

Section 1: BASIC INFORMATION

1.1	Awarding Institution:	University of St Mark and St John
1.2	Teaching Institution:	University of St Mark and St John
1.3	Locus of Delivery:	University of St Mark and St John
1.4	Final Award Title:	BA (Hons)
1.5	FHEQ Level:	Levels 4, 5 and 6
1.6	Programme Title:	Childhood Practice
1.7	Mode and Duration of Study:	Full time- 3 years, Part time-up to 6 years
1.8	UCAS Code(s):	X32A
1.9	Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). DBS enhanced clearance required
1.10	Accrediting Professional Body/ PSRB:	N/A
1.11	QAA Subject Benchmarking Group(s):	BA Early Childhood Studies (2014) BSc Psychology (2016)
1.12	Other External Points of Reference:	QAA Childhood Practice (Scotland) (2007) QTS Standards
1.13	Language of Study (for learning, teaching and assessment):	English
1.14	Work-Based Learning Arrangements:	PRUC02 – Engaging with Practice PRUD03 – Experiential Placement PRUH02 – Leadership and
1.15	Foundation Degree Progression Routes:	FdA Early Years FdA Teaching and Learning
1.16	Arrangements for Distance Learning:	None
1.17	Original Date of Production:	May 2017
1.18	Date of Commencement:	September 2017
1.19	Review Date:	September 2021

2. Programme Outline

The BA (Hons) Childhood Practice engages students in a challenging and high quality educational experience. Throughout the study period students apply and develop their academic knowledge and understanding to their work practice with children and young people, families and communities. They develop wider professional networks. Students develop knowledge, understanding and skills required to practise effectively and engage others in working with children across the 0-18 age range. The conception of childhood used is that defined legally within the UK although the notion of childhood globally is de-constructed through the programme.

The programme enables students to engage in a process of personal practice development that informs and shapes their personal identity and equips them to practise in childhood settings. Students analyse their own personal beliefs and values and negotiate their development as active and engaged practitioners in a Childhood Practice context.

The programme is taught by experienced practitioners and academic staff and the content reflects the range of practice and research that staff are engaged with. As such students benefit from research informed teaching and recent practice experience.

In line with the University Strategy and vision the programme enables students to develop a range of skills, knowledge and understanding empowering them individually and as part of professional/social networks to contribute towards achieving socially just and sustainable communities and environments. The work based element of the programme provide opportunities for students to develop relevant experience in working with children and young people, their families and communities of practice as part of the University's overall contribution to wider sustainable development locally, regionally and beyond.

2.1 Integrating Sustainability into the Curriculum

The concept of sustainability focuses on achieving human well-being and quality of life, pursued through the maintenance, care and equitable use of natural and cultural resources. Issues of sustainability are therefore integral to the study of education, but will be particularly addressed within the modules. The programme team aims to enable students to participate in activities for a sustainable future and, in-line with the pedagogy of the programme, critique and develop this knowledge further. For example, we will aim to reduce our impact on the environment, through the use of e-learning, e-submission and e-books. We will promote student wellbeing and develop resilience, in the self and others. Additionally, there will be an emphasis on encouraging students to ask critical questions of themselves, others and our global community, which will enable them to clarify their own values as well as promote a sustainable future.

3. Distinctive Features

This programme combines the academic study of childhood (0-18 years) alongside experiential practical placements in UK schools, childhood practice, early years, youth and care placements. Academic staff lead students in innovative practice in settings. The experiences gained allow students to complete the school experience requirements of PGCE and School Direct entry. Furthermore; the placements have the potential to allow students, practice based staff and academics to engage in joint research and practice development in the employment setting.

The addition of the new faculty seminar series intertwines with the new education research module and allows students to engage with current global and national research and critique methodology whilst at the same time developing their own research practice.

