------|------------|----------|----------|----------|----------|----------|----------|------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 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**

|     | ECS40122 | ECS402_1.1 | ECS40322 | ECS40422 | ECS40522 | ECS40622 | ECS50822 | ECS50922 | ECS510_1.0 | ECS50422 | ECS50522 | ECS50622 | ECS50722 | ECS60122 | ECS60222 | ECS60322 | ECS60422 | ECS60522 | ECS60622 | ECS60722 |
|-----|----------|------------|----------|----------|----------|----------|----------|----------|------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 5.1 |          |            |          |          |          |          | ✓        |          |            |          |          |          |          |          |          |          |          |          |          |          |
| 5.2 |          |            |          |          |          |          | ✓        |          |            |          |          |          |          |          |          |          |          |          |          |          |
| 5.3 |          |            |          |          |          |          | ✓        |          |            |          |          |          |          |          |          |          |          |          |          |          |
| 5.4 |          |            |          |          |          |          | ✓        |          |            |          |          |          |          |          |          |          |          |          |          |          |
| 5.5 |          |            |          |          |          |          | ✓        |          |            |          |          |          |          |          |          |          |          |          |          |          |
| 5.6 |          |            |          |          |          |          | ✓        |          |            |          |          |          |          |          |          | ✓        |          |          |          |          |
| 5.7 |          |            |          |          |          |          | ✓        |          |            |          |          |          |          |          |          |          |          |          |          |          |

## Competency 6 – Inclusive Practice

| Competency 6 – Inclusive Practice |     |     |     |     |
|-----------------------------------|-----|-----|-----|-----|
| ECS60722                          |     |     |     |     |
| ECS60622                          |     |     |     |     |
| ECS60522                          |     |     |     |     |
| ECS60422                          |     |     |     |     |
| ECS60322                          |     |     |     |     |
| ECS60222                          |     |     |     |     |
| ECS60122                          |     |     |     |     |
| ECS50722                          | ✓   | ✓   | ✓   | ✓   |
| ECS50622                          | ✓   | ✓   | ✓   | ✓   |
| ECS50522                          |     |     |     |     |
| ECS50422                          |     |     |     |     |
| ECS510_1.0                        |     |     |     |     |
| ECS50922                          |     |     |     |     |
| ECS50822                          |     |     |     |     |
| ECS40622                          |     |     |     |     |
| ECS40522                          |     |     |     |     |
| ECS40422                          |     |     |     |     |
| ECS40322                          |     |     |     |     |
| ECS402_1.1                        |     |     |     |     |
| ECS40122                          |     |     |     |     |
|                                   | 6.1 | 6.2 | 6.3 | 6.4 |

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

| Competency 7 – Partnerships with parents and caregivers |     |     |     |     |
|---|-----|-----|-----|-----|
| ECS60722  |     |     |     |     |
| ECS60622  |     |     |     |     |
| ECS60522  |     |     |     |     |
| ECS60422  |     |     |     |     |
| ECS60322  |     |     |     |     |
| ECS60222  |     |     |     |     |
| ECS60122  |     |     |     |     |
| ECS50722  |     | ✓   |     |     |
| ECS50622  |     |     |     |     |
| ECS50522  | ✓   | ✓   | ✓   | ✓   |
| ECS50422  |     |     |     |     |
| ECS510_1.0  |     |     |     |     |
| ECS50922  |     |     |     |     |
| ECS50822  |     |     |     |     |
| ECS40622  |     |     |     |     |
| ECS40522  | ✓   | ✓   | ✓   | ✓   |
| ECS40422  | ✓   | ✓   | ✓   | ✓   |
| ECS40322  |     |     |     |     |
| ECS402_1.1  |     |     |     |     |
| ECS40122  |     |     |     |     |
|   | 7.1 | 7.2 | 7.3 | 7.4 |

### Competency 8 – Collaborating with others

| Competency 8 – Collaborating with others |     |     |     |
|--|-----|-----|-----|
| ECS60722                                 | ✓   |     |     |
| ECS60622                                 |     |     |     |
| ECS60522                                 |     |     |     |
| ECS60422                                 |     |     |     |
| ECS60322                                 |     |     |     |
| ECS60222                                 |     |     |     |
| ECS60122                                 |     |     |     |
| ECS50722                                 |     |     |     |
| ECS50622                                 | ✓   | ✓   | ✓   |
| ECS50522                                 |     |     |     |
| ECS50422                                 |     |     |     |
| ECS510_1.0                               |     |     |     |
| ECS50922                                 |     |     |     |
| ECS50822                                 |     | ✓   |     |
| ECS40622                                 |     |     |     |
| ECS40522                                 |     |     |     |
| ECS40422                                 |     |     |     |
| ECS40322                                 |     |     |     |
| ECS402_1.1                               |     |     |     |
| ECS40122                                 |     |     |     |
|  | 8.1 | 8.2 | 8.3 |

Competency 9 – Professional Development

|     | ECS60722 | ECS60622 | ECS60522 | ECS60422 | ECS60322 | ECS60222 | ECS60122 | ECS50722 | ECS50622 | ECS50522 | ECS50422 | ECS510_1.0 | ECS50922 | ECS50822 | ECS40622 | ECS40522 | ECS40422 | ECS40322 | ECS402_1.1 | ECS40122 |   |
|-----|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|----------|----------|----------|----------|----------|----------|------------|----------|---|
| 9.1 |          |          |          |          |          |          |          | ✓        |          |          |          |            |          |          |          | ✓        | ✓        | ✓        |            |          |   |
| 9.2 |          |          | ✓        |          |          |          |          |          |          |          | ✓        | ✓          |          |          |          |          |          |          |            |          |   |
| 9.3 |          |          | ✓        |          |          |          |          |          |          |          |          |            |          |          | ✓        |          |          |          |            |          |   |
| 9.4 | ✓        |          |          |          |          |          |          | ✓        |          |          |          |            |          |          |          |          |          |          |            |          |   |
| 9.5 | ✓        | ✓        | ✓        | ✓        | ✓        | ✓        | ✓        | ✓        | ✓        | ✓        | ✓        | ✓          | ✓        | ✓        | ✓        | ✓        | ✓        | ✓        | ✓          | ✓        | ✓ |