



**CORPORATE AND ACADEMIC SERVICES**

**MODULE / PROGRAMME APPROVAL LOG**

<b>Module/Programme Title:</b>	BA (Hons) Early Childhood
<b>Module/Programme Code:</b>	X312
<b>Initial valid from Date:</b>	September 2012
<b>Approved by: (panel and date)</b>	(Review 2013)
<b>Approved until:</b>	May 2019

**Changes:  
Version 5.3**

**Outline Change Details:**

Add new Early Years Teacher modules  
Add L3 Guided Study module  
Add interim award against L3 (tidy up)  
Amending modules titles which changed for Sept 2014 (tidy up)  
Exchange references to CRB for DBS (tidy up)

**Rationale:**

The government has very recently announced that the EYT programmes will be Ofsted-facing, hence the need to change the pattern of delivery to allow discrete practice modules rather than standard modules with work in settings embedded.

<b>Change requested by:</b>	Mandy Lee
<b>CAP approval date:</b>	March 2015
<b>Change approved with effect from:</b>	September 2015

**Version 6.0**

**Outline Change Details:**

1. Increase the length and weighting of the presentation for UTTGQK-30-3 (CAR ID 3173)

**Rationale:**

1. At this level it is felt that the time given to students is not sufficient in a presentation and therefore an extended time will allow for the students to demonstrate a greater depth of understanding and achieve improved grades  
This will also enhance presentation skills as part of their developing professionalism.

<b>Change requested by:</b>	Rebecca Kingsley-Jones
<b>CAP approval date:</b>	June 2015
<b>Change approved with effect from:</b>	September 2015

**Note:** After three low impact changes have been made the module/programme will need to be taken to a CAP for re-approval



**ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>			
<b>Awarding Institution</b>	University of the West of England		
<b>Teaching Institution</b>	University of the West of England		
<b>Delivery Location</b>	Frenchay Campus		
<b>Faculty responsible for programme</b>	Faculty of Arts, Creative Industries & Education		
<b>Department responsible for programme</b>	Primary, Early Childhood and Education Studies		
<b>Modular Scheme Title</b>			
<b>Professional Statutory or Regulatory Body Links</b>	None		
<i>Name of PSRB</i> <i>Type of approval</i> <b>Dates</b>			
<b>Highest Award Title</b>	BA (Hons) Early Childhood		
<b>Default Award Title</b>	None		
<b>Interim Award Titles</b>	BA Early Childhood Dip HE Early Childhood Cert HE Early Childhood		
<b>UWE Progression Route</b>	PGCE Early Years Initial Teacher Education PGCE Primary Initial Teacher Education MA Education		
<b>Mode(s) of Delivery</b>	Full time Part time		
<b>Codes</b>	<b>UCAS:</b>	<b>JACS:</b>	
	<b>ISIS2: X312</b>	<b>HESA:</b>	
<b>Relevant QAA Subject Benchmark Statements</b>	Early Childhood Studies		
<b>First CAP Approval Date</b>	Review - May 2013	Valid from	September 2013
<b>Revision CAP Approval Date</b>	March 2015	Revised with effect from	September 2015
<b>Version</b>	6		
<b>Review Date</b>	May 2019		

## Part 2: Educational Aims of the Programme

Early Childhood explores the philosophical, social, psychological and policy contexts of young children's lives, development and learning. The programme encourages learners to critically compare a range of perspectives on early childhood, drawing on sources such as children's voices, parental voices, educational voices, as well as theorised perspectives. The ability to understand a range of perspectives and to critique these provides a sound footing for work in early years settings and wider opportunities which exist as part of the provision for young children.

