



**BISHOP
GROSSESTE
UNIVERSITY**

Education, Health and Lifelong Learning

**BA (Hons) Special Educational Needs,
Disability and Inclusion (SENDI) and
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.

1	BGU approval – date and outcome of last approval	17 May 2023 Oct 2023 Amendment due to academic integrity review Apr 2024 Amendment to delivery map May 2024 Amendment to module title
2	Next Scheduled Review Date: [Month/Year]	May 2028
3	Programme Specification - Effective date: [Day/Month/Year]	1 September 2024 BA (Hons) Special Educational Needs, Disability and Inclusion (SENDI) and Early Childhood Studies with Foundation Year
4	Version Number	1.3

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

1	Programme Specification Title
	BA (Hons) Special Educational Needs, Disability and Inclusion (SENDI) & Early Childhood Studies with Foundation Year
1a	Programme Code
	BASNEC01F24
2	Brief Summary (for Marketing Purposes)
Foundation Year	
<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.</p> <p>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>BA (Hons) Special Educational Needs, Disability and Inclusion (SENDI) & Early Childhood Studies joint programme strongly supports an understanding of the crucial 0-8 stage of child development through a focus on individual needs and the broader sociocultural context of young children and their families. This is particularly significant in the light of the current government agenda to reduce child inequalities; prioritising prevention and early intervention; and building and strengthening local and cross sector services. The BA (Hons) SENDI and ECS degree will provide opportunities for students to develop an understanding of important concepts such as multiagency working and different categories of need, in addition to offering</p>	

opportunities for critical, reflective and evidence-based practice in order that graduates might become advocates of change.

Graduates will gain the knowledge and skills required to support families and young children in a range of education related settings and through practice with young children and their families they will be encouraged to explore their own personal, professional and ethical values.

This new programme supports those who may have aspirations to be Early Help Workers attached to Children's Centres, Early Years Practitioners working with young children and families in specialist and mainstream provision, charity roles (paid or volunteering) such as care support, respite and play workers.

3	Awarding institution	Bishop Grosseteste University		
3a	Programme Length	Full-Time 4		
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 Early Childhood Studies 100457 CAH15-04-02 SENDI 100459 Education Studies CAH22-01	ITT <i>Where applicable</i>	UCAS code <i>generated at QAC stage by Admissions</i>
6	Framework for HE Qualifications position of final award(s)	Certificate (Level 4) Diploma (Level 5) Honours (Level 6)		
7	Alignment with University Credit Framework	Undergraduate*		
8	Compliance with University Assessment Regulations	<i>Academic Regulations Governing Taught Qualifications.</i>		
9	Progression routes with Foundation Degree (FdA) or Top-up	n/a		

Awards

10	Final Award title	BA (Hons) Special Educational Needs, Disability and Inclusion (SENDI) & Early Childhood Studies with Foundation Year
10a	Exit or Fall-back Award title(s)	CertHE SENDI & Early Childhood Studies with Foundation Year DipHE SENDI & Early Childhood Studies with Foundation Year BA SENDI & Early Childhood Studies with Foundation Year

10b	Pathway	n/a
11	(i) Combined Honours Awards available eg: <ul style="list-style-type: none">• BSc/BA (Hons) XX• BSc/BA (Hons) XX and YY	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	QAA Benchmark Statement(s)
<p>The programme has been written to correspond closely with the:</p> <ul style="list-style-type: none"> • <i>UK Quality Code for Higher Education</i> (QAA 2018) • <i>Framework for Higher Education Qualifications in England, Wales, and Northern Ireland</i> (FHEQ) • specific reference to benchmark statements for <i>Education Studies</i> (2015) • specific reference to relevant Bishop Grosseteste University codes of practice and guidance on programme specifications 	
18	Programme Aim
<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"> • Provide learners with knowledge and understanding of basic academic communication and problem-solving skills • Develop learners as critical thinkers utilising enquiry, investigation, and evidence-based analysis within interdisciplinary contexts • Support learners to become self-directed learners in preparation for undergraduate study • Enable learners to develop a range of transferable skills as a foundation for employment. <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	Programme Specific Outcomes
(a)	<u>Final Award Learning Outcomes</u>
<p>Students successfully completing the Foundation Year will be able to:</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

20	PGCE or Exit Award Learning Outcomes
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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) SENDI & EARLY CHILDHOOD STUDIES: OUTCOMES

