

**Programme Specification for BA (Hons) Early Childhood in Society  
(Graduate Practitioner) and  
BA (Hons) Early Childhood in Society**

**This document applies to Academic Year 2020/21 onwards**

<b>1.</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2.</b>	<b>Teaching institution</b>	<b>University of Worcester</b>
<b>3.</b>	<b>Programme accredited by</b>	National College of Teaching and Learning (now DfE) Approved as Full and Relevant (on completion of practice requirements as outlined in Early Years Educator qualification) will allow students to be included in Ofsted regulated setting ratios).
<b>4.</b>	<b>Final award or awards</b>	BA (Hons)
<b>5.</b>	<b>Programme title</b>	Early Childhood in Society (Graduate Practitioner) or Early Childhood in Society
<b>6.</b>	<b>Pathways available</b>	Single honours
<b>7.</b>	<b>Mode and/or site of delivery</b>	Taught at University of Worcester.  Work Based Learning element at Ofsted registered Early Years settings for those on the Early Childhood in Society (Graduate Practitioner) pathway. Work Based Learning element at regulated settings for those on the Early Childhood in Society Pathway.  Option to engage with flexible and distributed modules to allow for practice based learning abroad and in the UK.
<b>8.</b>	<b>Mode of attendance and duration</b>	Full Time, three years
<b>9.</b>	<b>UCAS Codes</b>	X003 Early Childhood in Society Graduate Practitioner X033 Early Childhood in Society
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">Early Childhood Studies Benchmark Statement (2019)</a> Early Years Educator (2013) published by the National College for Teaching and Leadership (now the DfE)
<b>11.</b>	<b>Date of Programme Specification preparation/ revision</b>	September 2019, benchmark statement updated September 2020, 'Independent study' title changed to 'dissertation' September 2020. August 2020 – AQU amendments to Section 19.

## **12. Educational aims of the programme**

This course is designed for those who want to work with and for children (aged 0-8) and their families. There are two pathways within the degree; one has a strong educational focus for those who want to work within the education sector. This pathway includes the completion of Graduate Competencies, the meeting of requirements for EYE (including 350 hours of practice in an Ofsted registered setting), which enables students to be counted in ratios in early years, Ofsted registered settings.

The second pathway is for those who want to support children in the wider community; e.g. residential care, third sector and counselling. This pathway requires students to gain experience of working with children during level 4 in Ofsted registered settings and opportunities for experience in regulated settings (e.g. residential homes, charities, Children's Centres) during level five and level six.

The aim of this programme is to support students in understanding the holistic nature of child development and how this is influenced by the child's environment. By considering the lived experience of the child, including the influence of families and early years services, the focus will be upon the development of the child in context and the implications for practice. The course will provide the infrastructure to support and enable students to meet the course learning outcomes and to develop the qualities to contribute to working across professional boundaries for children and their families. The course also aims to support students in expressing intellectual independence and into becoming advocates of quality provision for Early Childhood and finding their own professional 'voice'.

The academic and practice based learning opportunities within the programme relate to the education, health, welfare and development of children aged 0-8 years within the context of their families, community, society and culture. The programme draws on different disciplines and professional backgrounds such as social work, therapeutic approaches, third sector organisations, business management and project development, and education, to reflect the complexity of young children's lives and the holistic nature of their development. This content provides a focus and framework for academic and professional development, including a range of qualities and transferable skills. Students are supported in the development of a personal philosophy of professional values and continuous improvement based on principles underpinning the Early Childhood tradition and research evidence.

The Course aims to equip students to:

1. Reflect upon their own value based roles and responsibilities within the international context of multi-professional and integrated environments.
2. Recognize their own ability to promote continuous improvement and change through interaction and collaboration in the diverse learning and wider community.
3. Develop dispositions to research using contemporary methods both independently and as part of a research community.
4. Develop as competent and effective advocates when working with children and families in order to promote their safety and wellbeing.
5. Synthesise subject knowledge through a reflective approach in complex situations and to develop a commitment to their own personal and professional development.
6. Appreciate the uncertainty, ambiguity and limitations of knowledge.
7. Adopt a personal philosophy to underpin professional practice.