Programme aims:

1. To provide students with an opportunity to develop a systematic understanding of physical, neurological, psychological, sociological, historical, political and philosophical accounts of children's development and learning;
2. To enable students to have a critical understanding of the 'constructed' nature of childhood and the position and representations of children in society;
3. To provide students with opportunities to critically evaluate policy in relation to children, families and education;
4. To support students to work effectively with children and other adults in early years settings, including an understanding of the nature and importance of play-based learning;
5. To support students to gain an understanding of professional roles and responsibilities relating to those working with children and families in a range of contexts;
6. To provide students with opportunities to develop understanding through a range of learning experiences including tutor-supported study, researching with children, reflection on work-related learning and self and peer-supported work;
7. To enable students to gain a critical understanding of the significance and contested nature of ethical approaches, equality, diversity, inclusion and social justice to their studies and experiences in early years settings;
8. To support student's technology enhanced learning and develop a critical understanding of young children's use of technology and technology within society;
9. To enable students to gain a wide range of skills and knowledge necessary to enhance postgraduate and career opportunities in Early Childhood, including potential progression to PGCE Early Years Initial Teacher Education.

**Part 3: Learning Outcomes of the Programme**

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes	Teaching, Learning and Assessment Strategies
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**A Knowledge and Understanding**

<p>Knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. A range of physical, neurological, psychological, sociological, historical, political and philosophical perspectives and how these support in-depth understandings of children and childhoods</li> <li>2. The need to understand multiple perspectives and the ability to critique theories and evaluate competing positions in relation to issues within early childhood.</li> <li>3. The significance of relevant contextual factors influencing knowledge, policy, provision and practice with respect to early childhood</li> <li>4. The need to reflect on their own value positions compared with those of others, and be aware of their personal and professional responsibilities to children, families and the wider workforce</li> <li>5. Approaches to research and enquiry with children and the ethical implications of research in this field</li> <li>6. Technology enhanced learning and young children’s use of technology and technology within society;</li> <li>7. Issues relating to equality, diversity, inclusion and social justice to their studies and experiences in early years settings.</li> </ol>	<p>Teaching/learning methods and strategies:</p> <p>The programme aims to model practice which promote metacognitive understanding of teaching and learning processes. Strategies deployed are varied and responsive to students’ needs and include: lectures; seminars; group tutorials; individual tutorials; work-related learning; guided study tasks including use of literature and reflective activities; research tasks; use of online communication and virtual learning environments; use of multimedia sources, case-studies, role-play, games and simulations; project work; workshops; group work and individual activity.</p> <p>Assessment:</p> <p>The programme aims to model practice which promote metacognitive understanding of assessment processes. Both formative and summative assessments are used as appropriate. Strategies used include: group and individual presentations, written assignments, portfolios of work, pre-seen timed tests and empirical work based on work-related learning.</p> <p>A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process (see Appendix 1).</p>
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### Part 3: Learning Outcomes of the Programme

#### B Intellectual Skills

##### B Intellectual Skills

1. Identify and access, organise and evaluate a range of relevant theoretical, professional and/or research-based sources of information
2. Offer an informed account of issues within early childhood using a range of sources and theoretical positions
3. Critically analyse and evaluate ideas, perspectives and theories used to interpret and explore early childhood
4. Critically evaluate evidence for its reliability, validity and significance and can investigate and give reasons for contradictory data
5. Reflect critically on contextual and interpersonal factors when evaluating information and ideas or considering issues in practice situations and when working with colleague in the faculty and in early years settings.
6. Use accurately appropriate methods of data collection, justifying plans on methodological and ethical grounds
7. Be able to organize and convey information and ideas in a range of formats and for a range of audiences.

##### Teaching/learning methods and strategies:

Intellectual skills are developed in a range of ways using the diversity of teaching and learning approaches already described. In particular, the programme aims to support students to develop their intellectual skills in a progressive way across the three levels.

##### Assessment:

The programme aims to model practice which promotes metacognitive understanding of assessment processes. Both formative and summative assessments are used as appropriate. Formative methods are used particularly within teaching sessions to support students' developing intellectual skills. Strategies used include: group and individual presentations, written assignments, portfolios of work, pre-seen timed tests and empirical work based on work-related learning.

A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process (see Appendix 1).

