



BISHOP  
GROSSETESTE  
UNIVERSITY

Education, Health and Lifelong Learning

## BA (Hons) Health and Wellbeing in Early Childhood 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.*

1	BGU approval – date and outcome of last approval	17 May 2023
2	Next Scheduled Review Date: [Month/Year]	May 2028  <b>Foundation Degree &amp; Combined Honours</b> Curriculum specifically attached to this programme specification will be reviewed at the same time.
3	Programme Specification - Effective date: [Day/Month/Year]	1 September 2022
4	Version Number	v1.0

## Modifications to Programme Specification

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

## Cross Referencing of Programme/Module Specifications

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

# **Part 1**

## **PROGRAMME ADMINISTRATIVE AND REGULATORY INFORMATION**



# Programme Specification

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

*Section A – Administrative and Regulatory Information*

*Section B – Outcomes*

*Section C – Structure*

*Section D – Teaching, Learning and Assessment*

*Section E – Programme Management*

*Section F – Mapping*

*Section G – Graduate Attributes*

*Section H – Log of Modifications*

## SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

<b>1</b>	<b>Programme Specification Title</b>	
	BA (Hons) Health and Wellbeing in Early Childhood with Foundation Year	
<b>1a</b>	<b>Programme Code</b>	
	BAHWEC01F23F	
<b>2</b>	<b>Brief Summary (for Marketing Purposes)</b>	
	<p>The highly current BA (Hons) Health and Wellbeing in Early Childhood with Foundation Year programme is informed by the crucial significance of the formative years of 0-8 for health and wellbeing. It focusses on the early identification of barriers and risks to wellbeing (in its widest sense) and interventions through the development of early enabling environments for positive health and wellbeing. This degree provides understanding of the crucial 0-8 developmental stage, individual needs and the broader sociocultural context of young children and their families. The BA (Hons) Health and Wellbeing in Early Childhood with Foundation Year focusses on concepts such as multi-agency working with critical, reflective and evidence-based practice. Personal, professional and ethical values will be explored within health and social care practice with young children and their families. The BA (Hons) Health and Wellbeing in Early Childhood with Foundation Year degree enables graduates to support families and young children in a range of formal and informal education and health related settings. This programme supports those who aspire to become, for example, Early Help Workers attached to Children's Centres, Family Health Workers; maternity healthcare support workers or midwifery assistants, child mental health support workers.</p> <p>The Department of Education's focus is evident in the promotion of the Wellbeing for Education recovery programme post Covid. The Royal College of Paediatrics and Child Health (2020) landmark report, prioritises three areas to be address in the UK: reducing child inequalities; prioritising public health, prevention and early intervention; and building and strengthening local and cross sector services. This places graduates undertaking the BA (Hons) Health and Wellbeing in Early Childhood with Foundation Year in a strong position to address these agendas in supporting young children in a variety of formal and informal educational and health roles and settings.</p>	
<b>3</b>	<b>Awarding institution</b>	Bishop Grosseteste University
<b>3a</b>	<b>Programme Length</b>	<b>Full-Time</b> 4 years
<b>3b</b>	<b>Mode(s) of Study</b>	In-person

4	Home Academic Programme Portfolio	Education, Health and Lifelong Learning		
5	HECoS/UTT/UCAS code(s)	HECoS/CAH2 Education Studies 100459  Health & Social Care 100476	ITT N/A	UCAS code
6	Framework for HE Qualifications position of final award(s)	<u>Foundation Year</u> : Non-award bearing (Level 4)  <u>Applied Health &amp; Wellbeing</u> : Certificate (Level 4) Diploma (Level 5) Honours (Level 6)		
7	Alignment with University Credit Framework	Foundation* Undergraduate*		
8	Compliance with University Assessment Regulations	Academic Regulations Governing Taught Qualifications		
9	Progression routes with Foundation Degree (FdA) or Top-up	n/a		

## Awards

10	Final Award title	BA (Hons) Health and Wellbeing in Early Childhood with Foundation Year
10a	Exit or Fall back Award title(s)	CertHE Health and Wellbeing in Early Childhood with Foundation Year DipHE Health and Wellbeing in Early Childhood with Foundation Year BA Health and Wellbeing in Early Childhood with Foundation Year
10b	Pathway	n/a
11	(i) Combined Honours Awards available eg: <ul style="list-style-type: none"> <li>BSc/BA (Hons) XX</li> <li>BSc/BA (Hons) XX and YY</li> </ul>	n/a

## Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
			n/a
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
			n/a

## Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	n/a
15	Date and outcome of last PSRB approval/accreditation	n/a
16	Expiry Date of PSRB approval	n/a

## **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>
<p><b>(a) <u>Final Award Learning Outcomes</u></b></p> <p><b>Students successfully completing the Foundation Year will be able to:</b></p>	



