UWE Bristol | University of the West of England

PROGRAMME SPECIFICATION

Part 1: Information	
Awarding Institution	UWE
Teaching Institution	UWE
Delivery Location	UWE Frenchay
Study abroad / Exchange / Credit recognition	
Faculty responsible for programme	Faculty of Arts, Creative Industries and Education
Department responsible for programme	Education and Childhood
Professional Statutory or Regulatory Body Links	
Highest Award Title	BA (Hons) Early Childhood
Default Award Title	*N/A*
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 of Delivery	*with Foundation Year* - FT
ISIS code/s	**ISIS2: X312** X31X (FT)
For implementation from	September 2017

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 the academic and personal skills to achieve at undergraduate level study.

2. 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;

Part 2: Educational Aims of the Programme

3. To enable students to have a critical understanding of the 'constructed' nature of childhood and the position and representations of children in society;

4. To provide students with opportunities to critically evaluate policy in relation to children, families and education;

5. 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;

6. 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;

7. 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;

8. 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;

9. To support student's technology enhanced learning and develop a critical understanding of young children's use of technology and technology within society;

10. 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 lteacher 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 or on behalf of 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.

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Regulations

A: Approved to University Regulations and Procedures

Part 3: Learning Outcomes of the Programme

Programme learning outcomes mapped against modules	What is English	Learners and Learning	Childhood and Educational Landscapes	Guided Studies	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	Dev Reasoning UTTGQk-30-3
A Knowledge and understanding of																
1 Theories of learning and how this relate to the students' own learning and the learning of others.		✓														
1 A range of physical, neurological, psychological, sociological, historical, political and philosophical perspectives and how these support in-depth understandings of children and childhoods			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2 The need to understand multiple perspectives and the ability to critique theories and evaluate competing positions in relation to issues within early childhood.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3 The significance of relevant contextual factors influencing knowledge, policy, provision and practice with respect to early childhood			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5 Approaches to research and enquiry with children and the ethical implications of research in this field							✓						✓	✓		
6 Technology enhanced learning and young children's use of technology and technology within society;		✓					✓	✓			✓				✓	✓
7 Issues relating to equality, diversity, inclusion and social justice to their studies and experiences in early years settings.		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Programme learning outcomes mapped against modules	What is English	Learners and Learning	Childhood and Educational Landscapes	Guided Studies	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	Children Making Meaning UTTGQF-30-2	Researching UTTGQE-15-30-3	Dissertation UTTGQH-45-3	Emerging Languages UTTGQJ-30-3	Dev Reasoning UTTGQK-30-3
B Intellectual Skills																
1 Extend understanding and use of diverse forms of written and spoken English	✓															
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8 Judge the reliability, validity and significance of evidence to support conclusions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Programme learning outcomes mapped against modules	What is English	Learners and Learning	Childhood and Educational Landscapes	Guided Studies	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	Children Making Meaning UTTGQF-30-2	Researching UTTGQE-15-30-3	Dissertation UTTGQH-45-3	Emerging Languages UTTGQJ-30-3	Dev 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.						✓	✓	✓	✓	✓		✓	✓	✓	✓	✓

Programme learning outcomes mapped against modules		What is English	Learners and Learning	Childhood and Educational Landscapes	Guided Studies	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	Children Making Meaning UTTGQF-30-2	Researching UTTGQE-15-30-3	Dissertation UTTGQH-45-3	Emerging Languages UTTGQJ-30-3	Dev Reasoning UTTGQK-30-3
	D Transferable Skills and other attributes																
1	Develop skills and strategies to become successful learners in HE	✓	✓	✓	✓												
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	Organise 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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Part 4: 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 0	*Compulsory Modules* UTTGPL-30-0 What is English? UTTGPE-30-0 Learners and Learning UTTGNB-30-0 Childhood and Educational Landscapes UTTGPK-30-0 Guided Studies		120 credits at Level 0 Successful completion of all level 0 modules required to permit progression to level 1.
	Level 1	*Compulsory Modules* UTTGPT-30-1 Children in Society, Past and Present UTTGPU-30-1 Exploring Play in Early Childhood UTTGPV-30-1 Working with all Children and exploring SEN (with experience in EY settings) UTTGPW-30-1 The Developing Child UTTGRW -30-1 Guided Study (Not normally available to students only in exceptional circumstances to substitute for one of the above)	*Optional Modules*	*Interim Awards* Certificate in Higher Education Early Childhood Credit Requirements: 240 credits At least 100 credits at level 1 or above. 120 credits at level 0
	Level 2	*Compulsory Modules* UTTGQ6 -30-2 Responsibilities, Leadership and Professional Futures	*Optional Modules* *90 credits from:* UTTGQ7-30-2 Comparative Early Childhood Policy and Provision	*Interim Awards* 240 credits Dip HE Early Childhood

