



University of the
West of England

ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	University of the West of England		
Teaching Institution	University of the West of England Villa College		
Delivery Location	Frenchay Campus Villa College (The Maldives)		
Study abroad / Exchange / Credit recognition			
Faculty responsible for programme	Faculty of Arts, Creative Industries & Education		
Department responsible for programme	Department of Education and Childhood		
Modular Scheme Title	Education		
Professional Statutory or Regulatory Body Links	none		
Highest Award Title	BA (Hons) Early Childhood		
Default Award Title	None		
Fall-back Award Title	None		
Interim Award Titles	BA Early Childhood Dip HE Early Childhood Cert HE Early Childhood		
UWE Progression Route	PGCE Early Years Initial Teacher Education PGCE Primary Initial Teacher Education MA Education		
Mode(s) of Delivery	FT / PT		
Codes	UCAS:	JACS:	
	ISIS2: X312 Villa College X31W	HESA:	
Relevant QAA Subject Benchmark Statements	Early Childhood Studies		
First CAP Approval Date	Review - May 2013	Valid from	September 2013
Revision CAP Approval Date	March 2015; March 2016, June 2016	Revised with effect from	September 2016
Version	7.1		
Review Date	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 year's 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 teacher education.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The Early Childhood Degree is an academically rigorous programme of study that is ideal for anyone seeking a career working with young children and their families, or wishing to research in this discipline.

Elements of study include child development, (physical and neuro-cognitive) socio-cultural influences, policy, curriculum and practice. Students are encouraged to think critically and undertake their own research project to allow a focus on specific areas of interest.

Through 35 days of Work related Learning over the three years students are equipped to reflect upon their professional practice in the workplace and develop it further.

Programme learning outcomes mapped against modules		Children in society, UTTGPT-30-1 Beg Prof Prac UTTGQV-30-1	Exploring Play UTTGPU-30-1 Introducing Knowledge Teaching Core Subjects UTTGQW-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 UTTQ8-30-2	Children Making Meaning UTTQF-30-2	Researching UTTQOE-15-30-3	Dissertation UTTGQH-45-3	Emerging Languages UTTGQJ-30-3	Dev Reasoning UTTGQK-30-3 Extended Prof Prac UTTGR7-30-3
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.		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓

Part 4: Student Learning and Student Support

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

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; research tasks; workshops; group work and individual activity.

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.

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.

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.

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.

Contact hours and patterns of delivery for Villa route may vary.

On the BA Hons Early Childhood programme teaching is a mix of scheduled learning, independent learning and independent work-related 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 any Distinctive Features

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 organisation / 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.

Part 4: Student Learning and Student Support

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 5: Assessment

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

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

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.

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. See also Appendix 1 and Appendix 2

Part 5: Assessment

Assessment Map

The programme encompasses a range of **assessment methods** including; (*eg essays, posters, presentations, written examinations*). These are detailed in the following assessment map:

Assessment Map for BA (Hons) Early Childhood

		Type of Assessment*										
*Villa College delivery only		Open Book	Timed test	Professional Practice	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
Compulsory Modules Level 1	UTTGP-30-1 Children in Society, Past and Present						A (25)					B (75)
	UTTGPU-30-1 Exploring Play in Early Childhood					A (25)						B (75)
	UTTGV-30-1 Beg Prof Practice			A (P/F)								
	UTTGW-30-1 Intro Knowledge for Teach Core Subjects						A (P/F)	B (75)				
	UTTGPV-30-1 Working with All Children and exploring SEN						A (25)					B (75)
	UTTGPW-30-1 The Developing Child					A (25)		B (75)				
	UTTGRW-30-1 Guided Study							B (50)		A (50)		
Compulsory Modules Level 2	UTTQG6-30-2 Responsibilities, Leadership and Professional Futures						A (25)					B (75)
	UTTG3K-15-2 Becoming an Early Years Teacher 1 (EYTS strand)			A (100) (P/F)								
	UTTGS5-15-2 Guided Study (EYTS strand)									A (100)		
Compulsory Modules Level 3	UTTQGH-45-3 Dissertation – Including experience in EY settings						A (20)					A (80)
	UTTQGE-15-3 Researching Ethically with Young Children		A (100)									
	UTTGS4-45-3 Guided Studies							B (50)		A (50)		
	UTTGT-30-3 Preparing for Early Years Teacher Status (EYTS strand)						A (25)	B (75)				
	UTTGS-30-3 Becoming an Early Years Teacher 2 (EYTS strand)			A (P/F)			B (100)					

Part 5: Assessment

	UTTGRY-30-3 Guided Studies (EYTS strand)										
Optional Modules Level 2	UTTQQ7-30-2 Comparative Early Childhood Policy and Provision	B (75)				A (25)					
	UTTQQ8-30-2 Technological Childhoods				A (25)		B (75)				
	UTTQQF-30-2 Children Making Meaning					A (50)					B (50)
	UTTGRX-30-2 Guided Study						B (50)		A (50)		
	UTTGSB -30-2 Learning from Intercultural Dialogue			A (25)				B (75)			
Optional Modules Level 3	UTTQQJ-30-3 Emerging Languages and Identities				A (25)		B (75)				
	UTTGR7-30-3 Extend Prof Practice		A (P/F)								
	UTTQK-30-3 The Development of Reasoning					A (50)	B (50)				
	UTTGRY-30-3 Guided Studies						B (50)		A (50)		


*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 6: Programme Structure UWE Delivery

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.