Students from this programme will enter a range of careers such as teaching, early years practice, social work, youth and community work, therapeutic work, residential and day care work. The programme is also suitable for those currently working in the fostering and child care services field. In addition the psychology modules studied enable students to onto the PGDip Psychology (BPS accredited) or MSc Psychology.

4. Programme Aims

The programme aims to provide an academically challenging and intellectually rigorous course of learning that develops the skills and competencies relevant to the increasing opportunities for employment in educational and other professional contexts in the UK and beyond. Specifically, the Programme aims to engage students with concepts of individual and social development through education, the nature of knowledge, and critical engagement with ways of knowing.

- Provide a learning experience that draws on a range of intellectual resources, theoretical perspectives and academic disciplines (particularly psychology) to illuminate understanding of childhood practice in the global contexts in which it takes place;
- Provide students with a broad and balanced knowledge and critical understanding of the principal features of childhood practice in a wide range of contexts;
- Provide a professionally relevant education and training for those working alongside children and young people child care and similar environments, especially those environments which seek to be child-centred.
- Enable employers, students and the university to work collaboratively to enhance the quality of practice with children and young people in all situations;
- Develop students as reflective practitioners who are committed to ongoing learning in the workplace and for high impact;
- Develop student competence in knowledge-base and understanding, reflection, analysis, expression and independent learning ability to a level commensurate with a Honours degree award as indicated through the strands of the programme
- Encourage students to engage in fundamental questions concerning the aims and values of development and education, and its relationship to individuals, society and sustainability;
- Provide opportunities for students to appreciate the problematic nature of childhood theory, policy and practice; including issues of inclusion and diversity
- Develop student's ability to construct and sustain a reasoned argument about childhood issues in a clear, lucid and coherent manner

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:-

1. A range of disciplinary contributions when addressing topics concerned with the development and experiences of children and young people.
2. The historical precursors to contemporary views, values and policies concerning the care, education and health of children and young people;
3. Application of theory and research to formulate evidenced and principled arguments regarding improvements in the level, form and quality of intervention with children.
4. Knowledge of a range of research methods that can be utilised with children and families.

Intellectual skills:

By the end of this programme students should be able to demonstrate:-

5. Understanding of current perspectives on the care, education and health needs of children and young people as well as concepts and theories relating to the social, emotional, physical and cognitive development of children and to their acquisition of language.
6. Understanding of the rights and status (legal and moral) of children in the UK and elsewhere. Consideration of how we can champion children and young people's rights and participation in society.
7. A critical awareness of the complexity and diversity of children and young people's lives and the impact of families and wider society on their development and their identities.
8. Critical awareness of the nature and extent of the support provided to children and their families in the normal course of the child's development or where the child experiences chronic or disabling conditions of an emotional, cognitive or physical kind. This will include understanding of inter-professional practice and current policies on inclusion.
9. Informed and critical evaluation of the processes of learning, including some of the key paradigms and their impact on practice
10. Constructively critique the effects of cultural, societal, political, historical, technological and economic contexts on learning, including education policies, moral, religious and philosophical underpinnings, and issues of social justice.
11. Critically evaluate policy in an informed and systematic way .
12. Accommodate new principles and new knowledge and apply key principles across educational and care systems
13. Undertake an analysis of complex situations concerning the development of human flourishing.
14. Critical exploration of the international and intercultural dimensions of education (all modules) and the effect of new technologies on childhood.

Practical skills:

By the end of this programme students should be able to demonstrate:-

15. Reflection on their own value systems, development and practices using theories of reflective practice, critical reflective practice and diffractive practice.
16. Question concepts and theories encountered in their studies and when on placement.
17. Interrogate the assumptions underpinning theory and research.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:-

18. The construction of written and oral arguments.
19. Effective use of technology
20. The ability to interpret and present relevant numerical information
21. Working effectively with others as part of a team, taking different roles
22. Improving their own learning and performance, through the development of study and research skills, and a capacity to plan, manage and reflect on their own learning
23. The ability to identify, synthesise, evaluate, and analyse problems and solutions
24. Resilience in learning and in the workplace situation.

