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**PROGRAMME SPECIFICATION**

**Programme Title: FdA Early Childhood Studies**

**University of Plymouth Programme Code: FT (6573) PT (6574)**

**Partner Faculty: Academic Partnerships, University of Plymouth**

**Partner Delivering Institution: Cornwall College**

**Start Date: September 2019**

**First Award Date: FT (July 2021) PT (July 2022)**

**Date of Approval: 2 May 2019**

**Date(s) of Revision(s) to this Document: 15 Jan 19/24 Jan 19/5 March 19/June 19/6 December 2019**

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# Programme Details

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| **Awarding Institution:** | University of Plymouth |
| **Partner/Teaching Institution:** | Cornwall College |
| **Accrediting Body (date of reaccreditation and a summary of any conditions/regulations):** |  |
| **Language of Study:** | English |
| **Mode of Study:** | Full and Part Time |
| **Final Award Title:** | FdA Early Childhood Studies |
| **Intermediate Award Title:** | N/A |
| **UCAS Code:** | XL35 |
| **HECoS Code:** | 100457 |
| **Relevant QAA Benchmark Groups:** | QAA Subject Benchmark Statement: Early Childhood Studies, (2014)  QAA Subject Benchmark Statement: Education Studies (2015)  National College for Teaching and Leadership: Early Years Educator (Level 3): Qualifications Criteria (2013)  Foundation Degree Characteristics Statement  FHEQ |
| **Date of Programme Approval:** | 2 May 2019 |

# Distinctive Features of the programme and the Student Experience

Consideration in this section will be given to the programme structure, the programme contents, sector needs and student experience.

| **DISTINCTIVE FEATURES** | **EXPLANATION** |
| --- | --- |
| **One day per week** | The programme will **run on one day per week**, which is highly attractive to many students. These students are often mature, have families or dependents and have financial commitments and where the programme is structured in this way particularly suits such students who have a variety of financial and personal responsibilities. |
| **Small cohorts** | The programme is suitable for students whose preference is to learn within a **small cohort**. |
| **Additional academic and emotional support from approachable and flexible staff** | Small cohorts are particularly attractive to potential students who have been out of education for some years, for those perhaps who would like **additional academic and emotional support** during their learning journey or perhaps for potential students who have limited educational experience. This support is in conjunction with work and support offered by the Higher Education Senior Tutor who can support students emotionally, again working closely with the module leader, personal tutor or programme manager. |
| **Delivered by a team of professionally experienced and qualified teachers and practitioners** | All staff have a variety of experience and professional interests within the early years sector. |
| **Programme modules reflect sector needs** | This is addressed by providing a broad selection of modules appropriate to the diverse and changing nature of early years practice. Further, this programme **provides a comprehensive, varied and sector specific range of modules**, covering: the ability to self-reflect, the theory of reflective practice, what is professionalism, sociological and psychological theories, information and communication technology, effective use of the outdoor environment, emotional development, resilience, child protection, supporting educational needs, legislation and value and ethics within care and education. |
| **Developing specific transferable and employability skills.** | The programme most specifically reflects the early years sector in terms of what is expected of professional practice. There is a designated module to develop employability and transferable skills. Further to this, students are required to meet sector standards, through the completion of 100 hours of placement practice experience, therefore demonstrating industry standards. |
| **High percentage of modules ensure the application of theory to practice.** | A high percentage of the modules covered require the student to reflect upon or develop their practice. There is a consistent focus on the application of theory on practice throughout the two years of study. |
| **Variety of assessment methods that ensure the development of higher level academic skills** | Methods of assessment for this programme include essays, reports, literature reviews, reflective logs, tests, portfolios and project work, and these assessment types require students to develop effective skills of critical and analytical thinking, synthesising information, problem-solving, independent, team-working and collaborative learning and effective communication and associated with effective transferable skills. |
| **Visits and professional speakers** | Students have opportunities to develop their professional skills by visiting a variety of early years settings, visiting Areas of Outstanding Beauty or Scientific Interest as part of their practical and professional development. Students have the opportunity of listening to guest speakers including speech therapist, dental practitioners, Marine and Conservation practitioners and managers and proprietors of a variety of early years settings. |
| **Extra-curricular activities** | Students have opportunities to develop more than sector specific skills by taking part in **extra-curricular activities**, including opportunities to develop team skills when engaging in outdoor pursuits, including kayaking or taking part in **international visits and projects**. This can be achieved by the programme manager liaising with outside agencies as previously when students visited Sweden. Further students are made aware of other community projects, including international projects, for example Kenyan sustainability projects run by Cornwall College. |