17	QAA Benchmark Statements
<p>The BA (Hons) BA (Hons) Special Educational Needs, Disability and Inclusion (SENDI) & Early Childhood Studies joint degree is aligned with:</p> <p>QAA level descriptors for Level 6 Undergraduate Degrees (QAA, 2014) https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf</p> <p>QAA Subject Benchmark for Early Childhood Studies (2019) https://www.qaa.ac.uk/quality-code/subject-benchmark-statements/early-childhood-studies</p> <p>There are no subject specific benchmark statements for Special Educational Needs degrees. As such this programme has been written to correspond closely with the:</p> <p>QAA Quality Code (2018): Quality Code (qaa.ac.uk)</p> <p>With specific reference to benchmark statements for:</p> <p>Education Studies (2019): Subject Benchmark Statement: Education Studies (qaa.ac.uk)</p> <p>Sociology (2019): Subject Benchmark Statement: Sociology (qaa.ac.uk)</p> <p>Social Policy (2019): Subject Benchmark Statement: Social Policy (qaa.ac.uk)</p> <p>Health Studies (2019): Subject Benchmark Statement: Health Studies (qaa.ac.uk)</p> <p>SEEC level descriptors have also been used in designing module and programme outcomes (SEEC, 2021) credit level descriptors for Higher Education available at SEEC (uall.ac.uk).</p>	
18	Programme Aim
<p>The SENDI and ECS degree programme provides graduating students with qualities and transferable skills necessary for specific employment or further training in a range of related fields of special education, early childhood, social or health care settings and relevant postgraduate study, for example PGCE, policy administration or support work. This will be characterised by students who have not only attained the subject and module outcomes at the appropriate levels but have also begun to understand the diversity of human needs within a complex society and the importance of challenging existing values, attitudes and prejudices in the wider community. Graduates will be able to contribute to society through advocacy for both them and the needs of others, using informed knowledge and understanding in judgements and actions.</p> <p>In addition to this, the Graduate Attribute framework identifies further outcomes students should acquire. These reflect a collective understanding of the essential skills of a BGU graduate who, through the study of this degree 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 combined or single honours programme. Outcomes relating to knowledge and understanding and practical and/or professional skills are subject-specific. The generic skills indicate a minimum for all Education, Health and Lifelong Learning graduates.</p>	

The aims of the BA (Hons) SENDI and ECS:

- Offer a programme of study that develops an integrated knowledge and understanding of the disciplines of SENDI and ECS;
- Introduce students to the philosophy and theory underpinning SENDI and ECS, and how these apply in real world contexts and the wider challenges of living and working in an increasingly global, informational and interdependent world.
- Enable students to demonstrate systematic breadth and depth of knowledge and understanding of contemporary issues within SENDI and ECS, considering professional and academic challenges of local, national and global perspectives and relevant ethical and values-based issues.
- 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 such as being autonomous, reflexive, critical and analytical) 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.
- Establish and cultivate a safe, inclusive, diverse, and engaging student-centred and deep learning focused teaching environment.

19	Programme Specific Outcomes
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(a) Final Award Learning Outcomes

On successful completion of **BA (Hons) SENDI & ECS**, students will be able to:

Knowledge and Understanding [K&U]

- K&U1 Demonstrate a systematic knowledge and conceptual understanding of the origins, development and limitations principal features and key paradigms of SENDI and ECS, recognising differing social, political, cultural and historical contexts.
- K&U2 Demonstrate a critical and reflective understanding of the wide range of values and principles which inform inclusive policy and practice for babies and young children, families and communities at local, national and global levels.
- K&U3 Show a critical understanding of how a range of competing personal, social and educational systems, values and attitudes determine and shape early childhood, special education and inclusive provision from psychological, sociological, health, welfare, educational, cultural, philosophical, legal,

historical, political and economic perspectives, some of which are at, or informed by, the forefront of the discipline.

- K&U4 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 [SPS] SENDI

- SPS1 Apply academic, critical and reflective approaches to meeting a diverse range of individual needs, recognising the complexity of competing social and educational ideologies.
- SPS2 Analyse methods and transfer techniques learned to engage others and support inclusive practice as advocates of change.
- SPS3 Review, consolidate, extend and apply thorough knowledge and understanding of SENDI to a wide range of contexts evidenced through confident presentations in a range of different formats.
- SPS4 Demonstrate the ability to complete work autonomously and to initiate and carry out work to completion, collating and evaluating data, showing an appreciation of theory evidence and relevance to current debates.

