

**PROGRAMME SPECIFICATION –BA (Hons) EARLY CHILDHOOD
(Professional Practice)**

1	Awarding institution/body	University of Worcester
2	Teaching institution	University of Worcester
3	Programme accredited by	Not applicable
4	Final award	BA (Hons)
5	Programme title	Early Childhood (Professional Practice)
6	Pathways available:	Single honours
7	Mode and/or site of delivery	Taught at University of Worcester. Work Based Learning element at Ofsted registered Early Years settings.
8	Mode of attendance	Full Time
9	UCAS Code	X310
10	Subject Benchmark statement	Early Childhood Studies Benchmark Statement (2007)
11	Date of Programme Specification preparation/revision	January 2013; amendment to regulations August 2014; September 2014; October 2014 – amendment to regulations.

12. Educational aims of the programme

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 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 power 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 their professional practice.

Practice Based Learning (PBL) requirements of the programme ensure these aims are achieved through a combination of course work and placement experiences. This element of assessed PBL will enable all graduates with an ordinary or honours degree in Early Childhood to count in staff ratios (at level 3) within early years settings.

13 Intended learning outcomes and learning, teaching and assessment methods

Knowledge and understanding

On successful completion of the course, students will be able to:

- a) Recognise the development, needs and experience of young children, and the services which support them.
- b) Demonstrate an awareness of a range of professional roles and responsibilities within and across different environments and internationally.
- c) Analyse integrated policy and practice in the context of continuous change.
- d) Have sound knowledge of Child Protection and understanding of how to act as an effective advocate with children and families in order to promote their safety and wellbeing.
- e) Critically evaluate current issues, challenges and ethical dilemmas within the field of early childhood.
- f) Reflect upon factors affecting inclusion and diversity.
- g) Reflect upon theories, assumptions, concepts and data to achieve solutions to work-based problems.

Examples of Learning, Teaching and Assessment Methods Used:

Example of b, c, d & e:

Students undertaking the Independent Study (ECPP 3002) will be able to demonstrate their understanding of practice and child development through their Practice Based Learning, analysis of information and ideas and how this leads to further actions as well as subsequent critical appraisal within the range of contexts.

Example of g:

Theory into Practice modules (ECPP 1100, ECPP 2100 and ECPP 3100) link Practice Based Learning with taught sessions which offer opportunity to critically evaluate theories, assumptions, concepts and data to achieve solutions to work-based problems.

Example of teaching activities:

- ECPP 3002: Series of individual/group tutorials supported with VLE (taught content, discussion and forums).
- ECPP 1100, ECPP 2100 and ECPP 3100: Series of taught sessions through lectures and seminars; individual/group tutorials some aspects supported with VLE (taught content, discussion and forums) and through expert seminars/inputs.

Indicative Assessments:

- ECPP 3002: Independent Study Research
- ECPP 1100, ECPP 2100 and ECPP 3100: Practice Based Learning Evidence File and PDP

Cognitive Skills and Intellectual Skills

On successful completion of the course, students will be able to:

- h) Analyse and synthesise information and ideas, which will be sufficient to make judgements or frame questions to achieve a solution and derive principles to guide further actions.
- i) Engage in self-appraisal/reflection on practice that will lead to significant insights that impact further personal and professional development.
- j) Undertake effective action-planning leading to appropriate action and learning that is likely to be complex and impact on the work of others.
- k) Evaluate and argue a position/solution which involves critical appraisal and justification of alternative strategies within a range of contexts, whilst recognising the change, ambiguity and uncertainty involved.

Examples of Learning, Teaching and Assessment Methods Used:

Example of h & k:

Students undertaking the Independent Study (ECPP 3002) will be able to demonstrate their analysis of information and ideas and how this leads to further actions as well as subsequent critical appraisal within the range of contexts.

Example of i:

Students undertaking the Professional Portfolio of Practice (ECPP 1110, ECPP 2110 and ECPP 3110) will be able to demonstrate their self-appraisal/reflection on practice through thematically analysing their portfolio entries.

Example of teaching activities:

- ECPP 3002: Series of individual/group tutorials supported with VLE (taught content, discussion and forums).
- ECPP 1100, ECPP 2100 and ECPP 3100: Series of taught sessions through lectures and seminars; individual/group tutorials some aspects supported with VLE (taught content, discussion and forums) and through expert seminars/inputs.

