

Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	BA (Hons)
1.5 FHEQ Level:	4, 5, 6
1.6 Programme Title:	Early Childhood
1.7 Mode and Duration of Study:	Full Time – 3 Years Part Time – 6 Years
1.8 School:	Education
1.9 HECoS Code:	100455
1.10 Collaborative Provision Arrangement:	N/A
1.11 UCAS Code(s):	CHS1
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13 Accrediting Professional Body/PSRB:	N/A
1.14 QAA Subject Benchmarking Group(s):	Early Childhood Studies (2022)
1.15 Other External Points of Reference:	Early Years Foundation Stage Framework National Curriculum Early Years Teacher Standards Teacher Standards
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	CPRC51, CPRD51, CPRH51
1.18 Foundation Degree Progression Routes:	FdA Early Years and FdA Learning & Teaching
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	December 2020
1.21 Date of Commencement:	September 2022
1.22 Review Date:	By August 2028

2. Programme Outline

The BA (Hons) Early Childhood provides students who are interested in becoming early years educators, early years teachers or working in other sectors supporting young children, an opportunity to gain a critical insight into early childhood care and education as well as broader

issues of learning, teaching and childhood. A work-based learning module provides an important link to practice throughout each year of study, supporting students to develop their skills in preparation for working in the sector in the future.

The first-year programme of study offers a diverse range of modules that will excite and stimulate students, giving them the chance to develop understanding of the core principles and theories that underpin learning throughout the degree. In the immersive module *Educational Themes and Concepts*, for instance, students begin grappling with big questions about the nature and purpose of education, the value and controversies surrounding curriculum, historical perspectives on education, and why politics matters in education. Later modules will unpick many of these ideas, revealing their complexity and giving students a chance to understand these issues in context and practice. Students will also explore within this first year, the issues of creative and inclusive practice, as well as exploring the role play has in supporting children's holistic development, as well as exploring key issues in child development.

The second year builds upon the first year and introduces students to issues of safeguarding, learning in the outdoors, with an opportunity to acquire the Level one Forest School Leadership Qualification, which is assessed through a portfolio of work developed alongside the module PRED05-B Learning in the Outdoors, as well as exploring broader issues of education and consideration of children within a global context. Additionally, the second year introduces students to educational research and prepares them for their honours level project in year three.

The third and final year, allows students to explore topics related to quality and leadership in the early years and to consider critical approaches to pedagogy, helping them to shape their own views on effective pedagogy and practice. Additionally, this third year allows students to undertake a self-directed honours level project on a topic of their choosing. Throughout the programme, students have opportunity to direct their studies in support of their specific interests and career aspirations through options available in response to assessment tasks within specific modules.

The programme aligns to the Early Childhood Studies Degree Network Graduate Competencies. In order for students to exit the programme having met these competencies, they will need to have successfully completed the degree programme, as well as assessment of their having met the competencies through a portfolio of evidence gathered throughout the programme and an Oral Examination to expand upon their evidence.

The nine competencies are embedded throughout the programme and across all years of study. Assessment of these will be made through assessed work-based learning tasks, observations of practice and academic assignments, through submission of a final portfolio of evidence and opportunity to expand upon this through a structured discussion as stated above.

The competencies are intended to ensure successful students understand the importance of:

1. Advocating for young children's rights and participation
2. Promoting holistic child development
3. Working directly with young children, families and colleagues to promote health, well-being, safety and nurturing care
4. Observing, listening and planning for young children to support their wellbeing, early learning, progression and transitions
5. Safeguarding and Child Protection
6. Inclusive Practice

7. Partnership with parents and caregivers
8. Collaborating with others
9. Ongoing professional development.

Alongside the content-focussed learning sits wider and more diffuse aspects of learning, which are enhanced through the approach to pedagogy and assessment; among other things, this learning includes development of digital competence, enhanced oral and written communication skills, the ability to work collaboratively, and seek creative solutions.

2.1 Integrating Sustainability into the Curriculum

Although sustainability and sustainable development have various interpretations and definitions, probably the most widely known definition of sustainable development is that from the United Nations Brundtland Report (1987) which defined sustainable development as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs (P. 41)'.

