



## **UNDERGRADUATE PROGRAMME SPECIFICATION**

**Programme Title:** BA (Hons) Early Childhood Studies  
BA (Hons) Early Childhood Studies with  
SEND

**Awarding Body:** Staffordshire University

**Teaching Institution:**

- Staffordshire University (Full Time Award - Stoke Campus only)
- Staffordshire University (Part Time Level 6 Fast Track Top-Up Award - Stoke and Lichfield Campus)
- Ashton Sixth Form College (Level 6 - Part Time Fast Track Top-Up only)
- Burton & South Derbyshire College (Level 6 – Part Time Fast Track Top-Up only)

**Final Awards:** BA (Hons) Early Childhood Studies  
BA (Hons) Early Childhood Studies with  
SEND

**Intermediate Awards:** Certificate in Early Childhood Studies  
Diploma in Early Childhood Studies

**Mode of Study** Full Time and Part Time (on fast track basis)

**UCAS Codes:** L590

**QAA Subject Benchmarks:** Early Childhood Studies

**JACS Code:** C821

**Professional/Statutory Body:**

**Date of Production:** March 2017

**Date of Revision:**

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us.**

## EDUCATIONAL AIMS OF THE PROGRAMME

- Encourage competence as learners and aid students to build upon their previous learning experiences to develop the skills of self-awareness, reflection, evaluation and analysis.
- Provide knowledge and understanding required for high quality care and education of young children.
- Extend knowledge and understanding of the continuum of holistic growth and development of young children.
- Provide high quality and flexible teaching and learning experiences.
- Encourage students to relate theory to practice within their placement experiences.
- Ensure that students can demonstrate that they have appropriate value and belief systems relating to child care and education, including safeguarding children, inclusive practice, and anti-discriminatory / anti-bias practice.
- Develop in students the ability to construct and sustain a reasoned argument, informed by research, about a wide range of issues; engaging critically with evidence based reflective practice.
- Provide a suitable basis for eventual progression to programmes such as QTS/ EYTS or further academic study.
- Enable all students to understand the development and learning needs of young children in a diverse society without prejudice or discrimination.

### **What is distinctive about this programme?**

This programme covers key themes in working with young children, from curriculum issues and theories of children's development and learning, to social policy, safeguarding and global perspectives. Research is an integral theme, and students are well prepared by the time they reach level 6 to undertake an independent research project. Those choosing the Special Educational Needs and Disabilities (SEND) pathway explore the education of young children with special needs and gain an understanding of a range of complex learning needs and disabilities.

The programme relies heavily upon the experience gained from work experience placements within the early years field, to relate theory to practice and enable students to include vocational experience and practical knowledge within each assignment and assessment. Full time undergraduates attend an early years placement at least one day a week from semesters two to six, and will be expected to reflect upon that experience throughout the programme.

Whilst many students come to this programme at level 4 and follow the programme on a full time basis for 3 years, some students will enter the programme at level 6, as experienced professionals with a Foundation Degree Early Childhood Studies (or

level 5 equivalent). For this they need to be in employment (either paid or voluntarily) and will not be required to undertake the work placement experience. This part time level 6 programme is adapted to meet the needs and requirements of the experienced professional and a fast track option allows completion of the top-up in one year.

### **The Staffordshire Graduate**

The Staffordshire Graduate represents a set of qualities that the University passionately believes is necessary for success in the 21<sup>st</sup> century. The Staffordshire Graduate is a reflective and critical learner with a global perspective, prepared to contribute in the world of work. The following statement shows how the BA Early Childhood Studies awards address the Staffordshire Graduate qualities.

The BA (Hons) Early Childhood Studies and BA (Hons) Early Childhood Studies with SEND degrees aim to produce employable graduates who have a deep understanding of young children through the integration of theoretical and practical modes of study:

