

Validation Document		
1	Title of Programme	Early Childhood Studies
2	Award (e.g. FdA, FdSc)	FdEd
3	Contained Award	Certificate of HE for successful completion of 120 credits at Level 4
4	UCAS code (if applicable)	L520
5	HECOS codes	100457
6	Mode of Study (full and/or part-time)	Full-time only
7	Duration (total number of years)	2 years full time
8	Number of weeks per academic year	31 Each Trimester consists of 8 weeks of module delivery. Trimester 1 has an extra week in which students are prepared for study at the new level. There are 6 assessment weeks.
9	Accrediting Professional / Statutory Body (if applicable)	N/A
10	Location of delivery	Grimsby Institute
11	Faculty	Health, Wellbeing and Society
12	Entry requirements	
<p>All applicants irrespective of entry qualifications will be formally interviewed by an appropriate member of academic staff.</p> <p>Standard Offer</p> <p>Applicants will require 80 UCAS points in a related early years subject, or 60 Access-to-HE Credits (of which a minimum of 45 must be at Level 3). Applicants are required to hold English GCSE (or Functional Skills equivalent) at Grade C/4.</p>		

Non-standard offer

The Institute will also encourage applications from non-traditional learners who lack formal academic qualifications. All such applicants will be set an appropriate piece of work, in the form of an essay question (1500-word essay) that will take into account their academic potential and relevant experience in the sector.

DBS

All students are required to have in place an enhanced DBS check. Students can attend the programme whilst waiting for this to be completed, however students cannot go out onto their work-based learning until the satisfactory DBS has been provided. Students are required to provide existing DBS where their placement is their employment at enrolment, or, apply through the institute, which will incur a cost. All students will be expected to declare any criminal convictions at interview as part of their application. Any student not having a satisfactory DBS certificate will not be able to complete the programme and failure to do so could result in the student being withdrawn from the programme and will still be liable for the fees.

Accreditation of prior learning

Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other uncertificated learning (APeL) – refer to the HE07, Admissions, Admissions Appeal and Accreditation of Prior Learning.

13	Minimum number of students required for the programme to run	12
14	Degree classification weighting	
The degree classification is awarded based on the average percentage mark achieved at level 5 of the degree.		
15	Aims of the programme and distinctive features/fit with existing provision	

Distinctive Features

This Foundation Degree will provide those already working or wishing to work with young children in different fields and an opportunity to develop their career and knowledge within a network of local provision. The students will recognise and champion the uniqueness of every child by exploring the key factors that affect them and their families. This course will enable students to gain a whole-child perspective, draw on several different disciplines and use the latest research to explore how children grow and develop, learn through play and how government legislation and policy affects children rights, welfare, education. Students will be able to understand and analyse the processes that shape childhood and children's lives.

The knowledge and understanding students acquire at level 4 becomes the foundation for future progress as an early year's practitioner. Students are introduced to theoretical perspectives and investigate the contemporary landscape and changing nature of the early years' sector. A progression to level 5 study places focus on the impact that current

legislation and the Early Years Foundation Stage (2017) has on practice children's care and education. The role and importance of research within early education is paramount and the students will be able to investigate how published research influences policy makers and their practices.

Our staff come from a wide range of professional backgrounds and have strong links to the local provision as well as international practices, adding value and depth to the course including preparing students to gain employability within the sector and providing a high level of placement support. Students will experience professional work through child-centred and innovative placements, such as educational organisations, community settings and children's charities. Students will record, reflect and monitor their growing and individual professional expertise to tailor their own career and academic progression. Learning on this programme is holistic, students will be encouraged to collaborate with their peers and colleagues. Taught seminars and lectures focus on interactive discussion and debate focused on the development of a professional dialogue.

Fit with Existing Provision

The award fits within the Schools structure of similarity at level 4 and a framework of FD's. Due to the nature of the course, progression would ultimately vary depending on the student, however possible progression routes would include, BA Childhood and Youth Studies Top Up, BA Early Childhood Studies Top Up, BSC Health and Social Care Top Up, all of which are currently offered at the University of Grimsby. There is also be scope for students who met the required criteria to consider top up degrees at other HEI's, those students that want to progress in to Teaching and would require Qualified Teacher Status (QTS).