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

## SECTION B2 (YEAR 2-4) BA (HONS) HEALTH & WELLBEING IN EARLY CHILDHOOD: OUTCOMES

17	<b>QAA Benchmark Statements</b>
	<p>The BA (Hons) Health and Wellbeing in Early Childhood with Foundation Year degree is aligned with the:</p> <p>QAA level descriptors for Level 6 Undergraduate Degrees (QAA, 2014)  <a href="https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf">https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf</a></p> <p>QAA Subject Benchmark for Early Childhood Studies (2022)  <a href="https://www.qaa.ac.uk/quality-code/subject-benchmark-statements/early-childhood-studies">https://www.qaa.ac.uk/quality-code/subject-benchmark-statements/early-childhood-studies</a></p> <p>QAA Health Studies (2019).  <a href="https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-health-studies.pdf">https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-health-studies.pdf</a></p>
18	<b>Programme Aim</b>
	<p>The BA (Hons) Health and Wellbeing in Early Childhood with Foundation Year programme aims to produce graduates who are autonomous, reflexive, critical and analytical. Throughout the programme, the inclusion of research-informed and research-led module content ensures that the curriculum maintains its currency in the broader landscape of the discipline. The BA (Hons) Health and Wellbeing in Early Childhood with Foundation Year modules are already well developed from the BA (Hons) Early Childhood Studies and BSc (Hons) Health and Social Care programmes, both of which are successful, well-received programmes of study. This programme offers a suite of carefully selected modules that align with unique aims. The modules reflect the relevant QAA benchmark statements for Early Childhood Studies (2019) and Health Studies (2019) which outline the interdisciplinary nature of the programme's content. These outline the 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, involving multidisciplinary and interdisciplinary perspectives, including professional perspectives.</p> <p>The aims of the BA (Hons) Health and Wellbeing in Early Childhood with Foundation Year are to:</p> <ul style="list-style-type: none"> <li>• Offer a programme of study that develops an integrated knowledge and understanding of the disciplines of Early Childhood and Health Studies;</li> <li>• Introduce students to the philosophy and theory underpinning early childhood development, education and health and apply these to practice.</li> <li>• Enable students to demonstrate systematic breadth and depth of knowledge and understanding of contemporary issues within early childhood and the health sectors, considering professional and academic challenges of local, national and global perspectives and relevant ethical and values-based issues.</li> </ul>

- Focus on the early identification of barriers and risks to wellbeing and interventions for support through the development of early enabling environments for positive health and wellbeing. Prepare students for further postgraduate study in this field.
- To provide a research-led curriculum and offer support to students in pursuing their own research interests.
- Enable students to develop a range of transferable skills (cognitive and intellectual, and generic and key skills) that will equip them to function effectively in contemporary study and work environments, and which will also provide the basis for continuing personal development in line with the BGU Graduate attributes.

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

On successful completion of **BA (Hons) Health and Wellbeing in Early Childhood** in Foundation Year, students will be able to:

**Knowledge and Understanding (K&U)**

- **KU1:** Demonstrate a systematic knowledge and conceptual understanding of the origins, development and limitations of the theory and practice of health, wellbeing and early childhood from local, national and international perspectives.
- **KU2:** Demonstrate a detailed, systematic knowledge and critical understanding of significant policy and provision for babies and young children, families and communities, from considering 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.
- **KU3:** Demonstrate a critical working knowledge and understanding of pedagogical approaches for working with babies and young children, families and communities.
- **KU4:** Demonstrate a detailed and systematic knowledge of a range of research paradigms, research methods and measurement techniques and show an awareness of their strengths and limitations in the field of study.

**Subject Professional Skills (SPS)**

- **SPS1:** Show acritical understanding of the links between ethics, economics, politics, culture and ideology in supporting the positive health and wellbeing of babies and young children, their families and communities.
- SPS2:** Analyse and evaluate competing positions to make critical judgements and arguments in relation to how societies view babies, and young children, their families and communities over time, place and culture.

- **SPS3:** Demonstrate the 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:** Demonstrate the ability to use skills of observation and analysis in relation to aspects of lives of babies and young children that includes values-based decision-making, inherent within reflective practice.
- **SPS5:** Show a critical appreciation of the complexity of working effectively within a Multi-Disciplinary Team (MDT), and the challenges of leadership in a professional context.

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

- **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 Health, Wellbeing and Early Childhood.
- **IS3:** Appreciate the uncertainty, ambiguity and limits of knowledge.
- **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 (TS)**

- **TS1:** Develop a range of employability skills.
- **TS2:** 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:** Through critical reflection on one's own views, perspectives, practice and experience, use effective 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.