- Across all modules and levels of the degree (including the fast track top up) we aim to provide a core professional qualification for working within coherent, integrated and comprehensive children's education and care environments. Students will have a broad understanding of the professional issues that **underpin their employment**.
- As part of our commitment to the Staffordshire Graduate in Early Childhood Studies, we aim to enable students to gain **knowledge and understanding** of the differing employment systems, relating to children **within the UK and globally**, with a deep level of academic knowledge and practical skills.
- One of the essential attributes of the Staffordshire Graduate of Early Childhood Studies is the ability to **communicate effectively** with a range of differing stakeholders. Graduates will have the ability to **work independently** with initiative and enterprise, and also **as part of a team**. They will have a clear understanding of how to overcome the communication challenges of working within a multi-agency and multi-disciplinary team.
- Through the research module, students will develop confidence in the **application of research findings**, and develop transferable skills that are highly relevant to the **employability of graduates**.
- The Early Childhood Studies degrees at Staffordshire University place early childhood into a social, political and ideological context, encouraging **entrepreneurship and innovation** when seeking solutions based on advanced knowledge and skills.
- Early Childhood Studies graduates will have a reflective approach to their work, **independence of thought** and **confidence to challenge the accepted ethos**. They will use problem solving skills to produce creative and innovative solutions. As reflective practitioners they will have **firm commitments to lifelong learning** and through the work place and professional practice modules will understand the need to keep **abreast of new technologies**, new political spectrums and evidence based research findings.

## PROGRAMME OUTCOMES

What will this programme teach me to do? At the end of your studies you will be able to:

<p><b>Knowledge &amp; Understanding</b> [2014 ECS Benchmark Statement 4.1, 4.2, 4.4, 4.6, 5.3]</p>	<p>Demonstrate a systematic understanding of key aspects of early childhood studies, including acquisition of coherent and detailed knowledge of the theories and research appropriate to the holistic development and learning of young children as informed by the QAA Benchmarks for Early Childhood Studies.</p>
<p><b>Learning</b> [2014 ECS Benchmark Statement 4.3, 5.3, 6.4, 6.5]</p>	<p>Evaluate critically in the light of reading and experience and understand the limits of your knowledge and how this influences analysis and interpretations based on that knowledge. Develop an understanding and ability to apply theories pertaining to learning patterns and what affects an individual's capacity to learn effectively.</p>
<p><b>Enquiry</b> [2014 ECS Benchmark Statement 5.3, 5.4, 6.2, 6.3]</p>	<p>Deploy established techniques of analysis and enquiry, and initiate and carry out ethically sound projects, related to early childhood studies. Use reflective appraisal skills and demonstrate knowledge of the main methods of enquiry and be aware of the significance of evidence informed practice.</p>
<p><b>Analysis</b> [2014 ECS Benchmark Statement, 5.3, 5.4, 6.3, 6.7]</p>	<p>Describe and comment upon current research, or advanced scholarship in early childhood studies and critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements. Apply an analytical approach to study by considering the implications of key theories for the support of children's learning and development and by engaging in rigorous and critical debate across a wide range of early childhood issues.</p>
<p><b>Problem Solving</b> [2014 ECS Benchmark Statement 5.3, 6.3]</p>	<p>Evaluate critically the appropriateness of different approaches to solving problems, and by reviewing and comparing appropriate evidence, propose solutions and use decision-making skills in complex and unpredictable contexts of early childhood. Work collaboratively with others in order to solve problems.</p>
<p><b>Communication</b> [2014 ECS Benchmark Statement 5.3, 5.4, 6.6]</p>	<p>Communicate information and arguments effectively and in a variety of forms, to professional colleagues, parents and other stakeholders. Communicate effectively with young children in order to effectively provide effective support for learning and development. Communicate and analyse information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>
<p><b>Application</b> [2014 ECS Benchmark Statement 4.7, 5.1, 5.2, 5.3, 6.5, 6.6]</p>	<p>Apply underlying concepts, principles and theoretical issues to practice in early childhood settings and identify and critically examine the assumptions values, policies and practices present in early childhood settings. Apply all of the above to a range of circumstances and to see how learning gained in one context could be applied to another.</p>
<p><b>Reflection</b> [2014 ECS Benchmark Statement 4.5, 5.3, 5.4, 6.3, 6.4]</p>	<p>Demonstrate the range of key, generic and transferable skills necessary in order for the student to exercise personal responsibility and decision-making and to assume significant responsibility and autonomy in their role in the workplace. Be a reflective practitioner as a fundamental element of becoming a confident and competent early years professional.</p>

## PROGRAMME STRUCTURE, MODULES AND CREDITS

### BA (Hons) Early Childhood Studies and BA (Hons) Early Childhood with SEND (Full time-Available at Stoke Campus Staffordshire University only)

L E V E L  4	Teaching Block 1	Personal, Professional and Academic Development EDUC40448	An Introduction to Young Children's Development EDUC40233	Working with Babies EDUC40504	History and Philosophy of Childhood ECST40078
	Teaching Block 2				

