

Validation Document		
1	Title of Programme	<ul style="list-style-type: none"> a. BA (Hons) Early Childhood Studies Top Up (Graduate Practitioner Competencies) b. BA (Hons) Early Childhood Studies Top Up
2	Award (e.g. FdA, BA)	BA (Hons)
3	Contained Award	An Ordinary Degree, BA Early Childhood Studies Top Up, for completion of 60 credits at Level 6.
4	Awarding Body	TEC Partnership
5	UCAS code (if applicable)	a. CS01
6	HECOS codes	<ul style="list-style-type: none"> a. 100456 (50%) 100463 (50%)
7	Mode of Study (full and/or part-time)	Full Time and Part-Time
8	Duration (total number of years)	1-year Full-Time and 2 years Part-time
9	Number of weeks per academic year	<p>31</p> <p>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.</p>
10	Accrediting Professional / Statutory Body (if applicable)	ECSDN
11	Location of delivery and Faculty	Grimsby Institute / Health, Well-being and Society
12	Entry requirements	<p>Standard Entry Requirements</p> <p>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 field of early childhood. The average grade at level 5 must be 50% or above. Students must also have an up-to-date DBS and a letter/email confirming their placement, which will be recorded prior to enrolment.</p> <p>Additional Entry criteria for route (b)</p> <p>BA (Hons) Early Childhood Studies Top Up will admit applicants where there is no previous study on an ECSDN degree.</p> <p>English and Maths criteria for routes (a) and (b)</p> <p>To study on BA Early Childhood Studies (Graduate Practitioner Competencies), students must have L2 English and Maths qualifications at grade 4 or above, or hold a formally recognised equivalent.</p>

At the beginning of the programme, students will be advised that if they wish to become an Early Years Educator, or QTS primary school teacher, they are required to have GCSE English, Maths and Science grades C or 4. For students wishing to become an Early Years Teacher, they need to have GCSE English and Maths grades C or 4.

Accreditation of Prior Learning

Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other uncertificated learning (APcL). Please see HE21 Student Transfers (Accreditation of Prior Learning).

13	Minimum number of students required for the programme to run	6
14	Degree classification weighting	

Bachelors Top-Up Degree

The degree classification is awarded based on the average percentage mark achieved at level 6 of the degree.

15	Aims of the programme and distinctive features/fit with existing provision	
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BA (Hons) Early Childhood Studies Graduate Practitioner Top Up and BA (Hons) Early Childhood Studies Top Up are 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. This course focuses on children aged between 0-8 years old and their development, learning and their families. 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 has been matched with Early Childhood Studies Degree Network: Graduate Practitioner Competencies. The practice hours and practice-based assessments are the distinctive features of this programme.

Within these professional practice hours, students will be given opportunities to apply theories into their professional practice and expand their theoretical and practical knowledge. This course has been aligned with Early Childhood Studies Degree Network: Graduate Practitioner Competencies. Furthermore, this programme allows students to explore their own specialist topic in the field of Early Childhood Studies, focusing on children 0 to 8 years old, and they will be encouraged to investigate 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 leadership and management skills within their chosen career within the field of early childhood in the ‘Leadership and Management in Early Childhood’ module by developing various leadership, management and change-agent skills to help and prepare students in achieving their future career goals. Students who wish to join the course from a non-ECS Graduate Practitioner course, but who meet the entry requirements, will be able to complete BA (Hons) Early Childhood Studies Top Up once they have completed 120 credits and 200 placement hours.

Programme Aims

1. Develop students' ability to be pro-active, flexible and adaptable in the face of changes in the field of early childhood.
2. Develop students' ability to be able to participate in multi-agencies, 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 childhood practice and lead changes in organisations.

The programme aims were designed in consultation with students who have been working in the field of early childhood for many years, and managers of early childhood settings in order to make this course 'fit for purpose'.

The programme is constructed with an idea that students will gain academic knowledge and skills and will be able to transfer these to their practice during Level 6 study. Furthermore, within each module, students are encouraged to critically analyse how the various parts of everyday practice in their setting influence children's lives directly or indirectly. Students will become a change agent within the early year's sector, leading and managing a change in practice, which will allow them to gain transferable skills for their future career. Reflection and reflexivity are embedded within the programme to ensure students can critically reflect on their own practice and that of their organisation. Core modules enable students to gain skills to empower children in their work, alongside collaboration with different professionals. Furthermore, each module is mapped to ECSDN Graduate Practitioner Competencies, thus elements of each module are directly aligned with these competencies.