<b>20</b>	<b>Exit Award Learning Outcomes</b>
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On successful completion of a Level 4 CertHE Health and Wellbeing in Early Childhood in Foundation Year, students will be able to:

#### **Learning outcomes for Cert.HE (Level 4)**

#### **Knowledge and Understanding (K&U)**

- **KU1:** Demonstrate a knowledge and understanding of the origins, development and limitations of the theory and practice of health, wellbeing and early childhood from local, national and international perspectives;
- **KU2:** Demonstrate a knowledge and understanding of significant policy and provision for babies and young children, families and communities, from considering 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;
- **KU3:** Demonstrate a working knowledge and understanding of pedagogical approaches for working with babies and young children, families and communities.

### **Subject Professional Skills (SPS)**

- **SPS1:** Show an understanding of the links between ethics, economics, politics, culture and ideology in supporting the positive health and wellbeing of babies and young children, their families and communities;
- **SPS3:** Demonstrate the ability to begin planning for, and where appropriate start to 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;
- **SPS5:** Show an appreciation of the of working effectively within a Multi-Disciplinary Team (MDT), and the challenges of leadership in a professional context

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

- **IS1:** Present a range of theoretical positions and justify a viewpoint;
- **IS2:** Evaluate particular aspects of current research or equivalent advanced scholarship in Health, Wellbeing and Early Childhood;

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

- **TS1:** Develop a range of employability skills;
- **TS2:** 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:** Through reflection on one's own views, perspectives, practice and experience, use emerging communication skills necessary to converse, debate and negotiate with 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 different contexts.

## **Learning outcomes for Dip.HE (Level 5):**

### **Knowledge and Understanding (K&U)**

- **KU1:** Demonstrate a detailed knowledge and understanding of the origins, development and limitations of the theory and practice of health, wellbeing and early childhood from local, national and international perspectives;
- **KU2:** Demonstrate a clear and accurate knowledge and understanding of significant policy and provision for babies and young children, families and communities, from considering 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;
- **KU3:** Demonstrate a detailed working knowledge and understanding of pedagogical approaches for working with babies and young children, families and communities.

### **Subject Professional Skills (SPS)**

- **SPS1:** Show a thorough understanding of the links between ethics, economics, politics, culture and ideology in supporting the positive health and wellbeing of babies and young children, their families and communities;
- **SPS2:** Analyse and evaluate different positions to make arguments in relation to how societies view babies, and young children, their families and communities over time, place and culture.
- **SPS3:** Demonstrate the emerging 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:** Demonstrate a developing ability to use skills of observation and analysis in relation to aspects of lives of babies and young children that includes values-based decision-making, inherent within reflective practice
- **SPS5:** Show an appreciation of the complexity of working effectively within a Multi-Disciplinary Team (MDT), and the challenges of leadership in a professional context

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

- **IS1** Present a range of theoretical positions and justify a well-informed and insightful viewpoint;
- **IS3** Demonstrate emerging appreciation of the uncertainty, ambiguity and limits of knowledge;

**Transferable Skills (TS)**

- **TS1** Develop a range of employability skills;
- **TS2** Write for different purposes which include persuasion, explanation, evaluation and summary, and present the information in a variety of appropriate and innovative forms;
- **TS3** Through reflection on one's own views, perspectives, practice and experience, use effective 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 contexts;

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

The student must meet the requirements as laid down in *Academic Regulations Governing Taught Qualifications*.

## 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
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### 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
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### 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) HEALTH & WELLBEING IN EARLY CHILDHOOD: STRUCTURE

21a	Structures, modes of delivery (eg 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
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### Level 4 – 120 credits

Level 4	Semester 1	ECS40122 Principles of Child Development 1: The Unique Child 15 cr	ECS40322 Principles of Child Development 3: Communication and Language (PLACEMENT) 15 cr	HSC40222 Society and Self Across the Life Span 30 cr
	Semester 2	ECS40622 Policy, Provision and Practice 30 cr		HSC40322 Contemporary Perspectives and Practice in Health and Social Care (PLACEMENT) 30 cr

### Level 5 – 120 credits

Level 5	Semester 1	ECS50922 Safeguarding Children 15 cr	HSC50222 Health, Well-being and Society: a Global Perspective Locally 30 cr		ECS50722 Understanding Childhood or GA Enhancement Module 15 cr
	Semester 2	ECS50322 Children, Families and Communities 15 cr	HSC50522 Mental Health, Wellbeing, and Resilience 15 cr	HSC50422 Collaborative Practice in Health and Social Care 15 cr (PLACEMENT)	ECS50622 The Value of Play or GA Enhancement Module 15 cr

## **Level 6 – 120 credits**

Level 6	Semester 1	ECS60122 Research for Enquiry 15 cr	ECS60722 Researching with Children 15 cr (PLACEMENT)	HSC60122 Individuality and Diversity: Meeting Everyone's Needs 15 cr	ECS60222 Global and Future Childhoods 15 cr OR ECS60322 The Young Child in Transition: Supporting Change and Promoting Resilience 15 cr
	Semester 2	ECS60422 Sector-Based Project: Researching and Reflecting on Early Years Practice 30 cr (PLACEMENT)		ECS60622 Leading Early Childhood Pedagogy and Practice 15 cr	ECS60522 Developing and Extending Young Children's Thinking and Learning: Creative Approaches to the Curriculum 15 cr OR SND60422 Contemporary Issues in Inclusion 15 cr

