

APPENDIX 4 - PROGRAMME SPECIFICATION

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	Integrated Early Childhood Studies
6	Pathways available:	Single honours
7	Mode and/or site of delivery	Taught at University of Worcester
8	Mode of attendance	Full time or Part Time
9	UCAS Code	LX 53 BA/IECS
10	Subject Benchmark statement	Education
11	Date of Programme Specification preparation/revision	January 2011

12 Educational aims of the programme

The academic content relates to the education, health, welfare and development of children aged 0-8yrs within the context of their families, community, society and culture.

The subject 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 student 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 programme aims to:

1. Enable students to contribute to the contemporary growth of Early Childhood within the context of multi-professional and inter-disciplinary provision.
2. To equip students from a range of academic and professional backgrounds to meet the demands of the changing sector and to operate in a range of roles, including frontline, supervisory, management, policy making and implementation focusing on best child-centred practice.
3. Enable students to develop life-long learning skills and graduate qualities that will support further study and future careers, including intellectual

independence, initiative, personal responsibility and decision making.

4. Provide a flexible and open learning and teaching environment, which encourages active participation, experiential learning, critical debate and reflection informed by a range of different perspectives and experiences.
5. Encourage students to draw on a range of intellectual resources, theoretical perspectives and academic disciplines and to critically engage with the production and outcomes of research.
6. Provide students with skills and knowledge to enable them to critically engage with the academic discipline of Early Childhood. This will include consideration of fundamental questions concerning the identity, role and values of Early Childhood and their inter-relationship with socio-economic and cultural issues.

13 Intended learning outcomes

On completion of the period of study, the student will be able to:

- a) work as a team member within a context that promotes quality and equality and values diversity.
- b) evaluate and reflect on personal learning and plan for the development of transferable and subject specific knowledge and skills.
- c) analyse, evaluate and synthesise data from personal and contemporary research, other academic literature, concepts and theories from across a range of appropriate disciplines to inform independent interpretation of issues.
- d) apply independent learning and research skills to the initiation, planning and completion of projects.
- e) recognise and reflect on value differences and organisational structures associated with the inter-disciplinary and multi-agency context of Early Childhood.
- f) critically examine and take a position regarding a range of interventions and contextualise these within contemporary Early Childhood, personal and professional development
- g) apply knowledge, understanding and skills to contemporary issues related to the broad subject area of Early Childhood and to devise and sustain a reasoned argument and identify solutions.
- h) evaluate the range of contexts and complexity of interactions in young children's lives and critically examine the potential impact of these on their opportunities, choices and development.

- i) critically evaluate aspects of the law and formal/ ethical procedures where applicable to specific areas of Early Childhood and apply as necessary
- j) select appropriate forms of communication using a variety of means and techniques

Academic content, course structure

The course content and structure have been developed in response to aims and learning outcomes that reflect a student centred approach, enabling students from diverse but relevant educational and professional backgrounds to build on previous learning and experience. Therefore the programme includes a balance of structure in relation to core knowledge, skills and qualities and choice in relation to specific Early Childhood subject content. Reflective thinking and action are essential to students' engagement with life-long learning and professional development.

Learning and teaching

The Early Childhood Team are committed to 'excellence in inclusive learning and teaching' and to providing 'higher education learning opportunities accessible to all in a genuinely open and supportive environment' and to providing 'inspiring models of equal and progressive educational practice... and clear social values which ensure that individuals are treated with dignity and respect' (UW Learning and Teaching Strategy Sept 2005).

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:

- whole group lectures
- workshops
- seminars
- presentations/displays
- tutorials
- directed study
- directed reading
- peer group study
- professional learning
- independent learning
- profiling of student qualities and transferable skills
- e-learning

Further information is given in appendix 6

Student qualities and transferable skills

The learning and teaching strategies employed contribute directly to the identification

and development of student qualities or transferable skills (FHEQ Honours (H) Level). Links to these qualities and skills are made explicit in module syllabi; achievement is monitored, evidenced and reflected on within a Record of Personal and Professional Development (RPPD) (see appendix 10 for Map of student qualities and transferable skills and appendix 9 for information on RPPD).

A map of how module content, learning outcomes, learning, teaching and assessment support the achievement of course outcomes is shown in appendix 5

14 Assessment Strategy

The programme's assessment strategy has been considered within the context of UW's Learning, Teaching and Assessment Strategy, Assessment Policy, Learning Outcomes Policy and Profiling Policy.