# Programme Structure

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **College** | | **Cornwall College** | | | **Programme Title** | | **FdA Early Childhood Studies** |
| **Academic Year** | | **2019-2020** | | | **Mode of Attendance**  **Course Duration** | | **Full Time 2 Years** |
| **Plymouth Programme Code** | | **6573** | | | **Total Credits** | | **240** |
|  | | | | | | |  |
| **FdA Early Childhood Studies For: Full Time** | | | | | | | |
| **F/T Route Year** | **When in Year? (I.e. Autumn, Spring etc.)** | | **Core or Optional** | **Credits** | | **Module** | |
| **FHEQ - Level 4 (120 credits) Year 1** | | | | | | | |
| FT | TERM1 | | CORE | 20 | | (CORC1013) PERSONAL AND EMPLOYABILITY SKILLS DEVELOPMENT | |
| FT | TERM1 | | CORE | 20 | | (CORS1002) DEVELOPMENTAL PERSPECTIVES | |
| FT | TERM2 | | CORE | 20 | | (CORS1003) VALUES AND ETHICS | |
| FT | TERM2 | | CORE | 20 | | (CORS1004) AN INTRODUCTION TO SOCIOLOGY | |
| FT | TERM3 | | CORE | 20 | | (CORS1000) SAFEGUARDING CHILDREN | |
| FT | TERM3 | | CORE | 20 | | (CORS1001) MULTI-AGENCY COLLABORATION | |
| **FHEQ - Level 5 (120 credits) Year 2** | | | | | | | |
| FT | TERM1 | | CORE | 20 | | (CORS2006) AN INTRODUCTION TO RESEARCH | |
| FT | TERM1 | | CORE | 20 | | (CORS2007) PLACEMENT FOR PRACTITIONER | |
| FT | TERM2 | | CORE | 20 | | (CORS2008) NUMERACY AND LITERACY | |
| FT | TERM2 | | CORE | 20 | | (CORS2000) CREATIVE WAYS FOR A HEALTHY LIFESTYLE | |
| FT | TERM3 | | CORE | 20 | | (CORS2001) LEARNING TECHNOLOGIES | |
| FT | TERM3 | | CORE | 20 | | (CORS2002) SUPPORTING EDUCATIONAL NEEDS | |

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| **College** | | **Cornwall College** | | | **Programme Title** | | **FdA Early Childhood Studies** |
| **Academic Year** | | **2019-2020** | | | **Mode of Attendance**  **Course Duration** | | **Part Time (Indicative)**  **3 Years** |
| **Plymouth Programme Code** | | **6574** | | | **Total Credits** | | **240** |
| **FdA Early Childhood Studies For: Part Time (Indicative)** | | | | | | | |
| **F/T Route Year** | **When in Year? (I.e. Autumn, Spring etc.)** | | **Core or Optional** | **Credits** | | **Module** | |
| **FHEQ - Level 4 (80 credits) Year 1** | | | | | | | |
| PT | TERM 1 | | CORE | 20 | | (CORC1013) PERSONAL AND EMPLOYABILITY SKILLS DEVELOPMENT | |
| PT | TERM 1 | | CORE | 20 | | (CORS1002) DEVELOPMENTAL PERSPECTIVES | |
| PT | TERM 2 | | CORE | 20 | | (CORS1003) VALUES AND ETHICS | |
| PT | TERM 2 | | CORE | 20 | | (CORS1004) AN INTRODUCTION TO SOCIOLOGY | |
| **FHEQ - Level 4 & 5 (80 credits) Year 2** | | | | | | | |
| PT | TERM 1 | | CORE | 20 | | (CORS1000) SAFEGUARDING CHILDREN | |
| PT | TERM 1 | | CORE | 20 | | (CORS1001) MULTI-AGENCY COLLABORATION | |
| PT | TERM 2 | | CORE | 20 | | (CORS2006) AN INTRODUCTION TO RESEARCH (LEVEL 5) | |
| PT | TERM 2 | | CORE | 20 | | (CORS2007) PLACEMENT FOR PRACTITIONER (LEVEL 5) | |
| **FHEQ - Level 5 (80 credits) Year 3** | | | | | | | |
| PT | TERM 2 | | CORE | 20 | | (CORS2008) NUMERACY AND LITERACY | |
| PT | TERM 2 | | CORE | 20 | | (CORS2000) CREATIVE WAYS FOR A HEALTHY LIFESTYLE | |
| PT | TERM 3 | | CORE | 20 | | (CORS2001) LEARNING TECHNOLOGIES | |
| PT | TERM 3 | | CORE | 20 | | (CORS2002) SUPPORTING EDUCATIONAL NEEDS | |

# Programme Aims

The programme is designed to meet the needs of the early years sector, and as a consequence providing a context for a wider children’s workforce. The programme permits opportunities for learners to exercise a degree of autonomy where they are able to develop their own interests and at the same time meet the needs of a continuing changing sector, including the development of ‘soft’ skills.