Standard and SEND Pathways

L E V E L  5	Teaching Block 1	Professional Development: Reflecting on Practice EDUC50235	Collaborative Working (new module)	Play Therapy (new module)	Safeguarding and Child Protection EDUC50506
	Teaching Block 2				

Standard Pathway

L E V E L  5	Teaching Block 1	Professional Development: Reflecting on Practice EDUC50235	Collaborative Working (new module)	Play Therapy (new module)	Safeguarding and Child Protection EDUC50506
	Teaching Block 2				

SEND Pathway

L E V E L  6	Teaching Block 1	Global Perspectives (new module)	Approaches to numeracy and literacy acquisition within the early years ECST60294	Research Methods EDUC60603	Independent Research Project EDUC60604
	Teaching Block 2				

Standard and SEND (SEND pathway Independent Research Project must have SEND focus)

**BA (Hons) Early Childhood Studies ( Fast track top-up route available at Staffordshire University Stoke and Lichfield campus, Ashton sixth form College and Burton & South Derbyshire College)**

(Admission to this route is from successful completion of the Foundation Degree Early Childhood Studies, or level 5 equivalent)

L E V E L  6	Teaching Block 1	The Reflective Practitioner EDUC60244			Independent Research Project EDUC60445
	Teaching Block 2		Approaches to numeracy and literacy acquisition within the early years ECST60294	Global Perspectives (new module)	

## HOW WILL I BE TAUGHT AND ASSESSED?

The teaching, learning and assessment strategy has been carefully developed for this award. Many students coming to this award will already have a practitioner's diploma in children's education and care (level 3), and will bring with them a wealth of practical experience to share with others. Some students however, will have come to Early Childhood Studies through a non-vocational route and will need to be supported in a different way.

Those who are entering at level six fast track top up with a Foundation Degree in Early Childhood Studies ( whether this be at Ashton sixth form College, Burton & South Derbyshire College or Staffordshire University- Stoke or Lichfield Campus ) will bring with them a wealth of practical experience and detailed knowledge of specific contexts to share with others. Learning will therefore need to be altered to support their unique needs. The programme will be delivered one day a week in the late afternoon/early evening to accommodate students who are in employment and may have difficulty accessing the University resources during the day. This will build upon existing teaching and learning strategies employed on the Foundation Degree in Early Childhood Studies. The strategies are designed to provide practical contexts for the analysis of contemporary issues and problems of a practical nature.

The strategies for teaching and learning on this programme are designed to provide practical contexts for the analysis of contemporary issues and problems of a practical nature. This will be enhanced by the Professional Development modules (at levels 4 and 5 – full time award) when students will be required to attend placements in at least two early years settings (children aged 0-7.11) on at least one day a week.

Other modules will expect students to relate theory to the practical application of work as an early years professional.

**The following strategies will be adopted to ensure that all students (full time and part time) have a supportive learning environment:**

For all awards (full time and part time fast track) the VLE 'Blackboard' will be used as a support resource by providing flexible learning, with access to materials on-line to enable students to manage their time effectively and to improve staff/student communication through bulletin boards. Blackboard will enable students to have access to course materials, lecture notes, PowerPoint presentations and reading lists, to enable them to manage their time more effectively. Blackboard offers opportunities for students to engage in group work and independent learning by the use of such things as synchronous/asynchronous discussion boards, video links, blogs and wikis.

**Practical Vocational Learning** – Students will be required to complete work related tasks in all modules. This will provide them with the opportunity to link theoretical perspectives to placement (full time award) or work (fast track top up award) practice. It will also enable students to reflect on values, practices, assumptions and policies, nationally, and locally.

**Lectures and presentations** – Students will be given formal lectures which will provide theoretical underpinning to key concepts of care and education. Lectures will combine didactic, Socratic and facilitative styles and provide opportunities for



students to learn through problem solving, discussion and student instigated activities.

**Seminars** – Students will be given the opportunity to contribute to seminars which discuss in depth issues covered in the lectures and presentations. This encourages discussion, reflection and the exchange of ideas. Students will be engaged by providing critical feedback from peers and tutors on presentations.

**Personal and Academic Tutorials** – Students will be given the opportunity to discuss personal and educational concerns in small groups and individually. Academic and personal tutorials may be either face to face or electronic (e.g. email/skype/telephone). This will support students understanding and promote retention and successful attainment.

