Programme Specification

BA Early Childhood Studies
BA Early Childhood Studies with Foundation Year

Valid from: Sept 2015
Programme Code: X310/X312
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SECTION ONE: GENERAL INFORMATION

Programme Title/Joint Honours Subject Title

X310 BA (Hons) Early Childhood Studies
X310 BA (Hons) Early Childhood Studies with Foundation Year

X312 BA (Hons) Early Childhood Studies with Early Years Teacher Status (0-5)

Award title and interim awards

- Certificate of Higher Education in Early Childhood Studies, on completion of Stage 1 (120 credits)
- Diploma of Higher Education in Early Childhood Studies, on completion of Stage 2 (240 credits)
- Bachelor of Arts (Honours) in Early Childhood Studies, on completion of Stage 3 (360 credits)
- Bachelor of Arts (Honours) in Early Childhood Studies (with practitioner options), on completion of Stage 3 (360 credits)
- Bachelor of Arts (Honours) in Early Childhood Studies with Early Years Teacher Status (0–5 years) (from September 2015) (360 credits)

To gain Early Years Teacher Status (EYTS) students must demonstrate that you have met all of the current professional requirements including:

- Meeting the Teachers’ Standards (Early Years) expectations for training students, (effective from 1st September 2013).
- Passing the Professional Skills Tests prior to programme entry.

Mode of Study

Full time, part time, day with evening provision at stages two and three; the BA ECS (Hons) Early Childhood Studies with Early Years Teacher Status (0 – 5 years) is only available Full Time.

The Foundation Year (X311) is only available for full time study.

Programme start date and period of validation

Start date: September 2012
Period of validation: 2012 – 2017

With Early Years Teacher Status
Start date: September 2015
Period of validation: Indefinite

Awarding Institution

University of Derby.

College Managing the Programme

College of Arts, Humanities and Education.
Institution(s) Delivering the Programme

University of Derby

Mediterranean College, Athens and Thessaloniki – BA (Hons) Early Childhood Studies (full time) from January 2015.

Mediterranean College, Athens and Thessaloniki – BA (Hons) Early Childhood Studies (full time), level 6 (approved 2011)

Abbreviations:

Mediterranean College will now be cited as MC.
BA (Hons) Early Childhood Studies will now be cited as ECSD or ECS.
Early Years Teacher Status will now be cited as EYTS.
National College for Teaching and Leadership will be cited as NCTL.

Relevant external subject benchmark statement(s)

- QAA Benchmarks: Early Childhood Studies (QAA 2014) The Quality Assurance Agency (QAA) issue descriptors advising us about the content of a Bachelor’s degree with Honours. Application of these descriptors in the design of our programme will ensure that you will meet the standards expected of a graduate. These Benchmarks were amended and updated in October 2014 following publication in 2007. Please see:

External Accreditation/Recognition

- There is no external accreditation/recognition for the BA (Hons) Early Childhood Studies delivered in Greece.

- There is external recognition for the home/UK based programme for the BA (Hons) Early Childhood Studies who follow the ‘practitioner options’ route. This provides a ‘full and relevant’ qualification with equivalency to a NVQ level 3 childcare award (from September 2014 known as Early Years Educator). For more see:
  http://www.education.gov.uk/eypqd/level6.shtml

- For the BA (Hons) Early Childhood Studies with Early Years Teacher Status (0 – 5 years) and in order to be recommended for Early Years Teacher Status (EYTS), students will demonstrate that they have met the Teachers’ Standards (Early Years), see the link below) as laid out by the National College for Teaching and Leadership (NCTL):
  https://www.gov.uk/early-years-initial-teacher-training-a-guide-for-providers

- Expectations are set down by the NCTL (2013) require that the EYTS candidate is suitable to practice. The programme will therefore fall within the University’s Professional Conduct and Professional Suitability Policy – see page 17.

- All entrants to ECS programmes require a Disclosure and Barring Service (DBS) Clearance.
JACS Code(s)

- X310 for BA (Hons) Early Childhood Studies and BA (Hons) Early Childhood Studies (with Practitioner Options)
- X312 BA (Hons) Early Childhood Studies (with Early Years Teacher Status 0 – 5 years)

Programme specification last updated

September 2016

SECTION TWO: OVERVIEW AND PROGRAMME AIMS

Overview of the BA (Hons) Early Childhood Studies

The programme provides a specialist study of early childhood, which seeks to match the demand for both professional education and training for new professional roles in the UK for the provision of integrated care and education for children from birth and in Greece, the increase in the development and growth of early childhood day-care provision. In addition to providing a research base in a University/College setting for the study of early childhood, the interdisciplinary and multi-professional nature of the programme is a direct result of UK government and sector skills central policy initiatives, one of which is to ensure a professional workforce for the future. It is envisaged that a graduate professional whose learning has been validated within the Higher Education sector will achieve this aspect. The graduate may then choose to work in a range of early childhood settings in leadership and management roles. The programme also offers considerable scope for students to access a range of post-graduate qualifications in the related fields of health and social care related to early childhood in both the UK and Europe.

Overview of the BA (Hons) Early Childhood Studies with Early Years Teacher Status (0 – 5 years)

With Early Years Teacher Status (0 – 5 years) NCTL specifies an undergraduate entry route as one of 4 routes to EYTS. The training programme has to be linked to an early childhood related degree, introduced at Level 4, 5 or 6. We have previously delivered an EYPS/EYTS training programme to selected students on the BA (Hons) Early Childhood Studies (ECS).

To date, the EYPS/EYTS programme has been introduced at Level 6, small numbers of ECSD students having achieved EYPS and EYTS in this way. However, students are anxious about the additional workload involved and the potential impact on their degree. Also, the ECS programme is insufficiently focused on the Teachers' Standards (Early Years) and this creates pressures for students trying to manage the demands of the two courses. Consequently, we are seeking approval for one integrated course, where modules support students’ development and learning as future Early Years Teachers. Additionally, we have been able to plan a new course to mirror the University's early years and primary programme in ways which ensure equity for undergraduate students on the different Initial Teacher Training courses available at the University of Derby.

The addition of the Early Years Teacher Status (0 – 5 years) to an undergraduate degree allows students to synthesise the knowledge and understanding of academic theory, within the Early Childhood Studies degree, into all aspects of practice for babies, toddlers and
young children between 0 – 5 years of ages. Students will be offered access to a variety of placement opportunities during the programme so that the application of theory to practice can be developed as students become specialists in child development during the three year degree programme.

The programme consists of one practical placement every year in an early years’ setting. These experiences enable students to connect theory to practice and work alongside trained mentors who will aid their progress towards Early Years’ Teacher Status. Education and training in University and placement settings are designed to complement one another in order to ensure the greatest success. This provides high expectations and aspirations for excellence in students meeting the required teaching standards.

Early Years Teachers are specialists in early childhood development, trained to work with babies and young children from birth to five years of age. They will be graduate leaders responsible for organising and leading high quality practice in early years’ settings. This programmes will ensure that the training and assessment of Early Years Teachers are appropriate for the trainees who are working towards meeting the requirements of a set of Teachers’ Standards (Early Years). Those students who successfully meet the Teachers’ Standards (Early Years) will be awarded Early Years Teacher Status.

Government policy wants to move decisively away from the idea that teaching young children is somehow less important or inferior to teaching school age children. Evidence from the Graduate Leader Fund Final Report in 2011, and the three-year Longitudinal Study of Early Years Professional Status (September 2012), shows that these graduate leaders are having a positive impact on the quality of early education and care for pre-school children. This degree will see graduates who, over the course of the degree have developed expertise in both theory and practice, with the necessary skills to enhance the quality of the early years’ workforce.