Progression and Employment Opportunities

As graduate of this programme, you will have the necessary knowledge and skills to gain employment as an early year's practitioner in the public, private or third sector. However, students need to be aware of the government policy which states that Early Years educators require GCSE English and Maths, level C or 4 or above and Early Years teachers require GCSE English, Maths and Science, level C or 4 or above. There will be opportunity for students to further their academic studies at the University Centre Grimsby via progression to the BA (Hons) Early Childhood Studies Top Up. Graduates currently go on to a range of careers in the childhood studies area, as well as completing postgraduate qualifications, in order to work in education, health, legal and social work fields.

Work Based Learning

Work based learning within the programme consists of 240 hours which must be completed within stages throughout the programme. Students have the flexibility to select their own placement in line with the programme requirements. The work based learning experience enables to student to reflect on their professional development, practice and develop aspirations and goals for their future progression. A high level of support is provided through collaboration between placement mentors, the placement team and programme tutors to enhance the student experience.

16 Programme Learning Outcomes		
By the end of this programme students will be able to		
	Programme Learning Outcome	Subject Benchmark Reference
1	Demonstrate knowledge and critical understanding of theories related to sociological, political, cultural and historical aspects of children's lives and learning.	4.2, 4.3, 4.6, 5.3.1, 5.3.4, 5.3.5, 5.3.7, 5.3.18, 5.3.19, 5.4.11,
2	Explore fundamental concepts, principles, approaches and themes relating to babies and children's development, learning, well-being and mental health.	4.5, 4.6, 5.3.4, 5.3.1, 5.3.6, 5.3.8
3	Effectively communicate information, arguments and analysis in areas of expertise within multiagency work.	4.2, 4.7, 5.3.6, 5.3.9, 5.3.11
4	Propose various solutions to challenges identified by critically reflecting everyday early years practice.	5.3.3, 5.3.11,
5	Utilise knowledge and understanding of research methodology and methods and carry out primary and secondary research within the chosen field of early childhood studies.	4.4, 4.7, 5.3.2, 5.3.15, 5.3.16, 5.4.3, 5.4.7, 5.4.8,
6	Apply critical understanding of policies, legislation and everyday practice including the procedure of safeguarding children.	4.2, 4.3, 4.6, 5.3.7, 5.3.19, 5.3.10,
7	Demonstrate and critically reflect own knowledge and understanding of ethical practice in research and early years' settings.	4.4, 5.3.13, 5.3.15,
8	Apply the underlining concept and principles of inclusive practice by identifying and respecting children's voices in early years' practice.	4.4, 4.6, 5.3.20, 5.3.19, 5.4.11, 5.4.12,
9	Communicate information, arguments and analysis to specialist and none specialist audience.	5.3.17, 5.4.1, 5.4.2, 5.4.3, 5.4.9,
10	Deploy key techniques of leadership skills and professionalism in early years' practice.	4.5, 5.3.9, 5.4.10,

A key element of the programme is the practice learning experience in which students undertake 240 hours work-based learning within a relevant setting. In collaboration with employers, students will undertake some research elements across the course, reflecting on the knowledge and application of this in their practice. The flexibility of this programme allows students to continue in employment and the ability to study in the evenings, whilst also working across sectors and is tailored around working lives. Through previous student feedback this has always been a real positive for the programme and one which students have found enables them to manage working life, alongside their studies. This will be assessed during the interview process and the programme team will ensure that students are able to manage the demands of studying full-time whilst maintaining employment.

Whilst students are attending their sessions in classes in the form lecturers, seminars, workshops and group work, intellectual thinking skills are developed by encouraging them to engage in discussion, evaluation and analysis. There are also opportunities for students to work independently at their pace to complete some assignments which are related to their personal and professional development.

Study skills will also be in place across all levels, in specific modules or in tutorials that will aim to further develop these intellectual and academic skills. A wide variety of practical and professional skills will be introduced throughout the teaching and learning process at all levels. Students will be encouraged to use these skills throughout assessments and also throughout teaching sessions. The strategy to embed this into students' practice will be to encourage their engagement in seminars to show and support students to develop these skills and also through the use of tutorial and mentoring where students require further input.

