UNIVERSITY OF Hull

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

INTRODUCTION

Identifiers (e.g. a, b, c etc.) should be used throughout this document to indicate programme variants which will be advertised independently on UCAS. Pathways within programmes that do not constitute a unique award do not need to be identified formally in this way.

Examples of programme variants include:

a. *BSc Computer Science (full-time) – single honours degree*
b. *BSc Computer Science (Part-time) – single honours variant*
c. *BSc Computer Science with a Year in Industry – single honours variant*
d. *BSc Computer Science with a Year Abroad – single honours variant*
e. *BSc Computer Science with a Foundation Year – single honours variant*
f. *BSc Computer Science (Games Development) – single honours with pathway*
g. *BSc Computer Science (Games Development) with a Foundation Year – single honours with pathway with variant*
h. *MEng Computer Science – integrated masters*
i. *MEng Computer Science (Games Development) – integrated masters with pathway*
j. *Diploma Computer Studies – named exit award*

A	GENERAL INFORMATION
1	**Partner institution** *Please state the name of the partner institution.*
	Grimsby Institute of Further and Higher Education
2	**Programme awards and titles** *State the full list of proposed awards and titles for the programmes and all of their variants using indicators (e.g. a,b,c etc.) to identify each one. If a stage end award title must be different to the final award title then please include details of this here.*
	a. BA (Hons) Early Childhood Studies (Top-up) b. BA (Hons) Early Childhood Studies (Top-up) (Part-time)
3	**Cluster to which the programmes and their variants belong** *If new, please state NEW. For existing clusters please state the rationale for inclusion.*
	NEW
4	**Type of programmes** *Please place the relevant programme identifiers (a,b,c etc.) against each programme type below.*

UG Single honours	
Integrated Masters	
PG Cert	
PG Dip	

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	Taught Masters		
	Foundation Degree		*Please indicate articulation routes:*
	Honours Stage (Top-up)	a, b	
	Other		*Please detail:*

5	**Validation category**
	Please tick to indicate whether this is a Franchised, Consortium or Validated (set of) programmes.

	Franchised	
	Consortium	
	Validated	a, b

6	**UCAS codes**
	If known, please include the UCAS code for these programmes.
	X310

7	**JACS codes**
	If known, please include the appropriate JACS codes for the programmes.
	X310

8	**Awarding Institution**
	University of Hull

9	**Locations within Partner Institution**
	State the schools/ subject areas that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes.
	Faculty of Health Wellbeing and Society School of HE Education and Social Science

10	**Partner Institution Programme Leader's name and email**
	Please identify one lead person per programme.
	Mioka Drummond drummondm@grimsby.ac.uk

11	**University Link Faculty and School**
	Please state the primary link faculty and school at the University of Hull
	School of Education and Social Sciences Faculty of Arts, Cultures and Education

12	**University Link Faculty Academic Contact**

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	Please provide a contact name, title, address, email and telephone number
	Kerrie Lee University of Hull kerrie.lee@hull.ac.uk 01482 465025
13	**Locations of delivery** *Using the relevant programme identifiers (a,b,c etc.), please indicate the locations of delivery of each programme.*
	a. Grimsby Institute of Further and Higher Education b. Grimsby Institute of Further and Higher Education
14	**Types of Study** *Please place the relevant programme identifiers (a,b,c etc.) against each type of study.*
	<table><tr><td>Full-time</td><td>a</td></tr><tr><td>Part-time</td><td>b</td></tr></table>
15	**Modes of study** *Please place the relevant programme identifiers (a,b,c etc.) against each mode of study.*
	<table><tr><td>On-campus/Blended</td><td>a, b</td><td></td></tr><tr><td>Online/Distance</td><td></td><td></td></tr><tr><td>Other</td><td></td><td>*Please specify:*</td></tr></table>
16	**Duration** *Using the relevant programme identifiers (a,b,c etc.), please indicate the total number of years that students will be registered on each programme and its variants e.g. 3 years full-time, 6 years part-time.*
	a. 1 year – Full time b. 2 years – Part time
17	**Trimesters** *Please place the relevant programme identifiers (a,b,c etc.) against each trimester to be used.*
	<table><tr><td>Trimester 1 – T1</td><td>a, b</td></tr><tr><td>Trimester 2 – T2</td><td>a, b</td></tr><tr><td>Trimester 3 – T3</td><td></td></tr></table>
18	**Number of weeks per trimester**