### **21b Module Structure**

## **Level 4**

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
ECS40122	Mandatory	Principles of Child Development 1: The Unique Child	1	15
ECS40322	Mandatory (Placement)	Principles of Child Development 3: Communication and Language	1	15
HSC40222	Mandatory	Society and Self Across the Life Span	1	30
ECS40622	Mandatory	Policy, Provision and Practice	2	30
HSC40322	Mandatory (Placement)	Contemporary Perspectives and Practice in Health and Social Care	2	30

## **Level 5**

<b>Core Modules</b>				
Code	Status	Module Title	Period (number)	No of credits
ECS50922	Mandatory	Safeguarding Children	1	15
HSC50222	Mandatory	Health, Wellbeing and Society: a Global Perspective Locally	1	30
HSC50422	Mandatory	Collaborative Practice in Health and Social Care	2	15
HSC50522	Mandatory	Mental Health, Well-being, and Resilience	2	15
ECS50322	Mandatory	Children, Families and Communities	2	15
<b>Option Modules</b>				
Code	Type	Module Title	Period (number)	No of credits
ECS50622	Optional Subject Enhancement	The Value of Play	2	15
ECS50722	Optional Subject Enhancement	Understanding Childhood	1	15

## **Level 6**

<b>Core Modules</b>				
Code	Status	Module Title	Period (number)	No of credits
ECS60122	Mandatory	Research for Enquiry	1	15
ECS60722	Mandatory	Researching with Children	1	15
HSC60122	Mandatory	Individuality and Diversity: Meeting Everyone's Needs	1	15
ECS60422	Mandatory	Sector-Based Project: Researching and Reflecting on Early Years Practice	2	30
ECS60622	Mandatory	Leading Early Childhood Pedagogy and Practice	2	15
<b>Option Modules</b>				
Code	Type	Module Title	Period (number)	No of credits
ECS60222	Optional	Global and Future Childhoods	1	15
ECS60322	Optional	The Young Child in Transition: Supporting Change and Promoting Resilience	1	15
ECS60522	Optional	Developing and Extending Young Children's Thinking and Learning: Creative Approaches to the Curriculum	2	15
SND60422	Optional	Contemporary Issues in Inclusion	2	15

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

22	<b>Curriculum Design</b>
<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.

<b>24</b>	<b>Assessment Strategies</b>
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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 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 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 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 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 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 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 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 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.

## SECTION D2 (YEARS 2-4) BA (HONS) HEALTH & WELLBEING IN EARLY CHILDHOOD: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
	<p>The BA (Hons) Health and Wellbeing in Early Childhood with Foundation Year will be completed in three years of full-time study in order to achieve the programme aims and learning outcomes. This section outlines the curriculum design which is embedded with subject specific requirements and provides the student with a breadth of transferrable skills and opportunities for cross disciplinary knowledge and application. At BGU, there are some key commonalities which track across programme outcomes relating to intellectual and transferable skills for students studying all subjects. These reflect our collective understanding of the essential skills of a BG 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</p> <p>The Health and Wellbeing in Early Childhood programme provides a suite of modules related to early child development with emphasis on how the physical and mental health of children and their families can be supported. Modules encompass key aspects including how children develop language, the development of social and emotional skills, and key philosophies and thinking underpinning early education and care t, all of which are underpinned by appropriate theoretical frameworks. The applied nature of the programme, where theory is linked to practice, is incorporated throughout all modules. This is also supported by work-related learning opportunities at all levels of study that include a range of different experiences in a variety of settings such as Children's Centres, These experiences support enhanced understandings of how children and their families can be supported to have positive health and wellbeing outcomes.</p> <p>The combination of 15 and 30 credits at all levels provides the breadth and depth of the content to challenge and stretch and module content is structured to reflect this. At level 4 students explore the self and society to develop understandings of all phases of life for children and their families to appreciate the uniqueness of the early childhood (0-8 years) phase of life. Students will explore the contemporary perspectives and practice in health and social care, along with policy and practice in the early childhood sector to enable understandings of how these two sectors and academic disciplines can show insights and complementary approaches for health and wellbeing for young children and their families. The focus at level 4 will 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 development and education, health and wellbeing for young children and their families. The level 5 year of study encourages students to consider in more depth, building on modules at level 4, the changing nature of childhood and the social construction of the child, as well as exploring more generally child advocacy within an enabling, positive environment. Health and wellbeing is discussed from a range of perspectives; locally, nationally, and globally. This level of study also builds on the development of the professional through module ECS50322 in which students explore relationships between practitioners, family and the community. Wellbeing is embedded throughout, it is specifically addressed at level 5 with the focus of study extending from the health and well-being of individuals and families, through communities. At level 5 students can select options to study specific subject enhancement modules (ECS50722 Understanding Childhood/ ECS50622 The Value of Play) or Graduate attribute modules.</p>