6. Learning and Teaching Methods

A range of learning and teaching approaches is utilized on this programme to enable flexible, student-centred learning. Considerable emphasis is placed on critical enquiry and dialogue in relation to learning and development through practice and for advanced scholarship. The programme seeks a balance between teaching and learning methods that include, working in small seminar groups, lecture inputs, workshops, independent study, and individual supervision. As the new programme develops there will be increasing emphasis on blended learning via the University Virtual Learning Environment.

The learning and teaching approaches employed through the programme contribute directly to the development of key and transferable skills and professional practice skills. Students are encouraged to develop confidence in using their practice as a site of analysis and to enable discussion and enhance their own and others' learning. Practice-based learning is central to the programme and this is integrated into the programme with opportunities locally.

Tutors are central to students' learning and professional development in their role as practice supervisors where they assist the students' task of relating and integrating theory and practice. In addition to the module leader students are assigned a University Tutor who will provide tutorial support. The University Tutor role contributes to ensuring an holistic approach to professional development supported by module specific support and learning resources. Throughout the programme students are encouraged to identify and engage in independent reading to supplement and consolidate teaching and learning and to broaden individual knowledge and understanding of their subject area/s. University tutors play a significant role in supporting this dimension of the learning experience.

The programme has been designed to support progression and development within five key themes namely;

The distinctive themes (research, academic discipline of childhood, academic study in psychology and application of theory to practice, placement learning and employability of the programme are colour coded to the modules)

The **blue** modules indicate a research thread. It would be intended that PRUHD1 and the placement PRUH02 operated together for those who wanted to do Primary Research. The dotted line indicating flow. This has implications for PRUD05, the research module, as the students will need to complete their ethical forms to be ready to go in PRUHD1. Ideally the placement tutor would also be dissertation tutor for any students who based their research within the project they are supervising.

The **yellow** modules indicate a discipline based underpinning of ideas within all other modules. They give the students a core understanding of psychology and other disciplines in the field of Childhood Practice.

The **green** modules represent applied theory; that is ideas that have their routes in the disciplines, but have been applied to practice.

The **orange/buff** modules represent modules that support employability by giving the students practical experience in a range of settings. Within these modules students work alongside tutors in the global or development context and work on projects that combine practical experience with development and research.

The **blue** modules represent a research strand throughout the programme.

The **purple** modules indicate a psychological focus and by gaining these credits students become eligible for the PGDip psychology conversion course.

There is of course overlap but the colour coding represents the dominant theme. All the modules in each year have cohesion across the year. The colour coding indicates progression of a theme through the programme.

BA Childhood Practice						
Year 1	PRUC03 Learning@Marjon					
	PRUC04 Creative and Inclusive Practice					
	Semester A	CPRC01 Childhood Practice: Ideas, Origins and Policy	CPRC02-Child Development	Semester B	CPRC03 Speech, Language and Literacy Development	PRUC02- Partnership Project
Year 2	CRPD90-Placement					
	PRUD05- Researching Education					
	Semester A	PRUD07 Pedagogical Paradigms	PYCD02- Thinking and Learning	Semester B	PRUD06 Global Childhoods	CPRD01 Inter- Professional Practice and the Child's Voice
Year 3	PRUHP1-Education Project					
	Semester A	CPRH01 Culture and Values in Childhood Practice	PRUH02 Placement or CRPH02 Critical Pedagogy and the EYFS	Semester B	PRUH03 Leadership and Quality in Education	PRUH04- Supporting Children and Young People

A variety of teaching and learning processes are used to enable the programme learning outcomes to be achieved. Indicative examples of these include;