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	Using the relevant programme identifiers (a,b,c etc.), please indicate the number of weeks per trimester each programme and variant will use and the total number of weeks per academic year.
	a, b Week 1 – Orientation to this level of study Triune one – Beginning September - 8 weeks delivery (plus two weeks of assessments) – a Triune two – Beginning December - 8 weeks delivery (plus two weeks of assessments) – a Triune three – Beginning March - 8 weeks delivery (plus two weeks of assessments) - a Academic year total = 31 weeks Grimsby Institute Triune table: | Grimsby Institute Triune	
Triune 1	x
Triune 2	x
Triune 3	x	
19	**Balance of credits across trimesters** *Using the relevant programme identifiers (a,b,c etc.), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per trimester.*
	a. 40 credits per triune b. 60 credits every academic year Whilst Dissertation and SEN Action Research Project are being delivered across all three triunes, delivery of workshops and individual support will mainly be concentrated in triune one and three meaning the balance of credits remains 40 per triune.
20	**Classification weighting** *Using the relevant programme identifiers (a,b,c etc.), please indicate the classification weighting for each programme and variant, e.g. 40:60 (Diploma:Honours).*
	100 (Honours Top-Up)
21	**Progression arrangements for Integrated Masters and/or Preliminary Stage** *Using the relevant programme identifiers (a,b,c etc.), please indicate the point at which students can step on/off the Integrated Masters and what rules govern this (e.g. students must achieve a minimum of 60% at Level 5 to progress onto the Integrated Masters).*
	n/a
22	**Professional, Statutory or Regulatory Bodies** *Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate.*

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	n/a
23	**Relevant Subject Benchmark Statements** *State those subject benchmarks that are most relevant to the programmes and have been drawn upon in its design. It may be appropriate to use more than one QAA Subject Benchmark Statement, in which case give details. In those cases where no subject benchmarks apply, not applicable should be entered as opposed to omitting the section or leaving it blank. QAA subject benchmark statements exist for Honours degrees in most disciplines, and for Masters degrees in a small number of disciplines.*
	QAA Subject Benchmark Statement: Early Childhood Studies 2014
24	**Other references used in designing the programmes** *e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.*
	The programme has been designed and developed in conjunction with employers from across Early Years sectors. Managers at Early Years settings and practitioners from Children's centre, and practitioners at primary school age children were asked to consult on the purpose and module design and assessment. This was crucial to ensure the content was fit for purpose within the sector at level 6. Student groups from FdEd Early Childhood Studies and previous students who studied BA (Hons) Early Childhood Studies (Top-up) were also consulted and feedback used on the module content and assessments.
25	**Anticipated student numbers** *Please indicate using the relevant programme identifiers (a,b,c etc.) the anticipated cohort numbers for the first three years' intake onto each programme.*

Identifiers	First intake		Second intake		Third intake	
	Home/EU	Overseas	Home/EU	Overseas	Home/EU	Overseas
a	20		20		22	
b	1		1		2	

26	**Programme cohort start dates** *Using the relevant programme identifiers (a,b,c etc.), please indicate the cohort start dates for each programme and variant.*