Level 6 provides the opportunity to explore wider international perspectives of health and wellbeing in Early Childhood and in meeting a diverse range of needs in young children. Students will consider issues of leadership and management for change and be able to reflect deeply and critically on the importance of providing positive environments for young children and their families for health and wellbeing. Students also have some optionality at Level 6 from subject specific enhancement to explore global and future childhoods and deepen their understandings of interventions for supporting health, wellbeing and resilience during transitions and change. In addition at level 6, students can choose to study modules to support young children's development in thinking and learning (ECS60522) or Contemporary Issues in Inclusion (SND60422) to support those with particular needs with positive health and wellbeing.

Research is threaded throughout all levels. 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. At level 6, students will learn research skills and the surrounding ethical considerations of researching with children to enable them to undertake the Sector-based project and will be supported to explore and extend their understanding of issues explored in other modules aligned with their own research interests.

<b>23</b>	<b>Learning and Teaching Strategies</b>
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Teaching will be delivered through interactive lectures, workshops, tutorials and seminars to promote engagement and independent learning with opportunities for cross-disciplinary learning aligned with the student's particular interests and aspirations. A core and central tool for supporting teaching and learning will be the use of a Virtual Learning Environment. The communication tools as part of the VLE enable the programme identity, cohort cohesion and sense of learning community. Students will be invited to use both asynchronous web tools, such as blogs, wikis and Padlet, as a strategy for sharing resources and discussions. The programme works in partnership with students and external stakeholders to enhance the student experience and develop innovative learning and teaching strategies.

The learning and teaching strategy recognises that this course attracts students with relevant vocational qualifications/experience, who do not necessarily have previous academic experience or skills at the level needed for degree study. Therefore, it provides a combination of lectures and seminars that 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 teaching and learning strategy currently embed study skills and pastoral support into level 4 study by way of the personal tutor system. A key aspect of the programme is the drawing together of the two subjects of early childhood studies and health and social care through the use of module tutorials, personal tutor tutorials and in the sector-based project at level 6 where students can consolidate their learning through the undertaking of a relevant research project.

Face to face contact hours identified in the module specifications are timetabled as part of the university timetabling process. 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 work-related experiences (see section 27), or in the case of the sector-based capstone 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 Virtual Learning Environment (VLE) effectively supports 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. Students can access additional support for all aspects of their academic study through the Centre for Enhancement for Learning and Teaching (CELT).

## 24 Assessment Strategies

The assessment strategy for BA (Hons) Health and Wellbeing in Early Childhood supports the overall demonstration of the programme learning outcomes, and is designed to engage students in a range of assessments throughout the programme. It systematically builds knowledge and understanding to develop the skills required.

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). In modules where students are assessed through coursework, the assignments are varied to provide a range of opportunities to present ideas such as portfolios, essays, reflective accounts, artefacts for practice to support positive impact in the workplace.

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.

In the smaller 15-credit modules, assessments will normally be by way of one component for each module. In the case of 30-credit modules this is typically increased to two assessment components. At level 6 students will have a 100% coursework weighted substantive assessment for the Sector-Based Project. This enables students to develop and demonstrate their critical thinking, analysis and problem solving skills over a more prolonged piece.

Formative assessment is embedded throughout each module where students can receive feedback on early drafts of their work to inform their final submission.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
ECS40122	Principles of Child Development 1: The Unique Child	15	1		100%	

ECS40322	Principles of Child Development 3: Communication and Language	15	1			100%
ECS40622	Policy, Provision and Practice	30	1		50%	50%
HSC40222	Society and Self across the Life Span	30	1			100%
HSC40322	Contemporary Perspectives and Practice in Health and Social Care	30	1			100%
ECS50322	Children, Families and Communities	15	2			100%
ECS50622	The Value of Play	15	2		100%	
ECS50722	Understanding Childhood	15	2			100%
ECS50922	Safeguarding Children	15	2			100%
HSC50222	Health, Wellbeing and Society: A Global Perspective Locally	30	2			100%
HSC50422	Collaborative Practice in Health and Social Care	15	2			100%
HSC50522	Mental Health, Well-being and Resilience	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 Change and Promoting Resilience	15	3			100%
ECS60422	Sector Based Project: Researching and Reflecting on Early Years Practice	30	3			100%
ECS60522	Developing and Extending Young Children's Thinking and	15	3			100%

	Learning: Creative approaches to the Curriculum					
ECS60622	Leading Early Childhood Pedagogy and Practice	15	3		100%	
ECS60722	Researching with Children	15	3		100%	
HSC60122	Individuality and Diversity: Meeting Everyone's Needs	15	3		100%	
SND60422	Contemporary Issues in Inclusion	15	3		100%	