A broad range of formative and summative assessment strategies are used in the programme to support the development of knowledge, understanding, skills and student qualities. Assessment may include:

- **essay**
- **journal**
- **display**
- **report**
- **poster presentation**
- **seminar presentation**
- **seminar paper**
- **an independent study / research project**

Appendix 7 illustrates which modules use which forms of assessment.

Assessments:

- **are a maximum of 4,000 words**
- **include formative and summative elements**
- **are aligned with subject, course, module outcomes and learning and teaching methods**
- **summatively assess all module learning outcomes**
- **provide opportunity for achievement of all grades**
- **provide opportunity for choice/negotiation where appropriate to the module content and learning outcomes and depth of study that reflects Honours (H) level work**
- **include a range of assessment methods that enable students to demonstrate achievement of learning outcomes and the transferable skills inherent within them (see appendix 10 for map of student qualities and transferable skills within modules).**

UMS and Early Childhood assessment criteria apply to all IECS / ECST modules and

are included in module outlines (see appendix 8).

15 Programme structures and requirements

The course has been designed in accordance with UW guidance for UMS Courses. Taught modules require 3 hours attendance per week unless otherwise stated.

Mandatory:

IECS 3001 Independent Study (over 1 Semester) Or

3002 Independent Study (over 2 Semesters)

3500 Improving Early Childhood Professionalism

3501 Reflective Action and the Early Childhood Professional

Optional Early Childhood

ECST 3102 Sen, Disability Inclusive Practice

3103 International Perspectives in Early childhood

3104 Modern Childhoods

3105 Transforming Early Childhood Organisations

3106 Developmental Play

3107 Children and Cultural Diversity

3108 Parenting Today

3109 Contemporary Issues in Child Health Care Provision

3110 Working Together For The Child

3111 Children Becoming Literate

3112 Art Experiences in the Early Years

IECS 3527 Work-Based Module (one hour per week at UW)*

IECS 3529 Work-Based Module (one hour per week at UW)*

Both Work-Based modules are for part-time Top-up and LEP/EYPS students (subject to eligibility) who are employed or working voluntarily in a registered early years setting for a minimum of one day per week.

Shared Optional modules: Education Studies, Health Studies and Social Welfare (maximum of 2 modules)

EDST 3027 Perspectives on 'Special Educational needs' process and practice

HEST 3107 Children's Rights

SOCF 3101 Childcare: Policy and Practice

EDST 3016 Values in Education

HEST 3102 Substance use and misuse

HEST 3111 Concepts of disability

Each module is equivalent to 15 credits at level 3 (Independent Study – 2 module equivalent – 30 credits).

All modules except for IECS 3001 / 3002 & IECS3527/3529 require attendance at UW 3 hours per week.

An example of a full-time route

Semester 1	Mandatory Taught Module 3500	Taught Module 3104	Taught Module 3108	Independent Study 3002
Semester 2	Mandatory Taught Module 3501	Taught Module 3106	Taught Module 3107	Independent Study 3002

More examples of potential routes of study (full and part-time) and achievement of course outcomes are shown in appendix 3

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 has been validated in relation to UW (AQU) and departmental (DQAC) policies and procedures.

Subject benchmark standards for Early Childhood Studies are being integrated to the course and will be more explicit following the mapping exercise as mentioned for action in new academic year.

The Framework for HE Qualifications (FHEQ) Descriptor for Honours (H) Level has been used to inform the planning of the course including the learning outcomes, course content, the level of support and expectations of students as learners.

The QAA Placement Learning Code of Practice has been applied in relation to:

- **field work in registered Early Years settings (a range of modules)**
- **work-based learning (IECS 3527/3529)**

17 Support for students

UW provide support for students through:

- UMS guidelines and induction
- Information and Learning Services including Library, Media and IT Services
- SOLE page (Student Online Learning Environment)
- Programme advisors
- Student Union
- Equal Opportunities Centre
- Student Services
- Careers
- Sports and Leisure facilities

At course level a Personal Tutor, Module Tutors, Independent Study Tutor and the Course Leader, who has a student welfare role, provide further support for students. A Practice Experience co-ordinator and Equal Opportunities Tutor provide additional support as required.