This programme is designed to ensure individuals move beyond the mechanics of teaching with an aspiration to educate Early Years Teachers who have a strong commitment to the well-being of young children.

**ECSD Programme Aims**

- Develop a sound and broad knowledge base drawing on theory and practice in the field of early childhood education and care.

- Provide insight into the academic and interdisciplinary nature of Early Childhood Studies taking into account the ecology of children’s lives.

- Apply knowledge through work experience and, where appropriate, achieve practitioner status through the ‘practitioner options’ route. This includes work experience preparation and the development of a value base which demonstrates professional practice and respect for all.

- Take part in teaching and learning that enables the student to reflect critically on knowledge, research, provision and practice, drawing upon competing ideas and perspectives thus encouraging students to become critical thinkers, critically reflective practitioners and a future advocates for children.

- Develop a range of personal transferable skills such as communication, team working, and undertake personal and professional development planning to support career progression, individual development and employability.
In addition, Early Years Teacher Status will:

- Provide students with an opportunity to gain the knowledge and professional skills required to meet the Teachers’ Standards (Early Years) in order to be awarded Early Years Teacher Status.

- Provide students with specialist knowledge of Early Childhood Studies with a particular understanding of young children’s development and learning from birth to five years; this is the subject specialism for Early Years Teachers, as designated by NCTL.

- Support students’ understanding and commitment to the principles of equality of opportunity, inclusion and partnership working with children, families and communities.

- Develop students’ understanding of the principles of leadership, of the importance of team working with colleagues and the wider professional team.

- Support the NCTL agenda in relation to the need for a regional and a national graduate-led early years workforce across private, voluntary, independent and maintained sectors.

SECTION THREE: PROGRAMME LEARNING OUTCOMES

The programme learning outcomes take account of the QAA Subject Benchmarks for Early Childhood Studies (QAA 2007, updated October 2014) and the Framework for Higher Education Qualifications (FHEQ) to ensure that they are expressed at the right level as follows:

Knowledge and understanding

- Critically review, consolidate and extend a systematic and coherent body of knowledge to understand a range of issues in early childhood.

Additionally, for EYTS

- Identify and explain in sufficient detail key concepts, theories and models relating to young children’s development, well-being and learning, including those at the forefront of current thinking.

- Identify how the underpinning principles and concepts of the Early Years Foundation Stage (EYFS) inform an appropriate curriculum and pedagogy for young children in different settings.

Intellectual skills

- Demonstrate high-level ability to reason clearly, analyse, evaluate and make informed and significant judgements to reflect critically upon a range of competing positions related to early childhood.
Additionally, for EYTS

- Make judgements by critically evaluating theories of teamwork, leadership and multi-professional working and identify their relevance to the review and development of early years practice.
- Reflect upon the issues around developing positive partnership working with families.
- Identify, justify and use of methods of observation, assessment and planning to track and support children's development and learning; identifying the impact this has on an individual's progress.
- Explore early years learning environments to inform the development of effective practice.
- Seek out, evaluate and draw on feedback to reflect upon and evaluate one’s own strengths, limitations and performance as an Early Years Teacher.

Subject Specific Skills

- Critically evaluate and reflect upon knowledge and conceptual underpinnings to comment on the contested nature of children's development, to aid an understanding of pedagogy and practice.
- Apply knowledge and a critical understanding of the conceptual underpinnings of early childhood to appreciate pedagogy and practice in the placement setting.

Subject Specific Skills for the Early Years Teacher Status (also known as Professional Learning Outcomes)

To evidence the professional skills and underpinning knowledge required to meet the Early Years Teacher Standards:

1) Set high expectations which inspire, motivate and challenge all children.
2) Promote good progress and outcomes by children.
3) Demonstrate good knowledge of early learning and Early Years Foundation Stage (EYFS).
4) Plan education and care taking account of the needs of all children.
5) Adapt education and care to respond to the strengths and needs of all children.
6) Make accurate and productive use of assessment.
7) Safeguard and promote the welfare of children, and provide a safe learning environment.
8) Fulfil wider professional responsibilities.

Students will also demonstrate:

- Professional skills, attitudes and qualities necessary to meet the required professional standards for employment within complex and challenging contexts, appreciating the importance of engaging with continued professional development (CPD).
Transferable Skills

- Apply a range of study and communication skills and research strategies and methodologies, to critically evaluate and reflect upon a range of theoretical positions in early childhood studies.

- Evaluate and critically reflect upon personal strengths and weaknesses to inform personal and professional development planning, drawing on previous learning and experiences.

Additionally, for EYTS

- Proficient ability to communicate information, ideas, problems and solutions through various means to both specialist and non-specialist audiences.

- Effective ability to work cooperatively and collaboratively as part of a team, in order to improve outcomes, whilst also managing own learning successfully.

- An ability to act autonomously in planning and implementing tasks, exercising initiative and high levels of personal responsibility.
SECTION FOUR: PROGRAMME STRUCTURE FOR THE BA (HONS) EARLY CHILDHOOD STUDIES WITH AND WITHOUT THE PRACTITIONER OPTIONS ROUTE.

Table 1: Programme Structure (Core modules shaded)

Stage One (all core)

**SEASON 1**
- Self Management & Study Skills (20 credits)
- Early Language & Communication (20 credits)

**SEASON 2**
- The Growing Child (20 credits)
- Early Emotional & Social Development (20 credits)
- Play & Creativity (20 credits)

Stage Two (Four core, two option)

**SEASON 1**
- Children’s Health (Core) 20 credits
- Child Protection (Core) (20 credits)
- Option (20 credits) From list
- The Early Years Researcher (Core) (20 credits)
- The Developing Practitioner (Core) Through module (20 credits)
- All option modules are 20 credits each.

**SEASON 2**
- Children’s Health (Core) 20 credits
- Child Protection (Core) (20 credits)
- Option (20 credits) From list
- Erasmus Dummy Modules x 3
- The Early Years Researcher (Core) (20 credits)

*Subject to availability

*Students take 4 core modules and 2 options* chosen from:
- Children across the World
- Creative Approaches to the Curriculum 0-8 years
- Wellbeing from Birth
- Family Dynamics
- The Young Child in School
- Emerging Literacies in the Early Years
- Technology in Early Childhood

All modules are Core; No option choice
Stage Three: Three core, two option (core modules shaded)

**SEMESTER 1**
- Critically Reflective Practitioner (Core) 20 credits
- Contesting Childhood (Core) 20 credits
- Option choice (20 credits) From list

**SEMESTER 2**
- Critically Reflective Practitioner (Core) 20 credits
- Contesting Childhood (Core) 20 credits
- Option choice (20 credits) From list

**Independent Study 40 credits**

Student studies 2 options*, chosen from:
- Children's Voices
- Leadership in Early Childhood Ed & Care
- Health & Inequality
- The Young Child in Transition
- International Perspectives
- Creative Possibilities
- Vulnerable Children and the Law
- Inclusion, Special Educational Needs and Disability

*All option modules are 20 credits.