### Indicative Assessment Strategy

Module Code	Module Description	Credits	Year	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
ECS40122	Principles of Child Development 1: The Unique Child	15	1	Oral 10 minutes	100%	November Semester 1
ECS40322	Principles of Child Development 3: Communication and Language	15	1	Portfolio 2,000 words	100%	January Semester 1
ECS40622	Policy, Provision and Practice	30	1	Essay 2,000 words  Oral 10 minutes	50%  50%	March Semester 2  May Semester 2
HSC40222	Society and Self across the Life Span	30	1	Part 1 – Case based essay 2000 words  50% Part 2 – Reflective account 2000 words	50%  50%	Jan: Semester 1
HSC40322	Contemporary Perspectives and Practice in Health and Social Care	30	1	Part 1 - Essay 2000 words  Part 2 – Reflective Placement	50%  50%	May: Semester 2



				Account (with portfolio) 2000 words		
ECS50322	Children, Families and Communities	15	2	Mixed Media 2,500 words	100%	May semester 2
ECS50622	The Value of Play	15	2	Oral Presentation 10 mins	100%	March Semester 2
ECS50722	Understanding Childhood	15	2	Essay 2,500 words	100%	January Semester 1
ECS50922	Safeguarding Children	15	2	Essay 2,500 words	100%	November Semester 1
HSC50222	Health, Wellbeing and Society: A Global Perspective Locally	30	2	Part 1 – Essay 2500 words	50%	Jan: Semester 1
				Part 2 – Health promotion artefact e/q 2500	50%	Jan: Semester 1
HSC50422	Collaborative Practice in Health and Social Care	15	2	Reflective Placement Account (with portfolio) 2500	100%	May: Semester 2
HSC50522	Mental Health, Well-being, and Resilience	15	2	Individual Presentation of artefact e/q 2500 (10 minutes)	100%	May: Semester 2
ECS60122	Research for Enquiry	15	2	Portfolio 3,000 words	100%	May: Semester 2
ECS60222	Global and Future Childhoods	15	3	Mixed Media 3,000 words	100%	November Semester 1
ECS60322	The Young Child in Transition: Supporting Change and Promoting Resilience	15	3	Essay 3,000 words	100%	January Semester 1
ECS60422	Sector Based Project: Researching and Reflecting on Early Years Practice	30	3	Report 8,000 words	100%	May: Semester 2
ECS60522	Developing and Extending Young Children's Thinking and Learning: Creative approaches to the Curriculum	15	3	Mixed Media 3,000 words	100%	May: Semester 2

ECS60622	Leading Early Childhood Pedagogy and Practice	15	3	Oral Presentation 20 minutes	100%	May Semester 2
ECS60722	Researching with Children	15	3	Oral Presentation 20 minutes	100%	January Semester 1
HSC60122	Individuality and Diversity: Meeting Everyone's Needs	15	3	Individual oral presentation e/q 2500 (15 minutes)	100%	May: Semester 2
SND60422	Contemporary Issues in Inclusion	15	3	Poster presentation 10 minutes	100%	May: Semester 2

## 25 Inclusive Practice and Personal Development Planning

BGU is committed to widening access and participation and adheres to a policy of non-discrimination. Students will be supported throughout their programme through the full access to the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

The programme will support personal development planning through the use of the BGU Development and Career Plan (DCP) and the personal tutor system. Students will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All students develop an e-portfolio, the DCP. This is a detailed record of the development of skills, experience and knowledge which:

- supports reflection on academic and assessed work, and ensures students are able to respond effectively to feedback from tutors and improve their grades;
- allows students to collect evidence of the things that they achieve during their studies that promote their employability;
- and makes explicit links between students' work experience and professional standards and in both subject areas supports the development of a close and well-informed relationship with their personal tutor.

Employability is an important issue to all students, and careers in graduate employment are particularly competitive. When our Honours students graduate, they will find themselves competing with large numbers of graduates and need to distinguish themselves from them in their application and interview. The DCP ties in with the employability award plan and careers services, and provides students with a means of gathering evidence of all the things they do that would be of interest to an employer. It enables them to frame their skills, knowledge and work experience in such a way as to make explicit how these are relevant for the posts for which they are applying.

The Health and Wellbeing in Early Childhood curriculum is also designed so 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. All students have the opportunity to undertake the Graduate Attributes optional module to enhance employability.

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 source 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 issues from a global perspective in the module ECS60222. Students will also have the opportunity to examine the early childhood health and wellbeing issues globally in the level 4 module ECS40622 and will examine childhood from different perspectives in ECS50721, HSC40222, HSC50220.

3: Information Literacy – Information literacy will be developed throughout the programme as students will be required to independently search for academic sources through for example Worldcat and google scholar throughout their level 5 and 6 modules.

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. Modules are focused towards developing skills as a practitioner from a theoretical perspective and are designed to ensure that students have a firm knowledge base which can be built on in a range of workplace settings (ECS40221; HSC50422; Leading Early Childhood Pedagogy and Practice).