	a. September 2018 b. September 2018
B	**PROGRAMME DESIGN** *Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a,b,c etc.) allocated in section A2 of this form.*
27	**Programme Rationale and Overview** *Provide a brief introduction to and rationale for the programmes, identifying the distinctive/salient features and the 'big ideas' that thread through their design. Please identify three to five high level 'big ideas' articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in social science, to becoming an emergent social scientist, or leaving with a degree in design to becoming an emergent designer?* *Please refer to **Briefing Note A: Using a Threshold Concepts Approach to Inform Curriculum Design***
	BA (Hons) Early Childhood Studies (Top-up) is designed to provide a comprehensive course that helps students to critically analyse various aspects of children's life such as sociological factors, legislative changes and educational influences on children's development. Within this course, students will have opportunities to be able to evaluate their everyday practice and implement changes confidently. To be able to do this, this course incorporates professional practice hours which is one of the distinctive features of this programme. Within these professional practice hours, students will be given opportunities to apply theories into practice at their professional practice and expand their theoretical and practice knowledge. Also this programme provides students to explore their own specialist topic in the field of Early Childhood Studies and will be encouraged to explore and research their chosen topic independently within their dissertation module. This exercise will help students to be academically inquisitive, independent and confident in their chosen area. Additionally, there will be opportunities to explore students' future career within the field of early years in 'Future Development in Early Years' module by investigating different possible career pathways with this degree and developing various leadership, management and changing-agent skills to help students achieve their future career goals. At the beginning of the programme, students will be clearly informed that if they wish to become an Early Years Educator, or QTS primary school teacher, they are required to have GCSE English, Math and Science minimum C or 4. Also for those students who would like to become Early Years Teacher, they need to have GCSE English and Math minimum C or 4 grade.
28	**Programme Aims** *As a guide, you should have four to six programme aims. Please see: **A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull** for further information.* *Please remember to include any additional programme aims for the programme variants listed on this form using the identifiers allocated in section A1 of this form.*

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	1. Develop students' ability to be pro-active, flexible and adaptable in the face of changes in the field of early years. 2. Develop students' ability to be able to participate in multi-agency working confidently based on their expanding knowledge and understanding of issues concerning early childhood. 3. Develop students' ability to support children with their unique rights and voices by challenging current practice and implementing their ideas into everyday practice. 4. Develop students' ability to critically analyse and utilise a wide range of academic and government publications to inform their early years practice and lead changes in organisations. The programme aims were designed in consultation with students who have been working in the field of early years for many years and managers of early years settings in order to make this course 'fit for purpose'. The modules are constructed with an idea that students will gain academic knowledge and skills and will be able to transfer it to their practice. Also within each module, students are encouraged to critically analyse how their various parts of everyday practice in their setting influence children's lives directly or indirectly. Students will become a changing-agent within early year's sector to lead a change in practice and manage the change in order for them to gain transferrable skills for their future career. Reflection and reflexivity is embedded throughout the programme to ensure students can critically reflect on their own their own practice and that of their organisation. The core of modules is to enable students to gain skills to empower children in their work.
29	**Programme Outcomes** *As a guide you should have six to eight programme outcomes. Please see:* **A Guide to Writing Programme and Module Level Learning Outcomes at the University of Hull** *for further information.* *Please remember to include any additional programme outcomes for the programme variants listed on this form using the identifiers (a,b,c etc.) allocated in the Award section. Where relevant, please cross-reference your programme outcomes to the relevant QAA subject benchmark statements and professional, statutory and regulatory body requirements.* *Programme outcomes reflect the overall expectations of student learning for a full programme award. Consideration must also be given in their design to the expectations of student learning at each programme stage. At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.*

On successful completion of this programme, students will:

POs	Programme Outcome Text	Programme/ Variant Identifier

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	PO1	Communicate both academically and professionally a critical working knowledge and ability to articulate pedagogical and theoretical approaches for children, families and communities in practice. (ECS 2.5; 4.3; 4.6; 5.3.1; 5.3.6)	a, b	
	PO2	Demonstrate in-depth knowledge in relation to sociological, political and cultural issues concerning young children's lives. (ECS 2.1; 3.1; 5.3.7; 5.3.18)	a, b	
	PO3	Build critical and systematic understanding and knowledge of concepts within early childhood, child's rights and voice within society and practice. (ECS 3.4; 5.3.19; 5.3.20)	a, b	
	PO4	Demonstrate the ability to critically reflect personal and institutional practices and demonstrate leadership skills in order to implement new strategies for future development in early years. (ECS 3.2; 4.5; 5.4.6; 5.4.10; 5.4.11)	a, b	
	PO5	Critically analyse skills in building partnerships within multi-agency working and interdisciplinary work, especially considering issues concerning safeguarding children. (ECS 2.3; 3.5; 5.3.9; 5.3.10; 5.3.11)	a, b	
	PO6	Demonstrate working knowledge and understanding of research paradigms and methods used in carrying out academic research which is fit for purpose to improve early years practice. (ECS 3.6; 4.7; 5.3.2; 5.3.8; 5.3.16; 5.3.17;	a, b	
	PO7	Apply and reflect on ethical principles within the field of early childhood studies and a chosen profession. (ECS 4.4; 5.3.13;5.3.15	a, b	