Active Learning	A process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content.
Blended Learning	An education program (formal or informal) that combines online digital media with traditional classroom methods
Case Studies	Students using case studies as a site of analysis and to develop their thinking in an area that has already been introduced on the course – involves reading, review or observation of resources is including discussion and feedback.
Directed Study & Reading	Time set aside by the teacher for learners to study a particular subject.
E- learning	Utilisation of electronic media, normally via the University’s virtual learning environment to support learning in a variety of ways. Examples include providing direct access to relevant reading, the development of blogs and interactive discussions, for notices and updates.
Electronic Material	Material accessible via an electronic device that can connect to the internet
Experiential Learning	Students utilising their direct lived and practice-based experiences to make meaning and inform their own theories of practice.
Flipped Classrooms:	A pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions.
Group critique	The presentation of work in progress to peers and/or staff/professionals in order to gain constructive criticism to enable development.
Group Discussions	A focus group (normally between 8-10 people) who work together to discuss opinions and gauge responses to specific stimuli.
Group Meetings	A group of people coming together for discussion around a specific agenda.
Group Work	Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group. It can include exercises, activities, debates, and discussion.

Guest Speakers	A guest speaker explains or shows some content to a learning audience; similar to a lecture.
Independent study	Activities where an individual learner conducts research, or carries out a learning activity, on their own. This will often include internet resources, sound and video files on LS, book and hand out based exercises.
Lecture	Subject introduced and delivered by the lecturer in a specific time which transmits information.
Master Class	Learning delivered by a highly regarded practitioner sometimes in the form of a lecture demonstration and sometimes using students as subjects.
Portfolio of tasks	Tasks that are set in class for follow up by students and the responses are kept together to form a portfolio or folder of work.
Practical Experience	The application of learning in a practice context.
Seminar	A class in which a topic is discussed by a teacher and a small group of students
Student presentations	Typically involves individuals or small groups of students researching, preparing and presenting information to their peers
Tutorials & Supervision	Tutorials offer guidance, supervision and support and can be conducted via telephone, e mail or skype
Work Based Learning	Learning achieved by undertaking activities, under supervision and mentoring, in a work context. Learning concepts and techniques associated with a particular profession or trade in a live working environment, while being monitored and supported by a tutor.
Workshop	Learning which is normally delivered via a practical activity in which a group of students undertake tasks under guidance related to a common theme and in the process acquire skills, techniques and conceptual understanding.

6.1 Learning Enhancement

A range of enrichment opportunities is provided both through enrichment weeks and the Faculty enrichment programme.

The placement learning opportunities provided in each year allow students to progressively hone their skills of reflective practice to develop critical and diffractive reflective techniques in years two and three.

6.2 e-Learning

In line with the University Learning and Teaching Strategy the teaching team is committed to engaging with and developing further new approaches to teaching and learning, including the full and active use of the VLE, the use of open learning resources and audio capture of lectures where appropriate.

7. Modes of Assessment

The purpose of assessment is to demonstrate to staff and students the achievement of individuals in specific areas of work. Assessment is viewed as an aid to learning and as a means of professional and academic self-evaluation. Moderation by an External Examiner enables a wider reference point of the standards attained.

Assessment takes place for each stage (module) of the programme in line with level descriptors for the programme (see Appendix 2 for level descriptors). The pass mark is 40% and assessment borderlines are expressed as per the University Student Handbook.

To exit with a Certificate of Higher Education students need to achieve 120 credits at 'C' level. To exit with a Diploma of Higher Education students need to achieve 240 credits with 120 of those being at 'D' level and in order to achieve an Honours degree students need 360 credits with 120 of those being at 'H' level and 120 at 'D' level.

In line with the University Assessment Policy, formative assessment is offered via the assigned University tutor. Assessment is mainly by coursework. A wide range of assessment methods are used on the programme in recognition of the impact assessment has on student learning, approaches to learning and how this informs professional development. The assessment strategy recognises and values the variety of learning styles within any given cohort and takes account of students' academic and learning needs. Consideration is given to the development of particular key skills which may be developed through assessment. Examples include presentation skills and self-assessment. An overview of assessment details with dates is provided in the Programme Handbooks. Module Outlines or their equivalent provide the details of individual assessment tasks.