Indicative Assessments:

- ECPP 3002: Independent Study Research
- ECPP 1100, ECPP 2100 and ECPP 3100: Portfolio and ePortfolio
- ECPP 1110, ECPP 2110, ECPP 3110: Practice Based Learning Evidence File and PDP

Transferable skills

The learning and teaching strategies employed contribute directly to the identification and development of student qualities or transferable skills at each level of study (FHEQ descriptor for a higher education qualification at level 6: Bachelor's degree with honours). Links to these qualities and skills are made explicit in module syllabi; achievement is monitored, evidenced and reflected on within mandatory and optional modules and is also supported by a Practice Based Learning Evidence File and PDP.

On successful completion of the course, students will be able to:

- l) Develop the effective, interpersonal skills of influencing, listening, questioning, challenging, negotiating, communicating and relationship building.
- m) Locate, understand, explain and interpret information (whilst recognizing change, ambiguity and uncertainty) and represent using a variety of forms.
- n) Apply lifelong learning skills including intellectual independence, initiative personal responsibility and decision making.
- o) Demonstrate higher order thinking skills to learn about self within varying environments in order to act professionally and positively; including handling conflict and challenging situations.
- p) Apply research skills in order to collect, analyse and synthesise information; effectively manage and communicate the ethical issues of conducting participant research.
- q) Engage in self-appraisal/ reflection on practice that will lead to significant insights that impact further personal and professional development.

Examples of Learning, Teaching and Assessment Methods Used:

Example of l, o, p & q:

Undertaking the Independent Study (ECPP 3002) and the Practice Based Learning Evidence File and PDP (ECPP 1110, ECPP 2110, ECPP 3110) will enable the students to demonstrate a range of thinking and research skills to support personal and professional development.

Example of teaching activities:

- ECPP 1100, ECPP 2100, ECPP 3100: Series of lecture and seminar sessions individual/group tutorials. Both supported with VLE (taught content, discussion and forums)
- ECPP 3002: Research input at level 5 (ECPP 2101) and individual tutorial support from subject specialist

Indicative Assessments:

- ECPP 3002: Independent Study Research
- ECPP 1100, ECPP 2100, ECPP 3100: Theory into Practice via Portfolio/ePortfolio to support change agency following observations in practice
- ECPP 1110, ECPP 2110, ECPP 3110: Practice Based Learning Evidence File and PDP

Practical Skills

On successful completion of the course, students will be able to:

- r) Communicate effectively, both in writing and orally in an appropriate format that is clear, concise and persuasive, to both specialist and non-specialist audiences.
- s) Demonstrate holistic child-centred practices working both autonomously and through effective interactions with groups of professionals.
- t) Lead practice, identifying learning and development needs in order to ensure continual quality improvement.
- u) Engage with, reflect upon and disseminate research methods independently and as part of a research community and within a range of contexts.
- v) Identify and manage learning and development needs and to demonstrate sustained personal learning.

Examples of Learning, Teaching and Assessment Methods Used:

Example of s & t:

On completion of Practice Based Learning Evidence File and PDP (ECPP 1110, ECPP 2110 & ECPP 3110) students will be able to demonstrate their understanding of child development through a holistic approach and the ability to identify learning needs and how these might impact on wider work experience.

Example of u:

On completion of Practice Based Learning Evidence File and PDP (ECPP 1110, ECPP 2110 & ECPP 3110), students will be able to identify, evaluate, and implement learning and professional change.

Example of teaching activities:

- Practice Based Learning Evidence File and PDP ECPP 1110, ECPP 2110 & ECPP 3110: Reflective learning through application and evaluation of work based activities

Indicative Assessments:

- ECPP 1100, ECPP 2100 & ECPP 3100: Theory into Practice
- ECPP 1110, ECPP 2110, ECPP 3110: Practice Based Learning Evidence File and PDP

Academic content, course structure

The course content and structure have been developed in response to aims and learning outcomes. The programme includes a balance of structure in relation to core knowledge, skills and qualities and choice in relation to specific Early Childhood (0-8 years) subject content. Reflective thinking and action are essential to students' engagement with life-long learning and professional development.

Learning and teaching

The Centre for Early Childhood team is committed to continually improving the quality and standards of learning and teaching. We will ensure that teaching staff use a range of innovative teaching and assessment methods which effectively engage and support a diverse student body. We will work hard to ensure that all students have the opportunity to fulfil their potential. Our strategies for learning and teaching will encourage lifelong learning. We will encourage practice and research to keep teaching relevant, exciting and fully up to date.