Subject-Specific and Professional Skills [SPS] ECS

- 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 [IS]

- IS1 Articulate critical arguments on specialist and complex subject matters, adopting and defending an evidence-based personal position.
- IS2 Abstract, synthesise and analyse secondary and primary sources, demonstrating confidence in the search, and manipulation of different data.
- IS3 Apply specialist knowledge to solve problems of a predictable, unpredictable and complex nature.
- IS4 Comprehend the contested and pluralistic nature of their specialist areas of study.

Transferable skills [TS]

- TS1 Develop a range of employability skills appropriate to the subject areas.
- TS2 Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences.
- TS3 Be able to apply a wide range of information and communications technology and other learning and communications resources:
- TS4 Plan and manage their own time effectively in order to achieve objectives, meet deadlines, and construct research, either independently or as part of a team.

20 | Exit Award Learning Outcomes

On successful completion of a Level 4 CertHE SENDI and ECS, students will be able to:

Knowledge and Understanding [K&U]

- K&U1 Demonstrate a knowledge and understanding of the origins, development and limitations, principal features and key paradigms of SENDI and ECS, recognising differing social, political, cultural and historical contexts.

- K&U2 Demonstrate understanding of the wide range of values and principles which inform inclusive policy and practice for babies and young children, families and communities at local, national and global levels.
- K&U3 Show understanding of how a range of personal, social and educational systems, values and attitudes determine and shape early childhood, special education and inclusive provision from psychological, sociological, health, welfare, educational, cultural, philosophical, legal, historical, political and economic perspectives, some of which are at, or informed by, the forefront of the discipline.
- K&U4 Demonstrate knowledge of research paradigms, research methods and measurement techniques.

Subject-Specific and Professional Skills [SPS] SENDI

- SPS1 Apply academic approaches to meeting a diverse range of individual needs, recognising competing social and educational ideologies.
- SPS3 Review knowledge and understanding of SENDI to a range of contexts evidenced through presentations in a range of different formats.

Subject-Specific and Professional Skills [SPS] ECS

- SPS1 Show an 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 different positions in relation to the construction of babies and young children and childhood by different subjects, societal agents and time place and culture relating to the discipline.
- SPS3 Demonstrate a developing 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 developing ability to reflect upon the ethics of studying babies and young children, families and communities and be able to use skills of observation in relation to aspects of lives of babies and young children.

Intellectual Skills [IS]

- IS2: Demonstrate the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

- IS2 Show the developing ability to analyse secondary and primary sources, demonstrating confidence in the search, and manipulation of different data.
- IS3 Apply specialist knowledge to solve problems of a predictable and unpredictable nature.
- IS4 Demonstrate understanding of the nature of their specialist areas of study.

Transferable skills [TS]

- TS1 Develop a range of employability skills appropriate to the subject areas.
- TS2 Demonstrate a range of effective oral, written and presentation skills for a number of audiences.
- TS3 Be able to use and apply a range of information and communications technology and other learning and communications resources:
- TS4: Plan and manage their own learning in order to achieve objectives and meet deadlines, either independently or as part of a team.

Students awarded the Diploma of Higher Education (Level 5) will be able to:

Knowledge and Understanding [K&U]

- K&U1 Demonstrate a detailed knowledge and understanding of the origins, development and limitations principal features and key paradigms of SENDI and ECS, recognising differing social, political, cultural and historical contexts.
- K&U2 Demonstrate a reflective understanding of the wide range of values and principles which inform inclusive policy and practice for babies and young children, families and communities at local, national and global levels.
- K&U3 Show a detailed understanding of how a range of competing personal, social and educational systems, values and attitudes determine and shape early childhood, special education and inclusive provision from psychological, sociological, health, welfare, educational, cultural, philosophical, legal, historical, political and economic perspectives, some of which are at, or informed by, the forefront of the discipline.

- K&U4 Demonstrate an in-depth 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 [SPS] SENDI

- SPS2 Use methods and transfer techniques learned to engage others and support inclusive practice.
- SPS3 Review and apply thorough knowledge and understanding of SENDI to a wide range of contexts evidenced through confident presentations in a range of different formats.

Subject-Specific and Professional Skills [SPS] ECS

- SPS1 Show a highly developed 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 different 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 judgements and arguments relating to the discipline.
- SPS3 Demonstrate an 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 an 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 [IS]

- IS1 Articulate arguments on specialist and complex subject matters, adopting and defending an evidence-based personal position.
- IS2 Analyse secondary and primary sources, demonstrating confidence in the search, and manipulation of different data.
- IS3 Apply specialist knowledge to solve problems of a predictable, unpredictable and complex nature.
- IS4 Demonstrate in-depth understanding of the nature of their specialist areas of study.