The programme includes an Early Years strand, giving students the option to gain the professional Early Years Teacher Status (EYTS).

ENTRY	Level 1	<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><i>Optional Modules</i></p>	<p><i>Interim Awards</i></p> <p>120 credits Cert HE Early Childhood</p>
	Level 2	<p><i>Compulsory Modules</i></p> <p>UTTQG6 -30-2 Responsibilities, Leadership and Professional Futures</p> <hr/> <p><i>Compulsory modules – for students on the Early Years Teacher strand</i></p> <p>UTTQG6 -30-2 Responsibilities, Leadership and Professional Futures</p> <p>UTT3K-15-2 – Becoming an Early Years Teacher 1</p> <p>OR</p> <p>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>UTTQQF-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>
<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</p>				

	<p><i>Compulsory Modules</i></p> <p>UTTQGE-15-3 Researching Ethically with Young Children</p> <p>UTTQGH-45-3 Dissertation – including experience in Early Year settings OR UTTGS4-45-3 Guided Studies (only available to students unable to take UTTGQH-45-3 for professional reasons)</p>	<p><i>Optional Modules</i></p> <p>Plus 60 credits from:</p> <p>UTTGGQJ-30-3 Emerging Languages and Identities</p> <p>UTTGGQK-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> BA (Hons) Early Childhood 360 credits -</p> <p>BA Early Childhood 300 credits</p>
	<p><i>Compulsory modules for students on the Early Years Teacher strand:</i></p> <p><u><i>For Academic Year 2016/17:</i></u></p> <p>UTTGT-30-3 Preparing for Early Years Teacher Status</p> <p>AND</p> <p>UTTGS-30-3 Becoming an Early Years Teacher 2 (new module)</p> <p>OR</p> <p>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> <p><u><i>For Academic Year 2017/18:</i></u></p> <p>UTTQGE-15-3 Researching Ethically with Young Children</p> <p>NEW 15 credit module</p> <p>AND</p> <p>UTTGS-30-3 Becoming an Early Years Teacher 2</p> <p>OR</p> <p>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> <p>GRADUATION</p>		

Part 6: Programme Structure Villa College route.

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. The programme includes an Early Years strand, giving students the option to gain the professional Early Years Teacher Status (EYTS).

ENTRY 	Level 1	<p><i>Compulsory Modules</i></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>UTTQV-30-1 Beginning Professional Practice</p> <p>UTTQW-30-1 Introducing Knowledge for Teaching in the Core Subjects</p> <p>UTTGRW -30-1 Guided Study (Not normally available to students only in exceptional circumstances)</p>	<p><i>Optional Modules</i></p>	<p><i>Interim Awards</i></p> <p>120 credits Cert HE Early Childhood</p>
	Level 2	<p><i>Compulsory Modules</i></p> <p>UTTQ6 -30-2 Responsibilities, Leadership and Professional Futures</p>	<p><i>Optional Modules:</i> 90 credits from:</p> <p>UTTQ7-30-2 Comparative Early Childhood Policy and Provision</p> <p>UTTQF-30-2 Children Making Meaning</p> <p>UTTQ8-30-2 Technological Childhoods</p> <p>UTTGRX-30-2 Guided Study (Not normally available to students only in exceptional circumstances)</p>	<p><i>Interim Awards</i></p> <p>240 credits Dip HE Early Childhood</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>

	Level 3	<p><i>Compulsory Modules</i></p> <p>UTTQGE-15-3 Researching Ethically with Young Children</p> <p>UTTQGH-45-3 Dissertation – including experience in Early Year settings OR UTTGS4-45-3 Guided Studies (only available to students unable to take UTTQGH-45-3 for professional reasons)</p> <p>UTTGR7-30-3 Extending Professional Practice</p>	<p><i>Optional Modules</i></p> <p>Plus 30 credits from:</p> <p>UTTQJ-30-3 Emerging Languages and Identities</p> <p>UTTGRY-30-3 Guided Studies (Not normally available to students only in exceptional circumstances)</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></p> <p>BA (Hons) Early Childhood 360 credits</p> <p>BA Early Childhood 300 credits</p>
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GRADUATION

Part 7: 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. (Frenchay route only)

Note 1: Those considering the degree as a route to a UK teacher training programme 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 two or 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.

Part 8: Reference Points and Benchmarks

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

Part 8: Reference Points and Benchmarks

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

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

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)		
Level 1 Beginning Professional Practice	A							✓	
Level1: Exploring Play in Early Childhood	A	✓	✓	✓					
	B	✓	✓	✓					
Introducing Knowledge for Teaching in the Core Subjects	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	✓	✓	✓	✓	✓		✓	
Extending Professional Practice								✓	
Level3: Emerging Languages and Identities	A	✓		✓					
	B	✓	✓	✓					
Level3: Development of Reasoning	A	✓	✓					✓	
	B	✓	✓	✓					

Villa College Delivery only