



A young man with short dark hair and glasses is reading a book in a library. He is wearing a red scarf and a dark blue patterned shirt. The background is filled with bookshelves and other students, slightly out of focus.

Course Handbook

BA (Hons) Early Childhood Studies with Early Years Teacher Status (EYTS)

2016/7

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Sources of Additional Information

This handbook provides useful information about your course, how it will be delivered and how you will be assessed. It does not try to give you all the information you will need during your time at the university. More information can be found in the following places:

On-Line Student Guide

The on-line student guide (<http://www.staffs.ac.uk/student/guide>) provides important information about the university and the services available to students, including:

- Welcome Week
- Student Cards
- e:VisionStaffs Portal
- Our Student Charter
- The Staffordshire Graduate
- Term Dates
- Timetabling
- Student accommodation
- Campus and travel information
- Finance, fees and support
- Disclosure and Barring Service applications
- Visas
- Course and module enrolment
- Changing your award or modules
- Withdrawing or intermitting from your course
- University rules and regulations
- Disciplinary matters including academic misconduct
- Appeals and complaints
- Referencing and study skills (including guidance on completing assessments)
- What to do if you can't hand in work due to circumstances beyond your control
- Examinations
- Getting feedback on your work
- The student voice
- Employability and careers
- IT services and support
- Disability and dyslexia
- Counselling
- The Nursery
- The Multi-Faith Chaplaincy
- Graduation
- Certificates, Transcripts and Verification Letters

Module Handbooks

Your course is made up from a number of individual modules. Detailed information on each module is provided in separate module handbooks. Your module tutor will tell you how to access the handbook for their module.

The Blackboard On-Line Learning Environment

Information and learning materials for your modules will be provided on the Blackboard on-line Learning Environment. Blackboard will form an important part of your learning experience. Please let your module tutor know if you encounter any problems accessing this material.

1. Welcome

Welcome to the School of Education!

As Staffordshire University students we want to focus on you. We will help you to learn to be independent thinkers, to debate, question, practice and discuss key issues in Education. You will be encouraged to succeed at the highest levels possible in everything you do.

We have close connections with our partner schools, the wider community and professional bodies that help us make our courses relevant, interesting and up to date.

The people you meet in the School are themselves high quality and creative practitioners who are friendly and approachable. They are all keen to help you succeed. Our aim is to nurture and inspire you, to help you grow, to build your potential through working in a vibrant, thriving, and sustainable academic environment. You will enjoy working with academic staff who love their subjects and who are passionate about helping you to build your knowledge and expertise. They all come from different backgrounds and they will enjoy sharing their research, the work they do in the sector and in the local community and beyond with you.

Above all, our strongest partnership is with you, our students. You are at the heart of everything we do and we are committed to giving you the best possible experience we can. We understand the importance of the commitment you have made to us and we value the time you spend with us and remember, we are always keen to hear what you have to say.

I hope you have a successful, exciting and fulfilling time with us.

Jim Pugh

Head of the School of Education

2. Your Course Team

Welcome to the BA (hons) Early Childhood Studies (ECS) with Early Years Teacher Status (EYTS) at Staffordshire University. We hope you will find this course interesting and useful to your career. The award that you have chosen is run and managed by the School of Education. This handbook contains information about the course and the University.

At Staffordshire University we pride ourselves in being at the forefront of a student centred approach to learning and teaching. Central to this belief is that you and your total learning experience matters to us. As such, this is your course and the more you contribute to it the more you will get out of it. You will find that the staff take an informal, although disciplined, approach to your teaching and learning. Discussion and full participation are encouraged with a variety of teaching methods used. The programme is a demanding one that requires a high level of commitment, but it will be immensely rewarding. What we expect you to get out of your studies is laid out over the next few sections of the handbook, but only you can determine what you want to achieve.

As one of our students we expect you to work hard, to set high standards for yourself. To help you to succeed you will have access to excellent staff and facilities, and also to a range of student support services to help deal with your particular needs. Academic and technical staff that you come across as part of your studies will readily advise and support you. Your part is to take your study seriously, to ensure that you set aside appropriate time for your study, and to make full use of the diverse range of learning opportunities - both in the class and directed study outside of class – provided by your course. It is important to use that you are successful and that you go on to be a good ambassador for Staffordshire University.

The ECS staff who have specific responsibility for the management of the Early Childhood Studies with Early Years Teacher Status awards are:

Ruth Gill: Academic Group Leader & EYTS Tutor; responsible for the overall running and strategic development of all ECS and Education Studies awards. Room B183
Telephone: 0178229 4969 e-mail r.gill@staffs.ac.uk
Staff Profile <http://www.staffs.ac.uk/staff/profiles/rq21.jsp>

Heather Brammer: Award Leader & Tutor BA (HONS) ECS with EYTS.
Room B382 Telephone: 01782 295994 e-mail heather.brammer@staffs.ac.uk
Staff Profile <http://www.staffs.ac.uk/staff/profiles/heb4.jsp>

Elaine Knox: Award Administrator
B108, Brindley Building Telephone: 01782 294085 e-mail e.knox@staffs.ac.uk

These tutors are responsible for the organisation and running of all three levels of your award and for dealing with and module specific problems. They will oversee the running of the award and report to the appropriate subject area assessment and award boards.