Students will be allocated a personal tutor when they arrive on the programme. The personal tutor will build up a relationship with students to provide pastoral support, academic guidance and, where necessary, make referrals to student support services. Once every twelve week block students will be invited to book individual or group tutorials with their personal tutor.

A range of guided reading and independent study will be provided with resource lists and reading tasks in order to enable students to engage with relevant and appropriate debates. Case study activities will be used to support the above approaches as a means of establishing connections between the placement settings and issues raised by the programme. Simulation, games and role play will enable students to learn skills and confidence to deal with reality in a controlled environment and context.

Each method will be chosen to achieve the acquisition of relevant knowledge and understanding in order to develop an informed appreciation of practice. It must be recognised that much learning will take place in the placement setting. The theoretical perspectives explored will enable students to reflect upon and share their experiences, and relate this to current thinking. Students will be encouraged to develop their observational skills and to question their own practice and that of others, to investigate how this is influential in the development of young children.

The teaching of each module will also provide opportunities for students to:

- work with others
- develop interpersonal skills
- demonstrate their capacity to plan, share goals and work as a member of a team
- communicate and present oral arguments.

Each module will vary slightly in the learning and teaching styles adopted. However, in general all modules will include traditional learning materials such as hand-outs, PowerPoint presentations, OHT's and occasionally specialist speakers. Throughout the programme students will be encouraged to reflect critically; to listen carefully to the views of others; to question values and opinions; to investigate evidence and draw their own informed conclusions. Students will be encouraged to develop as independent learners and to extend their skills of collaborating and negotiation. The teaching approach will often be activity based and participatory and students will be expected to take a full and responsible part. Prior reading will be specified and will be required for some sessions.

In addition to the above, at appropriate points in the year, students will be briefed on assignments, which include clearly defined assessment criteria.

Upon commencement of the first placement at level four, students will be allocated a work based supervisor in the setting who has agreed to assess the candidate's professional skills against a Vocational Evidence Record. Each supervisor will be issued with details of the programme structure, their role and how they can support and facilitate work-based learning.

## **Assessment**

Students will be provided with assessment descriptors for the programme which describe the characteristics of the performance necessary to achieve each grade at this level with clear assessment criteria. The assessment tasks set over the duration of the programme have been designed to develop and build upon a wide range of personal professional skills, whilst strongly reinforcing links between theory and practical application. The assessment strategy has been constructed to reflect the changing roles of the early childhood studies practitioner with all ages of children from 0-7.11 years, especially in the light of the Children's Workforce Strategy and the requirements of the Early Years Teacher Standards, Common Core of Skills for the Children's Workforce, and the Early Years Foundation Stage/ National Curriculum, thereby embracing the need for reflection and evaluation throughout.

It is understandable that some methods of assessment will suit different students in different ways, therefore a range of summative assessment methods will be used on the programme to assess the learning outcomes of the modules

The summative assessment methods include:

- Essays
- Case studies/practical planning
- Poster presentation
- Group/individual presentations
- Literature review
- Independent research project
- Portfolio
- Reflective log
- Examination
- Assessed professional debate
- Vocational Evidence Records

Students will be assessed upon their ability to accommodate new ideas within children's education and care settings across the whole age range of 0-7.11 years. Throughout their studies students will be encouraged to apply theoretical frameworks to their own and others practice. Transferable and generic skills (including problem solving and communication) are assessed.

Formative learning and feedback is used throughout the programme, this includes observation of students performance in class discussions and their ability to contribute to considerations of case-studies in class time. The formative assessment and learning opportunities will underpin effective teaching and learning and enable tutors to identify problems, offer feedback and adjust the teaching and learning to overcome any difficulties before the summative assessment and thereby enable the tutor to maximise

the effectiveness of the learning process. Students' engagement with vocational learning through the completion of work related tasks and observation by the placement supervisor and University placement visitor, is formatively assessed. The changing levels of the course are reflected in the demands of the summative and formative assessments, in accordance with QAA framework for Higher Education.

## ADDITIONAL INFORMATION

### Entry Requirements (including IELTS score)

You will be individually assessed on your qualifications, skills and experience. You will normally be expected to demonstrate a commitment to Early Childhood Studies by having undertaken some type of placement and/or paid or voluntary work with children aged 0-7.11.