30	**Learning and Teaching Approach** *Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching, but should provide an explanation as to how you will teach and students will learn and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed pedagogic approach is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to learning and teaching (disciplinary pedagogies) that will underpin the educational experience of the programmes and will support the types of students that you are expecting to attract.*

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	Please refer to **Briefing Note B: Developing Disciplinary Pedagogies**

	20 credits module will be taught over a block of 7 weeks. This idea of block teaching has been suggested by current Level 5 and 6. Students felt that studying few modules together were confusing especially when assessments time. With 7 weeks block teaching, students suggested that they could focus on a specific module more and complete assessments without confusion of which module they are covering.
	
	This programme aims to help students to gain knowledge, understanding and application skills what they learnt in the field of early childhood workforce. To do this, the programme will follow the four interrelated themes set out in the benchmark statements which are:
	   1. Awareness raising, skills and knowledge acquisition;
	   2. Conceptual and intellectual understanding;
	   3. Practice skills and experience
	   4. Reflection on performance.
	
	The programme aims to facilitate critical thinking and reflection by questioning and critically discussing beliefs, discourses and attitudes.
	
	As this is a level 6 programme the use of self-directed learning will be prevalent as the mode of learning will be based on traditional methods of lecturers, workshops, seminars and work-based learning at their professional practices. There will be opportunities for self-directed group work and projects allowing for peer discussion and learning as well as individual and collective problem solving and action learning. (1, 2, 4)
	
	A key element of the programme is the practice learning experience in which students undertake 50 hours work-based learning within a relevant setting. In collaboration with employers, students will undertake various sizes of research projects to enable them to effect change within their setting. Students have access to additional training programmes provided by employers in relation to safeguarding and family support work enriching the students' learning experience and developing current methods of working required within the sector. (1, 2, 3 & 4)
	
	As this programme sits across a number of disciplines within early year's sector the teaching and learning will align itself to the approaches set out within QAA subject benchmarks statements for Early Childhood Studies as mapped to the programme learning outcomes in box 29. The process of learning values personal and professional experiences where the theoretical underpinning informs practice development.
	
	The outcomes of the programme are strongly linked to skills and knowledge required for multi-disciplinary work within the early childhood sectors.
	
	The Grimsby Institute operates over three triunes; this equates to trimester 1 and 2 at the University of Hull.
	
	Each triune consists of eight weeks of module delivery. Triune 1 has an extra week in which students are prepared for study at the new level.

31	**Assessment Approach** *Please outline your proposed approach to assessment. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for*