3. An Introduction to your Course

Through a multidisciplinary approach the programme focuses on the following aims:

- Encourage your competence as learners and aid them to build upon your previous learning experiences to develop the skills of self-awareness, reflection, evaluation and analysis.
- Provide knowledge and understanding required for high quality care and education of young children.
- Extend your knowledge and understanding of the continuum of holistic growth and development of young children.
- Provide you with high quality and flexible teaching and learning experiences.
- Encourage you to relate theory to practice within your placement experiences.
- Ensure that you can demonstrate that you have appropriate value and belief systems relating to child care and education, including safeguarding children, inclusive practice, anti-discriminatory/anti-bias practice.
- Develop in you the ability to construct and sustain a reasoned argument, informed by research, about a wide range of issues; engaging critically with evidence based reflective practice.

Each award of the University is defined by a set of learning outcomes that indicate the knowledge and skills that you will be able to demonstrate upon completion of your award. These learning outcomes are designed to help you understand what you need to do to pass your course and receive your award. The outcomes for your Teacher Status course can be found in appendix A of this handbook.

Each module you study has separate learning outcomes which join together to enable you to demonstrate that you have achieved the overall learning outcomes for your award. The learning outcomes for your modules can be found in your module handbooks.

The specific learning outcomes for your award and modules have been matched to eight university wide learning outcome statements (knowledge and understanding; learning; enquiry; analysis; problem solving; communication; application; and reflection). These standard statements describe the abilities and skills all Staffordshire University students should demonstrate in order to pass their course. The statements have been designed to meet national expectations contained within the [Framework for Higher Education Qualifications](#). This ensures that the learning outcomes for your course are equivalent to similar courses at other UK universities and colleges. A table showing how your module learning outcomes have been aligned with the eight university learning outcome statements can be found in appendix B.

The design of your course has been guided by the national subject benchmark for Early childhood Studies and the Teacher Status standards. Written by national experts, the benchmark describes the defining characteristics of the subject area and the abilities and skills you should be able to demonstrate by the end of the course. A table showing how your course reflects the subject benchmark can be found in appendix B.

4. The Structure of your Course

BA (Hons) Early Childhood Studies with EYTS

L E V E L 4	Teaching Block 1	Personal, Professional and Academic Development EDUC40448 (30) 24 x 3 hrs/week	An Introduction to Young Children's Development EDUC40233 (30) 24 x 3 hrs/week	History and Philosophy of Childhood ECST40078 (15) 12 x 3 hrs/week
	Teaching Block (TB) 2		Working with Babies Under Three (awaiting code) (30) 24 x 3 hrs/week	TB 2 Inclusion, Rights, Policy and Practice EDUC40242 (15) 12 x 3 hrs/week

L E V E L 5	Teaching Block 1	Professional Development: Reflecting on Practice with EYTS EDUC50292 (30) 24 x 3 hrs/week (including teacher observations and 60 days placement)	Planning the Learning Environment EDUC50237 (30) 24 x 3 hrs/week	Safeguarding and Child Protection (Awaiting code) (30) 12 x 6 hrs
	Teaching Block 2			Play Development and Assessment in the Early Years ECST50293 (30) 12 x 6 hrs/week

L E V E L 6	Teaching Block 1	Small Scale Independent Research Project EDUC60243 (30) 24 x 3 hrs/week	Reflective Practitioner EDUC60244 (30) 24 x 3 hrs/week	Approaches to Numeracy and Literacy Acquisition within the Early Years EDUC60294 (30) 12 x 6 hrs	Professional Development: Leading Practice for EYTS EDUC60239 (30) 12 x 6 hrs/week
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5. The Staffordshire Graduate and Employability

The Staffordshire Graduate represents a set of qualities that the University passionately believes is necessary for success in the 21st century. The Staffordshire Graduate attributes will develop your ability to be a reflective and critical learner with a global perspective, prepared to contribute in the world of work and is embedded into your course (Appendix C).

The Staffordshire Graduate will:

Discipline Expertise:

- Have an understanding of the forefront of knowledge in their chosen field

Professionalism:

- Be prepared to be work-ready and employable and understand the importance of being enterprising and entrepreneurial

Global Citizenship:

- Have an understanding of global issues and of their place in a globalised economy

Communication and Teamwork:

- Be an effective communicator and presenter and able to interact appropriately with a range of colleagues
- Have developed the skills of independence of thought and (when appropriate) social interaction through teamwork

Reflective and Critical Learner:

- Have the ability to carry out inquiry-based learning and critical analysis
- Be a problem solver and creator of opportunities

Lifelong Learning:

- Be technologically, digitally and information literate
- Be able to apply Staffordshire Graduate attributes to a range of life experiences to facilitate life-long learning and life-long success.