Transferable skills [TS]

- TS1 Develop a range of employability skills appropriate to the subject areas.
- TS2 Demonstrate a wide range of effective oral, written and presentation skills for a number of audiences.
- TS3 Be able to apply a wide range of information and communications technology and other learning and communications resources:
- TS4 TS 4: Plan and manage their own learning effectively in order to achieve objectives and meet deadlines, either independently or as part of a team

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* which is available on the BGU website.

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) SENDI & EARLY CHILDHOOD STUDIES: 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	SND40122 From Excluded to Included: A Century of Change 30c	ECS402_1.1 Principles of Child Development 2: Understanding How Children Learn 30c
	Semester 2	SND40222 The Whole Child: Holistic Approaches to Meeting Needs (Placement) 30c	ECS40622 Policy, Provision and Practice 30c

Level 5 – 120 credits

Level 5	Semester 1	SND50722 Interpreting the World: Research & Practice 15c	SND50122 Meeting Different Needs (Placement) 30c	ECS50922 Safeguarding Children 15c	ECS50722 Understanding Childhood 15c
	Semester 2	SND50422 Rhetoric or Reality? Or GA Enhancement module 15c		ECS510_1.0 Promoting Positive Behaviour 15c	ECS50622 The Value of Play 15c Or GA Enhancement Module 15c

Level 6 – 120 credits

Final year project in SENDI

Level 6	Semester 1	SND60122 Hidden Inequalities 30c	SND60522 (SENDI) Capstone Project Proposal 15c	ECS60322 The Young Child in Transitions: Supporting Change and Promoting Resilience 15c	ECS60222 Global and Future Childhoods 15c
	Semester 2		SND60622 (SENDI) Capstone Project 30c		ECS60622 Leading Early Childhood Pedagogy and Practice 15c

Final year project in ECS

Level 6	Semester 1	SND60122 Hidden Inequalities 30c	ECS60722 Researching with Children 15c	ECS60322 The Young Child in Transition: Supporting Change and Promoting Resilience 15c	SND60322 Spectrums and Kaleidoscopes 15c OR SND60222 Leading the Learning Environment 15c
	Semester 2		ECS60422 Sector Based Project: Researching and Reflecting on Early Years Practice 30c		ECS60622 Leading Early Childhood Pedagogy and Practice 15c

21b	Module Structure
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Level 4

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
SND40122	Mandatory	From Excluded to Included: A Century of Change	1	30
SND40222	Mandatory + Placement	The Whole Child: Holistic Approaches to Meeting Needs	2	30
ECS402_1.1	Mandatory	Principles of Child Development 2: Understanding How Children Learn	1	30
ECS40622	Mandatory	Policy, Provision and Practice	2	30

Level 5

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
SND50122	Mandatory + Placement	Meeting Different Needs	1 & 2	30
SND50722	Mandatory	Interpreting the World: Research & Practice	1	15
ECS50722	Mandatory	Understanding Childhood	1	15
ECS50922	Mandatory	Safeguarding Children	1	15
ECS510_1.0	Mandatory	Promoting Positive Behaviour	2	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
ECS50622	Subject Enhancement	The Value of Play	2	15
SND50422	Subject Enhancement	Rhetoric or Reality?	2	15

Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
SND60122	Mandatory + Placement	Hidden Inequalities	1 & 2	30
ECS60322	Mandatory	The Young Child in Transition: Supporting Change and Promoting Resilience	1	15
ECS60622	Mandatory	Leading Early Childhood Pedagogy and Practice	2	15
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
ECS60222	Optional	Global and Future Childhoods	1	15
SND60522	Optional	SENDI Capstone Project Proposal	1	15
ECS60722	Optional + Placement	Researching with Children	1	15
SND60322	Optional	Spectrums and Kaleidoscopes	1	15
SND60222	Optional	Leading the Learning Environment	1	15
SND60622	Optional	SENDI Capstone Project	2	30
ECS60422	Optional + Placement	Sector Based Project: Researching and Reflecting on Early Years Practice	2	30

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

FDY00420 Critical Engagement	Coursework	Portfolio	100%	1000	<ul style="list-style-type: none"> • Explore approaches to critical reading e.g., frame of reference • Read critically and annotate a text/source • Utilise techniques and tools to organise ideas e.g., visual organiser
FDY00520 Effective Communication	Coursework	Portfolio	100%	1500	<ul style="list-style-type: none"> • Deliver an effective spoken presentation of ideas • Create a written handout and annotated bibliography to support the presentation
FDY00620 The Digital Learner	Coursework	Portfolio	100%	1500	<ul style="list-style-type: none"> • 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 • Self-evaluation of digital capabilities and confidence • Create an effective audio-visual presentation of ideas
FDY00720 Reflective Learning	Coursework	Portfolio	100%	2000	<ul style="list-style-type: none"> • Group collaboration to develop reflective template and action plan