Education for sustainable development is the process of equipping students with the knowledge, understanding, skills, and attributes that safeguards environmental, social and economic well-being for both the present and for future generations. It includes:

- Global citizenship
- Environmental stewardship
- Social justice, ethics, and wellbeing
- The consequences of actions / future thinking

Activities on the Early Childhood Studies programme enable students to develop the knowledge, understanding, skills and attributes that are integral to this broader, more holistic learning. Among others, these activities would include (but are not limited to) simulations to explore perspectives, experiential projects and problem-based learning. Several of our learning outcomes reflect the importance that we ascribe to education for sustainable development.

3. Distinctive Features

- This programme provides students with specific and relevant content pertinent to working with young children from birth, with a focus on key issues in child development, whilst exploring wider issues of theory and practice in working with children in a range of contexts.
- Successful completion of the programme enables students to exit with Graduate level 6 competencies, which qualify them to work in the early years workforce and count in the ratio for the care and education of children within the Early Years Foundation stage in line with the Department for Education ratios.
- Throughout this programme, work-based learning and opportunities to engage with practice, through working alongside children in early years settings is facilitated, with scope to experience a broad and diverse range of settings which represent the breadth of types of early years provision. These enable links to be forged between theory and practice, and prepare students effectively for employment or to continue on to further study such as undertaking initial teacher training following the degree.
- The programme challenges students to think and reflect on their world and the complex

contexts in which they are learners themselves and in which children learn. To fully grasp what is going on in early years, students need to understand the disparate social, cultural, political, historical and philosophical influences on the education system; these viewpoints and perspectives are drawn out in relation to the real lived experience of children at the early years and primary level, with students having the opportunity to engage in rich learning activities, discussions, debates and assessments to support their understanding.

- The programme presents opportunities for students to engage with some shared modules, which allow them to broaden the scope of their studies to include consideration of issues from a Primary School and Special Educational Needs perspective.
- At the heart of the programme is an opportunity for students to engage in collaborative activity; students work together in a range of ways, planning and preparing resources, responding to tasks, developing projects for children and preparing assignments; crucially, collaborative activity enables students to grow their wider skillset and develop competency as part of a team, enhancing a range of related key soft skills

4. Programme Aims

The BA (Hons) Early Childhood programme aims to provide an academically challenging and intellectually rigorous course of learning that helps students develop the skills and competencies required to gain employment and commence a career within the early years workforce, as well as preparing them for future study through initial teacher training either in early years or primary education. In tandem with this, the programme aims to instil a lifelong love of learning, and an attitude of resilience and determination in the fields of both academic study and professional employment.

Drawing on the QAA (2022) Benchmark Statement for Early Childhood Studies and the Marjon Growth Plan, the programme aims specifically to:

- Inspire students to engage actively in their learning and develop a passion for education, in particular for the education of young people within the primary sector and wider context.
- Provide an intellectually challenging experience of learning and studying through a programme that challenges students to think deeply, systematically and intentionally to develop their knowledge, understanding and skills.
- Provide opportunities for rich experiential learning through activities, projects and placements that bring students into contact with children in a broad range of settings.
- Foster graduate skills and attributes, which include: the use of critical thinking, questioning, problem-solving, analysis and evaluation in research; the development of digital literacy, and advanced competence in oral and written communication; the development of key soft skills, including teamwork, resilience, empathy, listening, inclusivity and critical sensitivity to diverse contexts.

5. Programme Learning Outcomes

Knowledge & understanding:

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

1. A critical knowledge and understanding of key concepts and theories, including political and ethical issues, in the development and growth of young children from birth to eight years of age.
2. A critical understanding of the effects of cultural, social, economic, environmental, historical, political and technological contexts and change on learning in the context of local, national and international early childhoods.
3. A critical understanding of the voice of the child and the importance and ethics of listening to children within a multi-agency context, recognising the unique birth to eight phase of childhood.
4. An in-depth understanding of the importance of reflective practice in developing ethical practice and leadership and professionalism within early childhood services.
5. An in-depth understanding of the Early Years Foundation Stage, including observation, assessment and planning and mechanism to promote the wellbeing and welfare of young children.