**By the end of this programme the students will be able to:**

A1: Demonstrate a developed knowledge, understanding and skills base associated with the early years sector, ensuring they are able to achieve high quality rewards and that the programme will not discriminate against their varied academic and vocational backgrounds but instead support their individual needs.

A2: Show analytical and evaluative skills both academically and practically regarding the early years sector and the wider workforce.

A3: Prove an innovative approach to interpreting academic information relevant for the early years sector and the wider workforce, and further developing their skills of applying theory to practice.

A4: Demonstrate a capacity for critical, reflective and logical thinking and an ability to make and defend judgements academically and in terms of professional practice.

A5: Critically evaluate and refer to key external factors which influence early years practice and be able to identify how constraints in one area may impact on decisions made in another.

A6: Function effectively and efficiently as a team member and contribute to an organisation using a wide range of professional, interpersonal and transferable and employability skills.

A7: Identify how to progress onto other higher programmes of study set out by a clear understanding of progression opportunities, underpinned by skills of reflection and resilience, and therefore develop the propensity to engage in life-long learning.

# Programme Intended Learning Outcomes

**6.1** Programme Intended Learning Outcomes (ILO)

**Knowledge and Understanding**

On successful completion graduates will have developed:

1. An understanding of babies and young children and childhood, nationally and globally, from psychological, sociological, health, welfare, educational, cultural philosophical, legal, historical, political and economic perspectives.
2. A knowledge and understanding of pedagogical approaches for working with babies and young children, families and communities.
3. An awareness of issues in relation to rights, diversity, equity and inclusion in relation to working with babies and young children, families and communities.
4. Skills to evaluate competing positions in relation to the construction of babies and young children and childhood by different subjects, societal agents and time, place and culture.

**6.2 Cognitive and intellectual skills**

On successful completion graduates will have developed:

1. Skills to demonstrate a critical understanding of the links between ethics, economics, politics, culture and ideology in the lives of babies and young children and their families and their communities.
2. Skills to explore, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to babies and young children and childhood.
3. Skills that define learning in terms of questions to be answered and to approach problem solving in a systematic way, therefore becoming more independent, resilient, responsible and pragmatic and develop as an autonomous learner.
4. Skills of engagement in research and enquiry and the ability to reflect on the ideas and constructs of the self and others; underpinned by effective access, retrieval, organisation from a range of sources of information, including primary sources, and be able to critically evaluate their relevance.

**6.3 Key and transferable skills**

On successful completion graduates will have developed the ability to:

1. Present a range of theoretical positions and offer and justify a point of view.
2. Use the communication skills necessary to converse, debate, negotiate, persuade and challenge the ideas of others.
3. Have insight and confidence in leading and working collaboratively with others.
4. Be aware of contextual and interpersonal factors in groups and teams.

**6.4 Employment related skills**

On successful completion graduates will have developed:

1. Skills to listen carefully to others and reflect upon one's own and others' skills and views.
2. Insight and confidence in leading and working collaboratively with others, also are sensitive to contextual and interpersonal factors, taking account of the complexity of factors that shape behaviour and social interaction and form the basis of problems and interpersonal conflict.
3. Skills to use ICT appropriately as part of the learning process in a range of contexts, both at one's own level and to enhance provision for children.
4. Skills that can demonstrate a critical understanding of the interrelationships between political, economic, cultural and ideological contexts in the lives of children and their families and communities, taking into account inequalities in society, and embrace an anti-bias approach.

**6.5 Practical Skills**

On successful completion graduates will have developed

1. An understanding of how to implement, review and assess planning for early years children, meeting and promoting children's learning appropriate to their age and stage of development, their health, well-being, protection and safety and the conditions that enable them to flourish.
2. Skills of observation and analysis in relation to aspects of the lives of babies and young children.
3. Skills to be able to communicate information to others in appropriate forms, including having a sense of audience, e.g. other staff, inter-professional teams and parents/carers.
4. An understanding of multi-professional, inter-professional, multi-agency and inter-agency working as a means of meeting the needs of babies and young children, families and communities.