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

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) SENDI & EARLY CHILDHOOD STUDIES: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
<p>The BA (Hons) Special Educational Needs, Disability and Inclusion (SENDI) & Early Childhood Studies 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 for each of the two disciplines which embed their subject specific requirements and provide the student with a breadth of transferable 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>As stated in Section 18, the BA (Hons) SENDI and ECS programme aims to produce high-calibre 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 disciplines. Content is built on at each level of learning and the two half subjects to enhance the interconnections between the disciplines.</p> <p>The modules also reflect the relevant QAA benchmark statements which outline the interdisciplinary nature of the subject, 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). Across both subjects at Level 4, students explore the holistic development of the young child and appropriate environments to support different needs. It also provides the foundational knowledge and understanding about links between policy and practice, seeking to explore where exclusion and inclusion is afforded.</p> <p>The focus at level 4 will then provide a sound foundation for level 5 study in which modules are designed to provide a more specific focus on the areas of special education, health and social care. 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 reflecting QAA benchmark 3.3 (2019). 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.. Students also make close links between theory and practice in the SND50122 Meeting Different Needs module and interrogate more closely the reality of life for a young child with special needs, and their families. SND50422 Rhetoric to Reality? explores policy and societal ambitions in relation to policy agendas.</p> <p>Both QAA ECS and ES benchmark statements identify that <i>by the end of the course, students are required to demonstrate facility and familiarity with research and develop critical capabilities in selection and analysis of relevant perspectives</i> At levels 4 and 5 students engage in contested and changing discourses in SENDI and ECS and through research informed teaching are encouraged to use empirical research to underpin academic work (SND50722 Interpreting the world: Research & Practice). At level 6 students can opt for either an SENDI or ECS research project and associated research skills module. SND60122 builds on level 5 modules to examine where inequalities are hidden. ECS60622 discusses early years pedagogy and practice and meeting young children's needs.</p>	

23	Learning and Teaching Strategies
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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 Blackboard as a Virtual Learning Environment. Students will be invited to use asynchronous web tools, such as blogs, wikis and Padlet, as a strategy for sharing resources and discussions. Students will also be invited to engage with online learning spaces through the VLE to engage in sessions to support the development of academic writing and analytic skills. Experience of the student cohort underpins strategies for learning and teaching since students may 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. 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.

The programme team works in partnership with students and external stakeholders to enhance the student experience and develop innovative learning and teaching strategies.

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.

24	Assessment Strategies
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The assessment strategy for BA (Hons) SENDI and ECS supports the overall demonstration of the programme learning outcomes and is designed to engage students in a range of assessments throughout the programme in both subjects. It systematically builds knowledge and understanding to support the skills required. The assessment strategies specific to the two subjects are outlined below.

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 wiki's 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.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
SND40122	From Excluded to Included: A Century of Change	30	1		50%	50%
SND40222	The Whole Child: Holistic Approaches to Meeting Needs	30	1			100%
ECS402_1.1	Principles of Child Development 2: Understanding How Children Learn	30	1			50% 50%
ECS40622	Policy, Provision and Practice	30	1		50%	50%
SND50122	Meeting Different Needs	30	2			30% 70%
SND50722	Interpreting the World: Research & Practice	15	2			100%
SND50422	Rhetoric or Reality?	15	2			100%
ECS50922	Safeguarding children	15	2			100%
ECS510_1.0	Promoting Positive Behaviour	15	2			100%
ECS50622	The Value of Play	15	2		100%	
ECS50722	Understanding Childhood	15	2			100%
SND60122	Hidden Inequalities	30	3		Sem 1 40%	Sem 2 60%
SND60522	Capstone Project Proposal	15	3			100%
SND60622	Capstone Project	30	3			100%
SND60222	Leading the Learning Environment	15	3			100%
SND60322	Spectrums and Kaleidoscopes	15	3			100%
ECS60222	Global and Future Childhoods	15	3			100%
ECS60322	The Young Child in Transitions: Supporting Change and Promoting Resilience	15	3			100%
ECS60422	Sector Based Project: Researching and Reflecting on Early Years Practice	30	3			100%
ECS60622	Leading Early Childhood Pedagogy and Practice	15	3		100%	