Students also benefit from:

- Information literacy sessions and support from a subject liaison librarian
- Self-study materials to support transition
- Subject specific induction:
- A profile: Record of Personal and Professional Development
- Course handbook, notice board and module outlines
- Study skills support
- Independent study support
- Careers advice.

18 Admissions policy, criteria and procedures

Admission Policy for the Course

The course seeks to recruit students from a range of related academic backgrounds.

Entry requirements

- Foundation degree, Early Years Sector Endorsed FdA, DipHE, HDD or equivalent qualification in Early Childhood Studies or related subject.
- GCSE English at grade C or equivalent evidence of standard written English
- Experience of working with young children
- Non-standard entry will be considered for applicants without formal qualifications. Evidence of an ability to work at level 6 is essential in addition to substantial experience in the Early Years sector. For more information, contact Registry on 01905 855111.

Admissions Procedures

Full-time applicants apply through UICAS (Course code LX53 BAIECS)

Part-time apply directly to University of Worcester (UW).

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. Copies of the Criminal Records Bureau Check Certificate will be required, or a new CRB (Police Check) will be initiated. You may also be required to register with the Independent Safeguarding Authority.
4. References and personal statements will inform the selection of candidates with:
 - the academic ability and commitment necessary to Honours(H) level of study
 - an appropriate academic foundation and genuine interest in Early Childhood
5. Evidence of written English may be required in some instances
6. Interviews are held where confirmation of evidence or clarification of any of the admissions criteria is required.

Please contact the Registry Admissions Office for further information or guidance.

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 staff/student committee considers student feedback.

New staff mentoring system

Institute of Education Learning and Teaching Committee (with student Partner College and representatives), University of Worcester Learning and Teaching Committee and the Learning and Teaching Centre promote learning and teaching across the institution.

Peer observation of teaching by staff.

A teacher accreditation course (SEDA/HEA) for new staff, and Higher Education Academy membership.

20 Regulation of assessment (URF)

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications
- The minimum pass mark for each module is D-
- 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 may be required
- Some modules have attendance requirements

- The details of the assessment requirements of 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 for mitigating circumstances
- Students who fail to submit an item of assessment lose their right to reassessment of that module, and will be required to retake the module.
- For full details of submission regulations see URF.

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 or non-submission
- Reassessment items that are passed are graded as 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 following awards will be available to students who meet the following requirements:

Award	Requirement
Degree (non-honours)	Passed 90 credits at level 6.
Degree with honours	Passed 120 credits at level 6, including Independent Study.

The honours classification will be determined on the 8 module (120 credits) grades attained at Level 6 only

Departmental Examination Boards review and confirm results for modules, and the Scheme Examination Board considers candidates' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

The University requires Departments and/or course teams to have a formally stated policy for internal and external verification and moderation of marking which meets the requirements of the institutional Assessment Policy.

(<http://www2.worc.ac.uk/registry/pdf/AssessmentPolicy.pdf>).

21 Indicators of quality and standards

Education (including Early Childhood Studies) was assessed externally in 2000 by QAA.

It achieved 23 points out of 24.

Curriculum Design, Content and Organisation	4
Teaching, Learning and Assessment	4
Student Progression and Achievement	4
Student Support and Guidance	3
Learning Resources	4
Quality Assurance and Enhancement	4

University of Worcester has the Investor in People kitemark, which was renewed in July 2008.

HEFCE Performance Indicators, particularly completion and efficiency.

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

High percentage of graduates in:

- their preferred job, and feeling that their degree supported this achievement.
- a range of careers associated with Early Childhood
- a good percentage of graduates involved in further study
- NSS 2008-09 highlights average score of 4.5 out of 5, which is positive indication of student satisfaction.

22 Career Opportunities & Links with Employers

A BA (Hons) in Integrated Early Childhood Studies will enable graduates to pursue careers within these areas:

- Social care
- 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
- Post-graduate qualifications in Social Work, teaching and research degrees
- Early Years Professional Status (EYPS)

Members of the course team are involved in local 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 such as the Early Years Development and Childcare Service provide a similar link, also enabling students to access employment in holiday schemes.

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 study guide and course handbook. 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.

Key sources of information about the course can be found in:

Definitive Course Validation Document

Student Handbook (reviewed annually)

QAA Quality Assessment Report 2000

Web address: <http://www.worc.ac.uk>