*Subject to availability
## Table 2: Programme Structure: core modules shaded

### Stage One (All Core)

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self Management &amp; Study Skills</strong> (20 credits)</td>
<td><strong>The Growing Child</strong> (20 credits)</td>
</tr>
<tr>
<td><strong>Early Language &amp; Communication</strong> (20 credits)</td>
<td><strong>Early Emotional &amp; Social Development</strong> (20 credits)</td>
</tr>
<tr>
<td><strong>Reflective Teacher 1</strong></td>
<td><strong>Placement 1</strong> 0–2 years (40 days)</td>
</tr>
</tbody>
</table>

### Stage Two (All Core)

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Promoting Children’s Rights &amp; Welfare</strong> (Core) (20 credits)</td>
<td><strong>Children’s Health</strong> (20 credits)</td>
</tr>
<tr>
<td><strong>The Young Child in School</strong> (20 credits)</td>
<td><strong>The Early Years Researcher</strong> (20 credits)</td>
</tr>
<tr>
<td><strong>Reflective Teacher 2</strong></td>
<td><strong>Placement 2</strong> 4–5 Years (40 days)</td>
</tr>
</tbody>
</table>
Stage Three (4 core, 1 option)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership in Early Childhood Education and Care</td>
<td>Optional Module From list</td>
</tr>
<tr>
<td>20 credits</td>
<td>(20 credits)</td>
</tr>
<tr>
<td>Inclusive Practice in Early Childhood Education Care</td>
<td>20 credits</td>
</tr>
<tr>
<td>Reflective Teacher 3</td>
<td>20 credits</td>
</tr>
<tr>
<td>The Critically Reflective Teacher and Leader</td>
<td>20 credits</td>
</tr>
<tr>
<td>Placement 3</td>
<td>20 credits</td>
</tr>
<tr>
<td>(2 – 4 Years, 50 Days)</td>
<td>(20 credits)</td>
</tr>
</tbody>
</table>

Student studies one option*
- Child Protection
- Children’s Voices
- Contesting Childhood
- Creative Possibilities
- International Perspectives
- Health & Inequality in Children’s Lives
- The Young Child in Transition
- Inclusion, Special Educational Needs and Disability

*Routes on the programme

For home campus students, there are now three strands to this programme:

1. BA (Hons) Early Childhood Studies
2. BA (Hons) Early Childhood Studies (Practitioner Options)
3. BA (Hons) Early Childhood Studies with Early Years Teacher Status (0 – 5 years)

The first strand is an academic, specialist study of Early Childhood Studies (0 – 8 years) at single honours with no recognised practice status.

The second strand is an academic, specialist study of Early Childhood Studies (0 – 8 years) at single honours combined with practice experience leading to an equivalence of the status of Early Years Educator/NVQ3.

The third strand, effective from September 2015, is an academic, specialist study of Early Childhood Studies (0 – 8 years) at single honours, combined with practice experience in the 0 – 5 years designed to meet the requirements of the Teachers’ Standards (Early Years). For further information on the standards see:


The only strand available to Mediterranean College (MC) students is the first, i.e. BA (Hons) Early Childhood Studies. The status and concept of ‘Practitioner Options’, ‘Early Years Educator’ (EYE) and Early Years Teacher Status (EYTS), does not apply or have recognition outside the United Kingdom.

Following entry onto strands one and two of the programme and during an induction process which incorporates an independent learning plan (ILP) for each student, a decision is made
with the student about which strand is most appropriate for the individual. The practitioner options route is achieved only on completion of the full honours degree.

**The Non Practitioner Options strand**

Table 3 Distinguishing the practitioner option strand from the non-practice route

<table>
<thead>
<tr>
<th>Stage</th>
<th>Route: BA (Hons) Early Childhood: modules of study</th>
<th>Route: BA (Hons) Early Childhood (Practitioner Options): required modules of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>The Emerging Practitioner module + five core modules.</td>
<td>The Emerging Practitioner (Practitioner Options) module + five core modules.</td>
</tr>
<tr>
<td>Two</td>
<td>Developing Employability + three core &amp; two option modules</td>
<td>The Developing Practitioner (Practitioner Options) module + three core and two option modules</td>
</tr>
</tbody>
</table>

**The Practitioner Options strand**

Students undertaking the ‘practitioner options’ strand are required to undertake work experience within both the Early Years Foundation Stage (EYFS) setting AND Key Stage One (KS1) age ranges as follows:

Table 4 Practitioner Options work experience hours requirements

<table>
<thead>
<tr>
<th>Stage</th>
<th>Module</th>
<th>Minimum Hours</th>
<th>Age ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>The Emerging Practitioner: Practitioner Options</td>
<td>90</td>
<td>EYFS or KS1</td>
</tr>
<tr>
<td>Two</td>
<td>The Developing Practitioner: Practitioner Options</td>
<td>90</td>
<td>KS1 or EYFS</td>
</tr>
</tbody>
</table>

All students on the UK/home are required to undertake a Disclosure and Barring Service (DBS) check prior to any placement activity.

UK/home based students do not undertake work experience until the second semester of stage one having taken part in a series of placement preparation lectures and workshop activities in the previous semester - mandatory attendance is required for these lectures and workshops by students.

For strand three of the programme, the BA (Hons) Early Childhood Studies with Early Years Teacher Status (0 – 5 years) applicants will have undertaken pre-entry interview and tests required for all initial teacher training, with the support of the Early Years Teacher Status team which is part of the Initial Teacher Education Department within the College of Education.
Personal Development Planning (PDP) for all students

Opportunities for PDP to enhance employability are embedded into the programme through the following modules:

Table 5: Opportunities for Professional Development Planning

<table>
<thead>
<tr>
<th>Stage</th>
<th>Module title</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>The Emerging Practitioner/The Emerging Practitioner (Practitioner Options)/The Emerging Early Years Teacher (RP1) Self-Management &amp; Study Skills</td>
</tr>
<tr>
<td>Two</td>
<td>Developing Employability/The Developing Practitioner (Practitioner Options)/The Developing Early Years Teacher (RP2)</td>
</tr>
<tr>
<td>Three</td>
<td>The Critically Reflective Practitioner/The Critically Reflective Early Years Teacher and Leader (RP3)</td>
</tr>
</tbody>
</table>

The above is supported through a range of provision including close working with the Career Development Centre specialists, their virtual and actual hub and progression events as well as lectures, workshops and an Employability Student Conference.

The BA (Hons) Early Childhood Studies with Early Years Teacher Status (0 – 5 years)

Placement Provision and organisation

Work based learning occurs through school-based placements within schools working in partnership with the programme. School placements are an important and integral part of this course. Our Initial Teacher Education programme ensures that trainees complete at least the minimum NCTL placement requirements, relevant to their route, outlined below.

Assessed placements are designed in a progressive manner to enable students to meet the Teachers’ Standards (Early Years).

The overall aims for the placements are to:

- Facilitate the development of students’ professional attributes, skills, knowledge and understanding;
- Provide specific experiences that enable students to build on professional strengths and address development needs;
- Develop understanding about ways in which the attainment, development and well-being of children and young people should be promoted;
- Provide opportunities that enable students to adopt a creative and constructively critical approach towards innovative practice.

Fully assessed block placements.

There is a fully assessed placement every year/stage during the ECSD/EYTS programme. These take place in a different setting and within at least two different age phases over the course of your programme. Settings are selected on the basis of individual students’
professional development needs. Students are supported during placement by the following personnel:

**University Assessment Mentors (UAMs)** UAMs visit placement to support assessment, moderation and progress. They also have a quality assurance role and seek to manage issues arising to support your progress. Where necessary, they report concerns to the University. They are the key line of communication for the student should concerns or queries arise.