Practice Based Learning (PBL) requirements of the programme ensure these aims are achieved through a combination of course work and placement experiences. A set of graduate standards have been developed, that take in to consideration the EYE requirements (this qualification is required to be counted in ratio within an early years setting) and the QAA Early Childhood Studies Bench Marks. This element of assessed PBL will enable all graduates with an ordinary or honours degree in Early Childhood in Society Graduate Practitioner to count in staff ratios (at level 3) within early years settings. This will involve 350 hours of assessed practice within an early years setting by trained and qualified assessors.

### 13. Intended learning outcomes and learning, teaching and assessment methods

<b>Knowledge and Understanding</b>		
<b>LO no.</b>		<b>Module Code/s</b>
1	On successful completion of the named award, students will be able to: Recognise, assess and evaluate the development, needs and experience of young children, and the services that support them.	ECIS2100 ECIS2110 ECIS2120 ECIS2130
2	Demonstrate critical awareness of a range of professional roles and responsibilities within and across different environments.	ECIS2100 ECIS2110 ECIS2120 ECIS2130 ECIS3002
3	Analyse integrated policy and practice in the context of continuous change, being aware of its complexity and variety	ECIS2100 ECIS2120 ECIS3100
4	Demonstrate sound theoretical knowledge of Child Protection and safeguarding; understanding how to act as an effective advocate for children and families in order to promote their safety and wellbeing.	ECIS2100 ECIS2120
5	Critically evaluate current issues, challenges and ethical dilemmas within the field of early childhood.	ECIS2101 ECIS3101
6	Critically reflect upon factors affecting children and families considering equality, rights, inclusion and diversity	ECIS2100 ECIS2120 ECIS2101
7	Critically reflect upon theories and concepts to achieve effective management of own learning and practice	ECIS2100 ECIS2120 ECIS2101 ECIS3002 ECIS3101

<b>Cognitive and Intellectual skills</b>		
8	Analyse and synthesise information and ideas, to enable judgements to be made to guide further actions.	ECIS3002 ECIS3100
9	Engage in self-appraisal to articulate a personal theory for practice.	ECIS2100 ECIS2120 ECIS3101
10	Undertake effective action-planning leading to learning that may be complex and transformational.	ECIS2120 ECIS300
11	Evaluate and argue a position, fully exploring the ambiguity and uncertainty involved.	ECIS2100 ECIS2120 ECIS3002

<b>Skills and capabilities related to employability</b>		
12	Develop the effective, interpersonal skills of influencing, listening, questioning, challenging, negotiating, communicating and relationship building and resilience	ECIS3100 ECIS3002
13	Apply research skills in order to reflect to collect, analyse and synthesise information; effectively manage and communicate the ethical issues of conducting research	ECIS2102 ECIS3002

14	Lead practice, identifying learning and development needs in order to ensure continual quality improvement	ECIS3002 ECIS3100 ECIS3101
15	Demonstrate higher order thinking skills to reflect on self within varying contexts to support personal and professional growth.	ECIS2100 ECIS2120 ECIS3102

<b>Transferable/key skills</b>		
16	Locate, understand, explain and interpret information and represent using a variety of forms.	ECIS2102 ECIS3102
17	Communicate effectively, both in writing and orally in an appropriate format that is clear, concise and persuasive, to both specialist and non-specialist audiences.	ECIS1102 ECIS2100 ECIS2120 ECIS3100

## **Learning, teaching and assessment**

The Department for Children and Families team is committed to continually improving the quality and standards of learning and teaching. Teaching staff use a range of innovative teaching and assessment methods, which effectively engage and support a diverse student body. We work hard to ensure that all students have the opportunity to fulfil their potential. Our strategies for learning and teaching are designed to encourage lifelong learning. We encourage practice and research to keep teaching current, relevant and exciting.