This programme aims to foster a strong partnership with local sectors related to early childhood education and care providers in order for students to complete 200 placement hours. Therefore, there will be regular placement visits by the HE placement team and Programme Leaders to discuss, assess and monitor students' progress in their chosen profession. Students will gain the practical skills and academic knowledge required to be competent and confident professionals in the field of Early Childhood.

Progression from the programme

Graduates of this programme can progress into the early years sector in a range of practitioner and leadership roles. Graduates from our programme gain roles where they are change agents, including management roles, or those of senior practitioners. The programme team work extensively with local employers to ensure that this programme develops graduates that meet the needs of the workplace.

Whilst there are currently no opportunities for postgraduate study within the subject area at Grimsby, other providers offer relevant courses such as Primary PGCE study, or MA Education. There are opportunities to complete post graduate study in teaching in the post compulsory sector at Grimsby. Additionally, graduates will be able to study post graduate courses or MAs in various social science

courses. Furthermore, graduates with two to three years' experience of working with children with SEND have the opportunity to enrol in post graduate courses for speech and language therapies.

16a Programme Learning Outcomes <i>Upon successful completion of this programme a student will be able to...</i>		
	Programme Learning Outcome	Subject Benchmark Reference
1	Communicate both academically and professionally a critical working knowledge and ability to articulate pedagogical and theoretical approaches for children, families and communities in practice.	3.3.6, 3.3.7, 3.3.8, 3.3.10, 3.3.11, 3.4.12, 3.4.16. TY.SK.4, TH.SK.6, TY.SK.7, TY.SS.1, TY.SS.2, TY.SS.3, TY.SS.5, TH.SS.8, TH.SS.9, TY.SS.10, TH.SS.19, TY.GS.1, TY.GS.4, TH.GS.5
2	Demonstrate in-depth knowledge in relation to sociological, political and cultural issues concerning young children's lives.	3.3.1, 3.3.9, 3.3.21, 3.4.12, 3.4.16. TY.SK.1, TY.SK.2, TH.SK.6, TY.SK.8, TY.SS.1, TH.SS.4, TY.SS.5, TY.SS.6, TY.SS.7, TH.SS.15, TY.GS.2
3	Build critical and systematic understanding and knowledge of concepts within early childhood, and children's rights and voice within society and practice.	3.3.5, 3.3.20, 3.3.22, 3.4.7, 3.4.10, 3.4.15. TY.SK.3, TY.SS.2, TY.SS.3, TH.SS.7, TY.SS.11, TY.GS.2
4	Critically reflect personal and institutional practices and demonstrate leadership skills in order to implement new strategies for future development in early childhood.	3.3.3, 3.3.12, 3.4.5, 3.4.2, 3.4.13, 3.4.16, 3.4.17, TY.SS.1, TY.SS.11. TH.SS.12, TH.SS.13, TY.SS.14, TH.SS.15, TH.SS.16, TY.GS.1, TY.GS.3. TY.GS.4, TH.GS.5
5	Critically analyse skills in building partnerships within multi-agency and multicultural working, especially considering issues concerning safeguarding children.	3.3.12, 3.3.13, 3.3.14, 3.4.11, TH.SK.5, TH.SS.4, TY.SS.6, TH.SS.9. TY.SS.10, TY.SS.11, TY.SS.14, TH.SS.19, TY.GS.3
6	Demonstrate a working knowledge and understanding of research paradigms and methods used in carrying out academic research which is fit for purpose to improve the practice in the field of early childhood.	3.3.2, 3.3.18, 3.4.3, 3.4.6, 3.4.9, 3.4.17. TY.SK.9, TH.SS.12, TH.SS.13, TH.SS.16, TY.SS.17, TY.SS.18, TH.SS.20, TY.GS.3
7	Apply and reflect on ethical principles within the field of early childhood studies and a chosen profession.	3.3.16, 3.3.18, TY.SK.8, TY.SS.17, TY.SS.18, TH.SS.19, TH.SS.20
8	Identify issues, provide, and present primary or secondary research based practical solutions to different audiences in an appropriate manner.	3.3.4, 3.3.17, 3.3.19, 3.4.1, 3.4.8, 3.4.4, 3.4.9, 3.4.14, TY.SS.3, TY.SS.17, TY.SS.18, TH.SS.20, TY.GS.2

16b	Additional Outcomes aligned to PSRB or Apprenticeship Standards	
1	Advocate for Young Children's Rights and Participation	ECSDN 1
2	Promote holistic child development	ECSDN 2
3	Work directly with children, families and colleagues to promote health, well-being, safety and nurturing care.	ECSDN 3
4	Observe, listen and play for young children to support their well-being, early learning, progression and transitions.	ECSDN 4
5	Safeguarding and Child Protection	ECSDN 5
6	Inclusive practice	ECSDN 6
7	Partnership with parents and caregivers	ECSDN 7
8	Collaborating with others	ECSDN 8
9	Professional development	ECSDN 9