**Mentors** are usually practitioners within the placement. They are responsible for students’ day to day support providing formal and informal feedback and assessment of attainment. They are supported in this role by UAMs. All mentors are trained in the particular protocols and processes associated with the assessment of student attainment. Their skills in mentoring and coaching are also developed through training and ongoing support.

Table Six below shows the student journey on X310 and X312 when all the entry requirements have been met:

Table Six. The Student Journey (when all admissions requirements have been met)

<table>
<thead>
<tr>
<th>Stage One</th>
<th>X310</th>
<th>X312</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete all six core modules.</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Complete mandatory placement hours for 'practitioner options' route, as appropriate.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Complete mandatory placement hours required for EYTS.</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage Two</th>
<th>X310</th>
<th>X312</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete four core modules and two option modules.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Complete all six core modules.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Complete mandatory placement hours for 'practitioner options' route.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Complete mandatory placement hours required for EYTS.</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage Three</th>
<th>X310</th>
<th>X312</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete three core modules and two option modules.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Complete four core modules and one option module.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Complete mandatory placement hours for EYTS</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Meet requirements of Teachers’ Standards (Early Years)</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>
SECTION FIVE: PROGRAMME DELIVERY

Learning and Teaching Methods

The teaching methods used for this course will reflect those used within Early Childhood Studies provision in the University/College sector in the UK and Greece. Particular reference is made to the multi-disciplinary approach to teaching, this having proved successful in preparing students for employment in a broad range of areas as well as for progression to further professional study. Emphasis is given to study support and use of electronic support for module teaching and enhancement; this is further supported through the provision of e-learning resources.

In the first stage of the programme we introduce key theories and ideas which underpin early childhood studies, in particular child development. Support for studying at the University will be provided including academic writing skills and how to access key texts and learning resources to support their development in relation to academic writing at level 4. The theme for this first year of study on the degree is children’s holistic development. For the Practitioner Options students, this is combined with work experience.

In the second stage of study, the theme is the child in different contexts recognising the value and importance of a multi-disciplinary approach to early childhood. Students will be expected to provide evidence of personal development, academic knowledge and understanding of ECS to their emerging criticality at level 5. Students on the ‘practitioner options’ route will apply their work experience to inform and develop their emerging criticality.

The theme in the third and final stage of study is contesting childhood providing students with opportunities to enhance and develop their critical, reflective thinking and writing skills to level 6, utilising critical knowledge in relation to the contested nature of early childhood. Students will use their knowledge and skills to support their career development, employability, engagement and agency in society.

All Programme Teams has experience of varied and innovative approaches to learning and teaching. All teaching is applied to work-based settings and children’s day to day experiences in early childhood education and care.

Additionally for EYTS:

Consideration has been given to the balance of academic and practice elements. The design aims to hold these elements in balance and to maximise the opportunities for students to synthesise academic and professional learning.

Students also engage in work-related and work-based learning in each year and undertake a placement with children in the relevant age group. Over the three years of the course, this introduces them to the different kinds of settings that offer education and care within the Early Years Foundation Stage

<table>
<thead>
<tr>
<th>Level</th>
<th>Age focus</th>
<th>Setting based learning focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>0-24 months</td>
<td>Private, voluntary and independent sector (PVI), children’s centres</td>
</tr>
<tr>
<td>5</td>
<td>4 to 5 years</td>
<td>Schools</td>
</tr>
<tr>
<td>6</td>
<td>2 to 4 years</td>
<td>Private, voluntary and independent sector (PVI), children’s centres, schools</td>
</tr>
</tbody>
</table>
During level 5 study, students extend their school experience, with 10 days of placement in a school setting working in Key Stage 1. This is not an assessed practice and it focuses on transition issues and the curriculum for children from 5 to 7 years. This placement may also include some familiarisation time in Key Stage 2. A Key Stage 1 placement and a focus on children's progression into Key Stage 2 is an NCTL requirement.

In each of the three years of the course there is a placement module that provides a focus for learning and teaching linked to the extended placement and assessed practice. The first of these modules (The Emerging Early Years Teacher) introduces students to the placement and the related processes and documentation. These practice Modules:

- Stage one: Reflective Teaching 1 - Emerging Early Years Teacher
- Stage two: Reflective Teaching 2 - The Developing Early Years Teacher
- Stage three: Reflective Teaching 3 – The Critically Reflective Early Years Teacher and Leader

Placements provide a key context for students and tutors to focus on progression in terms of student's practice as Early Years Teachers. University and setting based Mentors support students to gain an understanding of the Teachers’ Standards (Early Years) in order to self-evaluate their progress against the standards and to action plan for future professional development. During these modules, students use a portfolio to collate evidence of their knowledge, understanding and professional skills matched to the professional standards for Early Years Teachers (0-5 years).

In line with the University policy on learning and teaching, students will explore a variety of means of delivering the curriculum. As they progress through the course there will be less emphasis on direct teaching and an increased emphasis on collaborative learning with peers and through independent learning. Although there are specific areas of knowledge, skills and understanding that all students are required to gain, students will have opportunities to develop and pursue their own areas of interest with primary education; students learning is scaffolded throughout this programme, with tutors supporting students’ learning to develop the required skills to be effective in early years settings.

Due to the professional nature of this programme it is important students are able to cooperate and collaborate with others in the workforce and in University. Sessions are planned carefully to enable a wide range of experiences for working with others. The programme uses experiential learning and reflective practice models, recognising the importance of integrating practice and theory.

**Alternative Award for those who do not meet the Teachers' Standards (Early Years)**

Students who experience difficulty in meeting the professional expectations of the standards for Early Years Teachers (0 – 5 years) but meet all the requirements for the single honours award including Practitioner Options requirements, will be able to graduate without the Early Years Teacher Status, however, it anticipated that this would be, at most, a small minority of students.

Teaching methods for all students on these programmes will include:

- Formal taught lectures
- Seminars
- Student presentations (including mixed media)
- One to one and small group tutorials
- Visiting speakers and specialist workshops
- Discussion forums on BLACKBOARD (VLE) platform
- E-learning
- Student Conference and workshops
- Educational visits, home and abroad
- Field trips
- Erasmus Plus exchange opportunities (not available to students on the EYTS strand)
- Incorporating the support of the subject librarian, study advisors and career development specialists.
- Skype and other interactive media for UK and Greek student conferences.

The teaching team on the programme make extensive use of BLACKBOARD (VLE) platform, to inform students of changes to the programme, of starter lectures on key aspects and to provide students with teaching session notes, reading materials and assessment support. We also welcome students’ comments and discussion on our dedicated website called Little Spaces – visit www2.derby.ac.uk/littlespaces

<table>
<thead>
<tr>
<th>Approach</th>
<th>Indicative Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>▪ Exploring models of learning, theories and principles of teaching in cohort-size sessions</td>
</tr>
</tbody>
</table>
| Workshops                         | ▪ Engaging with professional and academic issues  
                                  ▪ Practical sessions related to students’ professional practice such as developing understanding of how to teach across the 0-5 age range and for all ECSDN students, the 0 – 8 years age range. |
| Seminars                          | ▪ Focus sessions in which students prepare an area for discussion, for instance on the basis of setting-based tasks.                                                                                                    |
| Tutorials                         | ▪ Individual or small groups to gauge progress in learning within modules  
                                  ▪ Personal tutorials across subjects allowing for detailed discussion                                                                                                                                 |
| Technology Enhanced Learning      | ▪ Blackboard: University of Derby’s Virtual Learning Environment  
                                  ▪ Discussion environments  
                                  ▪ Film and DVD materials related to practice                                                                                                                                 |
| Independent directed study        | ▪ Academic reading and notes  
                                  ▪ Pre and post session activities  
                                  ▪ Directed mini group projects                                                                                                                                 |
| School Placements                 | ▪ Traditional placements of approximately 8-9 weeks per year for EYTS, and 90 hours per stage for the Practitioner Options strand.                                                                                   |
| Enhanced placement opportunities  | ▪ Working with other professionals, setting up groups, supporting health visitors for EYTS.  
                                  ▪ Placements or experiences in Special Schools, Children Centres, Forest Schools, hospitals for all students as available.                                           |
| Peer Tutoring                     | ▪ Subject knowledge development groups  
                                  ▪ Dissemination of research findings                                                                                                                                                                                |
| Problem-based learning            | ▪ Using school based scenarios or problems to develop professional understanding                                                                                                                                 |