A range of learning and teaching strategies are used to engage students in the learning process and to support student achievement of the learning outcomes, including:

- Practice Based Learning
- Whole group lectures
- Workshops
- Seminars
- Presentations/displays
- Tutorials
- Directed study
- Directed reading
- Peer group study
- Independent learning
- E-learning i.e. Blackboard, Moodle and Pebblepad

14. Assessment Strategy

The programme's assessment strategy has been considered within the context of UW's Learning, Teaching and Assessment Strategy and Assessment Policy. The Centre for Early Childhood (CEC) adopt an 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.

Assessment may include:

- Essay
- Journal
- Display
- Practice Based Learning Evidence File and PDP
- Report
- Poster presentation
- Seminar presentation
- Digital presentation
- Seminar paper
- An independent study / research project

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. Many formative assessments have direct correlation with the summative assessment to enable further support for students.

Assessments have been designed in relation to the UW principles for Assessment (<http://www.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf>.)

- 1 Each module/unit or course element have an assessment strategy which is aligned with the intended learning outcomes and learning activities including Practice Based Learning and Early Years Teacher Standards
- 2 All stated learning outcomes for a module/unit/course element are summatively assessed via assessment activities that are reliable, valid and authentic
- 3 Assessments enable students to demonstrate that they have met the learning outcomes of the module(s)/units/course elements and the overall aims and learning outcomes of the course or programme of studies and achieved the standard required for the award
- 4 Include a variety of assessment types and an appropriate balance of assessment for summative and formative purposes
- 5 Information about assessment, including the details of assignments and due dates for submission, assessment or grading criteria, assessment regulations and arrangements for publication of results are included in the course handbook, module outlines or equivalent as appropriate, at the start of the academic year or semester in which the course commences
- 6 Students are provided with opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice
- 7 The scheduling and amount of assessment has been designed to be manageable for students

- 8 Constructive and timely relevant feedback is an integral part of the assessment process
- 9 Assessment processes and regulations are transparent and consistent across CEC courses
- 10 Assessment processes and outcomes are monitored and evaluated through the annual monitoring process.

Specific Early Childhood assessment/marking criteria apply to all ECPP modules and are included in module outlines and the course handbook as guidance for students.

Where appropriate and relevant students are expected to submit assessments online through electronic submission.

Feedback on assessments is provided through SOLE (Student Online Environment).

15 Programme structures and requirements

The BA (Hons) Early Childhood (Professional Practice) requires students to gain 120 credits at each Level 4, 5 and 6. Modules will be offered with 15 and 30 credit points though all mandatory modules will be 30 credit modules and will be taught across the academic year. This equates to 9 x 30 credit and 6 x 15 credit modules over 3 years of study; delivering a total of 360 credit points.

The course shares optional modules with the BA (Hons) Integrated Working with Children and Families and BA (Hons) Education and Inclusion (Institute of Education).

At levels 4 and 5 the programme is structured to provide students with Mandatory and Optional modules to study the fundamental content. This will enable students' engagement in the underpinning philosophies of Early Childhood.

AWARD MAP FOR A SINGLE HONOURS AWARD

Title: BA (Hons) Early Childhood (Professional Practice)

Year: 2014 – 2015 onwards

Single Honours Requirements at Level 4

Module Code	Module Title	Credits (Number)	Single Hons	Pre Requisite
ECPP 1100	Theory into Practice	30	M	N/A
ECPP 1110	Professional Practice	0	M	"
ECPP 1101	Tuning into Children	30	M	"
ECPP 1102	Transmission to Transformation- Academic Study Skills within Higher Education	30	M	"
ECPP 1103	Health & Well Being	15	O	"
ECPP 1104	Parents and Professional – Positive Relationships	15	O	"
ECPP 1105	Planning for Enabling Environments	15	O	"
ECPP 1106	Play and Playfulness: The Child's Right to Play	15	O	"

Single Honours students must take 120 credits in total, at least 90 of which must be drawn from the table above to include **3 x 30 credit Mandatory modules** i.e. ECPP 1100, ECPP 1101, ECPP 1102, **plus 2 Optional Modules** from those listed above. ECPP 1110 is a Practice Based Learning competence module with a Pass or Fail grade. To gain Professional Practice students are required to pass ECPP 1110, ECPP 2110 and ECPP 3110.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