A range of learning and teaching strategies are used to engage students in the learning process and to support student achievement.

The programme's assessment strategy has been developed within the context of UW's Learning, Teaching and Assessment Strategy and Assessment Policy. The Department for Children and Families adopt a holistic and student centred approach to assessment design; this includes consideration of the choice and range of strategies experienced by students at any one time and where support for the specific mode of representation is embedded within the curriculum.

Formative and summative assessment strategies provide a variety of assessment types and opportunities for students to demonstrate their developing knowledge, critical thinking and professional development (see below). Students are expected to be progressively more self-directed as the course progresses from level 4 to level 6.

A framework for designing the use of formative assessment within modules is used to standardise student experience and with the aim of developing thinking, analysis and presentation skills. A variety of formative learning activities are planned to enable all students to participate and develop their knowledge and understanding of module content. Formative assessments have direct correlation with the summative assessment to enable further support for students.

## **Teaching**

Students are taught through a combination of interactive workshops, lectures, seminars, practical activities, etc. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures; sessions are focused on developing subject specific skills and applied individual and group project work.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student

Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Meetings with personal academic tutors are scheduled on at least 4 occasions in the first year and three occasions in each of the other years of a course.

### **Practice Based Learning**

Practice Based Learning requirements differ slightly dependent on which pathway a student has taken.

### **ECIS Graduate Practitioner Pathway**

It is a mandatory part of the course that students complete 210 hours of practice-based learning each year of the course. At level 4 practice based learning will be undertaken in a range of early years Ofsted registered settings.

At level 5 students on the ECIS Graduate Practitioner pathway need to complete an additional 140 hours before the end of semester 1 in an Ofsted registered setting.

In semester 2 of level 5 students will undertake practice based learning in either Ofsted registered settings or regulated, wider provision. Combined level 4 practice based learning across semesters plus practice based learning in semester 1, level 5 will give students sufficient hours to meet the Full and Relevant criteria of 350 assessed hours in practice, as outlined:

**Level 4: 210 hours + level 5 (semester one): 140 hours = 350 hours; this meets the Full and Relevant Requirements allowing you to be included in ratios in an early years setting at the end of semester 1, level 5.**

At level 6, students on the ECIS Graduate Practitioner pathway need to complete 210 hours in either Ofsted registered settings or regulated, wider provision.

### **ECIS Pathway**

It is a mandatory part of the course that students complete 210 hours of practice-based learning each year of the course. At level 4 practice based learning will be undertaken in a range of early years registered settings.

At level 5 and students on the ECIS pathway need to complete 210 hours in either Ofsted registered settings or regulated, wider provision.

Placements undertaken in Ofsted registered settings must be within a 40-mile radius of the University of Worcester.

### **Contact time**

In a typical week, students will have around 12 contact hours of teaching. The precise contact hours will depend on the optional modules selected and in the final year students will normally have slightly less contact time in order to do more independent study.

Typically class contact time will be structured around:

- 4 hours of large group lectures
- 8 hours of seminars of around 30 students

- 2 x 3 weeks of practice-based learning at level 4 and 6.
- 3 x 2 weeks of practice-based learning at level 5 (to enable students the chance to gain full and relevant status prior to opting to undertake community-based learning in the UK or abroad).

Students at level 5, semester 2, who wish to gain placement experience overseas or in community-based learning in the UK will be taught through flexible and distributed learning. Students will typically attend face-to-face sessions at the beginning and end of the module (cases will be considered based on individual circumstances) and will engage with other students and tutors through on-line platforms such as blackboard discussion boards and Yammer.

### **Independent self-study**

In addition to the contact time, students are expected to undertake around 25 hours of personal self-study per week. Typically, this will involve completing online activities, reading journal articles and books, working on individual and group projects, undertaking research in the library and online, preparing coursework assignments and presentations.

A range of excellent learning facilities, including the Hive and library resources, the virtual learning environment and extensive electronic learning resources, supports independent learning.