ECS60722	Researching with Children	15	3		100%	
Indicative Assessment Strategy						
Module Code	Module Description	Credits	Year	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
SND40122	From Excluded to Included: A Century of Change	30	1	Narrated PPT 15 minutes Report 1000 words	50% 50%	December January
SND40222	The Whole Child: Holistic Approaches to Meeting Needs	30	1	Portfolio 4000 words	100%	May Semester 2
ECS402_1.1	Principles of Child Development 2: Understanding How Children Learn	30	1	Portfolio 2000 words Essay 2000 words	50% 50%	November Semester 1 January Semester 1
ECS40622	Policy, Provision and Practice	30	2	Essay 2000 words Oral 10 minutes	50% 50%	March Semester 2 May Semester 2
SND50122	Meeting Different Needs	30	2	Literature Review 1500 words Essay 3500 words	30% 70%	Jan Semester 1 May Semester 2
SND50422	Rhetoric or Reality?	15		Report 2500 words	100%	May Semester 2
SND50722	Interpreting the World: Research & Practice	15	2	Report 2500 words	100%	January
ECS510_1.0	Promoting Positive Behaviour	15	2	Mixed Media 2500 words	100%	January Semester 1
ECS50622	The Value of Play	15	2	Oral Presentation 10 mins	100%	March Semester 2
ECS50722	Understanding Childhood	15	2	Essay 2500 words	100%	May Semester 2
ECS50922	Safeguarding Children	15	2	Essay 2500 words	100%	November Semester 1

SND60122	Hidden Inequalities	30	3	Group Discussion 15 minutes Report 3000 words	40% 60%	Jan Semester 1 May Semester 2
SND60222	Leading the Learning Environment	15	Portfolio	4000 words	100	Jan Semester 1
SND60322	Spectrums and Kaleidoscopes	15	Case Study	3000 words	100%	Jan Semester 1
SND60522	Capstone Project Proposal	15	3	Written Proposal 3000 words	100%	Jan Semester 1
SND60622	Capstone Project	30	3	Dissertation or multi-media 6000 words Or equivalent	100%	May Semester 2
ECS60222	Global and Future Childhoods	15	3	Mixed Media 3000 words	100%	November Semester 1
ECS60322	The Young Child in Transition: Supporting Change and Promoting Resilience	15	3	Essay 3000 words	100%	January Semester 1
ECS60422	Sector Based Project: Researching and Reflecting on Early Years Practice	30	3	Dissertation 6,000 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%	November Semester 1

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.

We recognise the importance of employability for our students particularly in a climate where graduate employment is becoming increasingly competitive. When our joint 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 structure of the modules aligns to the development of BGU Graduate attributes as follows:

The SENDI and ECS joint programme 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 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 SND40622 and SND40222 and will examine childhood from different perspectives in ECS50722 and SND50122.

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.

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 SND40622 and ECS402_1.1.

26 Technology Enhanced Learning

Students will be encouraged to apply the technological 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. 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 and/or Placement

Students on BA (Hons) SENDI and ECS will have the opportunity to undertake work-related placements as part of their programme. These are primarily embedded into the SENDI part of the programme, although students opting to undertake the ECS60722 and ECS60422 Sector-based project have the opportunity to attend further placements.

Students undertake varied placements to increase their knowledge and understanding of inclusive practice in a range of settings. Placements embrace educational, health, social care and other settings, selected through discussion with module leaders. Students are encouraged to determine placements which align with their individual areas of research and progression pathway.

Any changes to placement offer are subject to risk assessments. Where placements are not advised, additional/comparative hours of teaching/ online or face 2 face will be offered. Students will be supported and encouraged to consider alternative access/ dates to placements/ SEND practice with lower related risks.

The Programme team works with the BGU Placement Services Office to determine dates and preferred settings. Students are required to complete a preparatory placement form which helps the Placement Services Office to identify and co-ordinate access to schools or alternative placements.

Placements can be completed in organisations other than those, which are local to BGU. Placements offered might include special education settings, alternative education settings, colleges, and outreach or community provision. The purpose of the placements is to contextualize the university-based theoretical learning. This is seen as central to the course due to the nature of much of the subject content.

Placements are intended to allow students to develop understanding of the world of formal and informal education, in both mainstream, special school settings, early years settings and alternative provision. These experiences are used to allow students to become familiar with the application of theoretical principles to different environments and to begin to examine those environments in a critical manner.

As students' progress through the programme, they undertake placements or projects, which are broadly relevant to a career for which their degree prepares them. Placements allow students to explore expected levels of individual achievement in a range of educational or alternative settings. This enables students to identify barriers to learning across different Labels and acronyms: categories of need, reviewing and evaluating strategies to support needs.