Intellectual skills:

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

6. Competence in critically analysing and evaluating ideas and issues in early childhood in a systematic way, synthesising and interpreting sources and research to present cohesive and coherent ideas and positions.
7. Openness to new and challenging ideas, accommodating pre-conceived understanding and knowledge as necessary, in particular in relation to issues of social justice, sustainable development, social inclusion and globalisation.
8. An ability to critically and sensitively apply their knowledge and understanding across different areas of their learning and in work-based learning.
9. A critical ability to reflect on their own learning, and within the context of early childhood education, reflect on their own value systems, assumptions, beliefs about knowledge and understanding of educational practices.

Practical skills:

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

10. That they can observe young children in a range of formal and informal contexts, valuing the voice of the child and implementing effective Observation, Assessment and Planning cycles.
11. A critical ability to gather data and information from disparate sources, including numerical data as appropriate, in line with setting non-statutory and statutory requirements, using this systematically and synthetically.
12. Competence in defining and executing a piece of independent research, drawing on synthesised sources effectively and presenting a cogent and meaningful response to the research task.
13. Competence in planning, managing and reflecting on their own learning, including work-based learning, utilising research and study skills with assuredness.
14. Effective organisational skills in strategically planning for a diverse and challenging range of assignments, including tasks that engage the wider community and work-based learning.

Transferable / key skills:

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

15. An ability to engage effectively in collaborative activities, including communicating effectively with children, peers, parents and colleagues, recognising confidentiality and professional boundaries including those appropriate to work-based learning.
16. An ability to reflect on professional practice when working with young children and identify areas for ongoing professional development.
17. Advanced skill in the production of written communication, in various forms, including the ability to synthesise material and form structured and engaging responses that are fit for purpose.
18. Competent oracy skills, proposing ideas and arguments, generating discussions and engaging in debate effectively, drawing on prepared material and pre-existing knowledge.
19. Effective use of a diverse range of digital and media related technologies.
20. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing (level 4).
21. The ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity (level 5).
22. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts. (level 6).

6. Learning and Teaching Methods

A wide variety of teaching approaches are used on the programme to support and promote student-centred, flexible and integrated learning. Specific emphasis is placed on critical thinking and collaborative learning, which is taught in a structured way through lectures and seminars. These primary modes of teaching are, however, integrated with a wide variety of teaching methods which enable students to develop knowledge, understanding and skills, including practical and transferable skills.

Students are expected to take considerable ownership of their learning through independent study, and this is supported through the integrated use of the University's VLE. More personalised learning support is provided by module leaders, tutors and personal development tutors (PDTs), with appropriate focus given to students' personal and professional development. In this way (and in line with the University's Growth Plan), the programme is very much focussed on student success, enhancing success both at university and empowering students to have successful careers in the future.

Method	Description
Blended 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. Content and materials are often part delivered through digital and online media, and part delivered through face-to-face interaction.

Debates	Formal discussion on a particular matter in which opposing arguments are put forward. These may be prepared, with pre-session material given to students, or may be part of the learning activity in a taught session.
Field Trips	Learning undertaken in an alternative context, location or environment from the regular learning environment that may be for an extended period and may require transport and accommodation. This will be critical in supporting learning in class and will be guided by the teaching team.
Flipped Learning	Flipped learning is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home while engaging in concepts in the classroom with the guidance of a mentor.
Group Discussions	A small group, ranging typically from 3 to 8 people, who work together to discuss opinions and gauge responses to specific stimuli, or in relation to tasks given by the teaching team.
Group Presentations	A small group, ranging typically from 3 to 8 people, who work together to explore, discuss and prepare a presentation to be given to other students in the cohort, or to academic staff engaged with the module. A presentation is the process of presenting a topic to an audience. It is typically a demonstration, introduction, lecture or speech meant to inform, persuade, inspire, motivate or to build good will or to present a new idea.
Group Work	A small group, ranging typically from 3 to 8 people, who work together to fulfil a brief linked to an activity.
Guest Speakers	An expert in a certain field invited to share knowledge, views or experience, usually via a lecture.
Lectures	A lecture is an oral presentation intended to present information or teach students about a particular subject. Lectures are used to convey critical information, history, background, and theories. Lectures are generally led by the teaching team, but some interaction is anticipated, including responses to some questions and activities.
Placement Visits	Visits arranged to engage students with opportunities to observe and engage with educational experiences within a range of educational context and settings.
Practical	Structured and supported learning opportunities relating to putting theory and research into practice. Practical activities may include either individual or collaborative arrangements and may typically involve engaging with children at partner schools in planned workshops or other activities that mutually support learning.
School-Based Activities	Activities where students gather research from an education-based setting, or interact with the community to support their learning. Activities may typically include observation of practice, talking to children, interviewing teachers, supporting with learning activities at the direction of school staff or university staff.