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	the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment. *Please refer to **Briefing Note C: Transforming the Experience of Students Through Assessment***
	The assessment approach is designed to ensure the student's breadth and depth of knowledge and understanding will be assessed through summative industry relevant tasks directly linked to practice. These tasks include the application of theory to current practice. The nature of the discipline means that reflexivity and reflection are key areas of assessment alongside essays, solution focussed practice, reports, an action research project and presentations. The assessments are designed to allow students to apply theory to practice. As a level 6 programme there is an expectation of criticality, both in their work but also using academic theories. In all assessments students are expected to show criticality whilst bridging theory and practice. The assessments are designed so that students develop their academic research and writing skills throughout their academic year. Two modules assessments, Contemporary Issues in Early Years module and the optional Special Educational Needs, involve viva. This assessment helps students to improve their skills to put forward their idea professionally and being able to answer questions from other professionals. This is a very important transferable skill in their future career.
32	**Key Areas of Study** *Please describe the key topics and foci of study of the programmes proposed on this form. This information can potentially be used as a basis for additional programme marketing material, so please keep the target audience of students in mind.*
	The BA (Hons) Early Childhood Studies (Top-up) degree is about three things: 1) Exploring various legislation and policies and their impact on children's everyday lives. 2) Challenging theoretical, social and political concepts attached to children and families. 3) Having in-depth knowledge and understanding in the field of early childhood in order to improve practice in a chosen sector. Applicants will already have achieved a level 5 qualification in a subject related area such as Early Years, Health and Social Care or Children, Young People and Families. This programme provides opportunities for students to choose which area of professions they would like to research and explore by providing different assessment methods. This in turn will help students to experience applications of theories into practice in their chosen professional practice. This programme will explore government's policies and legislation and critically analyse the impacts these documents have on children and families' everyday lives. Furthermore this programme provides students with tools to critically reflect their practice in their chosen field in order for them to be able to become a change-agent. Modules in this programme covers historical, social and cultural influences on children's rights and voice. Some international factors as well as local factors in the field of early childhood will be considered and explored in order for students to obtain a wide aspect of children's lives. These issues will be related to

	their professional practices therefore students could have better understanding of what influences their everyday practice.
33	**Curriculum Structure** *In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:* • *Progression: how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy;* • *Coherence and Integrity: the overall coherence and intellectual integrity of the programmes and student experience.* *You may wish to refer back to section B25 of this form as part of this discussion.*
	The first semester modules are Children's Learning, Voice and Pedagogy and Children's Rights and Safeguarding. These two modules are based on Human Growth and Development and Safeguarding Children modules at Foundation degree level and added Level 6 resources and materials. These two modules are there to set a common ground for those students who studied other degree such as Learning Support and Health and Social Care. Furthermore, as these two modules focuses on children's learning, system of early years education and safeguarding procedure, those students who studied other child-related degrees will be able to gain practical knowledge and understanding of early years setting and they will be able to have better experience in their professional practice. Also these modules are there to remind some basic knowledge and understanding of children's learning and safeguarding issues for students who studies FD Early Childhood Studies. These modules will explore the importance of everyday professional practice, especially when students are working with children. The students will be able to critically reflect their everyday practice and policy implementations in order for them to improve their practice for children's learning and safeguarding. Once they completed these two modules, they will study Families and Children and Empowering Future Development in Early Years. These two modules will focus on utilising students' already-existing knowledge of children's learning, social and political issues in order to inform and improve children's lives and students' future career choice. Within these module, students will be able to choose their topics and explore their interest further by carrying out primary and secondary research. By studying these two modules, students will have opportunities to consider what future career they would like to consider and what changes they would like to make in children's lives. These two modules will focus on various transferrable skills such as presentation skills, communication skills and professional skills. In the field of early childhood studies, especially in the multi-agency work, students are required to clearly communicate their knowledge and experienced ideas to others professionally. Therefore by these modules will provide students tools to work on their transferable skills. Dissertation and Special Educational Needs and Disability – Action Research modules are a long thin modules in which students carry out a piece of research. They will choose a topic and carry out their own research. Each student will have a supervisor to support their research project. Dissertation module will be focusing on researching 'what is happening in the field' while Action Research modules will be focusing on issues that need to be improved within their chosen professional field. Both modules are crucial for students' future career as in the field of early childhood, practitioners will be expected to improve their practice continuously according to government's policy and legislation.