All students will have many opportunities to develop and achieve these attributes. These will include learning opportunities within their chosen awards and co-curricular activities such as work experience, volunteering and the development of employability, enterprise and entrepreneurial skills.

Employability, Enterprise and Entrepreneurship

Being employable...

... involves the development of a set of skills, knowledge and personal attributes that makes graduates more likely to gain employment, have the capability of being effective in the workplace and be successful in their chosen occupation to the benefit of themselves, the workforce, the community and the economy.

Being Enterprising ...

...involves a set of skills and attitudes that can enable a culture of identifying opportunities, creativity, risk taking and innovation. It can involve many activities – for instance organising an event, planning an overseas trip or involvement in a social enterprise. Equally it can be about finding new solutions to old problems in your workplace, conducting a piece of research in a resourceful way, starting a new society or being involved in a community project. Employers value enterprising people!

Being Entrepreneurial...

...very often involves using enterprise skills to create new businesses and bring them to market. There is considerable support for those wishing to do so while at University. However, being entrepreneurial is not just about business skills or starting new ventures; it is a way of thinking and behaving relevant to all parts of society and the economy in terms of mindsets, behaviours, skills and capabilities to come up with new ways of doing things well and the flexibility to change career direction.

More information on the Staffordshire Graduate can be found at:

<http://www.staffs.ac.uk/study/staffordshiregraduate/>

Your degree with Teacher Status will prepare you for employment in a variety of education settings working directly with children. These settings include maintained Schools, Academies, private and voluntary providers such as Nurseries and Children's Centres.

6. Professional Recognition

Your Teacher Status (EYTS) is a nationally recognised Teacher Status and requires you to meet the 8 Teacher Standards before you are awarded the status at the end of your course.

7. Learning, Teaching and Assessment on your Course

7.1 Learning and Teaching

The teaching, learning and assessment strategy has been carefully developed for this award. Many of you coming to this award will already have a practitioner's diploma in children's education and care (level 3), and will bring with you a wealth of practical experience to share with others. Some of you however, will have come to Early Childhood Studies through a non-vocational route and will need to be supported in a different way.

The VLE 'Blackboard' will be used as a support resource for you by providing flexible learning, with access to materials on-line to enable you to manage your time more effectively and to improve staff/ student communication through bulletin boards. Blackboard will enable you have access to course materials, lecture notes, PowerPoint presentations and reading lists, to enable you manage your more effectively.

The following strategies will be adopted to ensure that you have a supportive learning environment.

Practical Vocational Learning – You will be required to complete work related tasks in all modules. This will provide you with the opportunity to link theoretical perspectives to your placement practice. It will also enable you to reflect on values, practices, assumptions and policies, nationally, and locally.

Lectures and presentations – You will be given formal lectures which will provide theoretical underpinning to key concepts of care and education. Lectures will combine didactic, Socratic and facilitative styles and provide opportunities for you to learn through problem solving, discussion and student instigated activities.

Seminars – For the majority of the award, EYTS students will have bespoke seminar groups. This means that although you may be in a short lecture with other non-EYTS students your seminar groups will provide an opportunity for you to work more closely with other EYTS students and staff who can contextualise module materials to support your needs in teaching training. You will be given the opportunity to contribute to seminars which discuss in depth issues covered in the lectures and presentations. This encourages discussion, reflection and the exchange of ideas. You will be engaged in providing critical feedback from peers and tutors on presentations.

Personal and Academic Tutorials – You will be given the opportunity to discuss personal and educational concerns in small groups and individually. Academic and personal tutorials may be either face to face or electronic. This will support your understanding and promote retention and successful attainment toward achieving EYTS.

You will be allocated a personal tutor when you arrive on the programme. Your personal tutor will build up a relationship with you to provide pastoral support academic guidance and where necessary make referrals to student support services. Once every ten week block you will be invited to book individual or group tutorials with your personal tutor.

A range of guided reading and independent study will be provided with resource lists and reading tasks in order to enable you to engage with relevant and appropriate debates. Case Study Activities will be used to support the above approaches as a means of establishing connections between the placement settings and issues raised by the programme. Simulation, Games and Role Play will enable you to learn skills and confidence to deal with reality in a controlled environment and context.

Each method will be chosen to achieve the acquisition of relevant knowledge and understanding in order to develop an informed appreciation of practice. It must be recognised that much learning will take place in the placement setting. The theoretical perspectives explored will enable you to reflect upon and share your experiences, and relate this to current thinking. You will be encouraged to develop your observational skills and to question your own practice and that of others, to investigate how this is influential in the development of the “whole child”.