For details of UCAS tariff points please see the current online prospectus at: <http://www.staffs.ac.uk/undergraduate/>

### What qualifications would I need to join this programme?

The entry requirements for the award are normally:

- As a major part of the programme involves “substantial access to children” it will be a condition of your acceptance to obtain satisfactory enhanced police clearance via the completion of a DBS form. This can be processed through the University; you will be required to pay the appropriate fee.
- An appropriate level 3 qualification; typically you will have gained 3 A’ levels, CACHE DCE, DNN, level 3 Diploma, BTEC National Diploma in Children’s Care Learning and Development or equivalent qualification.
- GCSE qualifications in English and Maths or demonstration of a level 2 competence.
- Candidates who do not meet the standard entry requirements will be considered on a case by case basis.
- A condition of an offer may also be that a you are able to secure your own placements prior to enrolment on the course. However, if circumstances arose which rendered this practical experience unavailable, the University would support you in trying to obtain further relevant placement experience.

You will be required to have a work-base placement supervisor (usually a senior member of staff). Work-based placement supervisors are normally people with whom you are working for the period of the placement and who will have knowledge and experience of the systems and procedures in the setting. Work-based placement supervisors are able to support you in the placement, meeting with you regularly to discuss your strengths and areas for development. Work-based placement supervisors will also be required to assess the your placement development against a prescribed set of criteria supplied by the University.

Applicants for level six direct entry:

- You must be employed (either paid or voluntary) within an early years setting for at least four hours per week.
- As a major part of the programme requires regular and intensive access to children it will be a condition of acceptance that you obtain satisfactory enhanced police clearance via the completion off a DBS form. If you do not

already have this through your workplace setting, this can be processed through the University, and you will be required to pay the appropriate fee.

- You must have a pass in an appropriate foundation degree, or equivalent, (must have a significant equivalence of content to the ECS degree such as FD Teaching Assistants or FD Playwork, or equivalent qualification with 240 credits e.g. HND ECS)

You may apply for a recognition of prior learning (AP(E)L) in accordance with the policy for AP(E)L issued by Staffordshire University.

If English is not your first language you will be expected to have achieved an IELTS score of 6.0 or above.

This programme will fall under the assessment regulations for the Staffordshire University Undergraduate Modular Framework.

### **Disability Statement**

Staffordshire University operates a policy of inclusive teaching and learning to ensure that all students have an equal opportunity to fulfil their educational potential. Details about how to apply to have your needs assessed can be found at:

<http://www.staffs.ac.uk/study/disabled/index.jsp>

## **AWARD SPECIFIC INFORMATION**

To achieve the award you must achieve an overall pass in each of the modules taken or be awarded compensation according to the University policies and procedures. Course work will be assessed in relation to the learning outcomes and the academic writing marking criteria found in your module handbooks. For further details see the school's student information page.

**Further information about the award can be found in the relevant Student Handbook and on the University Website. This includes information about optional modules, learning outcomes at levels below honours, student support, and academic regulations.**

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**THE STAFFORDSHIRE GRADUATE  
MAPPING EXERCISE AGAINST EXISTING AWARDS**

<b>AWARD TITLE:</b>	<b>BA (hons) Early Childhood Studies</b>
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<b>Attribute Characteristic</b>	<b>Level</b>	<b>Module(s) code: title</b>	<b>No of Credits</b>	<b>Core or Option C / K / O</b>	<b>Brief description of activity / activities</b>	<b>How is achievement 'assessed'?</b> <small>(will assume it is an individual assessment - please indicate otherwise)</small>
<b>Work-ready and employable</b>	<b>4</b>	<ul style="list-style-type: none"> <li>Personal, Professional and Academic Development</li> </ul>	30	C	Work based module in early years settings and study skills to prepare students for their academic career.	Reflective log/journal Vocational Evidence Record Portfolio
	<b>4</b>	<ul style="list-style-type: none"> <li>Working with Babies 0-3</li> </ul>	30	C	Placement based module working with babies and very young children. Focus on the health, learning and development of the youngest children.	Leaflet Essay
	<b>5</b>	<ul style="list-style-type: none"> <li>Professional Development: Reflecting on Practice</li> </ul>	30	C	Work based module in early years settings demonstrating practical competence managing a learning environment	Work experience reflective diary Vocational evidence record
	<b>5</b>	<ul style="list-style-type: none"> <li>Collaborative Working</li> </ul>	30	C	Working within a group to present an evaluation of collaborative work with peers and networking.	Collaborative working and networking analysis.
	<b>6</b>	<ul style="list-style-type: none"> <li>Independent Research Project</li> </ul>	45	C	Students have the opportunity to build on and develop professional knowledge	Research Report Presentation