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34	**Compensation rules** *Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are non-compensatable for each programme and variant.*
	a, b Dissertation Special Educational Needs and Disability - Action Research
35	**Condonement rules** *Using the relevant programme identifiers (a,b,c etc.) please list any modules included in this application that are non-condonable for each programme and variant.*
	a, b Dissertation Special Educational Needs and Disability - Action Research
36	**Internationalisation** *'Internationalisation is a key feature of the UK HE agenda [and…] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society' (HEA, 2014). Please outline the programmes' approaches to internationalising the curriculum.* *Please refer to **Briefing Note F: Internationalising the Curriculum***
	As an institution, Grimsby Institute Group recognises the increasing need for internationalisation of the curriculum to produce students who are flexible and able to adapt to changing global contexts. Individual programmes ensure they embed transferable skills to enable learners to engage with their subject specialism nationally and internationally, reflecting the needs of employers. Graduates should emerge with the competence to communicate and compete in a diverse and rapidly-changing global context. In principle this programme is available to international students but it predominantly focuses within England based arena and is linked to systems in England and the policies behind them. Within this programme, students will cover some international aspect of early years such as Scandinavian, European and Asian/Oceanian early childhood issues. 50 Professional practice hours need to be completed which is within the rules set by UK Visas and Immigration.
37	**Inclusivity** *Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine protected characteristics as outlined in the Equality Act 2010. All publicly funded educational institutions are required to meet the Single Equality Duty 2011.* *Please refer to **Briefing Note E: Developing an Inclusive Curriculum***

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	The needs of learners with disabilities are taken into account in the design of all learning programmes, as per the requirements of the Equality Act 2010. Students will be screened at induction to identify those with individual learning support needs. The Institute has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required. Students will also be invited in for advice and support through the DSA procedure. Each student is entitled to one tutorial per semester with the programme leader to discuss individual issues relating to both modules and the programme overall. In addition, the Institute employs a range of strategies to support students in the development of their study skills abilities and includes interventions such as support towards use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, analytical and critical writing skills. Students have access to one-to-one support and also timetabled study skills workshops. Across the programmes within the Faculty of Health, Wellbeing and Society, the curriculum content reflects a broad range of disciplines and therefore has an inclusive ethos. Emphasis is placed on individual interpretation of projects and themes, with students encouraged to take responsibility for their own learning. It is also designed to ensure that all learners have equal opportunity to participate in all aspects of programmes, regardless of disability, age, race, religion or gender. The learning and teaching approach is designed to be inclusive and celebrates diversity within the student body via examples and case studies used in teaching The Faculty also places strong emphasis on response to the student voice as a mechanism to incorporate inclusivity. Student feedback is gathered at the end of each module, and also at various student representative meetings. It is acted on, where necessary, and fed into the quality cycle.
38	**Employability** *Please outline the approach taken by the programmes to engage students in gaining employability skills.*
	The nature of the programme means that students will have to be employed or volunteering in the field or will have to complete a practice professional practice in a relevant setting. Students progressing onto this programme will have already completed a minimum of 200 hours in a work place setting and will have developed core practice skills and knowledge in relation to working with children in a relevant organisation. This programme builds on the key areas such as communication skills, professional behaviours and standards of practice both in the class room and in the work place. The first module, Children's Learning, Voice and Pedagogy focuses on identifying a setting's approaches and practice of supporting children's learning. This will help students improve observation skills and critically reflect the setting's practice. The Children's Right and Safeguarding module will help students to understand legal requirements of

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	practitioners who work with children. Any students who wish to work with children need to know safeguarding procedures and policies and this module will provide students confidence to deal with safeguarding issues. The module Empowering Future Development in Early Years enables students through knowledge analysis and debate to understand the complexity of leadership within organisations and develop critical thinking to understand and apply the theory to a case study. Critical reflective practice skills are fundamental in the workplace across all the disciplines. The ability to enact change and measure its impact are key skills for career advancement and the practice based research project will provide a portfolio for graduates to demonstrate this. The focus on employability is driven institutionally and also at programme level. As an institution, Grimsby Institute Group students benefit from a designated employability officer, who runs dedicated HE events and workshops aiming at employment, internships and higher-level study. The programme modules were designed in collaboration with employers to provide students with the skills, knowledge and practice to make them employable across the children and young people's work force.
39	**Student engagement in curriculum and pedagogic design** *Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.*
	Student engagement is built into the curriculum design process at Grimsby Institute Group. Representatives attend semester faculty and programme team meetings to give input on curriculum design, as well as whole cohort feedback in the form of module evaluation questionnaires, which then inform module delivery. Changes are then signalled in subsequent module handbooks, clearly indicating to students where their feedback has been acted upon and fed forward into programme development. Current Foundation Degree students have already contributed to the development of this programme. Informal consultation has already taken place with regards to the offer of this programme and feedback from students has informed the key modules within the design of this programme in relation to what is being asked of them in practice. The HE Student Senate work to ensure student engagement is achieved across all of the HE activities. The senate meet monthly and act as a conduit to ensure students are engaged in all the activities. Senate members sit on review panels, committees and all deliberative meetings in our higher education structure.
40	**Ethical issues and risk** *Programmes may deal with issues that are sensitive or involve ethical considerations. Our institutional duties of care extend to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate).*
	All research-based assessments will fully comply with the ethical guidelines within the Code of Practice on Ethical Approval. Each student will submit an ethics form for their proposed projects which will ensure the students are acting with ethical integrity during their research and activity. Throughout the teaching students and staff will be expected to act with and respect confidentiality. All classroom examples will be anonymised, and attempts made to conceal the identity of individuals and organisations upon which they may be based.