Single Honours Requirements at Level 5

Module Code	Module Title	Credits (Number)	Single Hons	Pre Requisite
ECPP 2100	Theory into Practice	30	M	N/A
ECPP 2110	Professional Practice	0	M	"
ECPP 2101	The Developing Child in the Family, Community and Culture	30	M	"
ECPP 2102	Continued Academic and Professional Development	30	M	"
ECPP 2103	Children's Communication and Language	15	O	"
ECPP 2104	Special Education Needs, Disability and Inclusive Practice	15	O	"
ECPP 2105	The Impact of Adverse Life Experiences	15	O	"
ECPP 2106	Expressive and Creative Arts in the Early Years; Engaging Children	15	O	"

Single Honours students must take 120 credits in total, at least 90 of which must be drawn from the table above to include **3 Mandatory modules** i.e. ECPP 2100, ECPP 2101 and ECPP 2102 **plus 2 Optional Modules** from those listed above. ECPP 2110 is a Practice Based Learning competence module with a Pass or Fail grade. To gain Professional Practice students are required to pass ECPP 1110, ECPP 2110 and ECPP 3110.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

Single Honours Requirements at Level 6

Module Code	Module Title	Credits (Number)	Single Hons	Pre Requisite
ECPP 3100	Theory into Practice	30	M	N/A
ECPP 3110	Professional Practice	0	M	"
ECPP 3101	Deconstructing & Reconstructing Childhood; Whose Childhood is it?	30	M	"
ECPP 3002	Professional Practice & Advanced Research (Independent Study)	30	M	"
ECPP 3103	Developmental Play	15	O	"

ECPP 3104	A Curriculum for Thinking Children	15	O	“
ECPP 3105	Children Becoming Literate	15	O	“
ECPP 3107	Contemporary Issues in Child Health Care Provision	15	O	“

Single Honours students must take 120 credits from the table above to include **3 Mandatory modules** i.e. ECPP 3100, ECPP 3101 and 3002 (double module Independent Study), **plus 2 Optional Modules** from those listed above including those modules that are shared with other subjects. ECPP 3110 is a Practice Based Learning competence module with a Pass or Fail grade. To gain Professional Practice students are required to pass ECPP 1110, ECPP 2110 and ECPP 3110.

16 QAA Academic Infrastructure

UW has taken each of the QAA codes of practice and mapped the precepts for each code against institutional policies and procedures.

The course is consistent with Early Childhood Studies Benchmarks (QAA 2007) and these have been mapped against the mandatory modules offered.

The BA (Hons) Early Childhood (Professional Practice) is consistent with the [UK Quality Code for Higher Education](#).

The relevant recognised professional standards, (currently the National Occupational Standards (NOS)* in Child Care Development and Learning) have been considered in relation to students obtaining Professional Practice.

*The NOS are undergoing revision at this time but the CEC team will respond to these revisions once they are in place. However since its launch, Early Years Teacher Status (EYTS) has become recognised as the gold standard in early years training and is the only government endorsed accreditation for the early year's workforce (Children's Workforce Development Council 2011, Department for Education, Teaching Agency 2012). Therefore the EYTS standards have been used as **guidance** for assessing practice competence at each level.

17. Support for students

At course level an Academic Tutor, Module Tutors, Independent Study Tutor and the Course Leader, who has a student welfare role, provide support for students.

A Practice Experience co-ordinator and the Disability and Dyslexia Service provide additional support as required.

Academic Tutors and Module Tutors from ECPP 1100/2100/3100 support students with the requirements and assessment of Practice Based Learning which is required for the Professional Practice element within the degree (ECPP1110/2110/3110). The Centre for Early Childhood academic tutoring policy can be found in the course handbook appendices. The Practice Based learning Co-ordinator also monitors 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
- 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

18 Admissions policy, criteria and procedures

Admissions Policy for the course

The Centre for Early Childhood (CEC) complies fully with UW policies with regard to inclusion and widening participation. We welcome applications from males, ethnic minority groups and disabled people, who are currently under-represented in the profession. The Institute 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 University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.
- GCSEs must include Mathematics and English Language at grade C or above.
- Experience of work with young children

Mature Students

UW values diversity in its student body and students over the age of 21 are very welcome. If the standard entry requirements are fulfilled as detailed above, Accreditation of Prior Learning (APL) may be applied for (see below) please apply by contacting [Registry Services](#) (Admissions): Tel:01905 855111 or email: admissions@worc.ac.uk.

Direct Entry to Level 5 or 6 is available subject to qualifications and experience. Again please apply by contacting [Registry Services](#) (Admissions) Tel:01905 855111 or email:admissions@worc.ac.uk.