All student work is assessed in accordance with the University's Degree Regulations.

Assessment Glossary

A range of assessment modes are used, including:

Artefact/Creative/Practical Project: A piece of creative/practical work which might include the production of a teaching environment, assessment task or resource.

Article Critique: Critical commentary on an academic article either provided by the tutor or chosen by the student.

Blog: On line critical commentary related to a series of posted material allowing students to interact and learn from one another.

Coursework; written or practical work completed during a course of study, usually assessed in order to count towards a final mark or grade.

Developmental Project: To encourage early planning, so that project needs, goals and objectives, issues, and impacts can be identified before significant resources are expended.

Essay: A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject.

Exam: A piece of work completed in at a set time and place. The exam questions may or may not be known in advance.

Formative Tasks: Tasks that must be completed for the assessment of the module but which are marked formatively to aid progress with no summative grade being given.

Group debate: A forum for prepared informed discussion with an invited audience.

Introductory Written Exercise : A first written exercise on a given subject

Learning Agreement: An agreement between one of more people of the learning that will be achieved

Literature review: A critical review of scholarly articles, books and other sources (e.g. dissertations, conference papers) relevant to a particular issue, area of research, providing a description, summary, and critical evaluation of each work. The purpose is to offer an overview of significant literature published on a topic.

Online Assessment: Undertaking a task or series of tasks using a computer which may be time-constrained and may employ adaptive technologies.

Paper: A discussion on a specified issue that is informed by research (primary or secondary) and presented either online or in person and is available for others to read. This may be a group or an individual assessment.

Pinterest Board: A digital collection of ideas, interests and reflections that inform a project with a rationale for the inclusion of each item.

Placement File: A set of reflective observations kept whilst undertaking a placement. The file will demonstrate the contribution of the student to the workplace and will often require the employer (placement provider) to contribute.

Portfolio: A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress and achievements in one or more areas.

Poster: A visual explanation of ideas for a specified audience.

Practical : Tools used to assess students' practical skills through observation and associated printed materials eg planning.

Presentation: Clearly structured individual or group verbal delivery within timed conditions, delivered using appropriate methods and which demonstrates detailed knowledge and analysis.

Project: An open- ended piece of work by the student, focussing on a particular area of interest and being negotiated individually with the tutor.

Reflective journal: A piece or pieces of writing that uses reflective practice tools and techniques that enable the writer to develop and position themselves within practice, debates, literature and theory.

Report: a report or account is any informational work (usually of writing, speech, television, or film) made with the specific intention of relaying information or recounting certain events in a widely presentable form.

Research case study: An individual case-study, collecting data within a specific theme.

Research proposal: A detailed proposal to design a small-scale primary research study.

Research Report: A research report can be based on practical work, research by reading or a study of an organisation or industrial/workplace situation.

Research study: This will be an empirically based study within a placement module which should indicate the capacity to synthesise a range of elements on the programme and undertake independent research.

Structured assignment: A tutor specified format usually related to an extended piece of research and/or own reflective practice. Typically structured assignments involve a number of different tasks to be completed.

Structured portfolio: A tutor specified format usually consisting of a range of short entries (typically 500 words) relating to a series of topics, concepts or theories overall.

Teaching Resource: A resource made to use in the classroom as part of a lesson.

Vlog: a blog in which the postings are primarily in video form

8. Exemptions to University Regulations

None

9. Work-Based Learning / Placement Learning

There is an element of work-based learning in each year of the course. The total assessment value linked to work-based learning is 60 credits. This work gives students the minimum equivalent of 17.5 days education based work experience with children and young people. This meets the requirement of 10 days experience required for entry to PGCE programmes providing 10 days have been undertaken in a school setting.