17	Graduate Attributes and Threshold Characteristics	
<p>Level 6</p> <p>A student achieving level 6 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:</p> <ul style="list-style-type: none"> • The ability to critically evaluate the key theoretical ideas of the discipline within early childhood studies. • By the end of this course, the students should be able to demonstrate all the ECS competencies in practice. • Students should be able provide information based on academic research in an appropriate manner verbally or in a written format. • The ability to demonstrate professionalism in all situations in practice. • The ability and confidence to be able to articulate their ideas and analysis clearly in writing and verbally. • Flexibly demonstrate their knowledge and understanding of early childhood studies when supporting a child, parents and families or their colleagues in their chosen profession. • Skills to be able to understand and help others understand official documents and requirements. 		

18 Full-time Programme Structure				
Module Title	Core/Option	Credits	Level	Delivery T1/T2/T3
Children's rights, Parent's rights and safeguarding	C	20	6	T1
Children's learning, voice and pedagogy	C	20	6	T2
Special Educational Needs and Disabilities	C	20	6	T2
Leadership and Management in Early Childhood Profession	C	20	6	T1, T2, T3
Action Research	C	40	6	T1, T2, T3

18 Part-time Programme Structure				
Module Title	Core/Option	Credits	Level	Delivery T1/T2/T3
Children's rights, Parent's rights and safeguarding	C	20	6	Y1 T1
Children's learning, voice and pedagogy	C	20	6	Y1 T2
Special Educational Needs and Disabilities	C	20	6	Y2 T2
Leadership and Management in Early Childhood Profession	C	20	6	Y2 T1, T2, T3
Action Research	C	40	6	Y1 T1, T2, T3

19 Teaching and Learning Strategy	
<p>This programme aims to help students gain knowledge, understanding and application skills in the field of early childhood. To do this, the programme will follow four interrelated themes, as set out in the benchmark statements, which are:</p> <ol style="list-style-type: none"> 1. Awareness raising, skills and knowledge acquisition; 2. Conceptual and intellectual understanding; 3. Practice skills and experience, matching the ECSDN Graduate Competencies; 4. Reflection on performance. <p>The programme aims to facilitate critical thinking and reflection by questioning and critically discussing beliefs, discourses and attitudes.</p>	

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 lectures, 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 25 days, equating 200 hours, of work-based learning within a relevant setting. In collaboration with employers, students will undertake various research projects to enable them to effect change within their setting. Additionally, practical work will be assessed by mentors, and students' practical and professional progresses are recorded in their placement handbook, which will be monitored throughout L4, 5 and 6 by their mentor and Programme Leaders. 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). Programme Leaders will visit students at their placement twice in the academic year to ensure that the students are gaining the experience they need for their future careers, and that they are given opportunities to apply theories into practice. Additionally, students who are completing ECSDN Graduate Competencies will be assessed in their professional progress in Trimester 3 by their mentors and the Programme Leader. The Programme Leader, HE Placement team and mentors at the placement will work closely to build a strong partnership to ensure that graduates are as employable as possible.

As this programme sits across a number of disciplines within the early year's sector, the teaching and learning will align itself to the approaches set out within the QAA Subject Benchmark Statements for Early Childhood Studies as mapped to the programme learning outcomes in box 29. Furthermore, the modules are aligned with numerous sections of the ECSDN Graduate Competencies. Various elements of these Graduate Competencies are accomplished during levels 4 and 5 of the foundation degree that precedes this top up. 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.

20	References used in designing the programme
<p>QAA Subject Benchmark Statement: Early Childhood Studies 2022</p> <p>Early Childhood Studies Degree Network: Early Childhood Graduate Practitioner Competencies</p>	
21	Indicators of quality and standards
<p>The programme will follow the QA standards of TEC Partnership. The programme has been written with reference to appropriate external reference points.</p> <p>TEC Partnership undertake a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.</p> <p>External Examiners reports are received by the HE Quality Office and a copy forwarded to the relevant academic area at TEC Partnership. TEC Partnership 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 our HE Committees. TEC Partnership also monitors External Examiner reports and these are reported on through faculty self-evaluation and enhancement documents, the quality enhancement report and the External Examiner's institutional analysis report.</p> <p>Annual course reviews (AMRs) will take place in line with the requirements of TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Curriculum Manager (or equivalent) 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 also to reduce variability in the quality of information presented.</p>	
22	Particular support for learning
<p>The needs of disabled learners are taken into account in the design of all learning programmes.</p> <p>Students will be screened at induction to identify those with individual learning support needs. TEC Partnership 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.</p> <p>Students will also be invited in for advice and support through the DSA procedure.</p> <p>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.</p> <p>In addition to study skills embedded in the programme, TEC Partnership provides an Academic Achievement Service. The Academic Achievement Service will work 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.</p>	
23	Methods for evaluating and improving the quality of learning
<p>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</p>	

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.