#### C Subject, Professional and Practical Skills

### Part 3: Learning Outcomes of the Programme

<p>C Subject, Professional and Practical Skills</p> <ol style="list-style-type: none"> <li>1. Identify and apply appropriate techniques and processes to own performance and identify how these might be evaluated</li> <li>2. Work effectively in a team, support or be proactive in leadership, negotiate in a professional context and balance conflicting views and interactions.</li> <li>3. Show awareness of personal responsibility and professional codes of conduct and incorporate this into their learning and practice</li> <li>4. Act with minimal supervision or direction, within agreed guidelines taking responsibility for accessing support and accept accountability for determining and achieving personal and / or group outcomes</li> <li>5. Plan and conduct research or enquiry in a systematic way using primary and/ or secondary sources;</li> <li>6. Critically evaluate a range of work-related learning experiences relating to early childhood;</li> <li>7. Develop and demonstrate a critical, ethical, reflective and effective orientation to their educational practices or the practices of others.</li> </ol>	<p>Teaching/learning methods and strategies:</p> <p>The programme aims to model practice which promotes metacognitive understanding of teaching and learning processes. Strategies deployed are varied and responsive to students' needs and include: lectures; seminars; group tutorials; individual tutorials; guided study tasks including use of literature and reflective activities; research tasks; use of online communication and virtual learning environments; use of multimedia sources, case-studies, role-play, games and simulations; project work; group work and individual activity. Discussion of and reflection on work-related learning plays a particularly important role in the development of professional and practice-based skills.</p> <p>Assessment:</p> <p>The programme aims to model practice which promotes metacognitive understanding of assessment processes. Both formative and summative assessments are used as appropriate. Strategies used include: group and individual presentations, written assignments, portfolios of work, pre-seen timed tests and empirical work based on work-related learning.</p> <p>A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process (see Appendix 1).</p>
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### Part 3: Learning Outcomes of the Programme

#### D Transferable Skills and other attributes

##### D Transferable Skills and other attributes

1. Use a wide range of learning resources, including ICT, making judgments on the merits and appropriateness of the resources
2. Be able to communicate in person, information, ideas and different viewpoints and challenge the ideas of others.
3. Organize and convey in writing information and ideas in a coherent and critically reflective way.
4. Work effectively in a team, support or be proactive in leadership, negotiate in a professional context and balance conflicting views and interactions.
5. Apply confidently their own criteria of judgment and challenge received opinion and reflect on action
6. Take responsibility for own work and reflect critically on it
7. Engage effectively in debate in a professional manner and produce detailed and coherent project reports
8. Identify and define complex problems confidently and flexibly and can apply appropriate knowledge and skills to their solution
9. Present ideas orally and in writing with confidence and coherence

##### Teaching/learning methods and strategies:

The programme aims to model practice which promotes metacognitive understanding of teaching and learning processes. Strategies deployed are varied and responsive to students' needs and include: lectures; seminars; group tutorials; individual tutorials; work-related learning; guided study tasks including use of literature and reflective activities; research tasks; use of online communication and virtual learning environments; use of multimedia sources, case-studies, role-play, games and simulations; project work; group work and individual activity.


##### Assessment:

The programme aims to model practice which promotes metacognitive understanding of assessment processes. Both formative and summative assessments are used as appropriate. Strategies used include: group and individual presentations, written assignments, portfolios of work, pre-seen timed tests and empirical work based on work-related learning.

A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process (see Appendix 1).

## Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a **full time student**, including:  
 level and credit requirements  
 interim award requirements  
 module diet, including compulsory and optional modules

ENTRY		<i>Optional Modules</i>	<i>Interim Awards</i>
	<p><i>Compulsory Modules</i></p> <p>UTTGP-30-1 Children in Society, Past and Present</p> <p>UTTGPU-30-1 Exploring Play in Early Childhood</p> <p>UTTGPV-30-1 Working with all Children and exploring SEN (with experience in EY settings)</p> <p>UTTGPW-30-1 The Developing Child</p> <p>UTTGRW -30-1 Guided Study (Not normally available to students only in exceptional circumstances to substitute for one of the above)</p>		<p>120 credits Cert HE Early Childhood</p>
	<p><i>Compulsory Modules</i></p> <p>UTTQG6 -30-2 Responsibilities, Leadership and Professional Futures</p> <p><i>Compulsory modules – for students on the Early Years Teacher strand</i></p> <p>UTT3J-15-2 – Professional Responsibilities for EYTS (new module) AND UTT3K-15-2 – Becoming an Early Years Teacher 1 (new module) OR UTT5S-15-2 – Guided Study (only available to students unable to take or complete UTT3K-15-2 Becoming and Early years Teacher 1 for professional reasons)</p>	<p><i>Optional Modules</i> 90 credits from:</p> <p>UTTQG7-30-2 Comparative Early Childhood Policy and Provision</p> <p>UTTQG8-30-2 Technological Childhoods</p> <p>UTTQF-30-2 Children Making Meaning</p> <p>UTTGRX-30-2 Guided Study (Not normally available to students only in exceptional circumstances to substitute for one of the above)</p> <p>UTTGSB-30-2 Learning from Intercultural Dialogue (only available for those undertaking an ERASMUS experience)</p>	<p><i>Interim Awards</i></p> <p>240 credits Dip HE Early Childhood</p>



Study abroad: There will be opportunities for students to apply for European experience in Year 2 of the programme for a minimum of 12 weeks			
Level 3	<p><i>Compulsory Modules</i>            UTTGQE-15-3 Researching with children</p> <p>UTTGHQ-45-3 Dissertation – including experience in Early Year settings            OR            UTTGS4-45-3 Guided Studies (<i>only available to students unable to take UTTGHQ-45-3 for professional reasons</i>)</p>	<p><i>Optional Modules</i>            Plus 60 credits from:</p> <p>UTTGGJ-30-3 Emerging Languages and Identities</p> <p>UTTGGK-30-3 Development of Reasoning</p> <p>UTTGRY-30-3 Guided Studies (Not normally available to students only in exceptional circumstances to substitute for one of the above)</p>	<p>Holders of the sector endorsed Foundation Degree and comparable qualifications may be admitted to this stage of the degree using AL procedures.</p> <p><i>Awards:</i>            360 credits - BA (Hons) Early Childhood</p> <p>300 credits – BA Early Childhood</p>
	<p><i>Compulsory modules for students on the Early Years Teacher strand</i></p> <p>UTTGT-30-3 Preparing for Early Years Teacher Status (new module)            AND            UTTGS-30-3 Becoming an Early Years Teacher 2 (new module)            OR            UTTGRY-30-3 Guided Studies (<i>only available to students unable to take or complete UTTGT-30-3 Becoming and Early Years Teacher 2 for professional reasons</i>).</p>		

GRADUATION

## Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:

**A successful extended CRB or DBS check confirmed by the University is a requirement of this programme.**

Note 1: Those considering the degree as a route onto a PGCE Early Years ITE (Primary) are advised to have, prior to application to a PGCE, an A-level in a National Curriculum Subject to Grade B together with a standard equivalent to a grade C or above in the GCSE examination in English Language, Mathematics and science.

Note 2: The programme has also been designed to build on the Foundation Degree and comparable qualifications. It is envisaged that holders of these qualifications will be admitted to the level three modules of this degree programme. Such applicants would be expected to bring with them knowledge and understanding, relevant values, beliefs and practices related to early childhood provision, a reflective approach to knowledge and working environments related to early childhood provision, and an understanding of contemporary policy issues. This is comparable to levels one and two of the degree and provides a sound basis for progression to level three work.