	Compulsory modules – for students on the Early Years Teacher strand UTTGQ6 -30-2 Responsibilities, Leadership and Professional Futures UTTG3K-15-2 – Becoming an Early Years Teacher 1 OR UTTG5S-15-2 – Guided Study (only available to students unable to take or complete UTTG3K-15-2 Becoming and Early years Teacher 1 for professional reasons)	UTTGQ8-30-2 Technological Childhoods UTTGQF-30-2 Children Making Meaning UTTGRX-30-2 Guided Study (Not normally available to students only in exceptional circumstances to substitute for one of the above) UTTGSB-30-2 Learning from Intercultural Dialogue (only available for those undertaking an ERASMUS experience)	Credit requirements: 360 credits At least 100 credits at level 2 or above. At least 120 credits at level 1 or above. 120 credits at level 0.
	Study abroad: There may be opportunities for students to apply for European experience in Year 2 of the programme for a minimum of 12 weeks		
Level 3	*Compulsory Modules* UTTGQE-15-3 Researching Ethically with Young Children UTTGQH-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)	*Optional Modules* Plus 60 credits from: UTTGQJ-30-3 Emerging Languages and Identities UTTGQK-30-3 Development of Reasoning UTTGRY-30-3 Guided Studies (Not normally available to students only in exceptional circumstances to substitute for one of the above)	Holders of the sector endorsed Foundation Degree and comparable qualifications may be admitted to this stage of the degree using AL procedures. *Awards:* BA Early Childhood Credit requirements: 480 credits

	Compulsory modules for students on the Early Years Teacher strand: UTTGQE-15-3 Researching Ethically with Young Children NEW 15 credit module AND UTTG7S-30-3 Becoming an Early Years Teacher 2 OR UTTGRY-30-3 Guided Studies (only available to students unable to take or complete UTTG7T-30-3 Becoming and Early Years Teacher 2 for professional reasons).		At least 100 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0. **Target Award** BA (Hons) Early Childhood Credit requirements: 420 credits At least 60 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.

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 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

Part 5: Entry Requirements

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 6: Reference Points and Benchmarks

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

QAA UK Quality Code for HE
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.

Strategy 2020

University strategies and policies University 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

Part 6: Reference Points and Benchmarks
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. |

<u>Appendix 1: Generic Assessment Criteria</u>
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 four levels: emerging (level 0), 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)

L0   The assignment demonstrates that the student can identify and begin to use relevant ideas and perspectives for purposes of reflection upon issues under study.

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

L0 The assignment demonstrates that the student has an emerging awareness of appropriate literature and its relevance to the task.

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

L0 The assignment demonstrates that the student has an emerging awareness of contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.

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

L0 The assignment demonstrates that the student can begin to plan appropriately for a small-scale study.

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

L0   The assignment demonstrates that the student has an emerging awareness of ethical issues associated with the area of study.

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

L0   The assignment demonstrates that the student can begin to identify and articulate their own value position - and where relevant, the value position of others in relation to the area of study.

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

L0   The assignment demonstrates that the student has an emerging awareness of a relationship between theory and practice in the workplace, and can use reflection to begin to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.

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
Level 0: What is English?	A	✓	✓						
	B	✓	✓						
Level 0: Learners and Learning	A	✓	✓	✓			✓		
	B	✓	✓	✓					
Level 0: Childhood and Educational Landscapes	A	✓	✓	✓			✓		
	B	✓	✓	✓					
Level 0: Guided Studies	A	✓	✓	✓					
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	✓	✓	✓					

STUDENT AND ACADEMIC SERVICES

FOR OFFICE USE ONLY

First CAP Approval Date	21 March 2017 link to RIA			
Revision CAP Approval Date		Version	2	*Link to RIA*
Next Periodic Curriculum Review due date	September 2018			
Date of last Periodic Curriculum Review				

First CAP Approval Date | 21 March 2017 link to RIA

Revision CAP Approval Date | | Version | 2 | *Link to RIA*