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, ECS40221 and the Capstone Project at level 6.

<b>26</b>	<b>Technology Enhanced Learning</b>
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Students will be encouraged to apply technology and digital skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of BGU's Virtual Learning Environment (VLE), which is used to augment the in-person classes by organising access to learning resources, preparatory and follow-up learning activities and tasks as part of the pedagogical approach for the programme. The use of the VLE is pivotal in supporting a sense of community for multi-subject single honours students and engagement with a central programme area for whole programme communications and information. Students 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.

Learning materials will be sign-posted and accessed through the module areas on the VLE which through digital reading lists will link through to the Library Systems for access to journals and specific subject

related learning resources. Students will engage with research for relevant literature through online databases and electronic search engines as part of BGU's library provision.

## **27 Work-related Learning**

Work-related opportunities are mandatory throughout all three levels of study on the programme.

ECS40322 Principles of Child Development 3: Communication and Language	Level 4 Sem 1
HSC40322 Contemporary Perspectives and Practice in Health and Social Care	Level 4 Sem 2
HSC50422 Collaborative Practice in Health and Social Care	Level 5 Sem 2
ECS60722 Researching with children	Level 6 Sem 1
ECS60422 Sector-Based project	Level 6 Sem 2

The BA (Hons) Health and Wellbeing in Early Childhood provides students with a learner centred, practice-focused programme of study. The degree aims to meet their personal, professional and employability needs through work-related experience to align theory to practice. The Health and Wellbeing in Early Childhood with Foundation Year programme will benefit from the particularly strong and developing partnership with employers. We are committed to working in partnership with employers where this enriches and supports the course and helps prepare students for further professional qualifications or the world of work. An essential component of the work-related experience requires the students to take part in a practice community approach, where all members actively engage in critical discussion of practice to enhance learning and attainment of new skills. This enables students to become prepared for the world of work as graduates and the opportunity to experience different relevant work settings.

Work-related learning experiences are arranged through the BGU Placement office. Work-related learning is an integral part of the programme and students will have a range of opportunities across different levels of study to experience working in health related, early childhood, families and community settings. As part of good practice, a tripartite workplace agreement will be signed by all key stakeholders to ensure agreed terms and this will be held centrally in the Placement Office. Students will be able to contact the Placement Office and/or the Programme Leader should any issues arise. Students will be required to have a relevant DBS.

## **28 Employability**

The Health and Wellbeing in Early Childhood with Foundation Year degree offers a firm base for students hoping to enter a variety of career pathways including, but not limited to, education-related, health, mental health or voluntary sector careers. Students will experience a range of work-related opportunities that will support them in making decisions about their future career. The ability to critically

analyse a problem, formulate a considered response, create an argument and generate new ideas, lend themselves well to careers in the creative industries, the legal sector, government administration and education. Maintaining the focus on real-world application throughout the programme is vital for providing students with a sustained focus on employability and possible career routes. Key stakeholders such as employees within the sector have been consulted and have informed the development of the programme in terms of its currency and relevance. For example, an employer in a Charity and in a Children's Centre were positive about the wide range of opportunities that this degree offers in the workplace, positioning graduates favourably, particularly where new roles are being created in the sector, such as maternity support workers.

For those seeking to work in the early years sector, this programme enables graduates to gain 'full and relevant' status which is a requirement from employers for those working in the sector (further information about to support applicant choices is provided in the appendix A).

Academic staff work closely with the BG Futures team to provide careers support and advice and all BGU graduates may continue to access this.

Possible future career paths for BA (Hons) Health, Wellbeing and Early Childhood with Foundation Year graduates may include:

- Teaching;
- Early Years practitioners
- Maternity Support workers
- Graduate entry Nursing (Pediatric)
- Graduate entry Social Work
- Speech and Language therapy
- Graduate entry OT
- Early Help Workers attached to Children's Centres
- Family Health Workers
- Maternity healthcare support workers or midwifery assistants
- Child mental health support workers

## 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 (YEARS 2-4) BA (HONS) HEALTH & WELLBEING IN EARLY CHILDHOOD: PROGRAMME MANAGEMENT