28	Employability
<p>The BA (Hons) Special Educational Needs, Disability and Inclusion (SENDI) & Early Childhood Studies degree offers a firm base for students hoping to enter a variety of career pathways including but not limited to education-related, health, or voluntary sector careers. 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.</p> <p>All students on courses within the modular framework will be well placed when they apply for a career in primary teaching, educational support or early year's education whether they are studying a single or combined honours degree.</p> <p>Graduating cohorts of the SENDI and ECS programmes have opportunities to progress onto a diverse range of career pathways. A number of students may elect to go on to initial Teacher Training (both Schools Direct and PGCE), teaching assistant roles, and continue in higher education. In addition to careers in education and special educational needs, graduates in this subject are also well-placed to work in the following areas:</p> <ul style="list-style-type: none"> • local authority provision; • private sector educational providers; • social care settings; • voluntary sector. <p>Employers are also brought into modules and course content as guest speakers or to run specific workshops.</p>	

SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
<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	Programme Specific Management Arrangements
<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	Staff Responsibilities
<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>	

32	Programme Specific Academic Student Support
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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.

33	Programme Specific Student Evaluation
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The Foundation Year programme complies with current institutional evaluation policies and annual monitoring.

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.

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.

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

29	Programme Specific Admission Requirements
<p>Students joining this course will normally need 96 -112 UCAS tariff points (from a maximum of four Advanced Level qualifications). There are a range of acceptable qualifications that meet this requirement, such as A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project, etc.</p> <p>A satisfactory DBS is required.</p> <p>Experiences, which have given prospective students an insight into the realities of Special Educational Needs and /or Disabilities, are recommended.</p> <p>Candidates with other entry qualifications and experiences are welcome. The Admissions Team advises on their equivalence to the standard entry 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. NB Minimum admission points for entry to the University are reviewed on an annual basis. For entry requirements refer to the current University on-line prospectus https://www.bishopg.ac.uk/courses/edus</p> <p>We encourage applications from mature students and recognise that their experience or qualifications are likely to be different. Candidates with other entry qualifications and experience are welcome. The Admissions Team advises on their equivalence to the standard entry qualifications. Formal reference should also be made to the Code of Practice for the Admission of Students.</p>	
30	Programme Specific Management Arrangements
<p>The Programme Leader for both subject areas will each lead and manage their specific half programme. The programme will be taught by module leaders and tutors, who are all research-active subject specialists. The programme is overseen by the Academic Enhancement Committee and institutionally reports to SENATE. Yearly reviews of delivery are conducted (AMRs (Annual Monitoring Reports)) informed by module evaluations, student and staff feedback, External Examiners comments and the BGU Learning and Teaching strategy. Targets for year on development are set and effected to enhance programme delivery.</p> <p>Visiting tutors and speakers will be used as a core enhancement to modules for currency and sector specific content. Expertise will be drawn from within the programme team and across BGU for the teaching of particular research methodologies and competencies, alongside research-informed content.</p> <p>A Programme Leader leads each subject within the joint degree framework. Programme Leaders follow the organisational processes for timetabling and programme planning as determined by the Dean of Faculty, Heads of Programme and CELT. Aside from the formal methods of programme management, Programme</p>	

<p>Leaders discuss student progression on an 'as needed' basis and consider processes that facilitate engagement and opportunities for development as needed.</p> <p>The programme team work closely with BGU Placement Services Office to arrange placement opportunities.</p>	
31	Staff Responsibilities
<p>Staffing expertise within the respective subject teams is a close match to the module content which enhances module delivery and leadership of different modules aligns with individual skills and expertise. Leadership of modules will be designated to those with particular interests and research-informed understandings to support the varied modules. Module Leaders are responsible for co-ordinating the specific delivery including developing and promoting VLE resources for each module. When needed, Hourly Paid Lecturers (HPLs) form part of the delivering team. HPLs complete a BGU induction programme and are tutored in teaching, planning, delivery and assessment in line with the modules they are teaching. Staff on the programme will be allocated to students as personal tutors and, in the third year of the programme, as research supervisors.</p> <p>The respective programme Leaders: organisational responsibility and QA monitoring, oversight student progression.</p> <p>Module Leaders: determining and delivering module content and ensuring student engagement and progression.</p> <p>The Programme Leader in consultation with the subject team reviews programme delivery and sets the timetable and staffing for each year.</p>	
32	Programme Specific Academic Student Support
<p>Students will have opportunity to engage with university, programme and module inductions. They will be informed of differing processes for assessment submissions, extensions and extenuating circumstances if needed. Tutorial support will be offered for continuous development and module progression.</p> <p>Students have an opportunity through the admissions process to declare support needs and to revisit this as they progress through the programme. Student Support responds to these needs and advises the delivering lecturers on adjustments required.</p> <p>Programme and Module Leaders ensure students have access to appropriate IT support, pastoral care and academic coaching, as appropriate for their personal or academic needs and the level of their programme. This is supported through CELT.</p> <p>Students are also encouraged to engage in the Graduate Attributes Award offered at BGU.</p> <p>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 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 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.</p>	

