



BISHOP
GROSSETESTE
UNIVERSITY

Education, Health, and Lifelong Learning

BA (Hons) Early Childhood Studies

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	(i) <u>Latest Periodic Programme review/approval</u> 19 January 2022 Amended April 2024 Amended May 2024
2	Next Scheduled Review Date: [Month/Year]	March 2028 Foundation Degree & Combined Honours Curriculum specifically attached to this programme specification will be reviewed at the same time. <i>BA (Hons) Early Childhood Studies with Foundation Year</i> <i>BA (Hons) Psychology and Early Childhood Studies</i> <i>BA (Hons) Psychology and Early Childhood Studies with Foundation Year</i>
3	Programme Specification - Effective date: [Day/Month/Year]	BA (Hons) Early Childhood Studies: 1 st September 2022
4	Version Number	1.2

Modifications to Programme Specification

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

Cross Referencing of Programme/Module Specifications

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



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) Early Childhood Studies				
1a	Programme Code			
BAECS01F22				
2	Brief Summary (for Marketing Purposes)			
<p>The BA (Hons) Early Childhood Studies is a three-year undergraduate programme which introduces students to aspects of education, health, and social care, with a specific focus on children from 0 – 8 years of age. The course offers graduates a range of employability opportunities with module content supporting students in developing a wide range of transferable skills, as well as providing a curriculum which enables students to develop their academic skills. Students who graduate from the programme will be awarded a full and relevant degree enhancing employability by enabling them to seek roles in early childhood settings as part of the adult: child ratio. Furthermore, students may also choose to work towards an award which embeds graduate practitioner competencies into their study.</p>				
3	Awarding institution		Bishop Grosseteste University	
3a	Programme Length		Full-Time 3	Part-Time N/A
3b	Mode(s) of Study		Full-time	
4	Home Academic Programme Portfolio		Education, Health, and Lifelong Learning	
5	HECoS/UTT/UCAS code(s)		HECoS/CAH2 100457 CAH15-04-02	ITT N/A
			UCAS code X311	

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	Undergraduate Awards
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A

Awards

10	Final Award title(s)	BA (Hons) Early Childhood Studies BA (Hons) Early Childhood Studies (Graduate Practitioner)
10a	Exit or Fall-back Award title(s)	Certificate of Higher Education in Early Childhood Studies (Level 4) Diploma of Higher Education in Early Childhood Studies (Level 5) BA Early Childhood Studies
10b	Pathway	
11	(i) Combined Honours Awards available e.g.: <ul style="list-style-type: none"> BSc/BA (Hons) XX BSc/BA (Hons) XX and YY 	BA (Hons) Psychology and Early Childhood Studies BA (Hons) Psychology and Early Childhood Studies with Foundation Year

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	https://www.hesa.ac.uk/collection/c16061/accreditation_list/
15	Date and outcome of last PSRB approval/accreditation	
16	Expiry Date of PSRB approval	

SECTION B - OUTCOMES

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

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

Subject-specific and Professional Skills

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

Intellectual Skills

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

Transferable Skills

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

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

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

20	Exit Award Learning Outcomes
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Learning outcomes for Cert.HE (Level 4) and Dip.HE (Level 5):

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

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

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

- demonstrate knowledge and critical understanding of the well-established principles of the area(s) of study, and of the way in which those principles have developed
- apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;
- demonstrate knowledge of the main methods of enquiry in subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;
- demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

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

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

SECTION C – 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 – 120 credits

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

Level 5 – 120 credits

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

Level 5 – 120 credits WITH Graduate Practitioner Route / Title

Level 5	Semester 1	ECS50822 Health, inequality and advocating for children 30 Credits	ECS50922 Safeguarding children 15 Credits	ECS50522 Placement Module (Graduate Practitioner route only) 30 Credits
	Semester 2	ECS50422 SENDI, Inclusion and Diversity in Early Childhood 30 Credits	ECS510_1.0 Promoting Positive Behaviour 15 Credits	

Level 6 – 120 credits

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

ECS6?????: Graduate Practitioner Route Competency Module
Credits: 0

21b Module Structure**Level 4**

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

Level 5

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
ECS50822	Mandatory	Health, inequality and advocating for children	1	30
ECS50922	Mandatory		1	15

		Safeguarding children		
ECS510_1.0	Mandatory	Promoting Positive Behaviour.	2	15
ECS50422	Mandatory	SENDI, Inclusion and Diversity in Early Childhood	2	30
Option Modules				
Code	Type	Module Title	Period (number)	No of credits
ECS50522	Subject Enhancement Module Graduate practitioner route	Placement Module	1,2	30
ECS50622	Subject Enhancement Module Non-graduate practitioner route	The Value of Play	2	15
ECS50722	Subject Enhancement Module Non-graduate practitioner route	Understanding Childhood	1	15

Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
ECS60122	Mandatory Placement	Research for Enquiry	1	15
ECS60322	Mandatory	The Young Child in Transition: Supporting Change and Promoting Resilience	1	15
ECS60722	Mandatory Placement	Researching with children	1	15
ECS60422	Mandatory Placement	Sector Based Project: Researching and Reflecting on Early Years Practice	2	30
ECS60622	Mandatory	Leading Early Childhood Pedagogy and Practice	2	15
OPTIONAL MODULES				
ECS60222	Optional	Global and Future Childhoods	1	15

ECS60522	Optional	Developing and Extending Young Children's Thinking and Learning: Creative Approaches to the Curriculum	2	15
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SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
<p>The BA (Hons) Early Childhood Studies/ BA (Hons) Early Childhood Studies (Graduate Practitioner) will be completed in three years full time study in order to meet the aims and outcomes of the programme.</p> <p>The programme has been informed by appropriate academic infrastructure:</p> <ul style="list-style-type: none"> • Higher Education credit framework for England: guidance on academic credit arrangements in higher education in England, • Quality Assurance Agency (QAA) (2008) • Quality Code for Higher Education: Part A: Setting and Maintaining Academic Standards (QAA, 2014) • QAA Benchmark Statements for Early Childhood Studies (2019) • QAA Benchmark Statements for Psychology (2019). • The revised Early Childhood Studies Degree Network (ECSDN) Graduate practitioner competencies (2020), have also guided curriculum content. <p>The curriculum has been designed in accordance with the newly introduced 15/30 credit framework, With a balance of 30 and 15 credit modules across all levels of study. Currently, the programme offers one specific optional module at level 5 for those students who choose to undertake the graduate practitioner route, the curriculum also offers appropriate flexibility for further optionality to be introduced at a later stage. Students may also opt to study Early Childhood Studies as a joint with psychology.</p> <p>As previously noted, the curriculum has been underpinned with reference to the ECSDN graduate practitioner competencies which were first piloted in 2018 and became an addendum to the QAA benchmark statements when these were revised in 2019. The graduate practitioner competencies were introduced in order to articulate to employers how a degree maps more clearly against sector qualifications and to address some of the confusion around the different titles and pathways relating to Early Childhood Studies in the HE sectors. As such, this sector endorsed, assessed practice graduate practitioner competencies provide employers with the confidence that graduates have gained an <i>‘holistic understanding of Early Childhood development and ... an ability to apply, critically evaluate and communicate theoretical knowledge to practice’</i> (ECSDN, 2019, p.6). The inclusion of these in this newly revalidated course is intended to enhance employability for those students seeking a career in the early childhood sector on graduation. It is anticipated that these students will seek roles in the sector which allow them to make a <i>‘significant contribution to a graduate led early years workforce’</i> (ECSDN, 2020, p. 6), or alternatively will provide students with the knowledge and skills required to progress on to appropriate post-graduate programmes, for example Early Years Teacher (0-5), Teacher (5-11), social work or health and social care professional.</p>	

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

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

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

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

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

As previously noted, the programme embeds professional skills at level 4 as well as providing a suite of modules related to early child development, which encompass key aspects including how children develop language, the development of social and emotional skills and how children learn, this will be underpinned by appropriate theoretical frameworks as set out in the QAA benchmark statement 4.3. It is anticipated that the focus at level 4 will then provide a sound foundation for

the next level of study in which modules are designed to provide a more specific focus on the areas of education, health, and social care, which can be seen through modules ECS50822, ECS50922 and ECS50422. This level of study also encourages students to consider in more depth the changing nature of childhood and construction of the child, as well as exploring more generally child advocacy through modules ECS50822 and ECS50722, reflecting QAA benchmark 3.3. This level of study also builds on the development of the professional through module ECS510_1.0 in which students are encouraged to apply their knowledge of behaviour theories through reflecting on the skills need to promote positive behaviour in settings.

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

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

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

1: Academic Literacies - students are enabled to develop academic literacy through engagement with evaluating and synthesizing original empirical research into their assignments. These skills are developed from the start of study at Level 4 with an increase in complexity in the types of sources used through the course of study. Additionally, assessments are specifically designed to support students in developing their academic competency, with levels of complexity increasing as the students' progress through the programme.