Transferable skills will be developed through a variety of methods and strategies aimed to challenge students in order to address the needs of different people within society. These methods will introduce students to managing research, time management, presentation skills and also the ability to work with a wide range of materials. Team building and working independently are also key elements of transferable skills for students and are embedded in a number of seminar activities and module assessments.

The programme aims to facilitate critical thinking and reflection by questioning and critically discussing beliefs, discourses and attitudes. As this is a foundation degree, 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. Core elements and understanding of the sector will be embedded across all modules taught. 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).

18	Programme Structure
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Module Title	Core/ Option	Credits	Level	Delivery T1/T2/T3
Study and Research Skills	C	20	4	T1
Safeguarding Children	C	20	4	T1
Personal and Professional Development	C	20	4	T2&3
Young Children’s Learning and Development	C	20	4	T2
Planning for Effective Learning	C	20	4	T2
Enabling Environment	C	20	4	T3
Personal Development, Transformation and Empowerment	C	20	5	T1&2
International Perspectives of Early Years Curriculum	C	20	5	T1
Collaborative Working	C	20	5	T2
Inclusive Practice	C	20	5	T2
Practical Approach to Research	C	20	5	T3
Mental Health and Well Being	C	20	5	T3

19	References used in designing the programme
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QAA Subject Benchmarks for Early Childhood Studies (2014)

20	Indicators of quality and standards
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The programme will follow the QA standards of the TEC Partnership (the Institute). The programme has been written with reference to appropriate external reference points.

The Institute undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.

External Examiner reports are received by the HE Quality department and a copy forwarded to the relevant school at the Institute. The Institute requires action plans to be created for any actions recommended as a result of student, tutor, moderator or external examiner comments. These are reported to the Progression and Standards Committee. The Institute also monitors external examiner reports and these are reported on through faculty self-evaluation and enhancement documents, the

Institute's quality enhancement report and the Institute's External Examiner's institutional analysis report.

Annual course reviews (AMRs) will take place in line with the requirements of the Institute and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Curriculum Manager and then submitted to the HE Quality office to ensure key sources such as External Examiner reports are fully reflected upon before being published and to reduce variability in the quality of information presented.

21	Particular support for learning
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Students will need a level of fitness to undertake this programme due to the physical nature of some of the requirements of the placement setting. All students will be risk assessed on an individual basis with regards to fitness to practice.

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 tutorials with the programme leader to discuss individual issues relating to both modules and the programme overall. Students are also offered one to one tutorial support with the module tutors regarding their assessments.

In addition to study skills embedded in the programme, the Institute employs an Academic Achievement Coach. The Academic Achievement Coach is responsible for working with students to support them in the development of their study skill 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 support and also timetabled study skill workshops.

22	Methods for evaluating and improving the quality of learning
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All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver.

This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self-evaluation document and subsequent year's module handbook. Programme and module leaders must give consideration to modification to improve the delivery of any module and this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.

The Institute's policy requires that all teaching staff should be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff. Student satisfaction is measured by student surveys on larger courses, on the smaller courses student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside

the course team. Further, The Institute facilitates the UCG Student Senate, which consists of student representatives from each HE department.

Further, The Institute facilitates the UCG Student Senate, which consists of student representatives from each HE department. The Senate meets on a monthly basis and their remit is to:

- Consider matters relating to the student experience within Higher Education.
- Enhance the Student Voice within the Institute’s Higher Education strategic and operational agenda.
- Provide feedback on areas of good practice.
- Put forward suggestions of the development of Institutional policy and strategy.
- Enhance the student learning experience by promoting academic and research events and cultural events in UCG.
- Increase student engagement in all aspects of Higher Education quality processes.

23	Identify any ethical issues that relate to this programme’s teaching and assessment
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The teaching and learning strategies employed by tutors within the TEC Partnership comply with the ethical code of practice of the TEC Partnership.

All staff teaching on the programme are required to annually engage in continuing professional development to ensure quality of teaching and learning. Practice learning based modules are focused around enhancement of ethical practice and are designed to ensure client and organisational confidentiality. The School of Education and Social Science is committed to ethical standards and as such placement contracts are signed and abided by both the organisation and student cohort.