The teaching of each module will also provide opportunities for you to:

- work with others
- develop interpersonal skills
- demonstrate their capacity to plan, share goals and work as a member of a team
- Communicate and present oral arguments.

Each module will vary slightly in the learning and teaching styles adopted. However, in general all modules will include traditional learning materials such as hand-outs, PowerPoint presentations and occasionally, specialist speakers. Throughout the programme you will be encouraged to reflect critically; to listen carefully to the views of others; to question values and opinions; to investigate evidence and draw upon your own informed conclusions. You will be encouraged to develop as independent learners and to extend your skills of collaborating and negotiation. The teaching approach will often be activity based and participatory and you will be expected to take a full and responsible part. Prior reading will be specified and will be required for some sessions.

In addition to the above, at appropriate points in the year, you will be briefed on assignments, which include clearly defined assessment criteria.

7.2 Placements and Work-Based Learning

The strategies for teaching and learning on this programme are designed to provide practical contexts for the analysis of contemporary issues and problems of a practical nature. This will be enhanced by the Professional Development modules (at levels 4, 5 and 6) when you will be required to attend placements in a least two early years settings with children aged 0-7.11. Non-completion of outstanding placement hours will result in a failed module and a re-assessment opportunity may be given allowing you to complete the remaining hours in the summer term. Completion of the hours and passing the placement module will allow for progression to the next level of study. Repeated non-completion will result in the removal from the course.

Other modules will expect you to relate theory to the practical application of placements. Your practice teaching will be assessed across your placements by tutors and work-based mentors against the Early Years Teacher Standards. In addition modules will have work-based tasks as part of their assessment strategy allowing practice to be linked to theory. In placements you will be supported by a work based mentor who will be issued with details of the programme structure, their role and how they can support and facilitate your work-based learning and achieving EYTS.

7.3 Assessment

You will be provided with assessment descriptors for the programme which describe the characteristics of the performance necessary to achieve each grade at this level with clear assessment criteria. The assessment tasks set over the duration of the programme have been designed to develop and build upon a wide range of

personal professional skills, whilst strongly reinforcing links between theory and practical application. The assessment strategy has been constructed to reflect the changing roles of the early childhood studies practitioner with all ages of children from 0 - 7.11 years (0-5 years for those within EYTS), especially in the light of the Children's Workforce Strategy and the Early Years Foundation Stage/ National Curriculum, thereby embracing the need for reflection and evaluation throughout.

It is understandable that some methods of assessment will suit different students in different ways, therefore a range of summative assessment methods will be used on the programme to assess the learning outcomes of the modules

The summative assessment methods include:

- Essays
- Case studies/ practical planning
- Poster presentation
- Group/individual presentations (face to face and DVD)
- Annotated bibliography
- Independent research
- Portfolio
- Reflective log
- Examination
- Assessed professional debate
- EYTS portfolio

You will be assessed upon your ability to accommodate new ideas within children's education and care settings across the whole age range of 0-7.11 years and against the Teacher Standards for 0-5 year old children. Throughout your studies you will be encouraged to apply theoretical frameworks to your own and others practice. Transferable and generic skills (including problem solving and communication) are assessed.

Formative learning and feedback is used throughout the programme, this includes observation of your performance in class discussions and your ability to contribute to considerations of case-studies in class time. The formative assessment and learning opportunities will underpin the effective teaching and learning and enable the tutors to identify problems, offer feedback and adjust the teaching and learning to overcome any difficulties before the summative assessment and thereby enable the tutor to maximise the effectiveness of the learning process. Your engagement with vocational learning through the completion of work related tasks and observation by the work-based mentor and University placement visitor, is formatively assessed. The changing levels of the course are reflected in the demands of the summative and formative assessments, in accordance with QAA framework for Higher Education.

7.4 How to Submit Assessments

Your module tutor will explain how each assessment piece is to be submitted. The majority of assessments are submitted through TurnItIn and marked electronically. Guidance on how to submit electronically will be explained by your module tutor.

You must submit all pieces of assessment required for each module on or before the submission date for each piece of assessment. Failure to do so is likely to result in failure of the module overall. There may be occasions when you are unable to submit or undertake a piece of assessment due to circumstances beyond your control. The University has put in place a procedure for dealing with such extenuating circumstances. You can find more information on the university's extenuating circumstances procedure at: <http://www.staffs.ac.uk/extenuating/>

7.5 Feedback on your Work

Seven principles of good feedback

Good feedback should:

1. Be an interactive process involving student-tutor and student-student dialogue;
2. Facilitate the development of self-assessment and reflection;
3. Clarify for students and staff, through dialogue, what good or bad performance actually is in the assignment or task;
4. Be developmental, progressive and transferable to new learning contexts;
5. Be ongoing and embedded in the learning process;
6. Motivate, build esteem and confidence to support sustainable lifelong learning;
7. Support the development of learning groups and communities.