### **Teaching staff**

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics, visiting lecturers and professional practitioners. The teaching team for Early Childhood in Society includes teachers, early years practitioners, social workers, a family law specialist and youth workers.

Postgraduate research students who have undertaken teacher training may also contribute to the teaching of seminars under the supervision of the module leader. Teaching is informed by the research we carry out. All University lecturers in the Department for Children and Families have a higher education teaching qualification or are Fellows, or Senior Fellows of the Higher Education Academy. You can learn more about the staff by visiting our [staff profiles](#).

### **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessments, which are graded and count towards the overall module grade.

Assessment methods include a range of coursework assessments such as essays, reports, portfolios, presentations and a final year dissertation project.

#### **14. Assessment strategy**

The Department for Children and Families (DCF) adopts a holistic and student centred approach to assessment designed accordance with the [University of Worcester Assessment Policy](#); this includes consideration of the choice and range of strategies experienced by students at any one time. Support for the specific mode of representation is embedded within the curriculum. Formative and summative assessment strategies provide a range of opportunities for students to demonstrate their developing knowledge, critical thinking and professional development. Students are expected to be progressively more self-directed as the course progresses from level 4 to level 6.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

#### Year 1

Reflective writing x3  
Individual Presentation x1  
Position Paper x2  
Essay x2  
Portfolio x1

#### Year 2

Critical Evaluation x2  
Essay x4  
Group Presentation x2  
Reflective Writing x1  
Portfolio x1

#### Year 3

Reflective Writing x2  
CPD Workshop and Handout x1  
Portfolio x2  
Dissertation x1  
Group Presentation x1  
Report x2  
Essay x1

### **15. Programme structures and requirements**

#### **Single honours award with two pathways**

##### **Pathway 1: Early Childhood in Society (Graduate Practitioner)**

The BA (Hons) Early Childhood in Society (Graduate Practitioner) requires students to gain 120 credits at Levels 4, 5 and 6. In addition students are required to meet a set of Graduate Practitioner standards that align with the EYE and Early Childhood Studies Benchmark requirements, which are assessed in practice.

##### **Pathway 2: Early Childhood in Society**

The BA (Hons) Early Childhood in Society requires students to gain 120 credits at Levels 4, 5 and 6.

In addition students are required to meet a set of Graduate Social Pedagogy standards that align with the SPPA (Social Pedagogy Professional Association) Standards of Education and Training and Early Childhood Studies Benchmark requirements.

#### **Both pathways**

At level **4**, the programme consists of mandatory modules. This will enable students to engage with the underpinning philosophies of Early Childhood.

At levels **5 and 6** students will complete mandatory and optional modules to prepare them for employment. Mandatory modules will focus on a broad range of key, transferable skills. Optional modules will allow for specialisation dependent on destination preference, e.g. education and learning route, or non-education route (e.g. Social work/family support, charity worker, business owner, therapy and counselling services).

In Level 5 (semester 2), flexible and distributed methods of teaching (e Modules) will be used to teach students undertaking extended placement in community-based activity overseas or in the UK alongside their studies. This will help to develop graduate employability and key skills through exposure to work experience (paid or voluntary). Students will be supported via distance learning (e modules).

In recognition of workload demands placed on students it is anticipated that they will undertake no more than 16 hours practice based learning per week. Students will need to liaise with the course leader, international office, submit a 200-word Initial proposal and complete a Health & Safety Checklist to proceed with this option.

For those students who opt not to take this opportunity, face-to-face teaching will continue. Students wishing to take up the option of the extended placement in community-based activities in the UK or overseas must express an interest at the end of level four and will be selected for suitability.