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	The programme has many modules where case studies are used, in these instances case studies will be provided by academic staff. This prevents students considering their own, or previous places of work protecting confidentiality further. With all professional practices there is an element of risk. The Grimsby Institute Group has a Practice Learning team who provide support for all students on work professional practices. They are a student's first contact should they have an issue that they are not able to deal with alongside their professional practice mentor. For further details, students should refer to the Code of Practice on Work Based Learning and the module handbook for Action Research Project.
41	**Other information/programme special features** *Please provide any other information about these programmes not included above. This may include information about field trips and their arrangements, special opportunities on offer for students (e.g. forest schools qualifications) and specific student support arrangements associated with these programmes.*
	The practice professional practice is an opportunity to apply academic knowledge in a real-world environment. It gives the opportunity to apply change in an organisation and analysing its impact. This opportunity will give students the skills and experiences to advance employability.
C	**RECRUITMENT AND ADMISSIONS INFORMATION**
42	**Proposed marketing strategies** *Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.*

	As well as Grimsby Institute Group's usual marketing strategies, the BA (Hons) Childhood and Youth Studies team will continue with the following actions already being implemented for the 2017-18 academic year and beyond:
	
	• **Current and Past Graduates**
	• **Two-day bridging course from level 5 to 6 open to any student wishing to enrol**
	  We offer a bridging course that examines and develops student ideas for independent study. In preparation for their Action Research Project students will be given guidance on how to approach their project, ethical considerations and seeking ethical approval. Students will review their understanding of qualitative and quantitative research methods which will enable them to plan ahead for their project. It also aims to develop critical thinking and research skills in preparation for study at level 6.
	• **Progression Events for FE/HE colleges delivering HND and Foundation Degree programmes**
	  Other FE/HE colleges will be contacted with a view to setting up a route for their students.
	• **Social Media**
	  UCG run a Facebook page for students, alumni and other interested parties.
	• **Network of Employer Contacts**
	
	The current relationship with employers and organisations built up through the various Foundation Degrees in this area means they will be a vehicle for engagement and recruitment.

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

43	**Academic entry requirements** *Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariff.*
	Applicants wishing to gain direct entry onto the top-up at level 6, must have at least 240 CATS (Credit Accumulation and Transfer Scheme) points gained through study at levels 4 and 5 in a relevant field such as children, young people and families. The average grade at level 5 must be 50% or above. **Accreditation of Prior Learning** Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other uncertificated learning (APcL). Students who have successfully completed another relevant programme of study at least at the equivalent level may be eligible to apply for APcL. Claim forms must be supported by the official transcript or certificate of the awarding body of the original qualification and any guidance explaining the allocation of credit and grading scheme used to enable module comparison. Students may also be eligible to apply for life or work experience or other uncertificated learning in which the acquisition of skills or knowledge at the equivalent level to the higher education programme has been gained. These APeL claim forms must be supported by a portfolio of evidence including supporting letters or statements from third parties (i.e. employers) to validate any claims made within the portfolio by the applicant. Further, a letter or statement of support from the programme leader identifying any interviews or discussions that have taken place with particular attention being paid to ensure that should the accreditation be granted, the applicant or enrolled student would be able to cope with the demands of the programme.
44	**Other entry requirements** *e.g. relevant IELTS score, Disclosure and Barring Service etc.*
	As part of the application process students will make a declaration of fitness to practice and hold an enhanced DBS
D	**IMPLEMENTATION STRATEGY**
45	**Implications for other areas of the Partner Institution** *Using the relevant programme identifiers (a,b,c etc.), please indicate any requirements that may impact on other areas of the partner institution. Please discuss these with the relevant service area before completing this form.*