**Ethical Practice and research guidelines**

All students (including Mediterranean College students) will adopt the appropriate ethical approval documents to gain permission to undertake activities and research in settings.
Students must comply with ethics and research guidelines whilst on the programme and attention is drawn to the following statement:

All students are required to comply with research governance and ethics principles whilst undertaking their programme of study. This is of particular importance when conducting research involving other people e.g. for module assessments or Independent Studies. Information on these principles can be found on the University web site at: www.derby.ac.uk/research/uod/ethics

Students must behave in an appropriate manner on work experience and in the University in line with the University’s Student Code of Practice – for more see the University’s Rights, Responsibility and Regulations (3Rs) documentation at http://www.derby.ac.uk/academic-regulations

Professional Conduct and Suitability for ECS/EYTS

The professional nature of this programme means that the academic regulations need to be complemented by the College of Education’s Policy for professional programmes; for more, see the following link:

http://www.derby.ac.uk/media/derbyacuk/contentassets/documents/academicregulations/pcps-regulations.pdf

Students will be required to sign a Statement of Professionalism at the start of each Stage of the programme so students are clearly aware of the conduct required at all times. Failure to comply with suitable behaviours will lead to removal from the programme. Students are required to notify the Programme Leader and Subject Leader with immediate effect of any change to status; please read page 20 for further details on this statement and Disclosure and Barring Service (BDS) requirements.

Part of professional conduct is the expectation of full attendance. Students will be advised on absence procedures when ill and unable to attend University or Placement. The University’s attendance monitoring procedures will also apply to students on this programme.

Assessment

The following outlines the range of assessment strategies used across the programme. Teaching on all modules includes formative assessment opportunities as well as summative assessments, providing students with opportunities to practice, develop and demonstrate their knowledge and skills at different points throughout a particular module.

Table Seven: Assessment opportunities on the programme for strands one and two.

<table>
<thead>
<tr>
<th>Stage of programme</th>
<th>Typical assessment strategies</th>
</tr>
</thead>
</table>
Methodology Report review. Placement documentation for practitioner options.


Assessment must be fair and transparent and the programme team is required to internally moderate its marking and grade decisions. The programme values the support of an External Examiner who offers guidance and advice on important issues, for example:

- Effective feedback which students can understand and use to improve and enhance their work.
- Fairness in marking where several tutors mark across one module.
- Transparency in Internal Moderation Procedures.

Students will receive clear guidance on assessment opportunities and dates for submission of work. We aim to be fair to all our students, including those who meet deadlines, demonstrating effective time management and professionalism.

All assessed work, therefore, is subject to a range of quality monitoring procedures including internal and external examination, this ensures that this programme operates within the University’s Regulatory Framework and confirms with its regulations on assessment with the exception that for the Foundation year of study, all modules contributing to the 120 credits of study must be passed to proceed on to level 4. Further information on this can be found in the 3Rs document on the University website. Students can find detailed information on assessment and other regulations in the 3Rs document – visit http://www.derby.ac.uk/academic-regulations

Table Eight: Additional Assessment opportunities for strand three, BA Early Childhood Studies with Early Years Teacher Status

<table>
<thead>
<tr>
<th>Approach</th>
<th>Indicative Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self assessment</td>
<td>Reflection on pre and post module learning</td>
</tr>
<tr>
<td>Peer assessment</td>
<td>Feedback on subject knowledge peer tutoring and within presentations</td>
</tr>
<tr>
<td>Placement File</td>
<td>Portfolio of professional competence evidencing impact on children’s progress</td>
</tr>
<tr>
<td>Presentations</td>
<td>Group presentations in the Reflective Teacher Modules</td>
</tr>
<tr>
<td></td>
<td>Panel based presentation and discussion</td>
</tr>
<tr>
<td>Viva</td>
<td>End of placement interview to justify practice</td>
</tr>
<tr>
<td></td>
<td>Subject Knowledge viva</td>
</tr>
<tr>
<td>Essay</td>
<td>Explanation of research and effective practice underpinning teaching and learning</td>
</tr>
<tr>
<td>Seminar</td>
<td>Presentation of setting-based activities in groups with tutor and peer feedback</td>
</tr>
<tr>
<td></td>
<td>Contribution to discussion and evidence presented</td>
</tr>
<tr>
<td>Observation</td>
<td>Mentor and UAM observation and appraisals during assessed placement</td>
</tr>
</tbody>
</table>
### Record of Reflective Practice
- Document consisting of critical evaluation of personal learning

### Research Projects
- Small scale investigation
- Dissertation

## ADDITIONAL REGULATIONS APPLYING TO THE ECDN/EYTS PROGRAMME

(i) Additional Professional, Statutory, Regulatory Body (PSRB) Regulations, Requirements, Code of Conduct, Code of Practice, Code of Ethics applying to accredited Programmes (give full details)

All awards must comply with the current version of the requirements for Early Years Teacher routes within ITT, issued by the National College for Teaching and Leadership and the University PCPS requirements.

(ii) Additional Regulations for Placement - Specific Requirements for Progression to Placement and, following completion of placement, to the next academic stage of the course

Students must complete and pass the previous placement module in order to progress to the next placement module.

### SECTION SIX: ADMISSIONS

**Entry requirements for the BA (Hons) Early Childhood Studies**

Information on the entry requirements can be found on the following link:

[http://www.derby.ac.uk/courses/early-childhood-studies-ba-hons/](http://www.derby.ac.uk/courses/early-childhood-studies-ba-hons/)

Owing to the requirement of a practice placement, the Practitioner Options route is only available to single honours student who commence the programme at stage one.

Details for Mediterranean College (MC) entry and admission can be found in the latest version of the Operations Manual for this international collaborative partnership, updated yearly.

**Entry requirements for the BA (Hons) Early Childhood Studies with EYTS (0-5 years)**

Entry requirements for the above are the same as the BA (Hons) Early Childhood Studies, cited in the above paragraph, plus the following additional requirements:

- Entry requirements for a programme leading to EYTS, is determined by the Initial Teacher Training (ITT) Requirements Guidance, available through the National College of Teaching and Leadership (NCTL).
- For entry on to Early Years Initial Teacher Training (EYITT), including this programme, there is a minimum requirement nationally of a Grade C or above in English Language, mathematics and a science at GCSE or equivalent.
- Candidates are also required to demonstrate suitability to teach through an interview which assesses personal and academic qualities, use of Standard English and health and physical capacity to teach.
For applicants for whom English is not a first Language, the minimum English Language qualification acceptable is IELTS Level 8. However the candidates will need to demonstrate ability to communicate clearly and accurately in Standard English and fulfil aforementioned criteria.