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

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

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

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

6: Being Enterprising – the practical nature of the course means that students are supported to develop creative problem-solving skills through directed independent learning. Students have the opportunity to work together on projects such as designing their own curriculum and setting up their own nursery through modules ECS40622 and ECS402_1.1. At level 6 students will negotiate an area of focus with their placement setting in the sector-based project (ECS60422) in which they will identify an area of change in the setting.

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

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

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

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

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

As seen in Section 22, while graduate practitioner competencies are embedded into all revalidated modules, the Programme Team is also aware that some of the students will choose to opt out of the graduate practitioner route, as such the learning and teaching strategy will maintain a balance

between support for students completing the graduate practitioner competencies, and those who are not. The personal tutor system will be an integral part of the learning and teaching strategy and will ensure that students are fully supported in contextualising how modules might support their future career or study pathways.

24 Assessment Strategies

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

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

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

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

According to the ECSDN, the HEI is responsible for awarding the graduate practitioner award, however this needs to follow a rigorous process, including a robust assessment process embedded throughout the degree. Thus, students will meet twice termly with their personal tutor to discuss progress and will be expected to complete yearly review meetings. Students will then complete an exit assessment at the end of the programme in which they will present their portfolio by way of a formal presentation to members of the course team and placement mentors. In line with ECSDN only one resit opportunity will be allowed for the exit assessment.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/ Written	Practical	Coursework
				%	%	%
ECS40122	Principles of Child Development 1: The Unique Child	15	1	-	100%	-
ECS402_1.1	Principles of Child Development 2: Understanding How Children Learn	30	1			50% 50%
ECS40322	Principles of Child Development 3: Communication and Language	15	1			100%
ECS40422	Becoming a Professional: Positive Relationships	15	1			100%
ECS40522	Becoming a Professional: Reflective Practice.	15	1			100%
ECS40622	Policy, Provision and Practice	30	1		50%	50%
ECS50822	Health, inequality and advocating for children	30	2			100%
ECS50922	Safeguarding children	15	2			100%
ECS510_1.0	Promoting Positive Behaviour	15	2			100%
ECS50422	SENDI, Inclusion and Diversity in Early Childhood	30	2			100%
ECS50522	Placement	30	2		50%	50%
ECS50622	The Value of Play	15	2		100%	
ECS50722	Understanding Childhood	15	2			100%
ECS60122	Research for Enquiry	15	3			100%
ECS60222	Global and Future Childhoods	15	3			100%
ECS60322	The Young Child in Transition: Supporting Change and Promoting Resilience	15	3			100%
ECS60422	Sector Based Project: Researching and Reflecting on Early Years Practice	30	3			100%
ECS60522	Developing and Extending Young Children's Thinking and Learning: Creative Approaches to the Curriculum	15	3			100%
ECS60622	Leading Early Childhood Pedagogy and Practice	15	3		100%	
ECS60722	Researching with children	15	3		100%	

Indicative Assessment Strategy

Level 4

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

Level 5

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

Level 6

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
ECS60122	Research for Enquiry	15	Portfolio	3,000 words	100%
ECS60222	Global and Future Childhoods	15	Mixed Media	3,000 words	100%

ECS60322	The Young Child in Transition: Supporting Change and Promoting Resilience	15	Essay	3,000 words	100%
ECS60422	Sector Based Project: Researching and Reflecting on Early Years Practice	30	Dissertation	6,000 words	100%
ECS60522	Developing and Extending Young Children's Thinking and Learning: Creative Approaches to the Curriculum	15	Mixed Media	3,000 words	100%
ECS60622	Leading Early Childhood Pedagogy and Practice	15	Oral Presentation	20 Minutes	100%
ECS60722	Researching with children	15	Oral Presentation	20 Minutes	100%

25 Inclusive Practice and Personal Development Planning

BGU is committed to widening access and participation and adheres to a strict policy of non-discrimination. Students will be supported throughout their programme through full access to the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services. Additionally, students will be encouraged to access the wider services of BG Futures for professional career advice and opportunities

The programme will support personal development planning through the use of the BGU Development and Career Plan (DCP) and the Early Childhood Studies personal tutor system. Students are allocated personal tutors (PT) as they commence studies and wherever possible remain with this personal tutor for the duration of their course. During the first level of study students meet with their personal tutor on a weekly basis by way of a study programme which involves a combination of academic study skills and pastoral care. Weekly meetings are held either through group or 1:1 tutorial with the aim of building a community of support through the personal tutor system. Tutors continue to meet with their PT group throughout Levels 5 and 6, although on a less frequent basis, usually twice a semester.