Level	Module Code	Credits	Placement hours	Equivalent Total days
4	PRUC02	20	17	2.5
5	PRUD03	20	35	5
6	PRUH02	20	70	10
Total:		60	132	17.5

The focus of each level of placement is intrinsically linked to the associated taught modules in that stage to support students to apply their academic learning to their practice. In year 1 the

focus within placement work is on reflective practice progressing in years 2 and 3 to an understanding of critically reflective practice and ultimately in year 3 considering notions of diffractive practice.

Placements are managed in accordance with the University's Placement Learning Policy and are supported by the Placement Co-ordinator. Placement learning takes place in a range of settings, in the statutory and voluntary sectors, locally, regionally, nationally and sometimes internationally.

The programme team provide briefings to tutors and instructors who supervise students on placement/work-based learning. The briefing sessions ensure that tutors and instructors have up to date information and support. All placements are preceded with a series of workshops that visit/ re-visit professional attributes as well as making sure that students understand current safeguarding practices.

10. Programme Structure

Full Time

	Module Code ¹	Module Title	Credits	Assessment			Semester	C/O*	Non-condonable#
				%age Course work	%age Written exam	%age Practical exam			
Level 4	PRUC03	Learning@Marjon	20	100	0	0	X	C	
	PRUC04	Creative and Inclusive Practice	20	100	0	0	X	C	
	CPRC01	Childhood Practice: Ideas, Origins and Policy	20	100	0	0	A	C	
	CPRC02	Child Development	20	100	0	0	A	C	
	CPRC03	Speech, Language and Literacy Development	20	100	0	0	B	C	
	PRUC02	Engaging with Practice (Placement)	20	100	0	0	B	C	
Level 5	PRUD06	Global Childhoods	20	100	0	0	A	C	
	PRUD07	Pedagogical Paradigms	20	100	0	0	A	C	
	PYCD02	Thinking and Learning	20	50	50	0	A	C	
	CPRD01	Inter-professional Practice and the Child's Voice	20	100	0	0	B	C	
	PRUD03	Experiential Placement	20	100	0	0	B	C	
	OADD07	Researching Education	20	100	0	0	B	C	
Level 6	CPRH01	Culture and Values in Childhood Practice	20	40	0	60	A	C	
	PRUHP1	Education Project	40	100	0	0	X	C	√
	PRUH02 *	Experiential Placement	20	100	0	0	A	C/O	
	CPRH02	Critical Pedagogy and the Early Years Foundation Stage	20	100	0	0	B	C/O	
	PRUH04	Supporting Children and Young People	20	100	0	0	B	C	
	PRUH03	Leadership and Quality in Education	20	100	0	0	A	C	

Key:

¹ a definitive module descriptor is required for each module

^ For modules delivered by semester:

- A or B = semester A or B
- X = semester A and B

* C = compulsory; O = optional

A V indicates that the module is non-condonable on this programme.

* Compulsory except for advanced entry students who take CPRH02 instead

Part Time

	Module Code ¹	Module Title	Year	Credits	Assessment			Semester/ Term [^]	C/O*	Non- condonable#
					%age Course work	%age Exam	%age Practical			
Level 4	PRUC03	Learning@Marjon	1	20	100	0	0	X	C	
	CPRC01	Childhood Practice: Ideas, Origins and Policy	1	20	100	0	0	A	C	
	CPRC03	Speech, Language and Literacy	1	20	100	0	0	B	C	
	PRUC04	Creative & Inclusive Practice	2	20	100	0	0	X	C	
	CPRC02	Child Development	2	20	100	0	0	A	C	
	PRUC02	Engaging with Practice (Placement)	2	20	100	0	0	B	C	
Level 5	PRUD03	Experiential Placement	3	20	100	0	0	A	C	
	PYCD02	Thinking and Learning	3	20	50	50	0	A	C	
	PRUD06	Global Childhoods	3	20	100	0	0	B	C	
	PRUD05	Researching Education	4	20	100	0	0	B	C	
	PRUD07	Pedagogical Paradigms	4	20	100	0	0	A	C	
	CPRD01	Interprofessional Practice and the Child's Voice	4	20	100	0	0	B	C	
Level 6	CPRH01	Culture and Values in Childhood Practice	5	20	40	0	60	A	C	
	CPRH02 *	Critical Pedagogy and the Early Years Foundation Stage	5	20	100	0	0	B	C/O	
	PRUH02 *	Experiential Placement	5	20	100	0	0	A	C/O	
	PRUH03	Leadership and Quality in Education	5	20	100	0	0	A	C	
	PRUHP1	Education Project	6	40	100	0	0	X	C	v