From the point of application, if a disability has been disclosed, Specialist Support Services are involved to identify whether reasonable adjustments can be made to enable success on the programme. Following a successful interview, the ‘Fitness to Teach’ procedure is carried out in association with the University’s doctors and Student Wellbeing Service.

Prior to entry onto the programme all students are required to complete an enhanced disclosure form via the Disclosure & Barring Service (DBS). Providing there are no changes to a student’s circumstance this is valid for the full length of their programme. Students who do not receive a suitable DBS will not be allowed onto the programme.

All students are required to complete a declaration know as a Statement of Professionalism, at the start of each stage and prior to any placement activity, stating their DBS status and fitness to practice has not changed since the last declaration.

Information on the entry requirements for the ECSD/EYTS can be found on www.derby.ac.uk/courses/early-childhood-studies-eyts-ba-hons/

Recognition of prior learning (RPL) is not available for modules at Level 3 on the Foundation Year of study.

Internal transfer request to the BA (Hons) Early Childhood Studies

For UoD campus students requesting a transfer onto this programme, a request will be considered by the programme leader on receipt of this programme’s Internal Transfer Reference form completed by the transferring Programme Leader; this form is available from the programme’s Admissions Tutor and Programme Leader. There will be no transfers into the EYTS strand as places are commissioned and numbers controlled by NCTL.

SECTION SEVEN: STUDENT SUPPORT AND GUIDANCE

There is an induction programme (including IT and Learning Centre use) and students will be able to access a programme handbook that provides all the essential information about the programme and the support we provide for your learning. During this period students will develop and Individual Learning Plan (ILP) with a tutor to support their learning journey. The Programme Leader assisted by the Admissions Tutor, the stage tutors and the direct entry tutor, oversees all student enrolment on the programme enabling students to develop an individual learning plan.

In addition, students are allocated a personal tutor (usually their Emerging Practitioner tutor) who will monitor their progress on an individual basis to support students’ personal and professional development. Advice is provided at each stage on module choices and progression. The running of option modules is dependent upon enrolment and viability factors and, therefore, some option modules may not run as provisionally planned.
A Placement Co-ordination Team with the support of the Admissions team, will assist in the completion of students’ DBS (Disclosure and Debarring Service) checks and the former in finding a work experience placement for those on the ‘practitioner options’ route.

The Subject Librarian, the Study Skills Advisors, the Student Liaison Officer and the Career Development specialist team in Derby and Greece can further support students on their University journey. The Student Centre will support students’ understanding of their academic profile as they move through the programme.

The University’s Well Being Service in Derby and Greece offers a range of general, specialist and professional services.

Further information on all support services is available on the University’s website and in the University’s Student Handbook.  http://www.derby.ac.uk/campus/support/

### Table Nine: List of Programme Contacts

<table>
<thead>
<tr>
<th>Role and Title</th>
<th>Area of responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme Leader &amp; Assistant</td>
<td>Overall running of the programme</td>
</tr>
<tr>
<td>Programme Leader</td>
<td></td>
</tr>
<tr>
<td>Subject Leader: Joint Honours</td>
<td>Lead co-ordinator for JHS students</td>
</tr>
<tr>
<td>Subject Leader: Early Years Teacher</td>
<td>Lead co-ordinator for students on the EYTS route and oversees placement organisation and student progress.</td>
</tr>
<tr>
<td>Status</td>
<td></td>
</tr>
<tr>
<td>Stage Leaders</td>
<td>Oversight of all students’ in stage progress</td>
</tr>
<tr>
<td>Mediterranean College Link Tutor</td>
<td>Co-ordinates Mediterranean College activities</td>
</tr>
<tr>
<td>Personal Tutors</td>
<td>Provides one to one support to meet individual needs</td>
</tr>
<tr>
<td>College Liaison Officer</td>
<td>Support outside the programme team. Any questions and advice about enrolment, extensions, late submissions etc.</td>
</tr>
<tr>
<td>Erasmus Link</td>
<td>Leads Erasmus placements abroad</td>
</tr>
<tr>
<td>Student Wellbeing Team</td>
<td>Support plans, health, additional needs.</td>
</tr>
<tr>
<td>Study Advisory Team</td>
<td>Support with academic writing</td>
</tr>
<tr>
<td>Career Development Team</td>
<td>Employability skills and career progression.</td>
</tr>
<tr>
<td>Module Tutors</td>
<td>Specialist support on modules</td>
</tr>
<tr>
<td>Subject Librarian</td>
<td>Special support regarding accessing and searching books, journals and online resources.</td>
</tr>
<tr>
<td>Admissions Tutor</td>
<td>Leads on marketing, recruitment, admissions and DBS</td>
</tr>
<tr>
<td>College Placement Unit</td>
<td>Support with placement organisation</td>
</tr>
<tr>
<td>Placement co-ordinator</td>
<td>Leads on Practitioner Options route placement provision</td>
</tr>
</tbody>
</table>
The Student Voice

Whilst we develop academically robust programmes we constantly update and assess the appropriateness of the curriculum via a series of methods. Students play an integral part to these processes.

In the first semester we will ask for student representatives to represent the student body and invite representation to join the programme committee (attendance three times a year). The students’ voice provides an opportunity for the student group to comment on the delivery and learning within the programme and inform the quality and professional standards of their studies. Although we will seek formalised feedback on delivery of each module the programme team also value informal comments/opinions as to the relevance of the programme in developing professional practice. Consequently the students’ views are important to us and the identification of a representative to convey the views of the student group is essential to the success of the programme. The student representatives meet regularly throughout the year with the relevant Stage Tutor, who liaises with the Programme Leader, to feedback on areas of strength and areas for consideration as an ongoing process. The result of this dialogue is fed back to staff and the student body with action points identified and displayed on the VLE: Blackboard and the notice-board. Student representative also attend the Programme Committee.

Students will be asked to complete programme and module evaluation forms during the year. These are reviewed by the Programme Leader, Stage Tutors and module leaders and feedback is reported to the programme committee. Students may also be asked to complete other on-line surveys at different stages in their studies.

Student Additional Costs

Students will be asked to make a small contribution towards field trips. Students may choose to buy books and creative resources for themselves. Students making application for an Erasmus exchange placement will be provided with separate information on the financial implications by the University/College Erasmus Co-ordinator.

SECTION EIGHT: POST PROGRAMME OPPORTUNITIES

Early Childhood Education and Care offers many opportunities in employment in social care and health, education and related areas.

Home based students may seek employment on graduation or proceed to further study. Graduates of the current degree have progressed to a range of courses of professional training including Early Years Professional Teacher (EYTS) and post graduate initial teacher training opportunities. Post Graduate (PGCE) and Schools Direct initial teacher training as well as teaching in the lifelong learning sector. A number of students have fast tracked into Masters in Social Work degree study and Paediatric Nurse training and, more recently, Occupational Therapy.

MC students are increasingly seeing employment opportunities opening up to them in Montessori nurseries in Greece. In Athens there is the start of an expansion of private day
care nurseries where graduates are finding employment. MC students are made aware of how they may work in the UK and other parts of Europe during their programme.

Many UK/home based students have used the practitioner options route to join the workforce as support staff and development workers, gaining valuable experience in the sector before moving into post graduate training. In employment, students have used the honours degree to gain promotion, mentor others and move into further vocational training such as the Early Years Teacher.

Furthermore, some students in both the UK and Greece take up opportunities to travel and work abroad with voluntary, commercial and charity organisations, while other students have developed their entrepreneurial skills to form their own businesses.