All students are encouraged to develop an e-portfolio, the DCP, which is a detailed record of the development of skills, experience and knowledge gained throughout the course. The DCP is introduced to students through the personal tutor system and is used in individual tutorials to:

- support reflection on academic and assessed work, and ensure students are able to respond effectively to feedback from tutors and improve their grades;
- allow students to collect evidence of the things that they achieve during their studies that promote their employability, including any professional certificates gained through the duration of the course;

- encourage reflection on placement experience and work experience; and
- supports the development of a close and well-informed relationship with their personal tutor.

As noted in Section 22, students will be supported in professional development planning in two Level 4 modules, during which they will be encouraged to reflect on potential career options and will be supported in taking appropriate steps towards enhancing employment opportunities, for example choosing whether to proceed along the graduate practitioner route or seek wider experience through volunteering opportunities.

26 Technology Enhanced Learning

All students will be encouraged to enhance existing IT skills as well as developing new ones. The University virtual learning environment (VLE) will be used as a learning and teaching tool to enhance the learning experience. Tutors will use the VLE as a means by which to direct students to appropriate resources such as texts, journal, and websites, and as previously noted students will be directed to pre- and post-session materials and activities to complement face to face sessions. Students will be encouraged to engage with one another, as well as tutors, through the use of online blogs, journals and wikis which are also supported through the VLE. In addition, tutors will utilise technology in taught sessions through the use of online tools such as Padlet, Kahoot and file sharing.

Included within the Library Systems are access to journals and specific subject related learning resources, students will be directed to these at appropriate points during the course but most specifically when undertaking their own research studies through the sector-based projects. Module specific elements are laid down within individual modules.

27 Work-related Learning and/or Placement

Placements are an integral part of the programme and all single honors students, regardless of whether they opt for the graduate practitioner route, will undertake at least one assessed placement over the duration of their studies. Since September 2014 practitioners working in early childhood settings have been required to hold either an appropriate level 3 qualification or have studied a 'full and relevant' degree if they are to count towards the adult: child ratio. Graduates who do not hold a 'full and relevant' degree may find themselves disadvantaged when applying for jobs in the sector.

In order to be eligible for 'full and relevant' status a degree must meet the following requirements in relation to placement opportunities:

- academic assessment;
- practice which is observed, assessed, and developed by setting mentors;

- one visit per placement by HEI staff to observe, assess and develop practice.

Furthermore, students who opt for the graduate practitioner route are required to complete a total of 80 days in placement, as follows:

- Level 4 – 25 days (5 days of which can be accredited for those students with a level 3 Early Years Qualification)
- Level 5 – 30 days
- Level 6 – 25 days

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

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

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

The programme team will work closely with the partnership office in identifying quality placements for the students and also in ensuring that students meet the requirement across all age ranges. A

tripartite Workplace Agreement will be signed by all stakeholders; student, the workplace, and BGU. The signed Agreements will be logged and stored in the Placement office.

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

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

28 | Employability

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

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

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

Assessments have been designed to promote the development of transferable skills, for example presentations are intended to support students in developing the confidence to speak to small groups of practitioners, while case studies promote skills in linking theory to practice. Placement

opportunities also allow students the opportunity to increase their confidence and competence in the workplace.

SECTION E - PROGRAMME MANAGEMENT

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

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

32 Programme Specific Academic Student Support

Programme Specific Support

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

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

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

33 Programme Specific Student Evaluation

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

Programme Specific Evaluation

In line with current procedure module reviews are undertaken at the end of each module, the outcomes of which are used to feed into planning for the next teaching cycle. In addition, the course supports the use of both internal and external student surveys for the process of Annual Monitoring Report (AMR) writing and the setting of programme specific enhancement targets. The course team value feedback from the student body and opportunities for informal feedback are provided through the personal tutor system.

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Level 4

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
ECS40122 Principles of Child Development 1: The Unique Child	✓	✓	✓	N/A		✓	✓		✓	✓	✓	✓		✓	✓	✓
ECS402_1.1 Principles of Child Development 2: Understanding How Children Learn	✓	✓	✓	N/A		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ECS40322 Principles of Child Development 3: Communication and Language	✓	✓	✓	N/A		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ECS40422 Becoming a Professional- Positive Relationships	✓	✓	✓	N/A	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
ECS40522 Becoming a Professional Reflective Practice				N/A					✓	✓	✓	✓	✓	✓	✓	✓
ECS40622 Policy, provision and practice	✓	✓		N/A	✓	✓			✓	✓	✓	✓		✓	✓	✓

Level 5

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

Level 6

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

SECTION G

MAP 2

Graduate Attribute Mapping

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

Attribute	Programme Learning Outcomes															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Global Citizenship		✓			✓	✓										
Information Literacy				✓	✓	✓			✓	✓	✓	✓		✓		
Digital Fluency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Employability		✓	✓				✓		✓	✓	✓		✓		✓	✓
Being Enterprising							✓					✓	✓			