# Progression criteria for final and intermediate awards

*Approved “progression route(s)” are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to “top-up” to complete a Bachelor degree, but may be employed for other award types.*

*This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3 years.*

*Progression arrangements with institutions other than the University of Plymouth carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to the University of Plymouth, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.*

Upon successful completion of the FdA Early Childhood Studies graduates will be able to progress to the following:

* UNIVERSITY OF PLYMOUTH: BA (Hons) Early Childhood Studies (Level 6) full or part-time option.
* UNIVERSITY OF PLYMOUTH: FLECS (Flexible Learning in Early Childhood Studies) (Level 6) blended learning.
* CORNWALL COLLEGE: BA (Hons) Education and Curriculum Studies (Level 6)
* CORNWALL COLLEGE: BA (Hons) Children, Schools and Families (Level 6)

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

# Non Standard Regulations – N/A

# Transitional Arrangement

All students commencing Level 4 in September 2019 will do so on the newly approved version of the programme. Students progressing to Level 5 September 2019 will also transfer to the newly approved version of the programme.

# Admissions Criteria, including APCL, APEL and DAS arrangements

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| --- | --- |
| Entry Criteria (Qualifications) | Details |
| Functional Skills  GCSE (or equivalent) | L2 Literacy and L2 Numeracy  Minimum of Grade C/grade 4 in Maths, English Language and Science (if science based programme) |
| A/AS Levels | 48 UCAS tariff points to include at least 32 points from A2 level in relevant subjects |
| BTEC National Diploma/Extended Diploma/L3 Diploma  BTEC 90 Credit Diploma/Subsidiary Diploma\* | 48 UCAS tariff points – in a relevant subject  As above in a relevant subject and considered only with combination of other relevant level 3 qualifications |
| Access to HE Diploma | Successful completion of Access to HE Diploma with at least 45 credits at level 3 in a relevant subject |
| International Baccalaureate | 24 points |
| Scottish/Irish | 48 UCAS tariff points to include at least 32 points from Scottish Advanced Highers/Irish Highers |
| Other Level 3 qualifications | Will be taken into consideration and dependent upon subject area and number of units studied |
| Mature Applicants (over 21) | Mature applicants with relevant experience but without the stated entry qualifications will be considered individually at interview |
| Accreditation of Prior Learning | APL will be considered as per University of Plymouth Regulations and on an individual basis |
| Independent Safeguarding Agency (ISA)/Disclosure and Barring Service (DBS) clearance required | This will be required depending upon where a student opts to undertake their work placement. This will need to be sought out by the student. |
| Capability statement | Disabilities – the course welcomes applications from students with disabilities and is committed to its inclusive policy. In order to be more student-centred, the college requests that all applications be considered individually and in consultation with the programme manager.  Candidates with any concerns about this should discuss these issues at interview and enquire about college support systems. The college will undertake to make all reasonable adjustments to facilitate students with disabilities. |

# Appendix 1 – Programme Specification Mapping (UG)

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Core Modules** | | Programme Intended Learning Outcomes contributed to (for more information see Section 6) | | | | | | | | | | | | | | | | | | | | Compensation  Y/N | Assessment Element(s) and weightings  [use UNISTATs definition]  E1- exam  E2 – clinical exam  T1- test  C1- coursework  A1 – generic assessment  P1 - practical |
| Knowledge & understanding (6.1) | | | | Cognitive & intellectual skills (6.2) | | | | Key & transferable skills (6.3) | | | | Employment related skills (6.4) | | | | Practical skills (6.5) | | | |
| 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Level 4** | CORC1013 |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  | ✓ | ✓ | N | CW 100% |
| CORS1002 | ✓ | ✓ |  |  | ✓ |  |  |  | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ |  |  | Y | CW 100% |
| CORS1003 | ✓ | ✓ | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |  |  | ✓ | Y | C1 70% P1 30% |
| CORS1004 | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  | ✓ |  |  |  |  | Y | CW 100% |
| CORS1000 | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |  | ✓ | ✓ | Y | C1 70% P1 30% |
| CORS1001 | ✓ |  | ✓ |  |  | ✓ |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |  | ✓ | ✓ | Y | CW 100% |
|  | | | | | | | | | | | | | | | | | | | | | | | |
| **Level 5** | CORS2006 | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ | ✓ | ✓ |  |  |  |  | ✓ |  |  | ✓ |  |  | Y | CW 100% |
| CORS2007 | ✓ | ✓ |  |  |  |  |  |  |  |  | ✓ | ✓ |  | ✓ |  | ✓ |  |  | ✓ | ✓ | N | CW 100% P1 Pass/Fail |
| CORS2008 | ✓ | ✓ |  |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |  |  |  | ✓ | ✓ |  |  | Y | CW 100% |
| CORS2000 | ✓ | ✓ |  |  | ✓ |  |  | ✓ |  |  |  |  |  |  |  |  | ✓ | ✓ |  |  | Y | CW 100% |
| CORS2001 | ✓ | ✓ |  | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |  |  |  |  | ✓ |  | ✓ | ✓ |  |  | Y | CW 100% |
| CORS2002 | ✓ |  | ✓ | ✓ | ✓ |  |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | Y | C1 70% P1 30% |
|  | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |
| **Confirmed Award LOs** | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |

# Appendix 2 – Work Based Learning Mapping (WBL)

| FHEQ **level:** 4 | | | | | |
| --- | --- | --- | --- | --- | --- |
| **WBL/WRL Activity:** | **Logistics** | **Programme Aim** | **Programme Intended Learning Outcome** | **Range of Assessments** | **Related Core Module(s)** |
| Students to prepare a learning/play based activity where they can work in small groups within an early years setting. | In placement | A1 / A6 |  | (C1)  Reflective personal and academic essay drawing on the work of Gibbs (1998) and others. | PERSONAL AND EMPLOYABILITY SKILLS DEVELOPMENT |
| Students to consider the potential problems that may be associated with transition experiences when working in practice with early years children. Students my use a personal case study if they wish to. | In placement | A2 | 6.1 (1,2)  6.2 (1)  6.3 (1,2)  6.5 (1,2) | (C1)  Reflective and analytical writing based on the understanding of the implications of children going through transitions. Students are encouraged to draw on their work/experiences within the setting, using such as the basis for discussion, reflection and proposed ways forward. | DEVELOPMENTAL PERSPECTIVES |
| Students to consider the potential problems that may be associated with the practical application of ethical code associated with the sector and their own value system. Students encouraged to use a personal case study experienced or known to them through working in practice. | In placement | A4 / A5 | 6.1 (1,2,3)  6.2 (1,2,4)  6.3 (1,2)  6.5 (4) | (C1)  Critical reflective writing based on the understanding of ethical codes of practice and their own professional practice within the sector. | VALUES AND ETHICS |
| Students to consider their role as part of a professional team to ensure good practice when working with and safeguarding children when working in their placement. | In placement | A4 / A6 | 6.1 (1,2,3,4)  6.2 (2)  6.3 (1,3,4)  6.4 (1,2,4)  6.5 (3,4) | (C1)  Evaluative piece of writing considering the roles and responsibilities of early years practitioners when working as part of a multi-agency team focusing on safeguarding, to ensure best practice. Students to reflect on their own practice experiences as well as relating to legislative content.  (P1)  NOTE: A reflective account of the historical, political and development context of safeguarding, which does **not** whole relate to WBL/WRL activity. | SAFEGUARDING CHILDREN |
| Students to consider their role as part of a professional team to ensure good practice when working in their placement. | In placement | A5 | 6.1 (1,3)  6.2 (2)  6.3 (1,3,4)  6.4 (1,2,4)  6.5 (3,4) | (C1)  Evaluative piece of writing considering the roles and responsibilities of early years practitioners when working as part of a multi-agency team to ensure best practice. Students to reflect on their own practice experiences as well as relating to legislative content. | MULTI-AGENCY COLLABORATION |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| FHEQ **level:** 5 | | | | | |
| **WBL/WRL Activity:** | **Logistics** | **Programme Aim** | **Programme Intended Learning Outcomes** | **Range of Assessments** | **Related Core Module(s)** |
| Students to reflect on the notion of professionalism, following their experience within the work place. Students also collate evidence, e.g. policies, children’s work, their planning etc. This evidence will be mapped against the Early Year’s Educator’s (EYE) criteria. | In placement | A1, A2 | 6.1 (1,2)  6.3 (3,4)  6.4 (2,4)  6.5 (3,4) | Students produce a reflective and academic essay focusing on professionalism.  Students produce an evidenced based portfolio cross referencing to the EYE criteria.  Students complete a minimum of 100 hours placement experience. | PLACEMENT FOR PRACTITIONER |
| Students to prepare two learning/play based activities: one numeracy and one literacy appropriate for a children in an early years setting | In placement | A3 | 6.1 (1,2)  6.2 (3,4)  6.3 (1)  6.5 (1,2) | Students produce a reflective and academic essay focusing on the learning experienced by early years children regarding the numeracy and literacy activities. Students also reflect on their own pedagogy and consider the activities’ appropriateness in terms of meeting the learning outcomes set out in the Early Years Foundation Stage Curriculum (EYFS). | NUMERACY AND LITERACY |