SECTION NINE: EMPLOYER LINKS

Employer Links for home based and MC based students are maintained in the following ways:

- Visiting Speakers
- Students' Placement Experience
- Liaison with settings and supervisors
- Tutors visiting settings on placement visits
- Scholarly activity and research in settings
- Work experience and placement reports
- Membership of local, regional and national forums
- Membership of the Early Childhood Studies Degree Network in the UK.
- Erasmus exchange contacts and collaborative arrangements with colleges in Europe.
- Links with local authority and nursery heads network.
- Links with local and national charities.
- Collaborative research with outside agencies.
- Involvement in the UoD’s Early Years Research Cluster.
- Membership of the European Early Childhood Education Research Association and conference opportunities for both home and Greek staff.

BA (Hons) Early Childhood Studies with EYTS (0-5 years) progression:

The majority of students who complete the course will go on to be Early Years teachers (0-5), with employment opportunities as leaders of practice within a range of early years settings registered to provide the Early Years Foundation Stage. Students will be qualified for teaching roles within the following settings:

- private nurseries
- children's centres
- school nurseries (2-4 years), Foundation 2 classes (4-5 years), Early Years units (3-5 years)
- voluntary sector settings e.g. pre-schools
- independent schools

Students will gain Early Years Teacher Status for working with children from 0 to 5 years but they will not gain Qualified Teacher status (QTS).

Alternative possible progression or career routes after completion of this programme include:
- PGCE Early Years/Primary for those wanting to extend their expertise beyond the Early Years Foundation Stage.
- Education related postgraduate study e.g. Masters Early Years Education
- Family Support role

We are delighted that we maintain good relationships with our graduates and they continue to help the development of the course and to ensure its currency.

The design of this course has been based upon a fully consultative process. The stakeholders involved in offering views include trainee teachers, mentors, setting managers, university assessment mentors, ITE tutors and Early Years Teachers.

Developments are continuous in the early years; to ensure the course remains up-to-date and relevant many stakeholders are invited to support the teaching of the programmes as they bring a variety of skills, knowledge and professional capabilities. Key issues and ideas are explored through professional development networks which ensure a rich, continuous dialogue.
## Programme Specifications for the BA (Hons) Early Childhood Studies – Single Honours including Practitioner Options, and Early Years Teachers Status

### Programme Learning Outcomes at level 4:

<table>
<thead>
<tr>
<th>Knowledge and Understanding of:</th>
<th>Intellectual skills – an ability to:</th>
<th>Subject Specific Skills – non practitioner options:</th>
<th>Subject Specific Skills – practitioner options:</th>
<th>Transferable skills – an ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO1. Demonstrate a rigorous approach to the acquisition of knowledge to understand a range of issues associated with early childhood studies.</td>
<td>PLO2. Develop a capacity for independent thinking, critical reflection and evaluation using information to plan and develop investigative strategies to explore and comment upon early childhood.</td>
<td>PLO3. Apply conceptual underpinnings from multi-disciplinary perspectives to provide an understanding of pedagogy and practice.</td>
<td>PLO3(a). Apply conceptual underpinnings from multi-disciplinary perspectives to provide an understanding of pedagogy and practice in the placement setting.</td>
<td>PLO4. Demonstrate a range of study, research and communication skills and methodologies to develop investigative and problem solving strategies. PLO5. Begin to reflect upon personal strengths and weaknesses to gather information to start to undertake personal and professional development planning.</td>
</tr>
</tbody>
</table>

### Stage One Module (all core)

<table>
<thead>
<tr>
<th>Module</th>
<th>PLO1</th>
<th>PLO2</th>
<th>PLO3</th>
<th>PLO3(a)</th>
<th>PLO4</th>
<th>PLO5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Management &amp; Study Skills</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Growing Child</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Language &amp; Communication</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play &amp; Creativity</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Emotional &amp; Social Development</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Emerging Practitioner</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Emerging Practitioner (Practitioner Options)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflective Teacher 1</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Programme Learning Outcomes at Level 5:

<table>
<thead>
<tr>
<th>Knowledge and Understanding of:</th>
<th>Intellectual skills – an ability to:</th>
<th>Subject Specific Skills – non practitioner options:</th>
<th>Subject Specific Skills – practitioner options:</th>
<th>Transferable skills – an ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO1. Analyse concepts and bodies of knowledge at an abstract level to understand a range of issues related to early childhood.</td>
<td>POL2. Provide evidence for the analysis and evaluation of information while exercising significant judgement across a range of issues in early childhood.</td>
<td>PLO3. Apply systematic knowledge and a critical understanding of the conceptual underpinnings to understand pedagogy and practice.</td>
<td>PLO3 (a). Apply systematic knowledge and a critical understanding of the conceptual underpinnings to early childhood to appreciate pedagogy and practice in the placement setting.</td>
<td>PLO4. Explore a range of study, communication and research strategies and methodologies to generate ideas through the analysis and evaluation of theoretical positions in early childhood studies. PLO5. Reflect upon and evaluate personal strengths and weaknesses to inform personal and professional development planning.</td>
</tr>
</tbody>
</table>

Stage Two Modules (Core in italics)

<table>
<thead>
<tr>
<th>Stage Two Modules (Core in italics)</th>
<th>PLO1</th>
<th>PLO2</th>
<th>PLO3</th>
<th>PLO3(a)</th>
<th>PLO4</th>
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Programme Learning Outcomes at Level Six:

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<thead>
<tr>
<th>Knowledge and Understanding of:</th>
<th>Intellectual skills – an ability to:</th>
<th>Subject Specific Skills - non practitioner options:</th>
<th>Subject Specific Skills - practitioner options:</th>
<th>Transferable Skills – an ability to:</th>
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<tbody>
<tr>
<td>PLO1. Critically review, consolidate and extend a systematic and coherent body of knowledge to understand a range of issues in early childhood.</td>
<td>PLO2. Demonstrate a high-level ability to reason clearly, analyse, evaluate and make informed and significant judgements to reflect critically upon a range of competing positions related to early childhood.</td>
<td>PLO3. Critically evaluate and reflect upon knowledge and conceptual underpinnings to comment upon the contested nature of children’s development to aid an understanding of pedagogy and practice.</td>
<td>PLO3 (a). Apply systematic knowledge and a critical understanding of the conceptual underpinnings to early childhood to appreciate pedagogy and practice in the placement setting.</td>
<td>PLO4. Apply a range of study and communication skills and research strategies and methodologies to critically evaluate and reflect upon a range of theoretical positions in early childhood studies. PLO5. Critically reflect upon and evaluate personal strengths and weaknesses to undertake and inform personal and professional development planning, drawing upon previous learning and experience.</td>
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Stage Three Modules (core in italics)

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<tr>
<th>Module</th>
<th>PLO1</th>
<th>PLO2</th>
<th>PLO3</th>
<th>PLO3(a)</th>
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<tr>
<td>The Young Child in Transition</td>
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<tr>
<td>International Perspectives on Early Childhood Education &amp; Care</td>
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<tr>
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<td>✓</td>
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<tr>
<td>Child Protection</td>
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## Appendix 2
### Mapping of Teachers’ Standards Early Years to BA (Hons) Early Childhood Studies modules:

<table>
<thead>
<tr>
<th>Professional Skills Learning Outcome</th>
<th>Mandatory Modules Level 4</th>
<th>Mandatory Modules Level 5</th>
<th>Mandatory Modules Level 6</th>
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<tbody>
<tr>
<td></td>
<td>Study Skills and Early Years Theory</td>
<td>Early language and Communication</td>
<td>Play and Creativity in the Early Years</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>1. Set high expectations which inspire motivate and challenge all children.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>2. Promote good progress and outcomes by children.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>3. Demonstrate good knowledge of early learning and EYFS.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>4. Plan education and care taking account of the needs of all children.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>5. Adapt education and care to respond to the strengths and needs of all children.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>7. Safeguard and promote the welfare of children, and provide a safe learning environment.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>8. Fulfil wider professional responsibilities</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>
Foundation Year Overview

This foundation year provides an alternative route into higher education for those students who need additional study skills and knowledge to enable them to successfully complete an honours degree. Alternatively, you may have specialised within a certain subject area and are now looking to change the direction of your studies.