Graduate Attributes

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

NB the above align to the Employability outcomes on the module specifications

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

SECTION H

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

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

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification <i>(Light/Minor - include level & title of modules & a brief description of modification)</i> <i>(Major - include details of change such as new routes, pathways etc)</i>	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification <i>(e.g., students entering Level 5 from September 2016 onward)</i>
Curriculum Mod	Replacement of ECS50322 with ECS510_1.0	April 2024	Sept 2024	L4 and L6
Curriculum Mod	Amendment to ECS40222 module title and code (now ECS402_1.1)	May 2024	Sept 2024	L4 and L6

SECTION I

MAP 4

Mapping of PSRB requirements against the Programme

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

Please mapping on following pages

APPENDIX - MAPPING COMPETENCIES

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

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

Competency 2 – Promote holistic child development

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

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

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

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

- 4.1** Know and understand the relevant Early Childhood curriculum frameworks and apply them in practice.
- 4.2** Apply a range of observation and research skills to co-construct young children's development, play and learning, encouraging independence and next steps.
- 4.3** Evidence the application of different theoretical perspectives when planning for young children's personal, social and emotional development.
- 4.4** Apply theoretical understanding to the range of transitions young children experience and how these can be effectively supported in practice.
- 4.5** Evidence knowledge of the importance of parents and/or caregivers and the home learning environment in infants and young children's development and learning.
- 4.6** Demonstrate knowledge and skill in listening to and communicating verbally and non-verbally with children and how to encourage their communication skills, including situations where:
 - English is an additional language
 - A child has special educational needs and/or disabilities.
- 4.7** Identify and apply pedagogical knowledge of how to develop enabling environments indoors and outdoors.
- 4.8** Explain and demonstrate understanding of the balance between child-led and adult-led activities.
- 4.9** Using real world contexts apply to practice theoretical understanding of:
 - Language development
 - Literacy development (including early reading and writing)
 - Mathematical concepts
- 4.10** Evidence contemporary knowledge and skills in the use of technology and the role and appropriate use of digital literacies in young children's learning.
- 4.11** Enable young children to understand the wider world.

Competency 5 – Safeguarding and child protection

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

Competency 6 – Inclusive Practice

6.1 Evidence knowledge, understanding and application in practice of pedagogy that supports inclusion.

6.2 Know how to identify infants and young children who may require additional support and how to refer to appropriate services.

6.3 Demonstrate an understanding of statutory guidance for children with Special Educational Needs and Disabilities and Protected Characteristics.

6.4 Evidence skills in appropriate planning to address the care and early learning needs of individual young children with special educational needs and/or disabilities and Protected Characteristics.

Competency 7 – Partnerships with parents and caregivers

7.1 Evidence understanding of the importance of partnership with parents and/or caregivers in their role as infants and young children's first educators.

7.2. Demonstrate in practice the co-construction of learning in respectful partnership with parents and/or caregivers.

7.3 Apply knowledge to practice, about the diversity of family life and society.

7.4 Demonstrate skills in communicating and working in partnership with families.

Competency 8 – Collaborating with others

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

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

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

Competency 9 – Professional development

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

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

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

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

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

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

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

Competency 2 – Promote holistic child development

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

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

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

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

	ECS40122	ECS402_1.1	ECS40322	ECS40422	ECS40522	ECS40622	ECS50822	ECS50922	ECS510_1.0	ECS50422	ECS50522	ECS50622	ECS50722	ECS60122	ECS60222	ECS60322	ECS60422	ECS60522	ECS60622	ECS60722
4.1				✓																
4.2		✓		✓																
4.3	✓								✓											
4.4																	✓			
4.5	✓			✓	✓						✓									
4.6			✓									✓	✓							
4.7				✓															✓	✓
4.8				✓															✓	
4.9		✓	✓																✓	
4.10							✓			✓									✓	
4.11		✓																	✓	

Competency 5 – Safeguarding and child protection

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

Competency 6 – Inclusive Practice

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

Competency 7 – Partnerships with parents and caregivers

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

Competency 8 – Collaborating with others

ECS60722	✓		
ECS60622			
ECS60522			
ECS60422			
ECS60322			
ECS60222			
ECS60122			
ECS50722			
ECS50622	✓	✓	✓
ECS50522			
ECS50422			
ECS510_1.0			
ECS50922			
ECS50822		✓	
ECS40622			
ECS40522			
ECS40422			
ECS40322			
ECS402_1.1			
ECS40122			
	18	28	38

Competency 9 – Professional Development

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