## Part 6: Assessment

A: Approved to [University Regulations and Procedures](#)

### Assessment Map

The programme encompasses a range of **assessment methods** including; individual and group presentations, essays, portfolios consisting of a range of written submissions and seen timed tests. These are detailed in the following assessment map:

#### Assessment Map for BA Hons Early Childhood

		Open Book Timed test	Poster presentation	Group oral presentation	Oral assessment and/or presentation- individual	Written Assignment	Report / Project	Review of refereed article	Dissertation	Portfolio – includes a range of approaches and content
<b>Compulsory Modules</b>	<b>UTTGP-30-1</b> Children in Society, Past and Present				A (25)					B (75)

Part 6: Assessment									
Level 1	<b>UTTGPU-30-1</b> Exploring Play in Early Childhood			A (25)					B (75)
	<b>UTTGPV-30-1</b> Working with All Children and exploring SEN				A (25)				B (75)
	<b>UTTGPW-30-1</b> The Developing Child				A (25)	B (75)			
<b>Compulsory Modules Level 2</b>	<b>UTTQG6-30-2</b> Responsibilities, Leadership and Professional Futures				A (25)				B (75)
<b>Optional Modules Level 2</b>	<b>UTTQG7-30-2</b> Comparative Early Childhood Policy and Provision	B (75)			A (25)				
	<b>UTTQG8-30-2</b> Technological Childhoods			A (25)		B (75)			
	<b>UTTQF-30-2</b> Children Making Meaning				A (25)				B (75)
	<b>UTTGSB-30-2</b> Learning from Intercultural Dialogue		A (25)				B (75)		
<b>Compulsory Modules Level 3</b>	<b>UTTQH-45-3</b> Dissertation – Including experience in EY settings				A (20)			A (80)	
<b>Optional Modules Level 3</b>	<b>UTTQE-15-3</b> Researching with Young Children	A (100)							
	<b>UTTQJ-30-3</b> Emerging Languages and Identities			A (25)		B (75)			
	<b>UTTQK-30-3</b> The Development of Reasoning				A (50)	B (50)			
	<b>UTTGRY-30-3</b> Guided Studies					B (50)		A (50)	
	<b>UTTGS4-45-3</b> Guided Studies					B (50)		A (50)	
	<b>UTTGRW-30-1</b> Guided Study					B (50)		A (50)	

Part 7: Student Learning
<p><b>Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated</b></p> <p>At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.</p> <p>On the BA Hons Early Childhood programme teaching is a mix of scheduled learning, independent learning and independent work-related learning.</p>

## Part 7: Student Learning

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, workshops; external visits; work related learning.

**Independent learning** includes hours engaged with essential reading, assignment preparation and completion etc.

**Independent work-related learning:** students engage in extended work-related learning in Y1 and Y3 and are also required to initiate other activities involving engaging with young children and professionals working with young children.

### Description of Distinctive Features and Support

#### Work Related Learning

Work related learning contributes directly to the UWE Employability Strategy in that it creates opportunities for high quality work experience for students by drawing on the talents of a wide range of experts and practitioners in the locality.

Work related learning can be distinguished from work-based learning in that it may not always involve paid employment within the identified organization / setting and does not involve professional training as such. The aim is not to assess professional competence of the student but to extend the learning opportunities in order to enrich their understanding of early childhood and that the relevance of their studies for future employment is more fully comprehended.

Students are expected to seek appropriate work related learning opportunities which complement the learning taking place within the university setting with the support of the programme team. The aim of such opportunities is to enable students to work with young children and in the company of practitioners and professionals in the field of early childhood. Examples of work related learning appropriate to Early Childhood are: children's centres; nursery settings; schools (FS/KS1); after school and holiday schemes; private nannying positions; play groups, leisure activities – gym tots, dance, swimming, music making, art sessions; respite provision for families with children with additional needs.

Work related learning involves students gaining experience of working with young children which contributes to the student's learning and assessment on identified University located modules. Arrangements between the setting and the student take the form of a simple agreement scaffolded by module tutors and negotiated between the student and setting that outlines expectations and entitlement of students and the roles and responsibilities of the work-place supervisor identified by the setting. Such agreements will be open documents shared between student, university and work related learning contexts. Tutors will provide university-based support for students as part of this process and the module-leader will be the contact point for any issues arising.