	PRUH04	Supporting Children and Young People	6	20	100	0	0	B	C	
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* Compulsory except for advanced entry students who take CPRH02 instead

11. Accrediting Professional Body / Professional Regulatory and Statutory Body (PSRB)

N/A

12. Professional Advisory Group

There is a PAG that consists of employers, university staff and supervisors. This meets once a year. There are different PAG groups for Youth Work and EYITT who also have an interest in this programme as a pre-cursor to professional training at Post-Graduate level.

13. Academic Progression Opportunities

Most students progress onto PGCE, SCITT or School Direct Routes to QTS. Other choose PGDip EYITT . Students seeking an academic career can move onto the MA, MSc, MRes programmes. As the programme contains 60 psychology credits then progression onto the PGDip psychology conversion course is possible for students who have developed an interest in this area and who may ultimately wish to train as chartered psychologists. MA Social Work is also a popular choice.

14. Employability and Career Progression Opportunities

Successful completion of a BA (Hons) programme signals to employers advanced professional scholarship and practice experience. These skills are necessary for a wide variety of professional employment.

Most students progress onto professionally validating programmes for example PGCE, SCITT or School Direct Routes to QTS. Other choose EYITT and some go straight into employment as childhood graduates (level 6) or as TAs or HLTAs. Students seeking an academic career can move onto the MA, MSc or MRes.

In the past students have also found employment as Room Leaders, Play Leaders, Forest School Practitioners, Learning Mentors, Administrators within Universities and schools and as FE lecturers. Students are supported to find a career pathway that suits them individually.

This programme provides a suitable degree for Psychology PGCE allowing students to teach Psychology and also Child Care at secondary/FE level.

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development

- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal development tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

NSS, module evaluations and programme reports have informed this re-validation. The programme has been simplified to give cohort identity and the first year provides more robust discrete underpinning of the disciplines of Education.

17. Other Stakeholder Feedback

Settings value the work that we do with them and are keen to develop projects with us that allow all parties to work collaboratively. These collaborative projects give staff development opportunities for all parties and develop the 'third space' in terms of University/Setting working relationships as suggested by Greany and Brown (2015).

Recent examples have included-

- A Positive Playtimes Project- led to a Graduate Assistant's MA dissertation
- Critical Literacy Project-again leading to an MA dissertation
- Various art projects-enhancing the school/ pre-school environment
- Current work on developing 'Lifelong Learning' in the Primary School
- A paper on using the 'third space'
- An Education Festival 'Living Together in Modern Britain'

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the award of BA(Hons) Childhood Practice is managed and quality assured through the normal University regulations and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms. The quality of placements is assured through the normal University placement learning regulations and procedures. Feedback is continually sought from students, tutors and placement tutors in regards to the appropriateness of placement agencies, particularly given the ever changing nature and context of Childhood Practice.

The University is an accredited Investor in People. This Award demonstrates the Universities on-going commitment to good employment practice and to developing the potential of all of its employees. The University also holds the following awards; Disability Two Tick, Mindful Employer and Stonewall which is a demonstration of its commitment as an anti-discriminatory and inclusive employer working with students and staff alike.

19. Key Information Set (KIS) Data

	Scheduled Teaching (%)	Independent Study (%)	Placement Learning (%)
Year 1	30	60	10
Year 2	30	60	10
Year 3	24	66	10