### Single Honours at Levels 4, 5 and 6

#### Early Childhood in Society (Graduate Practitioner) and Early Childhood in Society

<b>Level 4</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>ECIS (credits/mandatory or optional) Status</b> (Mandatory (M) or Optional (O))	<b>ECIS (Graduate Practitioner) Status</b> (Mandatory (M) or Optional (O))	<b>Pre-requisites</b> (Code of Module required)
ECIS1100	ECIS1100 Introduction to Theory for Early Years Educator Graduate Practice Pathway	15	N/A	M	N/A
ECIS1110	Introduction to Early Years Educator Placement Graduate Practice Pathway	15	N/A	M	N/A
ECIS1101	Tuning into Children's Development	30	M	M	N/A
ECIS1102	Transition to Studying in HE	30	M	M	N/A
ECIS1103	Creating Enabling Environments	15	M	M	N/A
ECIS1104	Advocating on Behalf of Children	15	M	M	N/A
ECIS1120	Introduction to Theory for Placement Learning ECIS Pathway	15	M	N/A	N/A
ECIS1130	Introduction to ECIS Placement Learning Pathway	15	M	N/A	N/A

Students must take the mandatory modules for the relevant pathway as set out in the table above.

### Single Honours Requirements at Level 5

<b>Level 5</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>ECIS (credits/mandatory or optional) Status</b> (Mandatory (M) or Optional (O))	<b>ECIS (Graduate Practitioner) Status</b> (Mandatory (M) or Optional (O))	<b>Pre-requisites</b> (Code of Module required)
ECIS2100	Theory for Early Years Educator Graduate Practitioner Pathway	15	N/A	M	N/A



ECIS2110	Developing Early Years Educator Graduate Practitioner Pathway. (E Option to allow extended PBL overseas or in the UK)	15	N/A	M	N/A
ECIS2101	The Influence of Family, Community and Culture on Children's Learning. (E Option to allow extended PBL overseas or in the UK)	30	M	M	N/A
ECIS2102	Research for Academic and Professional Development (E Option to allow extended PBL overseas or in the UK)	30	M	M	N/A
ECIS2103	An Inclusive Approach to Supporting Children with Additional Needs	15	O	O	N/A
ECIS2104	Supporting Children's Creative Thinking	15	O	O	N/A
ECIS2105	Contemporary Issues in Early Childhood. (E Option to allow international Placement)	15	O	O	N/A
ECIS2106	Children's Communication and Language. (E Option to allow international Placement)	15	O	O	N/A
ECIS2120	Theory for Placement Learning ECIS Pathway	15	M	N/A	N/A
ECIS2130	ECIS Developing Placement Learning Pathway	15	M	N/A	N/A

Students registered for the Early Childhood in Society pathway must take the mandatory modules as set out in the table above, plus 2 optional modules.

Students registered for the Early Childhood in Society Graduate Practitioner pathway must take the mandatory modules as set out in the table above, plus 2 optional modules.

### Single Honours Requirements at Level 6

<b>Level 6</b>					
Module Code	Module Title	Credits	ECIS (credits/mandatory or optional) Status (Mandatory (M) or Optional (O))	ECIS (Graduate Practitioner) Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)
ECIS3100	Leading Practice Graduate Practitioner Pathway	30	N/A	M	N/A
ECIS3110	The Social Pedagogue ECIS Pathway	30	M	N/A	N/A
ECIS3101	Utopian Childhoods and Child Centred Advocacy	30	M	M	N/A
ECIS3102	Dissertation	30	M	M	N/A
ECIS3103	Exploring Perspectives of Play	15	O	O	N/A

ECIS3104	Safeguarding Children's Wellbeing for Advanced Practice	15	O	O	N/A
ECIS3105	Business Management and Project Development	15	O	O	N/A
ECIS3106	Therapeutic Approaches in Early Childhood	15	O	O	N/A

Single Honours students must take 120 credits from the table above to include all mandatory modules: Leading Practice; Utopian Childhoods and Child Centred Advocacy; Professional Practice & Advanced Research (Dissertation).