Estates:	N/A
Library:	With all validations at Grimsby Institute Group, a full library report is compiled to ensure that latest relevant books and journals are included in reading lists, and that adequate resources are allocated based on the number of students predicted to attend.
Admissions:	N/A

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

	Careers:	N/A
	Visa Compliance:	N/A
	Other (*Please specify*):	*N/A*

46	**Existing programmes/students affected by this proposal** *Please state here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, please attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes.*
	The current and past graduates of the FdEd Early Childhood Studies and FdA Children, Young People and Families, see this programme as a positive development for the portfolio offered at Grimsby.
E	**POST PROGRAMME OPPORTUNITIES**
45	**Progression opportunities to further academic or professional programmes** *Please list progression opportunities in your own or other institutions. If none exists, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?*
	Whilst there are currently no opportunities for postgraduate study within the subject area at Grimsby other providers offer PGCE in primary or MA in Education. There are opportunities to complete post graduate study in teaching in the post compulsory sector at Grimsby.
46	**Employment opportunities** *Please state areas of employment that graduates of these programmes will typically enter. You may wish to contact the careers team for guidance in this area. You may also wish to refer to Destinations of Leavers in Higher Education (DELHE) data.*
	- Schools, - Family Hubs/Children's Centres, - Family support service, - Nursery - Pre-school setting - Special Schools - NHS - Social Work

APPLICATION FOR VALIDATION OF COLLABORATIVE PROVISION

PART 1: PROGRAMME/STAGE SPECIFICATION PRO FORMA

F	**CURRICULUM MAPS**
	Please create curriculum maps which detail the programmes/variants that you are validating. Each map should begin with the title of the programme/variant and the relevant programme identifiers.
	Where a variant includes a preliminary stage, a year in industry, a year abroad or different stages (i.e. Levels 5 and 6 of an Integrated Masters), then an additional map should be produced detailing each additional stage or variation of a stage.
	*In **Columns 1-3**, please list all programme modules taught at each stage, the level at which they are taught and the modular credit value.*
	*In **Column 4**, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.*
	*In **Column 5**, please indicate against each of the programmes and pathways listed on this form which modules are Core (C) or Optional (O).*
	*In **Column 6**, please indicate how each module meets each programme outcome either Fully (F) or Partially (P).*
	Please note:
	A student may exit a programme at defined stages resulting in intermediate programme awards (e.g. Certificate, Diploma, Postgraduate Certificate, Postgraduate Diploma). At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage. *A worked example is provided in Appendix 1.*

KEY:	
P/V= Programme or Variant	PO = Programme Outcome
PW = Pathway	T1,2,3 = Trimester 1,2,3

F1	**UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS**

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Programme/Variant Titles and Identifiers:															
1	**2**	**3**	**4**	**5**				**6**							
Module Name	Level	Credit	Assessment Method *(e.g. exam, essay, presentation)*	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Honours Stage															
Triune 1															
Children's Right and Safeguarding	6	20	Video-Essay Case Study	a, b					F	F					
Triune 2															
Families and Children	6	20	Campaign Board and Resources Presentation	a, b					F	F	F				
Children's Learning Voice and Pedagogy	6	20	Reflection on a joint observation on a child. Conference Presentation	a, b				F	F	F					
Triune 3															
Empowering Future Development in Early Years	6	20	Change proposal and hours log	a, b						F	F	F			

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Triune 1, Triune 2 and Triune 3															
Dissertation	6	40	Dissertation	a, b				F				F	F		
Special Educational Needs and Disability - Action Research	6	40	Research Report Oral Exam	a, b				F	F			F	F		