TEC Partnership'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, TEC Partnership facilitates the Student Senate, which consists of student representatives from each HE department. The Student 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 TEC Partnership’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 on campus.
- Increase student engagement in all aspects of Higher Education quality processes.

24	Identify any ethical issues that relate to this programme’s teaching and assessment
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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.

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. TEC Partnership 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.

25	For Foundation Degrees is the programme Work Based or Work Related?	n/a – Bachelors Top Up
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26	How are WBL/WRL 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 200 hours (over the duration of the programme) in an appropriate work-based learning setting, that meets the requirements of the ECSDN competencies. Students are expected to select the provision for their placement with the support of the placement team if required. For those students completing their placement hours at their employed settings, they are required to have experience in areas of their setting where they do not normally work and have at least one placement outside their setting (ECSDN Graduate Competences, P.9, 6.2.2). Failing to achieve 200 placement hours at the end of Level 6 will result in failing the course.

All applicants will be advised of the following conditions required for entry on the programme at interview, and these will be detailed on the offer provided to each applicant via the HE Admissions department:

- Students must have a confirmed placement at point of enrolment and provide contact details
- Have confirmation to attend placement during orientation week
- Have a completed DBS at point of enrolment

Within the work placement a designated mentor will be allocated to the student. Students and mentors will be visited at least once per academic year by the placement team and support will be given to both to meet the expectations and requirements of the programme. The students' professional and practical progress will be assessed and monitored by the mentor and their PLs, and recorded in their placement handbook which contains the requirements of ECSDN Competencies they need to achieve by the end of Level 6. The named placement mentor should hold a higher-level qualification than the student and have a senior role within the provision.

Reflective practice is an integral part of early childhood education and professional development. A programme tutor will visit the student in their placement setting twice per academic year. The aim of these visits 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 various modules taught throughout Level 6.

The ECSDN Graduate Competencies requires all students taking the Graduate Competencies route to be assessed by the end of study at the "Level 6 end of degree assessment point" (Appendix 1, ECSDN, P.9 6.3). This consists of an interview with each student, conducted by the mentor and the programme tutor at their placement, assessing and questioning the competencies and progress made throughout their degree, including Level 4, 5 and 6. The interview will last at least half an hour, and students will have the opportunity to prove that they have met their competencies, and how they completed these. The decision to honour the Graduate Competencies award will be made between the mentor and the programme tutor following the interview.

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.

27	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 various modules delivered on the programme, and these will utilise sector expertise in relation to expanding the students' application of knowledge and skill sets needed.
- Career enhancement and progression events.

28	Resources needed to pass the programme	
An enhanced DBS is an expectation of all prospective students. Without this, students will be unable to go into placement and complete the hours associated with the programme.		
29	Revision History	
Version	Details of major modification	Date of approval
1		
2		
3		
4		
5		

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
Children's Rights, Parents' Rights and Safeguarding	6	WR		Case study (60%) Training material (40%)	N			F		F			
Children's Learning, Voice and Pedagogy	6	WB		Reflection (100%)	N	F	F	F				F	F
SEND	6	WB		Presentation (100%)	N	F	F	F	F	P			F
Leadership and Management in Early Childhood Profession	6	WB	Emma Bailie	Reflective Report on Action research project with a minimum of 6 pieces of supporting evidence.	N	F			F				F
Action Research Project	6	WB		Research Proposal (50%) Student Led Conference (50%)	N	F			F		F	F	F