To gain 'Full and Relevant' and so be awarded 'Graduate Practitioner, Students are required meet all the conditions for EYE; suitable level 2 literacy and numeracy qualifications, (as detailed in the government guidelines: <https://www.gov.uk/guidance/early-years-qualifications-finder#level-2-literacy-and-numeracy-qualifications> satisfactory completion of at least 350 assessed hours in an Ofsted registered early years setting with 'safe and competent practice' demonstrated. It is anticipated that this will be completed by the end of semester 2, level 5. Students will complete an additional 70 hours of practice in registered/regulated settings at levels 5. (420 hours in total). At level 6 students will continue to complete 210 hours of practice based learning to support their research in practice.

## 16. QAA and professional academic standards and quality

The course is consistent with Early Childhood Studies Benchmarks (QAA 2019) and these have been mapped against the mandatory modules offered.

[https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-early-childhood-studies.pdf?sfvrsn=7e35c881\\_12](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-early-childhood-studies.pdf?sfvrsn=7e35c881_12)

The relevant recognised professional standards have been considered in relation to students being awarded 'Graduate Practitioner'. The Department for Children and Families have developed a set of graduate level standards for practice These align with the EYE requirements and the Early Childhood Studies Benchmarks (QAA 2019). The alignment with EYE and assessed practice in the workplace enables students to be counted in ratios in early years' settings (full and relevant) if they meet the exit award requirements.

This award is located at Level 6 of the FHEQ.

## 17. Support for students

The Department for Children and Families is committed to supporting students throughout the course of their degree;

The **Personal Academic** Tutor system, for all students plays a significant role in enhancing the students' **academic** and **personal** experience of studying at the **University of Worcester**.

All students will be allocated a named Personal Academic Tutor from their course or subject on entry to the University. Undergraduate students will normally have the same Personal Academic Tutor for the duration of their studies, although subjects may decide that Personal Academic Tutoring in the final year of an Honours degree is best supported through the Dissertation or Major Project supervisor

There are a range of sources of advice, guidance and support for students provided by the University Student Services through Firstpoint and through the Student's Union. Personal Academic Tutors are not expected to resolve all issues or problems presented by students, but

to listen, offer initial advice and then, where appropriate to direct the student to other appropriate sources of help available within the University.

Personal Academic Tutors support students with the assessment of Practice Based Learning. The Department for Children & Families' academic tutoring policy can be found in the course handbook appendices. The Practice Based Learning co-ordinator and administrator monitor student experience and evaluation from settings in collaboration with academic tutors.

Students also benefit from:

- Information literacy sessions and support from a subject liaison librarian
- [Student Services](#) and the [Disability and Dyslexia Service](#)
- Subject specific induction:
- Practice Based Learning Evidence File and PDP
- Course handbook, notice board and module outlines
- Study skills support
- Independent study support
- Careers advice
- Blackboard course specific information site.
- Learning and peer group support
- Subject specific Journal and website information
- Practice Based Learning support from tutors and setting staff

Information regarding Student Services and the Disability and Dyslexia Service can be found at:

<http://www.worcester.ac.uk/student-services/index.htm>

<http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>

## **18. Admissions**

### **Admissions policy**

We welcome applications from males, ethnic minority groups and disabled people, who are currently under-represented in the profession. The School of Education works closely with central student support services, including the Admissions Office, Student Services and the International Centre, to support students from a variety of backgrounds. We actively encourage and welcome students from the widest range of economic and cultural backgrounds and value the contribution of mature learners.

### **Entry requirements**

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs including maths and English (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>. See [Admissions Policy](#) for other acceptable qualifications.

This degree has two pathways. Pathway selection will be determined by student preference and or qualifications upon entry.

Early Childhood in Society (Graduate Practitioner) pathway

Students undertaking Early Childhood in Society (Graduate Practitioner), must have passed on entry to the course a suitable level 2 literacy and numeracy qualifications to count towards the EYFS staff:child ratios and meet the 'Full and Relevant' requirements.

These are:

#### English

- Functional skills qualification in English at level 2
- GCSE/International GCSE qualification in English language and/or literature to at least grade C (grade 4)
- Key skills qualification in communication at level 2
- A level or AS level qualification in English language and/or English literature to at least grade E
- Level qualification in English to at least grade C
- CSE grade 1 English (language)
- Also recognised Scottish, Northern Irish and Welsh equivalents.