Seminars	A seminar is a form of academic instruction which has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised and debates can be conducted.
Supported Independent Study	Students work independently drawing upon resources provided by the teaching staff such as reading lists and learning space materials. A virtual forum on the Learning Space, accessible to all students and the tutors, will be used to stimulate discussion and debate outside of scheduled teaching time.
Tutorials	A tutorial is a small class of one, or only a few students, in which the tutor, a lecturer, or other academic staff member, gives individual attention to the students. More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.
Work-Based Learning	Arranged work-based learning with early years settings to support students in developing their skills and the application of theory to practice.
Workshops	A training workshop is a type of interactive training where participants carry out a number of training activities rather than passively listen to a lecture or presentation. Broadly, two types of workshops exist: a general workshop is put on for a mixed audience, and a closed workshop is tailored towards meeting the training needs of a specific group.

6.1 Learning Enhancement

Learning and teaching on the programme is further enhanced by the programme team's scholarly activity. This scholarly activity benefits the students in terms of both learning content and mode of delivery, as the programme team continue to develop practice and subject knowledge/expertise. Models of shared and collaborative working enable all programme team members to benefit from scholarly activity.

6.2 e-Learning

Opportunities to engage in e-Learning are indicated above (highlighted in bold). It is imperative to both the programme design, as well as students' future careers, that they are able to successfully use and create with digital technology. Through all three years, students will need to engage with various technologies in their learning, in particular to access taught content, but also to use digital technology to present and demonstrate their understanding, as well as becoming familiar with industry-related requirements and knowhow.

7. Modes of Assessment

Assessment on the programme offers breadth, depth and challenge. Module assessment is designed to engage a range of skills, with students undertaking assignments that are theoretical or

academic, reflective, or practical in nature. Assessment may be independent or collaborative, but there is a rich variety in each year to ensure students develop holistically throughout the programme, as well as engaging fully in their academic learning. Many of the module assignments give students an opportunity to apply their knowledge in real-world contexts, mainly through their work-based practice.

Whilst assessment of learning is integral to students' progression through the programme, assessment for learning is equally important. We therefore support students through constructive and positive feedback and through formative assessment opportunities. Assessment is further supported dialogically, in group sessions as well as in tutorials, so that students feel confident about assessment, understand its purpose, and know how to proactively engage in order to succeed. The feedback we provide based on student submissions is integral to supporting students development, and there is an expectation that students make good use of their feedback, engaging with support services to help as necessary, and to feed forward their feedback for the attention of markers in subsequent assignments.