The University's Academic Board has been considering the outcomes of the last National Student Survey and discussing how it can provide quicker assessment feedback to students. This guidance refers to summative (actual) rather than formative (practice) assessments. In relation to this, the following has been agreed:

Coursework and other assessments, excluding examinations

You will normally receive feedback on all your assessments, other than examinations, within 20 working days following the date of submission of your assessment or actual date of the assessment (in the case of class tests). For some assessments the feedback period will be less than 20 working days. However, it may be the case that the 20 day rule for some assessments cannot be met for justified reasons (for example, modules on which a large number of students are enrolled). However, it is anticipated that this will apply to only a small number of modules on your award and, in those cases, the feedback return period will not exceed 25 days.

The anticipated feedback return times for all assessments will be published in your Module Handbooks.

In order to ensure that feedback is provided within 20 days, in all cases, the marks for your work will be **provisional** and will be subject to final ratification by the appropriate Assessment Board in due course.

Formal University examinations

Feedback for examinations will always be provided and should be available as soon as possible after the relevant examination. Where appropriate, feedback on examinations at the end of the last teaching block in the final year should be provided in the form of generic, group feedback through the University VLE. At the latest, feedback should be provided at least four weeks before the next examination period.

The University hopes that you will also play your part by ensuring that you collect feedback from the relevant sources as soon as it is available.

7.6 External Examiners Appointed to your Course

External examiners help the university to ensure that the standards of your course are comparable to those provided by other universities or colleges in the UK. More information on the role performed by external examiners can be found at:

www.staffs.ac.uk/externalexaminers/

The external examiner for your course is:

Name: Nicola Sperrin

Position: Lecturer, Module Leader, Year Manager and Professional Development Tutor (PGCE)

Institution: University College Birmingham

It is not appropriate for you to make direct contact with your external examiner.

8. Extra Costs

You will need to pay for a DBS check prior to starting any work placement. This cost changes year on year and you will be advised during welcome week the exact cost and how to complete this.

There may be some travel costs involved with your course such as travel to placement or an organised activity. The University aims to keep these to a minimum but you may find it useful to visit the Student Union and Money Doctor at the University to ensure you are claiming financial support that you are entitled to as a University student.

9. Communication

It is important that you communicate with your award leader, personal tutor and module leader throughout the duration of your degree. Course messages will be posted through Blackboard and you will receive these through your student e-mail. You **MUST** check your student e-mail frequently as other University departments may contact you from time to time.

10. Support and Guidance

All students will be allocated to a personal tutor at the start of their award and you will be given the opportunity to discuss personal and educational concerns in small groups and individually. Academic and personal tutorials may be either face to face or electronic. This will support your understanding and promote retention and successful attainment.

Your personal tutor will build up a relationship with you to provide pastoral support academic guidance and where necessary make referrals to student support services. Once every ten week block you will be invited to book individual or group tutorials with your personal tutor.

Further information on university support services can be found in the on-line student guide available at: <http://www.staffs.ac.uk/student/guide/>

The Student Advice Centre run by the Students' Union provides independent, impartial and confidential advice to students free of charge. More information on the Students' Union can be found at: <https://www.staffsunion.com/>

11. The Student Voice

During the course you will have the opportunity to share your views and opinions on your modules, course and the university. Your feedback is key to ensuring that we get an accurate picture of what it is like to be a student at Staffordshire University and enables us to enhance the learning experience for current and future students.

Student representatives are elected each year by their peers to present student feedback to award leaders. Committee meetings are held twice during each year and invites are e-mailed to all course representatives. Minutes from these meetings are e-mailed to all student representatives so that they can feedback to their peers. Award leader's feedback actions met at future meetings with students.

Over the duration of your course you will be invited by e-mail to complete a range of student focussed surveys such as NSS, SVS, PTES, and DLHE.

12. Rules and Regulations

Your course is delivered and assessed according to the University's Academic Award Regulations. These can be accessed at: <http://www.staffs.ac.uk/regulations>

Appendix A – Award Learning Outcomes

All module assessments incorporate the University 8 standards expected throughout your degree.

<p>Knowledge & Understanding Demonstrate a systematic understanding of key aspects of early childhood studies, including acquisition of coherent and detailed knowledge of the theories and research appropriate to the holistic development of the child as informed by the QAA Benchmarks for Early Childhood Studies appropriate to ordinary and honours degrees. The Early Years Teacher Standards achieved will demonstrate an enhanced knowledge and understanding of early year's education and teaching and learning standards required by the Government.</p>
<p>Learning Demonstrate an understanding of the uncertainty, ambiguity and limits of knowledge within early childhood studies</p>
<p>Enquiry Deploy accurately established techniques of analysis and enquiry, and initiate and carry out ethically sound projects, related to early childhood studies.</p>
<p>Analysis Describe and comment upon current research, or advanced scholarship in early childhood studies and critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements.</p>
<p>Problem Solving Develop appropriate questions to achieve a solution ...or identify a range of solutions....to a problem and use decision-making in complex and unpredictable contexts of early childhood.</p>
<p>Communication Communicate and analyse information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>
<p>Application Apply the methods and techniques that you have learned to review, consolidate, extend and apply knowledge and understanding to devise and sustain arguments, using ideas and techniques, some of which are at the forefront of Early Childhood Studies.</p>
<p>Reflection Manage your own learning, exercise initiative, personal responsibility and demonstrate the scholarship and transferable skills necessary for employment or further training of an early years professional. Enable you to have considerable vocational experience and to acquire new competencies that will potentially enable you to assume significant responsibility within relevant early year's organisations.</p>