<b>29</b>	<b>Programme Specific Admission Requirements</b>
<p>Students will normally need 96-112 UCAS tariff points (from a maximum of four Advanced Level qualifications). A range of qualifications that meet this requirement, include A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project etc.</p> <p>Students will also need GCSEs in English Language and Mathematics at grade 4 (previously C) or above (or equivalent). Students will need a relevant DBS.</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 Recognition of Prior Learning (RPL). In accordance with University conditions, students are entitled to apply for RPL for credit awarded based on either relevant credit achieved at another HE institution (RP(C)L), or credit awarded for Experiential Learning, (RP(E)L).</p>	
<b>30</b>	<b>Programme Specific Management Arrangements</b>
<p>The Programme Leader will lead and manage the programme. The programme will be taught by module leaders and tutors, who are all research-active subject specialists. Close liaison with all academic tutors contributing to the programme will be undertaken, particularly where cross disciplinary teaching is employed.</p>	
<b>31</b>	<b>Staff Responsibilities</b>
<p>Staffing expertise within the respective subject teams is a close match to the module content. Leadership of modules will be designated to those with particular interests and research-informed understandings to support the varied modules. Staff on the programme will be allocated to students as personal tutors and, in the third year of the programme, as research supervisors.</p>	
<b>32</b>	<b>Programme Specific Academic Student Support</b>
<p>Academic and pastoral support are strong features of the programme. Close engagement with the wider professional services as part of the student experience will be embedded within each module. Sessions led by the Library Services team and Centre for Enhancement in Learning and Teaching (CELT) staff, specifically from Digital Learning and Learning Development, will support academic literacies and work towards assessments. Each student will be allocated a designated and relevant research supervisor in the third year of study who will oversee, with the student, the development of the research design and ethics forms for submission to the Programme Ethics committee, and the collection and analysis of data for the dissertation. Students will also have an allocated tutor, who will act as personal tutor as part of the Development and Career Plan (DCP) process. This institutional support will enable students to access relevant help at all levels of their learning.</p>	



<b>33</b>	<b>Programme Specific Student Evaluation</b>
<p>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.</p>	

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

MAP I

### ASSESSMENT /OUTCOMES MAP

Module Name						
	K&U1	SPS1	SPS2	IS1	TS1	TS2
FDY00120 Self As Learner						
FDY00220 Resourcing Learning						
FDY00320 Critical Thinking						
FDY00420 Critical Engagement						
FDY00520 Effective Communication						
FDY00620 The Digital Learner						
FDY00720 Reflective Learning						
FDY00820 Academic Writing						

## SECTION F2 (YEARS 2-4) BA (HONS) HEALTH & WELLBEING IN EARLY CHILDHOOD: MAPPING

MAP I

### ASSESSMENT /OUTCOMES MAP

#### Level 6

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Global and Future Childhoods	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
The Young Child in Transition: Supporting Change and Promoting Resilience	✓		✓		✓		✓		✓				✓	✓	✓	✓	✓
Researching with Children				✓				✓		✓	✓	✓	✓	✓	✓	✓	✓
Research for Enquiry				✓				✓		✓	✓	✓	✓	✓	✓	✓	✓
Contemporary Issues in Inclusion	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Developing and Extending Young Children's Thinking and Learning: Creative approaches to the Curriculum				✓				✓		✓	✓	✓	✓	✓	✓	✓	✓
Leading Early Childhood Pedagogy and Practice						✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Individuality and Diversity: meeting everyone's needs	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sector-Based Project				✓				✓		✓	✓	✓	✓	✓	✓	✓	✓

## Level 5

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Children, Family and Communities	✓		✓		✓					✓					✓	✓	✓
The Value of Play	✓	✓	✓		✓		✓			✓					✓	✓	✓
Understanding Childhood	✓	✓	✓		✓	✓				✓		✓			✓	✓	✓
Safeguarding Children		✓			✓					✓					✓	✓	✓
Health, Wellbeing and Society: A Global Perspective Locally	✓				✓					✓		✓			✓	✓	✓
Collaborative Practice in Health and Social Care		✓			✓			✓	✓	✓				✓	✓	✓	✓
Mental Health, Wellbeing and Resilience		✓			✓					✓					✓	✓	✓

## Level 4

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Principles of Child Development 1: The Unique Child	✓	✓	✓		✓					✓	✓				✓	✓	✓
Principles of Child Development 3: Communication and Language		✓	✓				✓		✓	✓				✓	✓	✓	✓
Policy, provision and practice		✓	✓		✓						✓				✓	✓	✓
Society and Self across the Life Span	✓	✓													✓	✓	✓
Contemporary Perspectives and Practice in Health and Social Care	✓	✓			✓						✓			✓	✓	✓	✓

## 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 about 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) HEALTH & WELLBEING IN EARLY CHILDHOOD

## 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	SP5	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Global Citizenship		x			x	x											
Information Literacy				x	x	x			x	x	x	x	x		x		
Digital Fluency	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x
Employability		x	x				x		x	x	x	x		x		x	x
Being Enterprising							x						x	x			

### 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.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

## SECTION H (YEARS 1-4) BA (HONS) HEALTH & WELLBEING IN EARLY CHILDHOOD 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/ Major Modification <i>(Light/Minor - include level &amp; title of modules &amp; a brief description of modification)</i> <i>(Major - include details of change such as new routes, pathways etc)</i>	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification <i>(eg students entering Level 5 from September 2016 onward)</i>

# SECTION I (YEARS 1-4) BA (HONS) SOCIOLOGY 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.*

	PSRB Name/Standard:					
	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						