Method	Description
Conference poster	The production of a poster related to a particular issue/area of research, providing a description, summary and critical evaluation.
CPD Plan	A structured plan to reflect on personal and professional skills informed by engagement with the programme and work based learning, to identify both short term and longer terms aims in respect of professional development.
Education Project	An in-depth independent study of 9,500 words. This study may be the result of carrying out a primary research project. The project may be executed in a number of different ways, according to the nature of the research and the intention of the student. For those students not wishing to undertake primary research in an educational context, desk-based study is a suitable alternative.
Essay	A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject. Essays are used to judge the mastery and comprehension of the material, with students asked to explain, comment on, or assess a topic of study in the form. The academic essay tests the student's ability to present their thoughts in an organised way and is designed to test their intellectual capabilities. Essays in primary education require students to weigh up contesting positions and draw on a wide range of theoretical arguments and perspectives.
Ethical Approval Application	Completed documentation relating to a piece of research that is appropriate for ethical review scrutiny. Prepared ahead of completing research for the Education Project.
Forest School Level 1	A qualification in Forest School undertaken on a voluntary basis. This qualification equips students with a nationally-recognised qualification that introduces them to concepts required of Forest School practitioners, such as woodland conservation and recreation, therapeutic theory in the outdoors and appropriate risk assessments for children in outdoor settings.
Group Presentation	Presentation of data/information/critical analysis to include verbal delivery and defence of questions posed on the topic specific to the

	information contained in the presentation. Assesses knowledge of selected topic and communication skills. These happen with in groups of two or more.
Leaflet	Students are given the opportunity to present knowledge and findings in visual format of a leaflet, which may be intended for a range of audiences as an equivalent to a written assessment.
Learning Resource	Material prepared by students to support children with their learning; this may be in connection with a project that students are engaged in. Typically, a learning resource will require students to develop a resource based on their module learning and the specific focus of the project. Digital element may be required, for instance, the sharing of instructions. The resource may be delivered to children in schools through a project, or critically assessed by the module teaching team.
Portfolio	A collection of documents and/or artefacts created by a person to demonstrate the achievements, learning and skills they have developed. A portfolio may be created for a number of reasons, for example as part of the personal development planning/profiling process, or as part of the assessment of a module.
Poster	Students are given the opportunity to present knowledge and findings in visual format as an equivalent to a written assessment.
Poster Presentation	Students are given the opportunity to present knowledge and findings in visual poster format with delivery of a supporting presentation of the poster to demonstrate their wider knowledge and analysis of the subject.
Practical	An assessment of the ability to apply knowledge, understanding and skills practically. Within the primary education context, this may be a structured activity, planned individually or collaboratively, that supports children in their learning.
Presentation	Clearly structured individual or group verbal delivery within timed conditions, delivered using appropriate methods and which demonstrates detailed knowledge and analysis of the subject.
Project	Any assessed undertaking, carried out individually or collaboratively and possibly involving research or design, that is carefully planned to achieve a particular aim. An alternative view sees a project managerially as a sequence of events: a "set of interrelated tasks to be executed over a fixed period and within certain cost and other limitations".
Research Portfolio	A collection of information drawn together in a cohesive manner to meet the requirements of an assessment task.
Research Proposal	A precise and coherent summary of a proposed research project setting out the central issues to be addressed, the methodological approach being taken, the key aspects of the literature related to the subject of study, and the ethical procedures to be followed.
Safeguarding Scenario	An activity based on a response to safeguarding scenario and identification of issues and actions in response to the scenarios.
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.

Optional Assessment for Evidence of Graduate Competencies at Level 6 will be gained through the presentation of a portfolio of evidence, along with an oral examination conducted following submission of the portfolio aimed to seek to explore in further depth the evidence in support of a student’s competencies at Graduate level.

The Portfolio will include a broad range of evidence gathered throughout the programme of study and will include practice-based evidence from Work Based Learning modules across the duration of the programme. Additionally, the Portfolio will include evidence of knowledge and skills through some university-based modules, including some work which is linked to module assessment tasks. At times, evidence may also relate to individual’s personal experiences, wider study, training or indeed employment. Although evidence may be gathered across the programme of study, it is important to note that this is assessed as an optional Level 6 summative Portfolio submission. The Portfolio does not form part of the Degree Programme or Degree award and assessment of the portfolio does not attract university credits. The Portfolio of evidence, supported by the Oral Examination, which seeks to build upon the Portfolio content, is assessed as either a pass or fail and will lead to the recognition of the individual as having met the Graduate Level 6 Competencies, thus recognising their skills and level of study and allowing them to count in ratio for the care of children within the early years workforce.