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. End of module evaluations are used to inform and improve practice. In addition, the role of student/ course rep provides on-going feedback to make meaningful, timely adjustments to module delivery.

An intrinsic element is that effective teachers, including lecturers in higher education, are reflective practitioners who adjust their pedagogic strategies year-on-year in response to feedback. This feedback comes in the forms of:

- student outcomes (e.g., retention, achievement);
- student comments (in various surveys, through representatives and directly through informal verbal feedback);
- professional judgment of module effectiveness and;
- changes to the external environment (notably professional or other employer needs, or institutional policies and procedures).

We therefore continually review, refine and improve assessment approaches and methods based upon practical experience of working with and assessing students on this programme. We will seek to adopt imaginative and innovative approaches to teaching and assessment, which reflect the creative nature of the subject.

SECTION F1 (YEAR 1) FOUNDATION YEAR: MAPPING

ASSESSMENT /OUTCOMES MAP

MAP I

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) SENDI & EARLY CHILDHOOD STUDIES: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Level 6: ECS

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Global and Future Childhoods	x	x	x		x	x			x	x	x	x		x	x	x
The Young Child in Transition: Supporting Change and Promoting Resilience	x	x	x		x	x	x		x	x	x			x	x	x
Leading Early Childhood Pedagogy and Practice		x	x		x	x	x	x	x	x	x	x	x	x	x	x
Researching with Children	x		x	x				x			x	x				x
Sector-Based Project	x		x	x				x			x	x				x

Level 6: SENDI

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Hidden Inequalities		x	x		x		x		x			x	x	x	x	x
Capstone Project Proposal	x			x		x		x		x	x	x		x		x
Capstone Project	x			x				x	x	x	x	x	x	x	x	x
Leading for Learning	x			x			x		x		x	x			x	
Spectrums and Kaleidoscopes	x			x			x		x		x	x			x	

Level 5: ECS

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Safeguarding children		x	x		x		x	x	x	x	x		x	x	x	x
Promoting Positive Behaviour	x	x	x		x	x		x	x	x	x		x	x	x	x
The Value of Play		x	x		x	x	x	x	x	x	x	x	x	x	x	x
Understanding Childhood	x	x	x		x	x		x	x	x	x	x		x	x	x

Level 5: SENDI

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Meeting Different Needs	x	x	x	x		x			x	x	x	x	x	x	x	x
Interpreting the World: Research & Practice		x					x		x	x	x			x	x	x
Rhetoric or Reality?	x	x	x	x		x			x	x	x	x		x	x	x

Level 4: ECS

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Principles of Child Development 2	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Policy, Provision and Practice	X	X			X	X			X	X	X			X	X	X

Level 4: SENDI

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
From Excluded to Included: A Century of Change	X	X		X	X		X		X			X		X	X	X
The Whole Child: Holistic Approaches to Meeting Needs		X	X	X	X				X				X	X	X	X

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) SENDI & 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	SENDI Joint 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	X	X	X	X	X		X	X	X	X	X	X				
Global Citizenship	X	X	X	X	X	X	X	X	X	X	X	X				
Information Literacy	X	X				X	X	X		X			X	X	X	X
Digital Fluency	X					X	X	X		X			X	X	X	X
Employability														X	X	X
Being Enterprising		X		X		X		X			X		X	X	X	X

Attribute	Early Childhood Studies Joint 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	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		
Digital Fluency	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
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 about 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) SENDI & 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/ Major Modification <i>(Light/Minor - include level & title of modules & a brief description of modification) (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>
Curriculum Mod	Change of assessment category for SND60222 – academic integrity modification	October 2023	October 2023	
Curriculum Mod	Replacement of ECS50322 with ECS510_1.0	April 2024	Sept 2024	
Curriculum Mod	Amendment to ECS40222 module title and code	May 2024	Sept 2024	

SECTION I (YEARS 1-4) BA (HONS) SENDI & EARLY CHILDHOOD STUDIES 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>					
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						