ECSDN Early Childhood Graduate Practitioner Competencies Level 6												
Trimester 1				1	2	3	4	5	6	7	8	9
Children's Right, Parent's rights and Safeguarding	6	20	Case Study with Training material	1.1	2.2			5.1 5.2 5.3 5.4 5.7		All	All	
Trimester 2												
SEND	6	20	Presentation on Solutions and Strategic Planning (20 minutes with Q&A)	All		3.7	4.10	5.5	All	All	All	
Children's Learning Voice and Pedagogy	6	20	Reflection on a joint observation/assessment on a child.	All	All	3.3	4.1 To 4.8					9.2
Trimester 1 and 3												
Leadership and Management in the Early Childhood Profession	6	20	Reflective Report on Action research project with a minimum of 6 pieces of supporting evidence.								All	9.1 9.3 9.4 9.5
Trimester 1, Trimester 2 and Trimester 3												
Action Research Project	6	40	Action Research Proposal Students Led Community Conference			3.3	4.2				All	9.3 9.5
Placement								5.4 to 5.7				

TEC Partnership Graduate Mapping

TEC Partnership Graduate Attributes		Assessment References	Module References	To be covered in tutorial
Fortitude and Criticality	<ul style="list-style-type: none"> • Adaptability to changing situations 		<p>Leadership and Management in Early Childhood Profession: Students engage with leadership and management theories linked to change in the sector, reflecting on the diverse and evolving sector of early childhood education. Students are prepared to develop skills of adaptability and change.</p>	
	<ul style="list-style-type: none"> • Being productively disruptive 	<p>Action Research: Action Research Project. The assignment requires the students to produce a reasoned argument, justify the implementation of changes in practice. The students will challenge current approaches with the aim to improve an aspect of the provision</p>		
	<ul style="list-style-type: none"> • Resilience 		<p>Leadership and Management in Early Childhood Profession: Students implement an evidence-based change in practice, challenging current practice that may result in resistance and providing the opportunity for students to develop resilience in practice.</p>	

	<ul style="list-style-type: none"> • Preparing for unknown futures 		<p>Leadership and Management in Early Childhood Profession: Students will learn about the responsive nature of early years education; a practitioner's sense of professional identity and the skills and knowledge required to prepare and lead potential changes in future practice. Students will be encouraging to join communities of practice to prepare for leadership roles and changes in the sector</p>	
	<ul style="list-style-type: none"> • Finding alternative solutions to problems 	<p>Action Research Projects, becoming voices for families and children and SEND: Students are to identify practical solution and strategies to improve the practice and children's learnings.</p>		
Teamwork	<ul style="list-style-type: none"> • Human interaction skills 	<p>Leadership and Management in the Early Childhood Profession: The module assignment requires the students to work collaboratively with others within the placement setting. Students will complete their GPC and have meetings with their mentor and module tutor. Human interaction skills underpin the assignment and the practical</p>		

		work- based element of the programme.		
	<ul style="list-style-type: none"> • Leadership and followership skills 	Leadership and Management in Early Childhood Profession: Students lead the management of a change in practice and provide evidence as part of their reflection, working within an established early years team.		
	<ul style="list-style-type: none"> • Project development and/or management 		Action Research Project is all about students develop and manage a piece of action research, including implementing an intervention.	
Presentation	<ul style="list-style-type: none"> • Confidence in communication 	Action research project, Becoming voices for families and children and SEND: These module’s assessments include presentations in which students are to communicate their findings and ideas confidently. Also these presentation include questions and answer sessions thus students are prepared to answer questions on spot.		
	<ul style="list-style-type: none"> • Digital skills and adaptability 		Children’s learning, voice and pedagogy and SEND will cover the importance of supporting children with their digital literacy and technology in their learning.	

	• Time Keeping		Action Research Project requires students to manage their own time management issues to complete their project.	
	• Self-Presentation		Children's learning, voice and pedagogy and Leadership and Management in the Early Childhood Profession modules requires students to work within the professional context alongside colleagues. Taught content and GPC with direct students to consider their self -presentation as a professional to meet the expectations and standards in practice.	Graduate Employability sessions will be delivered in tutorial sessions to develop student's awareness of the importance of positive self-presentation in relation to employability and graduate progression routes.
Personal Values	• Professional attitudes and values		Children's rights, parents' rights and Safeguarding, becoming voices for families and children and SEND: these modules contain discussion on challenges various families face and explore how professionals should conduct themselves in order to build partnerships with families and parents.	
	• Ethics and morals		Action Research Project and Children's learning, voice and pedagogies: throughout the sessions, the importance of ethical issues will be covered.	
	• Self-Care and care of others	Care of others in underpinning within the		Students are supported via 1:1 tutorial session with their

		<p>nature of the area of study. Students have assessed GPC that form part of their placement experience and the Leadership and Management in Early Childhood Profession assignment. A specific focus is placed on developing the competencies to care for children, families and colleagues in practice.</p>		<p>programme leader and support would be offered in relation to individual self-care support needs. Such as advise and signposting to wider support agencies within the organisation.</p>
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