					and skills through implementation of a small scale action research project.	
<b>Understanding of enterprise and entrepreneurship</b>	5	<ul style="list-style-type: none"> <li>Play Therapy</li> </ul>	30	C	Development of professional skills and qualities required to become a play therapist, and the rationale for play therapy and organisations who offer a play therapy service.	Design a play therapy resource
	5	<ul style="list-style-type: none"> <li>Collaborative Working</li> </ul>	30	C	Students gain an insight into effective collaboration which can act as a catalyst to developing professional networks, thus improving employability.	Professional collaboration analysis.
	6	<ul style="list-style-type: none"> <li>Understanding Complex Needs</li> </ul>	30	C	Examine how complex needs can be identified and assessed and what expectations there are of educational establishments and external agencies.	Advice Leaflet
	6	Research Methods	15	C	Reflect upon ethical and attendant moral issues and their need to meet obligations with respect to those involved or affected by investigations and reorganisations.	Ethical research proposal
<b>Communication skills</b>	4	<ul style="list-style-type: none"> <li>An introduction to Young Children's Development</li> </ul>	30	C	Students will understand the importance of communicating observations of children's development and the significance of an inclusive environment with calculated risk and challenge	Academic poster presentation Exam
	5	<ul style="list-style-type: none"> <li>Safeguarding and Child Protection</li> </ul>	30	C	Students will examine the reporting and communication systems and channels required for the notion of child protection within the context of open and honest disclosure with confidentiality and discretion	Leaflet Essay
	6	<ul style="list-style-type: none"> <li>Global Perspectives of Childhood</li> </ul>	30	C	Communicate through the written word, to demonstrate critical analysis of	Seminar Paper



					information, ideas, problems and solutions within the written seminar paper.	
<b>Presentation skills</b>	<b>4</b>	<ul style="list-style-type: none"> <li>Introduction to Young Children's Development.</li> </ul>	30	C	Students will study the changes that children undergo, beginning in the womb, through the postnatal period and into childhood.	Poster Presentation
	<b>6</b>	<ul style="list-style-type: none"> <li>Global Perspectives on Childhood</li> </ul>	30	C	Students' individual presentation of written seminar papers plus ten minutes of questions on the impact of international organisations on children's health and wellbeing.	Presentation of Seminar Paper
	<b>6</b>	<ul style="list-style-type: none"> <li>The Reflective Practitioner</li> </ul>	30	C	Ten minute presentation of research findings to peers, for feedback and discussion	Individual presentation Research project
<b>The ability to interact confidently with colleagues</b>	<b>4</b>	<ul style="list-style-type: none"> <li>Personal, Professional and Academic Development</li> </ul>	30	C	Demonstrate initiative and ability to interact with colleagues in work place settings both orally and in a written context	Vocational Evidence Record
	<b>5</b>	<ul style="list-style-type: none"> <li>Professional Development: Reflecting on Practice</li> </ul>	30	C	Demonstrate initiative and ability to interact with colleagues, planning activities and managing resources, in work place settings both orally and in a written context	Vocational Evidence Record
	<b>6</b>	<ul style="list-style-type: none"> <li>Approaches to Literacy and Numeracy Acquisition in the Early Years</li> </ul>	30	C	Analysis, accompanied by photographic evidence, of a literacy or numeracy display or learning area which has been developed and created within a placement setting.	Critical evaluation and analysis of literacy and numeracy activities and display.
<b>Independence of thought</b>	<b>4</b>	<ul style="list-style-type: none"> <li>Personal, Professional and Academic Development</li> </ul>	30	C	Development of reflective action plan/ self-evaluation to assist personal development and	PDP