#### Maths

- Functional skills qualification in maths at level 2
- GCSE/International GCSE qualification in maths to at least grade C (grade 4)
- Key skills qualification in application of number at level 2
- A level or AS level qualification in maths or pure maths and/or further maths to at least grade E
- level qualification in maths to at least grade C
- CSE grade 1 maths
- Also recognised Scottish, Northern Irish and Welsh equivalents.

<https://www.gov.uk/guidance/early-years-qualifications-finder#level-2-literacy-and-numeracy-qualifications>

#### **Early Childhood in Society pathway**

On individual merit, students undertaking Early Childhood in Society could be accepted on to the course without holding one of the above listed maths and English qualifications but should seek to pass during their course of study by accessing a suitable training programme.

Once students have met the maths and English qualifications requirements they may, if desired, transfer to Early Childhood in Society (Graduate Practitioner) pathway, but this must be at the end of level 4 at the latest.

Students who do not wish to be awarded 'Graduate Practitioner' may still choose to select the Early Childhood in Society pathway having passed GCSE maths and English GCSE (or equivalent) on entry to the course.

#### **Disclosure and Barring Service (DBS) requirements**

A satisfactory enhanced DBS is a prerequisite for the course.

#### **Recognition of Prior Learning**

Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

## **Admissions procedures**

Full-time applicants apply through UCAS (*course code X003 ECIS Graduate Practitioner; X033 ECIS*)

## **Admissions/selection criteria and Disclosure and Barring Service (DBS) requirements**

- Each application will be considered by UW Registry Admissions and the Course Leader
  - Evidence of qualifications will be checked  
On admission students will need to have an enhanced application made to the
  - Disclosure and Barring Service (DBS) include:
    - experience of working with young children;
    - the academic ability and commitment necessary to Honours level of study;
    - a genuine interest in Early Childhood.
1. Evidence of written English may be required in some instances (for example where the student's UCAS tariff is low).

Interviews are held where confirmation of evidence or clarification of any of the admissions criteria is required.

Direct entry to Level 5 or 6 is normally subject to interview and evidence of achievement. Particularly relevant is the need to evidence the appropriate number of hours in practice based learning.

Please contact [Registry Services](#) (Admissions) for further information or guidance.

## **19. Regulation of assessment**

### **The course operates under the University's Taught Courses Regulatory Framework**

#### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- A student is required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

#### **Submission of assessment items**

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

## Retrieval of failure

- A student is entitled to re-sit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

## Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

This course is subject to the University's fitness to practice procedures

## Requirements for Awards

Award	Requirement
Early Childhood in Society Certificate of Higher Education (Level 4 exit)	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, students must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.
Early Childhood in Society Diploma of Higher Education (DipHE) (level 5 exit)	In order to be eligible for the exit award of Early Childhood in Society Diploma in Higher Education, students must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map
Early Childhood in Society (Professional Practice) Diploma of Higher Education (DipHE) (Level 5 exit)	In order to be eligible for the exit award of Early Childhood in Society (Professional Practice) Diploma in Higher Education, Students must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 as specified on the award map. Also met all the conditions for EYE; suitable level 2 literacy and numeracy qualifications, as detailed in the government guidelines: <a href="https://www.gov.uk/guidance/early-years-qualifications-finder#level-2-literacy-and-numeracy-qualifications">https://www.gov.uk/guidance/early-years-qualifications-finder#level-2-literacy-and-numeracy-qualifications</a> satisfactory completion of at least 350 assessed hours in an Ofsted