The Foundation Year is the first year of a four year programme, and requires you to complete 120 credits of study, this may be by a mixture of Level 2 and Level 3 modules or by Level 3 only modules depending on the qualifications that you already have. If you do not have GCSE English and/or GCSE Mathematics will have to take the English and Mathematics modules at Level 2. All students will be required to take a study skills module and the remainder of your 120 credits will be made up of subjects that have been carefully chosen to ensure that you possess the right skills and knowledge to progress onto the next level. You must pass all modules to be able to proceed to the next level, failure to do so will mean that you will have to leave the programme.

Aims of the Foundation Year

The Foundation Year aims to:-

1. Provide an access route into higher education for students who do not currently have sufficient academic underpinning or appropriate subject knowledge to successfully complete a programme of undergraduate study
2. Develop skills to enable successful progression to HE and lifelong learning
3. Develop relevant subject specific knowledge to enable progression within a chosen programme of study
4. Provide a positive and nurturing learning environment
5. Enhance confidence, independence and the ability to function co-operatively with others and develop personal and professional skills

Foundation Year Learning Outcomes

You will be expected to achieve the following learning outcomes during your Foundation Year, in subsequent years you will also have to achieve those Learning Outcomes as presented in the main Programme Specification.

Upon successful completion of the Foundation you will be able to:-
Knowledge and understanding

1. Demonstrate competency in the use of English grammar, spelling and punctuation to a minimum of Level 2 standard
2. Have acquired subject specific terminology and expertise in your chosen subject area(s) and be able to demonstrate competence in the application of subject relevant theories
3. Possess the numerical skills and methods needed for progression on to your chosen degree programme
4. Have acquired and demonstrated Study Skills which enable you to operate as independent learners and to reflect and evaluate outcomes

Intellectual skills

5. Demonstrate skills of academic discussion in both written and oral formats
6. Be able to develop and express ideas appropriate to your chosen undergraduate programme
7. Analyse information and make reasoned judgements
8. Apply skills and knowledge to a range of tasks and contexts
9. Demonstrate the cognitive ability and skills needed for the next level of study of your chosen undergraduate programme

Subject specific skills

10. Have demonstrated understanding and knowledge of specific subjects appropriate for successful progression on to your chosen undergraduate programme
11. Have relevant mathematical and/or practical skills for further study

Transferable skills

12. Understand the nature of independent learning and take responsibility for the quality and quantity of own work
13. Demonstrate the ability to access and utilise a variety of information sources for research purposes
14. Reflect on and evaluate your own progress and develop effective strategies to enhance achievement

Structure and Curriculum

You are required to study and pass 120 credits worth of modules in the Foundation Year. Each single module is worth 20 credits and equates to roughly 200 hours of study. The Foundation Year aligns with Level 3, of the Regulated Qualifications Framework in that it is sub-degree level, but successful completion of the Foundation Year will prepare you for undergraduate degree level study.
If you do not have English Language and/or Mathematics at Level 2 (e.g. GCSE level) you will have to take Level 2 modules, as appropriate. All students will study core skills and the remainder of your 120 credits will be made up of subject specific modules relevant to the programme that you have enrolled on.
You will study one of the following three routes depending on your English Language and Mathematics qualifications.

Route 1 is for students who have neither English Language nor Mathematics at Level 2.
Route 2 is for students who have either English Language or Mathematics at Level 2.
Route 3 is for students who have both English Language and Mathematics at Level 2.

**Foundation Year Structure Diagram**

**Route 1**
Study **TWO** L2 modules

**Route 2**
Study **ONE** L2 module

**Route 3**
**NO** L2 modules

- Study Skills for Undergraduate Study
- Psychology of Education
- Sociology of Education

- Study Skills for Undergraduate Study
- Psychology of Education
- Sociology of Education

- Study Skills for Undergraduate Study
- Psychology of Education
- Sociology of Education
<table>
<thead>
<tr>
<th>Fundamentals of Human Anatomy &amp; Physiology</th>
<th>Fundamentals of Human Anatomy &amp; Physiology</th>
<th>Fundamentals of Human Anatomy &amp; Physiology</th>
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</thead>
<tbody>
<tr>
<td>Philosophy of Education</td>
<td>Philosophy of Education</td>
<td>Philosophy of Education</td>
</tr>
<tr>
<td>Literary Representations of Education &amp; Childhood</td>
<td>Literary Representations of Education &amp; Childhood</td>
<td>Literary Representations of Education &amp; Childhood</td>
</tr>
<tr>
<td>L2 English</td>
<td>L2 English</td>
<td>L2 Mathematics</td>
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<tr>
<td>L2 Mathematics</td>
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</table>

For route 1, students will take Study Skills plus 3 level 3 modules, plus 2 level 2 modules.  
For route 2, students will take Study Skills plus 4 level 3 modules, plus 1 level 2 module.  
For route 3, students will take Study Skills plus 5 level 3 modules and no level 2 modules.
Transfer to other programmes

The Foundation Year is the first stage of a four or five year (with placement) programme. If you wish to transfer to another programme of study this may be possible, but you would need to discuss this with the programme leader for the programme that you wish to move onto to ensure that the modules you are studying are suitable for the new programme of study. The earlier you raise the desire to change programmes with your Programme Leader or Personal Tutor, the more likely it is that we will be able to accommodate it but this cannot be guaranteed. Please refer to the 3Rs for further details.

Assessment

The assessment on the Foundation Year will be course work based with no end of year examinations. Assessment methods are varied and include essays, portfolios, presentations, research activities, short answer questions and posters. Some take place in the classroom under timed constrained conditions.

The majority of written assignments are submitted on-line. This is in line with standard undergraduate assessment procedure.

All subject tutors produce module handbooks containing the details of what will be taught each week, assignment dates and other additional subject information.

Throughout the programme emphasis is placed on assignments being submitted on time so time management is very important. It is also absolutely essential that the work you submit is your own.

Work is normally returned to you within three weeks of submission with written feedback focussing on how to improve together with a final grade. Grading is on a percentage scale as used for undergraduate marking. Each module has a final grade made up of the grades achieved on the assignments for that module. The Foundation Year, as a whole, is only graded as pass/fail and you must achieve a pass in all modules that make up the 120 credits to progress to the next level of study. Failure in a unit of assessment at the first attempt can be redeemed through refer assessments and if necessary by retaking modules. Your Programme Leader will be happy to explain how this works along with the University approach to extenuating circumstances that may prevent you performing to the best of your ability. If after all of these opportunities you have still not achieved 120 credits you will have to leave the programme.
<table>
<thead>
<tr>
<th>Module</th>
<th>Knowledge and Understanding</th>
<th>Intellectual Skills</th>
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