Graduate Level 6 Competencies	A portfolio of evidence to support the Early Childhood Studies Graduate Practitioner Competencies Level 6, supported by an oral examination to expand upon specific evidence.
Oral Examination	An oral examination which seeks to enable students to build on and expand their submitted portfolio and enables them to convey their knowledge and experience, providing further evidence towards meeting the Level 6 graduate competencies.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

Work-based learning takes place in all three years of the programme, with increasing focus on students developing independence and autonomy in aspects of professional engagement and practice. Whilst not a professional programme, BA (Hons) Early Childhood has a vocational orientation, and students are therefore expected to engage in all work-based learning activities in a professional manner.

Work based learning opportunities will include a range or formal and informal context, providing statutory and non-statutory services for children and families. These seek to support students’ interests and career aspirations, as well as providing experience of the range of diverse services and provision for children and families.

Our specific modules that support students in their work-based learning are:

- CPRC51-B 25 Days
- CPRD51-X 45 Days

- CPRH51-A 25 Days

Total Work-Based Learning Days – 95 (minimum)

These work-based learning in Early Childhood Education and Care modules provide an emphasis on understanding notions of reflective practice and knowledge of professional contexts, behaviours and attitudes. Building on learning sequentially through these, students will be supported to develop a broad range of skills, as well as enabling them to effectively identify strengths in their practice and areas for development. The work-based modules will also support students in their move towards either postgraduate study, or employment, following completion of the programme.

On other modules, students engage in elements of practice and some placements. This may be through observations in schools or early years settings, presentations to children, short projects, workshops supporting children, trips, and other practice-based activities.

Our focus on professional development is due to the nature of this degree programme, but also connects to Marjon's focus on the development of employability skills, knowledge and understanding.

10. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PREC01	Educational Themes and Concepts	20	100% Coursework	Semester A	Compulsory	Condonable
PREC02	Creative and Inclusive Practice	20	100% Coursework	Semester A	Compulsory	Condonable
PREC06	Child Development	20	100% Coursework	Semester A	Compulsory	Condonable
CPRC51	Work based Learning in Early Childhood Education and Care 1	20	100% Coursework	Semester B	Compulsory	Condonable
CPRC52	Play, Holistic Development and the Early Years Foundation Stage	20	100% Coursework	Semester B	Compulsory	Condonable
CPRC53	Communication and Language	20	100% Coursework	Semester B	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
CPRD51	Work based Learning in Early Childhood Education and Care 2	20	100% Coursework	Semester X	Compulsory	Condonable
PRED01	Educational Research	20	100% Coursework	Semester X	Compulsory	Condonable
CPRD52	Safeguarding and Child Protection in the Early Years	20	100% Coursework	Semester A	Compulsory	Condonable
CPRD53	Childhoods in a Globalised World	20	100% Coursework	Semester A	Compulsory	Condonable
PRED05	Learning in the outdoors	20	100% Coursework	Semester B	Compulsory	Condonable
PRED06	Learning and Teaching	20	100% Coursework	Semester B	Compulsory	Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PREHP1	Education Project	40	100% Coursework	Semester X	Compulsory	Condonable
CPRH51	Work based Learning in Early Childhood Education and Care 3	20	100% Coursework	Semester A	Compulsory	Condonable
SEDH53	Rethinking Education through Critical Pedagogy	20	100% Coursework	Semester A	Compulsory	Condonable
CPRH52	Leadership and Quality in the Early Years	20	100% Coursework	Semester B	Compulsory	Condonable
PREH04	Supporting Children and Young People	20	100% Coursework	Semester B	Compulsory	Non- Condonable

Key: Semester X = A & B

Part Time

Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PREC01	Educational Themes and Concepts	20	100% Coursework	Semester A	Compulsory	Condonable
PREC06	Child Development	20	100% Coursework	Semester A	Compulsory	Condonable
CPRC51	Work based Learning in Early Childhood Education and Care 1	20	100% Coursework	Semester B	Compulsory	Condonable

Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PREC02	Creative and Inclusive Practice	20	100% Coursework	Semester A	Compulsory	Condonable
CPRC52	Play, Holistic Development and the Early Years Foundation Stage	20	100% Coursework	Semester B	Compulsory	Condonable
CPRC53	Communication and Language	20	100% Coursework	Semester B	Compulsory	Condonable

Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
CPRD51	Work based Learning in Early Childhood Education and Care 2	20	100% Coursework	Semester X	Compulsory	Condonable
CPRD53	Childhoods in a Globalised World	20	100% Coursework	Semester A	Compulsory	Condonable
PRED05	Learning in the outdoors	20	100% Coursework	Semester B	Compulsory	Condonable

Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
--------------------	---------------------	----------------	-------------------	-----------------------	-----------------------------	-----------------------------------

PRED01	Educational Research	20	100% Coursework	Semester X	Compulsory	Condonable
CPRD52	Safeguarding and Child Protection in the Early Years	20	100% Coursework	Semester A	Compulsory	Condonable
PRED06	Learning and Teaching	20	100% Coursework	Semester B	Compulsory	Condonable

Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
CPRH51	Work based Learning in Early Childhood Education and Care 3	20	100% Coursework	Semester A	Compulsory	Condonable
CPRH52	Leadership and Quality in the Early Years	20	100% Coursework	Semester B	Compulsory	Condonable
PREH04	Supporting Children and Young People	20	100% Coursework	Semester B	Compulsory	Non-Condonable

Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PREHP1	Education Project	40	100% Coursework	Semester X	Compulsory	Condonable
SEDH53	Rethinking Education through Critical Pedagogy	20	100% Coursework	Semester A	Compulsory	Condonable

Key: Semester X = A & B

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Threads Level 4

Module Code	Module Title	Thread
PREC01	Educational Themes and Concepts	3
PREC02	Creative and Inclusive Practice	5, 7
PREC06	Child Development	1, 4, 7
CPRC51	Work based Learning in Early Childhood 1	1, 2, 3, 4, 8
CPRC52	Play and Holistic Development	3, 4, 6, 7
CPRC53	Communication and Language	4, 5, 6

Threads Level 5

Module Code	Module Title	Thread
CPRD51	Work based Learning in Early Childhood 2	1, 2, 3, 4, 8
CPRD52	Safeguarding and Child Protection in the Early Years	1, 3, 6
CPRD53	Early Childhoods in a Globalised World	3, 4, 6
PRED01	Educational Research	8, 9
PRED05	Learning in the outdoors	2, 3, 4, 5, 7
PRED06	Learning and Teaching	2, 4, 5, 6, 7

Threads Level 6

Module Code	Module Title	Thread
CPRH51	Work based Learning in Early Childhood 3	1, 2, 3, 4, 8
CPRH52	Leadership and Quality in the Early Years	2, 3, 8
PREH04	Supporting Children and Young People	3, 5, 7
PREHP1	Education Project	1, 3, 8, 9
SEDH53	Rethinking Education through Critical Pedagogy	1, 2, 3

1. Partnership with parents
2. Reflective practice
3. Collaboration with others
4. Child development
5. Inclusive Practice
6. Advocating for young children's rights
7. Promoting holistic development
8. Employability
9. Research

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

N/A

12. Professional Advisory Group

N/A

13. Academic Progression Opportunities

There are several academic progression opportunities from this programme as identified below. Students who wish to progress to routes which require them to meet requirement at GCSE level, will be supported during the programme through the PDT process to identify and address this in preparation for application to postgraduate routes.

It is important to clarify that successful completion of the programme does not guarantee the offer of a place on these programmes. Applications must be made in line with standard application processes.