Appendix B – Curriculum Maps

The following mapping demonstrates how subject benchmarks for Early Years Teacher Status are incorporated into modules across your degree.

<p>Early Years Teacher Standards mapped to the BA Early Childhood Studies Programme. The BA Early Childhood Studies (with EYTS) will consist of current modules from the established BA Early Childhood Studies award which underpins the Teaching Standards required for EYT prior to this assessment stage. The assessment of the Teaching Standards will be assessed during Level 5 and 6 of the BA ECS for those candidates meeting the skills test criteria and on target to achieve a first class Hons/2:1/2:2 classification. 120 placement days are required, 60 at level 5 and 60 at level 6. Of these days no less than 10 are within KS1/2. Knowledge of these must be demonstrated through assessed practice in placement.</p>	Personal, Professional and Academic Development (L4)	An Introduction to Young Children's Development (L4)	Working with Babies Under Three (L4)	Inclusion, Rights, Policy and Practice (L4)	History and Philosophy of Childhood (L4)	Play, Development and Assessment in Early Years (L5)	Planning the Learning Environment (L5)	Safeguarding and Child Protection (L5)	The Reflective Practitioner (L6)	Approaches to numeracy and literacy acquisition within the early years (L6)	Small Scale research study (L6)	Professional Development: Reflecting on Practice for EYTS (L5) Professional Development: Leading practice for EYTS (L6) (120 days assessed in placement against teacher standards)
<p>1. Set high expectations which inspire, motivate and challenge all children.</p>		*	*	*		*	*	*	*	*		*
<p>1.1 Establish and sustain a safe and stimulating environment where children feel confident and are able to learn and develop.</p>		*	*	*		*	*	*		*		*
<p>1.2 Set goals that stretch and challenge children of all backgrounds, abilities and dispositions.</p>		*	*	*		*	*		*	*		*
<p>1.3 Demonstrate and model the positive values, attitudes and behaviours expected of children.</p>		*	*	*		*			*	*		*

2. Promote good progress and outcomes by children.		*	*			*	*	*	*	*	*	*
2.1 Be accountable for children's progress, attainment and outcomes.		*	*			*	*	*	*	*		*
2.2 Demonstrate knowledge and understanding of how babies and children learn and develop.		*	*			*			*	*	*	*
2.3 Know and understand attachment theories, their significance and how effectively to promote secure attachments.		*	*			*			*			*
2.4 Lead and model effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.		*	*			*	*		*	*		*
2.5 Communicate effectively with children from birth to age five, listening and responding sensitively.		*	*			*		*	*	*		*
2.6 Develop children's confidence, social and communication skills through group learning.		*	*			*	*		*	*		*
2.7 Understand the important influence of parents and/or carers, working in partnership with them to support the child's wellbeing, learning and development.		*	*			*	*	*	*	*	*	*
3. Demonstrate good knowledge of early learning and EYFS.		*	*	*		*	*		*	*	*	*
3.1 Have a secure knowledge of early childhood development and how that leads to successful learning and development at school.		*	*	*		*	*		*	*	*	*
3.2 Demonstrate a clear understanding of how to widen children's experience and raise their expectations.		*	*	*		*	*		*	*		*

3.3 Demonstrate a critical understanding of the EYFS areas of learning and development and engage with the educational continuum of expectations, curricula and teaching of Key Stage 1 and 2.		*	*	*		*	*		*	*	*	*
3.4 Demonstrate a clear understanding of systematic synthetic phonics in the teaching of early reading.		*	*	*		*	*		*	*		*
3.5 Demonstrate a clear understanding of appropriate strategies in the teaching of early mathematics.		*	*	*		*	*		*	*		*
4. Plan education and care taking account of the needs of all children.			*		*	*	*		*	*	*	*
4.1 Observe and assess children’s development and learning, using this to plan next steps.			*		*	*	*		*	*		*
4.2 Plan balanced and flexible activities and educational programmes that take into account the stage of development, circumstances and interests of children.			*		*	*	*		*	*		*
4.3 Promote a love of learning and stimulate children’s intellectual curiosity in partnership with parents and/or carers.			*		*	*	*		*	*		*
4.4 Use a variety of teaching approaches to lead group activities appropriate to the age range and ability of children.			*		*	*	*		*	*		*
4.5 Reflect on the effectiveness of teaching activities and educational programmes to support the continuous improvement of provision.			*		*	*	*		*	*	*	*
5. Adapt education and care to respond to the strengths and needs of all children.	*	*		*		*	*	*	*	*	*	*
5.1 Have a secure understanding of how a range of factors can inhibit children’s learning and development and how best to address these.	*	*				*	*	*	*	*	*	*