	registered early years setting with 'safe and competent practice' demonstrated.
Degree Early Childhood in Society (non-honours) (Level 6 exit)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 (ECIS2101, ECIS2102, ECIS2120 and ECIS2130) plus two optional modules of 15 credits each and Level 6 of the award (ECIS3110 and ECIS3101, <b>not the dissertation module</b> ) as specified on the award map.
Degree (non-honours) Early Childhood in Society (Graduate Practitioner) (Level 6)	Passed a minimum of 300 credits with at least 90 credits at Level 5 (modules ECIS 2102, ECIS2101, ECIS2100, ECIS2110, plus two optional modules of 15 credits each) or higher and a minimum of 60 credits at Level 6 (modules ECIS3100, and, ECIS3101 as specified on the award map; met all the conditions for EYE; (successfully completed ECIS1100, ECIS1110, ECIS2100, ECIS2110) suitable level 2 literacy and numeracy qualifications,(as detailed in the government guidelines: <a href="https://www.gov.uk/guidance/early-years-qualifications-finder#level-2-literacy-and-numeracy-qualifications">https://www.gov.uk/guidance/early-years-qualifications-finder#level-2-literacy-and-numeracy-qualifications</a> satisfactory completion of at least 350 assessed hours in an Ofsted registered early years setting with 'safe and competent practice' demonstrated.
Degree with honours Early Childhood in Society (level 6)	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.
Degree with honours Early Childhood in Society (Graduate Practitioner) (Level 6)	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map. Also met all the conditions for EYE; suitable level 2 literacy and numeracy qualifications,(as detailed in the government guidelines: <a href="https://www.gov.uk/guidance/early-years-qualifications-finder#level-2-literacy-and-numeracy-qualifications">https://www.gov.uk/guidance/early-years-qualifications-finder#level-2-literacy-and-numeracy-qualifications</a> satisfactory completion of at least 350 assessed hours in an Ofsted registered early years setting with 'safe and competent practice' demonstrated.

## Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

## 20. Graduate destinations, employability and links with employers

### Graduate destinations



Past graduates have taken up careers within these areas:

- Supervisory roles within Early Childhood settings
- Leading practice with Under 5s through obtaining Early Years Teacher Status
- Social care, Family Support
- Children's charities e.g. Barnados
- Day Care Nurseries, pre-schools and playwork
- Early education: teaching assistants
- Health and welfare services
- Local Authority Children's Services
- Early Year's Consultant
- Family support workers
- Post-graduate qualifications in Social Work, teaching and research degrees.

### **Student employability**

The degree is designed to maximise the potential of graduate employment for those successfully completing the course. The degree will provide students with the opportunity to work abroad or engage in community-based projects in the UK gaining work experience in their chosen pathway to enhance employability.

The Practise Based Learning element of the programme combined with its multi-disciplinary nature mean that our students leave prepared to access a range of graduate employment opportunities. They are equipped with the skills to work independently and in a team, communicate effectively, respond constructively to feedback, and produce a coherent and reasoned argument. The combination of theoretical and practical elements of the degree provide a framework to enhance graduate employability. The underpinning of the degree to the Early Childhood Benchmarks also enhance employability, for example, through the associated data analysis skills of the dissertation.

Having the opportunity to be included in ratios after completing the associated requirements for Full and Relevant will also support student employability before they graduate, enabling to earn while they learn.

Employability support can also be gained from UW's careers service in the Pierson building or via their website <http://www.worc.ac.uk/careers/index.htm>.

### **Links with employers**

OFSTED registered and other regulated early years settings provide Practice Based Learning opportunities for students on this course. The course is designed to aid the development of professional standards in the workplace, enhancing the skills, knowledge and understanding of the individual. Aspects of Practice Based Learning provide direct benefit to employer and student offering opportunities to develop future practice and careers. Many students are employed by settings they attend for Practice Based Learning. Practice Based Learning Guides have been produced which set out the nature of the programme and the roles and responsibilities of students, employers, supervisors and the University.

Members of the course team are also involved in local and national networks where employer feedback can inform continual reflection on delivery and content of the programme and advice given to students with regard to the qualities and skills needed in the workplace. Forums with Early Years & Childcare Services provide similar links, also enabling students to access employment in holiday schemes. The course is represented at a national level within the Early Childhood Studies Degrees Network.



**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.