- Early Years Initial Teacher Training (EYITT) – Students who are interested in training to become early years specialists (working with children up to the age of 5) can consider the EYITT route. They could consider undertaking this programme at Marjon University, but could also consider other universities or providers. This programme leads to Early Years Teacher Status (EYTS). This programme at Marjon typically includes the completion of a Postgraduate Diploma which equates to two thirds of a Masters Degree and has been fully funded by the Department for Education since its inception. This programme can be studied as a full time student, or through an employed route.
- Initial Teacher Training (ITT) – There are various programmes of study leading to Qualified Teacher Status (QTS), including the PGCE and Schools Direct route at Marjon. For further information on teacher training programmes, students should look at the Marjon website, or at the government's 'Get into Teaching' website: <https://getintoteaching.education.gov.uk/>. It should be noted that completion of a postgraduate teacher training programme in the UK gives students the equivalent of one third of a Master's degree (60 credits), and that these can be credited towards further postgraduate study at Master's level
- Master of Arts (MA) programmes – Students may wish to pursue further academic study with an MA in Early Years, or MA Education, MA in Children's and Young Adult's Literature, MA in Special Educational Needs & Disability, or MA in Social Policy. These programmes are offered at Marjon University, but students could also consider other options at other institutions, including MSc programmes.

14. Employability and Career Progression Opportunities

Many students may choose to enter the early years workforce as early years educators and upon successful completion of the programme and possible attainment of the Level 6 Graduate Competencies, and they will be well placed to develop their leadership roles and positions within the sector. It is understood, that from this place of employment, many choose to engage with additional study to develop themselves and their practice.

Some students may be unsuccessful in evidencing their Level 6 Graduate Competencies or may choose not to submit this optional portfolio. These students may wish to enter the early years workforce and gain employment in a range of roles which do not meet the requirement to count in ratio for the education and care of children within the Early Years Foundation Stage. Some

students may have previously met the requirements to evidence their practice at Level 3, 4 or 5 and it is understood that these students may decline the option to complete the Level 6 Graduate Competencies throughout the programme.

In addition to opportunities for qualification as Early Years Teachers through postgraduate study, graduates may also wish to consider appropriate employment opportunities as detailed below:

- Non-educational graduate careers
- Youth work
- Social work
- Play Therapy
- Self-employed route as a Registered Childminder
- Self-employed route establishing an early years setting
- Education – ancillary staff (teaching assistants, school administrators)
- Local government
- Graduate opportunities in business
- Other temporary work

As well as the Programme Team and PDTs being able to offer advice and support, the university's Futures Team can help advise students about other choices and industries.

Graduate skills are embedded across all levels of the programme, through taught provision, assessment, and wider skills to support collaborative working, learning and development, including those linked to work-based modules and engagement with schools and early years settings. Such skills are identified and supported by engagement with current sector stakeholders and informed by changes within the sector, such as to facilitate progression of students following completion of the programme.

A range of qualities, skills and attributes which enhance employment opportunities within a range of subject specific career progression, as well as broader employability skills are promoted throughout the programme, such skill include:

- **Analytical thinking and innovation** – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
- **Active learning and reflective practice** – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- **Creativity, originality and initiative** – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- **Critical thinking and analysis** - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion.

- **Complex problem-solving** – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- **Leadership and social influence** - students are able to motivate others to act towards achieving a common goal.
- **Emotional intelligence** – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
- **Reasoning, problem-solving and ideation** – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions.
- **Systems analysis and evaluation** – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way.

Digital Skills:

- **ICT Proficiency and Productivity** – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- **Digital Collaboration, Participation, Communication** – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub, Microsoft Teams).
- **Finding Digital Information and Data Management** – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
- **Digital Learning and Teaching** – students are able to identify and use digital learning resources, apps and services (e.g. Canvas, LearningSpace, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- **Digital Problem Solving, Creation & Development** – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).

- **Digital Security, Well-being and Identity** – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

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

The programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the staff student liaison committee. In addition, final year students will be invited to participate in the National Student Survey (NSS).

17. Other Stakeholder Feedback

The consultation process undertaken for the development of this programme involved professionals working within the education sector as well as input from the academic team informed by student and graduate feedback and input.

The programme team has a wide range of professional contacts within the early years sector, both locally and nationally, this is used to inform developments within the programme. Association with these informal contacts enable the programme team to keep abreast of changes in policy and practice in the primary education sector, which enables the programme team to keep students up-to-date and ready and aware in preparation for employment or postgraduate initial teacher training.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies 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 at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