5.2 Demonstrate an awareness of the physical, emotional, social, intellectual development and communication needs of babies and children, and know how to adapt education and care to support children at different stages of development.	*	*		*		*	*	*	*	*		*
5.3 Demonstrate a clear understanding of the needs of all children, including those with special educational needs and disabilities, and be able to use and evaluate distinctive approaches to engage and support them.	*	*		*		*	*	*	*	*		*
5.4 Support children through a range of transitions.	*	*		*		*	*	*	*			*
5.5 Know when a child is in need of additional support and how this can be accessed, working in partnership with parents and/or carers and other professionals.	*	*		*		*	*	*	*	*		*
6. Make accurate and productive use of assessment.	*		*			*	*	*	*	*	*	*
6.1 Understand and lead assessment within the framework of the EYFS framework, including statutory assessment requirements.	*		*			*	*		*	*		*
6.2 Engage effectively with parents and/or carers and other professionals in the on-going assessment and provision for each child.	*		*			*	*	*	*	*	*	*
6.3 Give regular feedback to children and parents and/or carers to help children progress towards their goals.	*		*			*	*	*	*	*		*
7. Safeguard and promote the welfare of children, and provide a safe learning environment.	*	*	*	*		*	*	*	*			*
7.1 Know and act upon the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child.	*	*	*	*		*		*	*			*

7.2 Establish and sustain a safe environment and employ practices that promote children's health and safety.	*	*	*	*		*	*	*	*			*
7.3 Know and understand child protection policies and procedures, recognise when a child is in danger or at risk of abuse, and know how to act to protect them.	*	*	*	*		*		*	*			*
8. Fulfil wider professional responsibilities.	*			*		*	*	*	*	*	*	*
8.1 Promote equality of opportunity and anti-discriminatory practice.	*			*		*	*		*	*		*
8.2 Make a positive contribution to the wider life and ethos of the setting.	*			*		*	*		*	*	*	*
8.3 Take a lead in establishing a culture of cooperative working between colleagues, parents and/or carers and other professionals.	*			*		*	*	*	*	*		*
8.4 Model and implement effective education and care, and support and lead other practitioners including Early Years Educators.	*			*		*	*	*	*	*		*
8.5 Take responsibility for leading practice through appropriate professional development for self and colleagues.	*			*		*	*		*	*		*
8.6 Reflect on and evaluate the effectiveness of provision, and shape and support good practice.	*			*		*	*		*	*	*	*
8.7 Understand the importance of and contribute to multi-agency team working.	*			*		*		*	*	*		*

Appendix C – The Staffordshire Graduate

AWARD TITLE:	BA (hons) Early Childhood Studies with EYTS
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Attribute Characteristic	Level	Module(s) code: title	No of Credits	Core or Option C / K / O	Brief description of activity / activities	How is achievement 'assessed'?
Work-ready and employable	4	Personal, Professional and Academic Development	30	C	Work based module in early years settings and study skills to prepare you for your academic career	Reflective log/journal Vocational Evidence Record Portfolio
	5	Professional Development: Reflecting on Practice for EYTS	30	C	Work based module in early years settings demonstrating practical competence managing a learning environment	Work experience reflective diary Vocational evidence record
	6	Professional Development :Leading Practice for EYTS	15	C	Work based module in early years settings demonstrating practical competence in leading practice in a learning environment	Reflective assignment EYTS Portfolio
Understanding of enterprise and entrepreneurship	4	The Learning Environment	30	C	Examines key legislation and UK Government and international policy, influencing the creation of an innovative and creative learning environment for children and staff.	Essay Group Presentation
	5	Planning the Learning Environment	30	C	Examination of the place of flexibility and spontaneity in the planning cycle, focusing upon the ethical, professional	Portfolio Group Presentation

					and cultural issues the way we perceive and interpret the behaviour of others	
	6	Professional Development :Leading Practice for EYTS	30	C	Opportunity to consider the organisation, leadership and management of children’s education and care setting in the UK.	Reflective assignment EYTS Portfolio
Understanding of global issues and graduate’s place in the global economy	4	0-3: Young Children	30	C	Focus upon the uniqueness of babies and young children and how pre-natal and developmental stages are critical to the future education of children. Nutrition and health care aspects are also explored.	Parental leaflet Reflection on practice aspects
	5	Play, Development and Assessment in Early Years	30	C	You will examine the holistic and normative development of children within a multicultural and multi-ethnic society, examining the structure of an environment where children can take responsibility for their own learning and attitude formation, and make decisions independently. Furthermore the module will introduce you to comparative education and how approaches to Early Years education is different from country to country.	Case Study reflections of lessons
	6	Reflective Practice	30	C	Reflect upon ethical and attendant moral issues and the need to meet obligations with respect to those involved or affected by investigations and reorganisations.	Ethical research proposal