					academic success.	
		<ul style="list-style-type: none"> <li>History and Philosophy of Childhood</li> </ul>	30	C	Students will examine differing views of the nature of childhood in a modern society and the influence of the home, community, legal and the political context in which the child lives.	Essay
	5	<ul style="list-style-type: none"> <li>Professional Development: Reflecting on Practice</li> </ul>	30	C	Demonstrating practical and professional competence when managing children's learning environment	Vocational Evidence Record
	6	<ul style="list-style-type: none"> <li>Independent Research Project</li> </ul>	45	C	Students engage in an independent research project, the content of which will be determined by independent selection of the topic to be studied and framing of the hypothesis/research question.	Research report Presentation
<b>Skills of teamworking</b>	4	<ul style="list-style-type: none"> <li>History and Philosophy of Childhood</li> </ul>	30	C	Students will examine the theoretical underpinning of early childhood studies and contribute to a group presentation on early childhood pioneers.	Group presentation
	5	<ul style="list-style-type: none"> <li>Collaborative Working</li> </ul>	30	C	Working within a group to present an evaluation of collaborative work with peers and networking.	Group presentation
	6	<ul style="list-style-type: none"> <li>Leadership and Teams</li> </ul>	30	C	Critically analyse work based staff recruitment procedures and management strategies to allow for a team based approach to tasks	Assessed professional debate
<b>Ability to carry out inquiry-based learning and critical analysis</b>	4	<ul style="list-style-type: none"> <li>Understanding Equal Opportunities and Inclusion</li> </ul>	30	SEND	Students will investigate inclusive practices in their work place environment and write an analytical and evaluative report	Report

	5	<ul style="list-style-type: none"> <li>Understanding Complex Needs</li> </ul>	30	SEND	Explore special educational needs and disability in depth focusing on specific areas of need.	Essay
	5	<ul style="list-style-type: none"> <li>Collaborative Working</li> </ul>	30	C	Professional Collaboration Analysis- a personal analytical account of collaborative work with peers.	Personal analytical account
	6	<ul style="list-style-type: none"> <li>Small independent Research Project</li> </ul>	30	C	Students will select a topic to be studied and frame appropriate hypothesis/ research questions. Secondary research of previous research within the field will be critically analysed and evaluated.	Literature review
	6	<ul style="list-style-type: none"> <li>Global Perspectives on Childhood</li> </ul>	30	C	Critically evaluate the impact of international policies, organisations and aid agencies on child health and welfare in one country or region.	Seminar Paper
<b>Skills of problem solving and creation of opportunities</b>	4	<ul style="list-style-type: none"> <li>Personal, Professional and Academic Development</li> </ul>	30	C	SWOT analysis and long term action planning	PDP
	5	<ul style="list-style-type: none"> <li>Professional Development: Reflecting on Practice</li> </ul>	30	C	Consider the place of flexibility and spontaneity in the planning process and opportunities to plan, provide and evaluate activities to use with children on placement which take account of the individual needs of the child.	VER and reflective account of placement experiences.
	6	<ul style="list-style-type: none"> <li>Approaches to Numeracy and Literacy Acquisition in the Early Years.</li> </ul>	30	C	Design of numeracy and literacy learning activities which have been developed and led with learners and approached, taught and assessed to show progression.	Critical evaluation of literacy and numeracy activities.
<b>Technologically, digitally and information literate</b>	4	<ul style="list-style-type: none"> <li>Introduction to Young Children's Development</li> </ul>	30	C	Design and print a professional quality poster on A2 sized paper.	Poster Presentation
	5	<ul style="list-style-type: none"> <li>Professional Development: Reflecting on Practice</li> </ul>	30	C	Word process a range of planning documents, using tables and other word processing skills.	VER

	6	<ul style="list-style-type: none"> <li>Small independent Research Project</li> </ul>	45	C	Word process a range of research report, using tables, excel, search engines and other word processing skills. Use of PowerPoint.	Literature review/ research report Presentation
<b>An understanding of the concepts of life-long learning and life-long success</b>	4	<ul style="list-style-type: none"> <li>Personal, Professional and Academic Development</li> </ul>	30	C	SWOT analysis and long term action planning	PDP
	5	<ul style="list-style-type: none"> <li>Professional Development: Reflecting on Practice</li> </ul>	30	C	Prospective reflection and commentary considering their professional enhancement and CPD	Reflective and analytical diary
	5	<ul style="list-style-type: none"> <li>Collaborative Working</li> </ul>	30	C	Comparison of students' professional network scope and collaborative experiences and opportunities in the workplace.	Group presentation and analytical account of professional network and collaboration.

**Notes:**

**Award Specific Modules** Indicate which module(s) within the award develop this characteristic

**Core / Option** Indicate whether for this award it the module is a core (C), conditional core (K), Subject specific option (O)

**Assessment** Indicate how achievement of the characteristic is assessed – unless otherwise stated it will be assumed that assessments are individual assessments