In this way work related learning has the potential to contribute to programme development as well as programme enhancement. Students will be supported and encouraged through work related learning towards independent study, personal development and future employability.

## Part 7: Student Learning

description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA subject benchmark statements: The QAA(2007) benchmark statements for Early Childhood Studies have been used extensively to inform the programme and module content, breadth and level of study.

SEEC Credit Level Descriptors 2010: This has informed the level of work expected at each stage of the programme.

### **University strategies and policies**

Extensive use of university policies was made in the production of this programme specification including:

- A) UWE Charter (in relation to focusing the aims of the programme on a commitment to the 'best student experience')
- B) UWE Learning, teaching and assessment strategy
- C) Technology enhanced learning policy
- D) Work-based learning policy (in relation to learning from experiences in workplaces)
- E) Employability Strategy
- F) Safe guarding children and vulnerable adults (in relation to content of particular modules and our practices in work-related learning)
- G) Health and Safety policy – the UWE Health and Safety Standards were considered in designing the content of this programme and all relevant standards will be considered specifically in relation to risk assessment for work-related learning experiences

Staff research projects: Staff in the UWE Department of Education are engaged in research and knowledge exchange activity in the following areas which have shaped the provision (learning outcomes of modules) and sources (indicative reading) outlined in the modules included this programme specification:

1. Young Children Learning Rights: Observing the Implementation of UNICEF's Rights Respecting Schools Award in 2 Bristol early years settings
2. Human Learning in a Social Context.
3. 'Who do you think you are?' – an investigation into the developing notion of professional identity amongst trainee teachers
4. Multilingual learning processes
5. Children's experiences of technology
6. Play based learning approaches
7. Primary education - learning and teaching and curriculum development
8. The measurement of participation in higher education
9. Categorisations of social class in higher education
10. Intercultural interactions in internationalised universities
11. the education of children in care
12. the influence of social class on undergraduate student experience
13. undergraduate student gendered identities
14. School improvement in the context of schools causing concern and academisation
15. The nature of interventions following tracking of looked-after children and recently adopted children

Employer interaction and feedback: An extensive stakeholder consultation ran alongside the revision of the programme leading to this programme specification. This has been particularly relevant in discussions around the Y2 module Understanding personal, professional and inter professional responsibilities in the Early Years and also the two modules in which the extended work related learning experiences are situated.

Engagement with the Nutbrown Review consultation has also informed the detail on the above modules.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.

## Appendix 1: Generic Assessment Criteria

The assessment criteria are listed under eight domains (A-H) of which one, the conceptual domain (Domain A), is core and a requirement for any assessed piece of work. All module outlines given to students indicate clearly for each piece of work which other assessment criteria are to be met.

The criteria are specified in each domain at three levels: threshold (level 1 and level 2) and honours (level 3). **In addition, the expectations are cumulative, i.e. it is to be assumed that in fulfilling the higher level criteria, the lower level criteria will also have been met.**

### **A: Conceptual Domain (Core)**

L1 The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.

L2 The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.

L3 The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories.

### **B: Literature Domain**

L1 The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.

L2 The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.

L3 The assignment demonstrates that the student can reference appropriate literature and utilise it in the development of analysis and discussion of ideas.

### **C: Contextual Domain**

L1 The assignment demonstrates that the student has an awareness of contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.

L2 The assignment demonstrates that the student can differentiate contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.

L3 The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.

### **D: Research Domain**

L1 The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded.

L2 The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded and showing that they can discuss the suitability of alternative approaches.

L3 The assignment demonstrates that the student can plan for and execute a small-scale enquiry in a systematic and reflexive manner, clearly justifying plans and methods on technical grounds and evaluating research outcomes.

#### **E: Ethical Domain**

L1 The assignment demonstrates that the student has an awareness of ethical issues associated with the area of study.