Admissions procedures

Full-time applicants apply through UCAS (*course code X310*)

Admissions/selection criteria

1. Each application will be considered by UW Registry Admissions and the Course Leader
2. Evidence of qualifications will be checked
3. On admission a copy of the Criminal Records Bureau Check Certificate will be required, or a new ENHANCED DBS (Police Check) will be initiated

4. References and personal statements will be required
5. Supporting Evidence for selection of candidates will include:

- experience of working with young children
- the academic ability and commitment necessary to Honours level of study
- a genuine interest in Early Childhood

6. Evidence of written English may be required in some instances

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

Recognition of Prior Learning

Students with relevant academic study or extensive experience may be considered eligible for Recognition of Prior Learning (RPL). Credit can also be given for individual modules. Documentary evidence will need to be presented to Registry Admissions Office and the admissions tutor. 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).

19 Methods for evaluating and improving the quality and standards of teaching and learning

- Annual review of the quality of the course (Annual Evaluation Reports – AER)
- External Examiner reports
- Each module provides opportunities for student evaluation
- Cross moderation of assessment
- Course Management Committee considers student feedback
- Module Moderating Group
- New staff mentoring system
- Institute of Education Learning and Teaching Committee, University of Worcester Learning Teaching and Student Experience Committee and the Academic Development and Practice Unit promote learning and teaching across the institution.
- Peer observation of teaching by staff
- Academic staff annual appraisal
- A Postgraduate Certificate in Learning and Teaching in HE (SEDA/HEA) for new staff, and Higher Education Academy membership.

Committees with responsibility for monitoring and evaluating quality and standards:

- Institute of Education (IoE) Quality Committee
- Course Management Committee
- Academic Standards and Quality Enhancement Committee
- IoE and UW Ethics Committees
- Learning, Teaching and Student Experience Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Module feedback questionnaires
- Feedback from Student Academic Representatives (StARs): StAR Clinics
- Feedback from Practice Based Learning opportunities
- Meetings with the Level Lead, Module tutors and Academic Tutor
- National Students Survey
- Induction, exit and other ad hoc surveys

20. Regulation of assessment

The course operates under the University's Undergraduate Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are 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.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded 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).

Requirements for progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment

will be required to retake modules.

The following awards will be available to students who meet the following requirements:

Award	Requirement
CertHE Early Childhood *	Passed 120 credits at Level 4 or higher
DipHE Early Childhood*	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	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
Degree with honours**	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

***CertHE and DipHE awards will not have Professional Practice attached as students will not have completed the necessary practice EY teacher standards at either of these stages of the programme.**

****For students to gain the BA (Hons) Early Childhood (Professional Practice) award they must achieve modules ECPP 1110, ECPP 2110 and ECPP 3110. If these modules are not achieved in full then the student may be awarded a BA Early Childhood (or other awards identified above).**

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 [Undergraduate Regulatory Framework](#).

21 Indicators of quality and standards

At the recent periodic review of the course (2011) the panel noted the following features of good practice and innovation across the programme which was worthy of dissemination across the University:

1. Research informed teaching resulting in stimulating, innovative and comprehensive programmes
2. Reflective and forward thinking course teams
3. Confident and articulate students

4. Embedding of international perspectives throughout the programme, and based on tutors' personal experiences.
5. The attention paid by course teams to the development of transferable skills across both courses
6. The functioning and involvement of StARs (student representatives)
7. The support provided to students by the course teams across both programmes.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

Learning and teaching projects:

- Excellence in Inclusive Learning and Teaching project;
- Early Childhood Studies Learning and Teaching Research Project: Flexible Learning;
- Learning and Teaching Fellowship research: developing students academic writing;
- Module Moderating Groups;
- Staff publications, qualifications and research.

Student feedback:

- NSS scores Early Childhood scores rated an average of 4.5 out of 5 and were praised by UW management and the Head of the Institute of Education;
- Internal module evaluation data;
- Course Management Committee;
- Exam Boards.

High percentage of graduates in:

- Their preferred job and feeling that their degree supported this achievement (latest UW data shows over 96%);
- a range of careers associated with Early Childhood;
- a good percentage of graduates involved in further study.

Student Led Teaching Awards

Centre for Early Childhood Staff were awarded all 4 Institute of Education Student Led Teaching Awards

22. Graduate destinations, employability and links with employers

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
- Early Years Teacher Status (EYTS)
- Family support workers
- Post-graduate qualifications in Social Work, teaching and research degrees.

Student employability

The Practise Based Learning element of the programme combined with its multi-disciplinary nature mean that our students leave as attractive employees across a range of 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. 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 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 the module outlines and the course handbook provided to all students at the start of the course. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#).