Communication skills	4	An Introduction to Young Children's Development	30	C	You will understand the importance of communicating observations of children's development and the significance of an inclusive environment with calculated risk and challenge	Academic poster presentation Exam
	5	Safeguarding and Child Protection	30	C	You will examine the reporting and communication systems and channels required for the notion of child protection within the context of open and honest disclosure with confidentiality and discretion	Assignment
	5	Play, Development and Assessment in Early Years	30	C	Communicate through the video presentation and written word. The video presentation will include inter-team communication and collaboration, in addition to using a new media to present academic concepts and ideas.	Video presentation Story board
Presentation skills	4	0-3: Young Children	30	C	You will explore how to present information to parents and communicate information that is accessible to all.	Leaflet Reflection on practice
	5	Planning the Learning Environment	30	C	You will work in small groups to prepare a 20 minute presentation (plus ten minutes of questions) evaluating the role of play in supporting children's learning	Portfolio Group Presentation
	6	Small Independent Research Project	30	C	Ten minute presentation of research findings to peers, for feedback and discussion	Individual presentation Research project

The ability to interact confidently with colleagues	4	Personal, Professional and Academic Development	30	C	Demonstrate initiative and ability to interact with colleagues in work place settings both orally and in a written context	Vocational Evidence Record
	5	Professional Development: Reflecting on Practice for EYTS	30	C	Demonstrate initiative and ability to interact with colleagues, planning activities and managing resources, in work place settings both orally and in a written context	EYTS portfolio
	6	Professional Development :Leading Practice for EYTS	30	C	Demonstrate initiative and ability to interact with colleagues in work place settings by leading practice and managing staff both orally and in a written context	EYTS portfolio
Independence of thought	4	Personal, Professional and Academic Development	30	C	Development of reflective action plan/ self-evaluation to assist personal development and academic success.	PDP
	5	Professional Development: Reflecting on Practice for EYTS	30	C	Demonstrating practical and professional competence when managing children's learning environment	Vocational Evidence Record
	6	Small Independent Research Project	30	C	Demonstrate self-directed research skills of planning, design and evaluation of a small scale research project	Research report Presentation
Skills of team working	4	Personal, Professional and Academic Development	30	C	Demonstrate evidence of how you have worked in a team and contributed to the team goals of the setting.	PDP
	5	Planning the Learning Environment	30	C	Working within a group to present an evaluation of the role of play in	Group presentation

					supporting children's learning	
	6	Professional Development :Leading Practice for EYTS	30	C	Demonstrate initiative and ability to interact with colleagues in work place settings by leading practice and managing staff both orally and in a written context	EYTS portfolio
Ability to carry out inquiry-based learning and critical analysis	4	Inclusion, Rights, Policy and Practice	15	C	You will investigate inclusive practices in your work place environment and write an analytical and evaluative report	Report
	5	Play, Development and Assessment in Early Years	30	C	The video presentation will explore and critically analyse quality education provision and progression, in addition to using a new media to present academic concepts and ideas	Video presentations and story board
	6	Small Independent Research Project	30	C	You will select a topic to be studied and frame appropriate hypothesis/ research questions. Secondary research of previous research within the field will be critically analysed and evaluated	Literature review
Skills of problem solving and creation of opportunities	4	Personal, Professional and Academic Development	30	C	SWOT analysis and long term action planning	PDP
	5	Planning the Learning Environment	30	C	Consider the place of flexibility and spontaneity in the planning process and opportunities to plan, provide and evaluate activities to use with children on placement which take account of the individual needs of the child.	Portfolio of plans

	6	Reflective Practice	30	C	Update SWOT analysis and long term action planning	PDP
Technologically, digitally and information literate	4	Personal, Professional and Academic Development	30	C	Apply skills learnt through module to apply with the submission of a PDP through BlackBoard. Produce professionally presented online resources.	PDP
	5	Planning the Learning Environment	30	C	Word process a range of planning documents, using tables and other word processing skills. Use of PowerPoint.	Portfolio Group Presentation
	6	Small independent Research Project	30	C	Word process a range of research report, using tables, excel, search engines and other word processing skills. Use of PowerPoint.	Literature review/ research report Presentation
An understanding of the concepts of life-long learning and life-long success	4	Personal, Professional and Academic Development	30	C	SWOT analysis and long term action planning	PDP
	5	Professional Development: Reflecting on Practice for EYTS	30	C	Prospective reflection and commentary considering their professional enhancement and CPD	Reflective and analytical diary
	6	Reflective Practice for EYTS	30	C	Update SWOT analysis and long term action planning. Ethical research proposal	PDP Ethical research proposal