When submitting assessments, students must adhere to professional principles of confidentiality as failure to do so may lead to action being taken to prevent students from completing their programme of study.

This programme has been designed to ensure that appropriate ethical concepts and frameworks are incorporated throughout and that students are aware of, and encouraged to demonstrate, the need for ethical considerations within their proposals and practical work.

24	Is the Work Based or Work Related?	Work Based.
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25	How are WBL opportunities managed, monitored and reviewed, and what particular arrangements are there for student support
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Students must achieve and evidence a total of 240 hours (over the duration of the programme) in an appropriate work based learning setting. Students are expected to select the provision for their placement with the support of the placement team if required. Failing to achieve 100 hours at the end of Level 4 and 140 hours at the end of Level 5 will result in failing the module. Students must be in placement by the beginning of the second trimester. Within the work placement a designated mentor will be allocated to the student. Students and mentors will be visited once per academic year by the placement team and support will be given to both to meet the expectations and requirements of the programme.

Reflective practice is an integral element in early years’ education and professional development. A programme tutor will visit the student in the placement once per academic year. The aim of this visit will be to conduct an observation of the student in practice and to monitor, review and reflect on

student progression. The visit will provide the opportunity for student reflection and support focused on the application of theory to practice and directly link to Level 4 Personal and Professional Development and Level 5 Personal Development, Transformation and Empowerment.

As this programme may involve regular contact with children, a Disclosure and Barring Service (DBS) check must be completed prior to attending any placement. The cost of undertaking the DBS check is the responsibility of the student and the outcome of the DBS check will be considered on an individual basis.

26	Resources Supplied to the Student
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- The programme will draw upon sector expertise for particular modules.
- Guest lectures will form a part of the teaching across some modules delivered on the programme, these will utilise sector expertise in relation to expanding the students' application of knowledge and skill sets needed.
- Career enhancement and progression events.
- Trips to enhance their experience of various early years practice.

27	Resources needed to pass the programme
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- An enhanced DBS is an expectation for all students. This is needed in order that they can go out into placement and complete the hours associated with this programme.

28	Revision History	
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Version	Details of major modification	Date of approval
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U Curriculum Map																
Key Work – State WB or WR or blank Comp = Compensatable Y or N P = Partially achieved Learning Outcome F = Fully Achieved Learning Outcome																
Module name	Level	Work	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8	9	10	
Study and Research Skills	4	-	Raychel Robinson	Open Essay 50% Individual Presentation 50%	Y			P		P		P		P		
Safeguarding Children	4	WR	Kirsty Marris	Case study 50% Classroom Multiple Choice Test 50%	N		P	P			P		P			
Personal and Professional Development	4	WB	Emma Bailie	Portfolio 100%	N				P		P	P		P	P	
Young Children's Learning and Development	4	-	Kirsty Ling	Group Presentation 50% Individual Booklet 50%	Y	P	P						P	P		
Planning for Effective Learning	4	WB	Emma Bailie	Reflective Report 50% Individual Presentation 50%	N	P	P		P		P		P		P	
Enabling Environment	4	-	Kirsty Marris	Essay 50% Group Presentation 50%	Y	P	P	P					P	P	P	
Personal Development, Transformation and Empowerment	5	WB	Emma Bailie	E-portfolio of 3000 words with minimum 12 pieces of evidence. 100%	N				F	F	F	F		F	F	
International Perspectives of Early Years Curriculum	5	-	Emma Bailie	Pitch of individual ideal early years curriculum 100%	Y	F	F				F			F	F	
Collaborative working	5	WR	Kirsty Ling	Individual Presentation 50%	N	F	F	F			F	F		F	F	

				Resource Booklet 50%												
Inclusive Practice	5	-	Mioka Drummond	Case Study 4000 words 100%	Y	F		F	F		F		F	F	F	
Practical Approach to Research	5	-	Darren Woodward	A research trial in pairs, with a presentation of critical reflection 100%	N	F			F	F		F		F		
Young Children's Mental Health and Well-being	5	-	Mioka Drummond	Campaign Board 50% Essay 50%	C	F	F	F	F		F		F		F	