L2 The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study and can discuss how these can be applied.

L3 The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study, showing sensitive engagement with an appropriate ethical framework for interpretation of ideas or for practice.

#### **F: Values Domain**

L1 The assignment demonstrates that the student can clearly identify and articulate their own value position - and where relevant, the value position of others in relation to the area of study.

L2 The assignment demonstrates that the student can clearly identify and articulate their own value position - and where relevant, compare it with the value position of others in relation to the area of study.

L3 The assignment demonstrates that the student can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study.

#### **G: Action Domain**

L1 The assignment demonstrates that the student has awareness of a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.

L2 The assignment demonstrates that the student can articulate a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.

L3 The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, appraising professional development needs and/or outcomes.

#### **H: Negotiated Domain**

In addition to criteria specified under domains A-F, we accept the possibility of tutor and student negotiating an appropriate assessment criterion, to encompass specific elements of significance not addressed through the existing criteria. With tutors new to the programme it is important that such negotiated criteria are approved by the relevant Award Leader.



## Appendix 2: Map of assessment criteria used across the programme

	Component	Assessment criteria used							
		A	B	C	D	E	F	G	H
Level1: Children in Society, Past and Present	A	✓	✓	✓					
	B	✓	✓	✓			✓ (for 1 of 3 tasks only)		
Level1: Exploring Play in Early Childhood	A	✓	✓	✓					
	B	✓	✓	✓					
Level1: Working with all Children	A	✓				✓		✓	
	B	✓			✓	✓		✓	
Level1: The Developing Child	A	✓	✓	✓					
	B	✓	✓	✓					
Level2: Responsibilities, Leadership and Professional Futures	A	✓		✓					
	B	✓	✓					✓	
Level2: Comparative Early Childhood Policy and Provision	A	✓		✓					
	B	✓	✓	✓					
Level2: Technological Childhoods	A	✓		✓				✓	
	B	✓	✓	✓					
Level2: Children Making Meaning	A	✓	✓					✓	
	B	✓	✓					✓	
Level3: Researching with young children	A	✓	✓			✓	✓		
Level3: Dissertation – including experience in EY settings	A	✓	✓	✓	✓	✓		✓	
Level3: Emerging Languages and Identities	A	✓		✓					
	B	✓	✓	✓					
Level3: Development of Reasoning	A	✓	✓					✓	
	B	✓	✓	✓					





Programme learning outcomes mapped against modules		Modules											
		Children in society, UTTGPT-30-1	Exploring Play UTTGPU-30-1	Working with all children:UTTGPV-30-1	The Developing Child UTTGPW-30-1	Responsibilities UTTGQ6-30-2	Early Childhood Policy UTTGQ7-30-2	Technological Childhoods UTTGQ8-30-2	Childen Making Meaning UTTGQF-30-2	Researching UTTGQE-15-30-3	Dissertation UTTGQH-45-3	Emerging Languages UTTGQJ-30-3	Development Reasoning UTTGQK-30-3
	C Subject, Professional and Practical Skills												
1	Identify and apply appropriate techniques and processes to own performance and identify how these might be evaluated			✓		✓			✓	✓	✓	✓	
2	Work effectively in a team, support or be proactive in leadership, negotiate in a professional context and balance conflicting views and interactions.			✓		✓	✓				✓	✓	
3	Show awareness of personal responsibility and professional codes of conduct and incorporate this into their learning and practice			✓	✓	✓	✓			✓	✓	✓	✓
4	Act with minimal supervision or direction, within agreed guidelines taking responsibility for accessing support and accept accountability for determining and achieving personal and / or group outcomes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Plan and conduct research or enquiry in a systematic way using primary and/ or secondary sources;			✓				✓			✓		
6	Critically evaluate a range of work-related learning experiences relating to early childhood;			✓		✓					✓		
7	Develop and demonstrate a critical, ethical, reflective and effective orientation to their educational practices or the practices of others.		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓

