Course Handbook

Foundation Degree of Arts: Early Childhood Studies

Year 2016/17

Contents

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
- Recognition of Prior Learning
- 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

Award Leader:

Tara Ball : Tara.Ball@staffs.ac.uk

Course tutors:

Tara Ball : Tara.Ball@staffs.ac.uk

Dominique Powell : dominique.powell@staffs.ac.uk

Heather Brammer : Heather.Brammer@staffs.ac.uk

Fiona Hall : Fiona.Hall@staffs.ac.uk

Amanda Taylor : Amanda.Tayler@staffs.ac.uk

Fran Cornwall : Francesca.Cornwall@staffs.ac.uk

University Award Administrator:

Name: Elaine Knox

Room: B108, Brindley Building, Leek Road, Stoke on Trent ST4 2DF

Tel number: 01782 294085

Email address: E.Knox@staffs.ac.uk

Faculty Student Guidance Advisor:

For help with a wide variety of educational issues as well as specialist information and support

Andrea Alker

Email : A.D.Alker@staffs.ac.uk

Tel: 01782 295903

3. An Introduction to your Course

Welcome to the Staffordshire University Foundation degree of Arts: Education (FdA: Education). We hope you will find this course interesting and useful to your career.

All the providers and the University pride themselves in being at the forefront of a student-centred approach to learning and teaching. Central to this belief is that it is you and your total learning experience that matters to us the most. As such, this is your course and the more you contribute to it the more you will get out of it.

We aim to provide you with courses which enhance your employability by instilling a lifelong commitment to reflective practice and professionalism.   Discussion and full participation are encouraged with a variety of teaching methods being used. The programme on which you are about to embark is a demanding one that requires a high level of commitment but it can be immensely rewarding.

3.1 – Aims of the programme

The educational aims of the FdA programme are:

- Increase your competence as a learner and aid you to develop transferable skills such as communication, self-awareness, reflection, evaluating your effect on others and their environments.

- Provide flexible and high quality, teaching and learning experiences which will encourage you to relate theory to practice and prepare you for a range of vocational roles in early years care and education, in accordance with your prior experience.

- Ensure that you can demonstrate that you have adopted appropriate, value and belief systems for the early years' sector, including anti-discriminatory practice, safeguarding children, equal opportunities and inclusion.

- Develop your ability to construct and sustain a reasoned argument, informed by research about a wide range of issues, engaging critically with evidence based reflective practice.

- Develop your knowledge and an in-depth understanding of current practice, legislation and initiatives in the early years' sector and gain understanding of how approaches in other societies may differ.

- Provide you with a firm basis for progression to further study (e.g. a BA Honours degree) or to attain an early years' sector specific professional status.

- Promote your capacity and commitment to act as an advocate for young children and the disposition to work for change.

- Support your study of early childhood studies which aims to cross the boundaries between disciplines and professions to promote multi-professional understanding, respect and collaboration.

- Extend your knowledge and understanding of the continuum of holistic growth and development of young children and support your commitment to promoting the holistic development of the child.

We hope that you enjoy the course and if you have any ideas for making the course better or stronger we would certainly like to hear them.

3.2 The Role of Learning Outcomes

Your award has a set of written learning outcomes that describe what you should be able to do by the end of the course. These statements are designed to help you understand what you need to do to pass your course and receive your award. The outcomes for your 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.

3.3 Course materials

You will receive materials to help your study on this course from your Personal Tutor. In addition to this, you will have access to 'Blackboard' Virtual Learning Environment (VLE). This contains information on your modules. You will need to access this in order to submit your assignments, so please make sure you can access this as soon as you have enrolled onto the course. If you experience any difficulties with access, contact your course tutor for support.

Blackboard can be found at: http://blackboard.staffs.ac.uk

3.4 Library Resources and Support

In addition to materials provided by your organisation, the University library is available to you once you have enrolled. If accessing either Stafford or Stoke libraries is difficult, there are many resources available online, including all of the core texts. There is a reading list of online resources for each module which can be found at: http://staffs.rebuslist.com/

As well as this, you will have access to key online academic education journals. If you need advice searching for resources, or using our online system, contact our subject specialist librarians. The library can be accessed from: http://www.staffs.ac.uk/uniservices/infoservices/library/

4. The Structure of your Course

The programme consists of two levels, each to be undertaken in one academic year on a full-time basis. The modules are broad-based and are designed to ensure that all participants develop a common background related to the main features of a Foundation degree as outlined by the Quality Assurance Agency.

The course consists of 8 modules, the first 4 of which are assessed at level 4, with the rest at level 5. All modules are 30 credits. All modules require the equivalent of 300 hours of student learning. This consists of 30 hours classroom contact time and 270 hours of independent study per module.

		Practical modules	Core modules		
Level 4	Teaching block 1	Personal, Professional and Academic Development (PPAD) (EDUC40448) *30 credits*			Introduction to Young Children's Development (EDUC40233) *30 credits*
	Teaching block 2		Inclusive Environments (ECST40083) *30 credits*	Babies 0 – 3yrs *30 credits*	
Level 5	Teaching block 1	Professional Development: Reflecting on Practice (ECST50037) *30 credits*	Planning the Learning Environment (EDUC50237) *30 credits*	Safeguarding and Promoting Children's Welfare (EDUC50506) *30 credits*	
	Teaching block 2			Leading Change (ECST50294) *30 credits*	

5. The Staffordshire Graduate and Employability

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.

More information on the Staffordshire Graduate can be found at:
http://www.staffs.ac.uk/study/staffordshiregraduate/

6. Learning, Teaching and Assessment on your Course

6.1 Learning and Teaching

The teaching, learning and assessment strategies have been carefully developed for this programme. We recognise that many of you may have practical experience and detailed knowledge of specific contexts to share with others gained from previous vocational courses and/or employment in the sector. The full-time programme will aim to incorporate and value your expertise and build upon your existing experiences. However, we also acknowledge that others of you may have come directly from more traditional academic education and we also have plenty of experienced at supporting students like you. We are confident that everyone has skills and knowledge to contribute to the group and we have adopted experiential teaching and learning strategies to ensure all students can gain confidence and feel included and supported.

As a full-time student, you will be required to attend college/university for at least part of three days a week for timetabled taught module sessions (normally lasting two hours each) and tutorials over two teaching blocks (or semesters). However, you should allocate additional time in university for independent study and group tasks. We consider it is very important to be punctual and attend regularly, not only because contact time is limited, but because we have high expectations of professional reliability in all aspects of the programme.

The programme of study emphasises the importance of your work-based learning; learning does not just take place inside a classroom. You should not expect to learn everything you need to be successful on the course by attending sessions in college and you are *expected to study extensively in your own time.*

Much of the course will involve discussion groups and reflection upon your experiences in the work place. You will be reinforcing your vocational learning in an active, relevant and academic manner. Work-based learning will also form the basis of your assessment, for example analysing information about children or situations in your early years setting.

Work Related 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 practice. It will also enable you to reflect on values, practices, assumptions and policies. Work-based activities help you to establish connections between the workplace and issues raised by the programme.

Lectures and Presentation – You will be given formal lectures which will provide theoretical underpinning of key educational concepts.

Seminars – 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 and receiving critical feedback from peers and tutors on presentations.

Tutorials – You will be given the opportunity to discuss personal, work-related and academic concerns in small groups and individual tutorials. This will support the development of your understanding and learning.

Guided reading and supported self-study – you will be provided with booklists and reading tasks to help you to engage with relevant and appropriate debates.

Practical workshops will develop application and reflection where issues, documents and materials will be analysed and discussed.

Case-study activities will be used to support the above approaches as a means of establishing connections between the workplace and issues raised by the programme.

Each module will also provide opportunities for you to;
- work independently.
- develop interpersonal skills.
- demonstrate the capacity to plan, share goals, and work as a member of a team.
- communicate and present oral and written arguments.
- evaluate research and underpinning theories

Each module will vary slightly in the teaching and learning styles adopted, however all modules will include traditional learning materials, such as hand-outs, visual and oral presentations. Much of the time will be spent in discussion and reflection, relating theory to practice. You will be briefed on assignments prior to submission, and will be issued with clearly defined assessment criteria.

The VLE 'Blackboard' will support your study by providing access to programme information and module materials on-line to enable you to manage your time more effectively and to improve staff/student communication through bulletin boards. This can promote on-line discussions with staff and peers. You will also have access to your chosen college's VLE system for internal discussion and resources.

6.2 Placements and Work-Based Learning

Work-based reflection and development forms an important part of the overall course content and assessment. Throughout the course, you will therefore engage in:
- Work-based tasks
- Creation of resources to support learning
- Observation of the practice of professionals
- Reflection on organisational practice
- Wider understanding of sector practice
- Work placement research

You will be required to find a suitable placement registered as 'Good' or 'Outstanding' within a 30 mile radius of the University campus at Stoke. You will not be able to attend placement until you

have a clear DBS certificate and all relevant paperwork has been returned to the co-ordinator. Further details will be given during the Personal, Professional and Academic Development module.

A **placement supervisor** will be allocated to you in each of your placements to be responsible for your general well-being in the workplace, give you regular guidance and feedback on your practical skills to support your reflection and learning.

Level 4 involves placement in one early year's setting consisting of 3 block placement weeks supporting 0 – 3 yrs

Level 5 involves placement in two early years' settings. Students will work with two different age groups within the early years spectrum (3 -5 years and 5 – 7 yrs) to extend their skills in linking theory to practice. The students will build upon their experiences in the level 4 module Personal, Professional and Academic Development. It will enable students to establish evidence of practical skills and learning from work based activities. Students will explore their role within the two settings, reflecting upon their differences and similarities and relating these to their role as a professional and the implications for the children.

Students are expected to comply with exacting standards of professional conduct. On a practical level, they will be required to initiate, plan, implement and evaluate four separate activity plans within the setting, focusing on the interests of an individual child or a small group of children. They will learn how to build up a picture of children's needs and interests through observation, and plan accordingly; ensuring activities meet with the overall curriculum guidelines of the setting. Students will need to work across the 3-5 year range to ensure all competencies are met.

Students will be issued with a Vocational Evidence Record (VER) at the outset of their placement which must be signed and dated by the placement supervisor/approved witness upon successful completion. The University will work closely with the placement to monitor students' progress and assess competence; a tutor will visit the placement and give verbal and written feedback to the student.

6.3 Assessment

You will be provided with assessment descriptors for the programme. These describe the characteristics of the performance necessary to achieve each grade at this level.

The assessment tasks set over the duration of the programme have been designed to develop and build upon a wide range of personal and professional skills, whilst strongly reinforcing links between theory and practical application. The assessment strategy has been constructed to reflect the changing role of the early childhood studies practitioner at all ages from 0 -7 (+ 11mths) years, especially in the light of the Children's Workforce Strategy and the requirements of the Early Years Professional National Standards, Common Core of Skills for the Children's Workforce and Early Years Foundation Stage Framework/National Curriculum, thereby embracing the need for evaluation and reflection throughout.

It is understandable that some methods of assessment will suit different students in different ways, therefore a range of assessment methods will be used on the programme to assess the learning outcomes of the modules, including one pre-seen examination to provide information about knowledge and understanding of the course that may not be available through other forms of assessment, such as the ability to recall and apply theory.

The assessment methods include:

- Assignments
- Case Studies/Practical Planning
- Poster Presentation
- Group presentations- DVD/film making
- Independent Research
- Portfolio
- Reflective Log
- Multiple Choice Examination

Students are encouraged to analyse complex situations concerning human learning and development in particular contexts. This also includes an examination of their learning and value systems. Students will be assessed upon their ability to accommodate new ideas within childcare settings across the whole age range of
0 -7 (+ 11mths) years. Throughout their study students will be encouraged to apply theoretical frameworks to their own and others practice. Transferable and generic skills (including problem solving and communication) are assessed. These require students to demonstrate a range of skills including the ability to;

- communicate and present oral and written arguments; use information and communication technology, including word processing, data bases, internet communication, information retrieval and on-line searches.

- interpret and present relevant numerical information.

- work with others, as a result of the development of interpersonal skills, to demonstrate the capacity to plan, to share goals, and work as a member of a team.

- improve their own learning and performance, including the development of study and research skills, information retrieval, and a capacity to plan and manage learning,

A variety of methods are used to ensure that assessment is an accurate reflection of the student's ability at the two levels.

- Formative learning and feedback is used throughout the programme, this includes observation of the student's performance in class discussions and their ability to contribute to considerations of case-studies in class time. Student's engagement with work related learning through the completion of work related tasks is formatively assessed. Students may be asked to make presentations about their work related learning to their peers or develop practical resources. They may be asked to produce reviews of and recommendations for policy and practice.

- Summative assessment takes a variety of forms which include written examination and written assignments that link theoretical knowledge and understanding to practical application in the workplace. All assessed work is marked according to the grade point system adopted by the University (Grade Percentage up to 100%). The changing levels of the course are reflected in the demands of the assessment in accordance with QAA framework for Higher Education. Assessments at level one require sound knowledge of concepts with the ability to evaluate and interpret data to create arguments and make sound judgements of basic concepts.

- Candidates must attempt **ALL** assessments.

Assignments must:

- be appropriate to the undergraduate level of the award.

- be clearly related to the **learning outcomes of the module**.

- provide realistic scope for the candidate to relate to the aims and outcomes of the module.

- clearly state the expectations of the assignment and the methodologies to be used.

- use valid and reliable techniques of assessment where appropriate.

- be broadly focused to cover all age ranges 0 -7 (+ 11mths) years

- allow the candidate to demonstrate his/her reflective and analytical skills.

- demonstrate weighting appropriate to the level of the award emphasising the importance of analysis, synthesis and evaluation.

- allow candidates to integrate theory with practice and draw upon their own work-based experience.

- give opportunity for the candidate to demonstrate his/her own professional development.

- encourage consideration of equality of opportunity and anti-discriminatory practice.

- maintain ethical standards of confidentiality.

- be appropriate and sensitive to the needs of the child, family and institution.

- use group work with caution and ensure that each candidate's work is unique and can be assessed independently.

6.4 How to Submit Assessments

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. Your assignment should conform to the word requirement; an assignment of more than 10% above or below the word limit will be penalised. Please enter the number of words on the front page of your assignment. You should type or word process your assignments using a clearly legible font and size (Arial 11, for example) spacing the lines by 1½ or double; you should number the pages. In the interest of fairness the University retains copies of your written work for later inspection and quality processes.

Written assignments are submitted online using Turnitin on the Blackboard VLE
For instructions how to use this see:

http://www.staffs.ac.uk/about_us/university_departments/information_services/learning_support/refzone/turnitin.jsp#students

For any problems with this, contact IT services:
The Service Desk is available by phone 24/7, including bank holidays.
Students can contact their nearest Service Desk on:
01782 294771• 01782 294135 or - 01785 353339 or E-mail: 3800@staffs.ac.uk

Always, of course, good practice to keep a hard or (backed up) electronic copy of any assignment you submit as well as the submission receipt you will receive via email.

Extenuating circumstances

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/
If you are unable to submit your assignment on time you may be eligible to apply for extenuating circumstances. You must contact your tutor as soon as possible in order to discuss your options. If you have dyslexia, make sure that you an electronic label is available to ensure that your work is marked appropriately.   Your Personal Tutor will be able to provide guidance on this.

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/

Academic Misconduct and Plagiarism

The University and Faculty take the issues of academic dishonesty, plagiarism or cheating very seriously. If you are caught breaking the University's rules, you can expect to be punished – this might mean failing an assignment, failing a module or even failing your award and being asked to leave the University. It is vitally important that you understand the rules regarding plagiarism. These can be found at:

http://www.staffs.ac.uk/support_depts/infoservices/learning_support/refzone/plagiarism/

There are several resources available to help you in writing and preparing assignments so that you do not break the rules:

Study Skills

Academic Skills Know-how

If in doubt, make sure you ask your tutor before you submit work.

6.5 Feedback on your Work

Seven principles of good feedback

Good feedback should:

- Be an interactive process involving student-tutor and student-student dialogue;

- Facilitate the development of self-assessment and reflection;
- Clarify for students and staff, through dialogue, what good or bad performance actually is in the assignment or task;
- Be developmental, progressive and transferable to new learning contexts;
- Be ongoing and embedded in the learning process;
- Motivate, build esteem and confidence to support sustainable lifelong learning;
- 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 most cases, the marks for your work will be provisional and will be subject to final ratification by the appropriate Assessment Board in due course.

6.6 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:
Level 5 – Dr Patricia Giardiello. Level 4/5 FDECS. Senior Lecturer- Metropolitan University

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

7. Communication

It is important that you communicate with your award leader, personal tutor and module leader throughout the duration of your degree. This can be done via email, phone call or arranging a tutorial.

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.

8. Support and Guidance

Throughout your course you will meet the Module Tutors at the taught sessions. If you require additional advice and guidance, please do not hesitate to contact the Module Tutors, Award Leader or the Award Administrator. One-to-one support tutorials can be arranged on request, either be face to face, by telephone or by e-mail.

Please contact your tutor if you have any concerns about assessment or any other aspect of your course. Generic support with studying, assignments and assessments can be found on the libraries' Learning Support web-pages:
http://www.staffs.ac.uk/support_depts/infoservices/learning_support/index.jsp

If you have concerns about your ability to complete your course for any reason, you are strongly encouraged to speak to one of the tutors and hopefully a mutually agreeable support strategy can be offered to you.

If you have any general concerns, the Faculty Student Guidance Advisor can help you with a wide range of educational issues as well as offering specialist information and support. A drop-in service is available, but to discuss an issue in depth you can then book an appointment.

If you are part-time, off campus, or a distance learning student you can telephone or email your faculty Advisor. These details are on the Student Guidance website:

 www.staffs.ac.uk/courses_and_study/student_services/student_guidance/index.jsp

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/)

9. 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.

- Course Committees. Students are informed of scheduled meetings during lectures and via Blackboard. Course administrators will send student reps notes of the meetings

- Student representatives - student representatives are elected by students in each group. The names of students reps will then be announced on Blackboard
- Student Surveys: Level 4 students will be invited to complete the SVS and level 5 completers will be invited to completed the NSS

10. 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

Level 4		
Module	**Title**	**Learning Outcomes**
1	Personal and Professional Development	1. To be able to reflect upon their personal development in relation to others and in the context of the vocational area and application to theory.
		2. To be able to demonstrate study skills required for the successful completion of the course including the use of the library, ict, note taking, assignment structuring, academic writing, handling and interpretation of data, and presentation skills.
		3. To be able to reflect upon current research of best practice against which the student can benchmark and evaluate their own practice.
		4. To be able to understand issues underpinning ethical professional practice
		5. To be able to demonstrate practical competence when working with children in an early years setting including a knowledge of the organisational structure of that setting.
2	Inclusive and enabling environments	1. Evaluate philosophies underpinning early years curriculum models
		2. Analyse theories on how children learn and develop
		3. Demonstrate knowledge of curriculum practices within the early years' workplace and how they are influenced by national policy and legislation
		4. Communicate understanding of the effects of culture, gender, class and other formative categories on children's sense of identity and self- esteem
		5. Reflect upon the effectiveness of resources and environments to promote inclusion and children's rights
3	An Introduction to Young Children's Development	1. Reflect upon how knowledge of child development underpins the work of parents and the practitioner
		2. Demonstrate understanding of early normative behaviour in young children and the links to key theoretical ideas that explain children's holistic development.
		3. Consider the integrated role of play and cognitive constructs as essential to well being
		4. Analyse the significance of the learning environment on the development of the child and identify strategies for the management of risk
		5. Demonstrate understanding of the progression of child development from pre-natal development and the capabilities of the new born child.
		6. Reflect upon the importance of narrative observations to the understanding of the unique child
4	Babies 0 – 3 yrs	1. Demonstrate an understanding of current and competing literature and policy frameworks in relation to the importance of the care and education of children 0 to 3 years.

		2. Critically reflect upon the role of the graduate leader in promoting a culture of inclusive and visionary care and education of the under 3 year old.
		3. Critically analyse the role of the practitioner in the inclusive involvement of parents the educare of their infant.
		4. Analyse current research and practice in relation to the importance of attachment and bonding in developing a relationship with children under 3.

Level 5

1	Professional development: Reflecting on Practice	1. Critically reflect upon current research of best practice against which the student can benchmark and evaluate their own practice
		2. Critically analyse and evaluate the effectiveness of differing organisational structures within the early years care and education services
		3. Demonstrate practical competence when working with and managing children's learning environments in early years settings
2	Planning the Learning Environment	1.Critically evaluate the role of play in supporting children's learning.
		2.Evaluate a variety of observation techniques in assessing children's development, health and wellbeing.
		3.Critically examine current research and theoretical approaches to early years pedagogy including international perspectives of early childhood education.
		4.Demonstrate knowledge and understanding of the planning cycle through observation, assessment for learning and planning appropriate learning activities to meet the needs of young children.
		5. Reflect upon and analyse the key elements of creating a rich learning environment both indoors and outdoors.
3	Safeguarding and Promoting Children's Welfare	1. Discuss and critically evaluate the legal framework for safeguarding children and how this relates to a variety of settings
		2. Identify and interpret key indicators of abuse and neglect
		3. Analyse the impact of abuse and neglect on the child, family, cultural community and work setting.
		4. Analyse and critically evaluate strategies to prevent abuse and safeguard children within an early years setting, reviewing the underpinning knowledge and research which leads to these strategies.
		5. Understand the rights and responsibilities of parent/carers and how and when to share sensitive information
		6. Critically evaluate the role of the professional in relation to child protection procedures and risk management, reviewing how and when to refer the case, and the importance of interagency co-operation.
4	Leadership and Change	1. Analyse strategies to manage a secure, hygienic and enabling environment to meet the needs of the children, staff and parents/carers and statutory requirements

		2. Critically evaluate the importance of leadership, motivation and teamwork in achieving quality provision for children
		3. Demonstrate understanding of the rights and responsibilities of parent/carers and children in early childhood education and care settings
		4. Critically reflect on strategies and interpersonal skills used to effectively communicate aspects of change in routines or environments to relevant stakeholders

Learning Outcomes of the Award Mapped to Individual Modules

Common Learning Outcomes	Level 4 Modules				Level 5 Modules			
	1a	2	3	4	5a	6	7	8
1. Knowledge & Understanding	■	■	■	■	■	■	■	
2. Learning	■	■	■	■	■	■	■	■
3. Enquiry	■			■	■	■		■
4. Analysis		■	■	■	■	■	■	■
5. Problem Solving	■	■	■		■	■	■	■
6. Communication	■	■	■	■	■	■	■	
7. Application	■	■	■	■	■	■		■
8. Reflection	■	■	■	■	■	■		■

Common learning outcome headings	LEVEL 4	LEVEL 5
Knowledge and Understanding	Demonstrate knowledge and understanding of key concepts, philosophies, political, economic and social of early childhood studies.	Demonstrate knowledge and critical understanding of the main theories and research appropriate to the holistic development of the child including meeting children's individual needs.
Learning	Develop lines of argument and make sound judgements to challenge and evaluate appropriate early childhood studies literature through research, showing a willingness to accommodate new ideas.	Understand the limits of your knowledge, (theory to practice) in relation to child education and care organisation and management, and how this influences analyses and interpretations based on that knowledge
Enquiry	Present, evaluate and interpret complex data (qualitative and quantitative) appropriate to the diverse range of early childhood	Demonstrate knowledge of the main methods of enquiry in Early Childhood Studies and demonstrate application of the key principles of Information Literacy.

Analysis	Evaluate and interpret the diversity, complexity and changing nature of babies and young children's care and education.	Use a range of established techniques to critically analyse the management processes and procedures for a childcare/education setting of information
Problem Solving	Evaluate the appropriateness of different approaches to solving problems	Evaluate critically the appropriateness of different approaches to solving problems and propose solutions to problems arising from analysis
Communication	Communicate relevant ideas and findings reliably through written and oral means both individually and within groups , using structured and coherent arguments	Communicate effectively independent points of view, information and arguments precisely and convincingly in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
Application	Undertake further training and develop new skills that will enable them to assume significant responsibility within relevant vocational organisations.	Apply underlying concepts and principles of personal responsibility and decision making that will enable student to assume significant responsibility both within the early years vocational sector and outside the context in which they were first studied
Reflection	Demonstrate qualities and transferable skills necessary for employment, management or further training including the use of ICT resources for producing written material and research.	Demonstrate new and existing qualities and transferable skills such as organising own learning, time management, collaboration and increasing levels of autonomy in familiar and unfamiliar situations with open mindedness, necessary for employment or further training.

QAA Subject Benchmark Standards
Early Childhood Studies

Threshold Standard

Subject Knowledge

On graduating with a bachelor's degree with honours in ECS at Threshold Standard, students would be expected to have a knowledge and understanding of all of these criteria. On graduating with a FdA candidates would be expected to have an understanding and knowledge of these criteria commensurate with their qualification at level 5:

1. Understand the conceptual underpinnings of ECS.

2. Have a basic understanding of children and childhood nationally and globally from philosophical, historical, psychological, sociological, cultural, educational, global, health, welfare, legal, political, and economic perspectives.

3. Demonstrate knowledge and understanding of the areas of interest contributing to ECS across the core subject-specific areas, and how they interrelate.

This includes:

4. Understanding of all aspects of significant policy and provision for children and families.

5. Understanding of multi-professional, interprofessional, multi-agency and inter-agency working, in order to meet the needs of children and families.

6. Knowledge and understanding of pedagogical approaches for working with young children and families.

7. Awareness of issues in relation to rights, diversity, equity and inclusion in relation to working with children and childhood.

8. Knowledge of the methods required for systematic study and research relative to children and childhood.

Subject Skills

On graduating with a bachelor's degree with honours at Threshold level in ECS, students would be expected to have knowledge and understanding of all of these criteria. On graduating with a FdA candidates would be expected to have an understanding and knowledge of these criteria commensurate with their qualification at level 5:
:

9. Reason clearly, and demonstrate the relationship between theory and evidence, and be able to adopt multiple perspectives in relation to Early Childhood.

10. Reflect upon a range of philosophical, historical, psychological, sociological, cultural, health, welfare, legal, political and economic perspectives and consider how these underpin different understandings of children and childhood, nationally and globally.

11. Evaluate competing positions in relation to the construction of children and childhood by different subject disciplines, societal agents and time, place and culture.

12. Constructively critique theories and research in the area of child development.

13. Detect meaningful patterns in behaviour and experience.

14. Explore, examine and evaluate the significance of the cultural and historical features of various agencies and institutions in regard to children and childhood.

15. Demonstrate knowledge and awareness of the skills needed for different relational pedagogical approaches.

16. Demonstrate the ability to plan for the curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of young children's health and emotional well being.

17. Demonstrate the ability to plan for meeting and working effectively and in collaboration with parents, carers and other agencies.

18. Demonstrate the ability to plan for meeting and promoting children's health, welfare and safety needs, and the conditions that enable them to flourish.

19. Demonstrate the ability to lead, support and work collaboratively with others in the early childhood context.

20. Produce critical arguments for improvements to multi-professional and interprofessional practices for children.

21. Explore critically the links between ethics, politics culture and ideology in children's lives.

22. Pose, operationalise and critique research questions in relation to early childhood.

23. Demonstrate competence in research skills relating to early childhood through practical and theoretical activities.

24. Use skills of observation and analysis in relation to aspects of children's lives.

25. Reflect upon the ethics of studying children and their families.

26. Initiate, design, conduct and report an empirically-based early childhood research project under appropriate supervision.

27. Be aware of ethical principles and demonstrate this in relation to personal study, particularly with regard to the research project.

28. Demonstrate the ability to act as an advocate for children and families.

29. Demonstrate the ability to recognise and challenge inequalities in society and to embrace an anti-bias curriculum.

30. Demonstrate a critical understanding of the links between ethics, politics, culture and ideology in the lives of children and their families.

For practitioner options, an ECS graduate at Threshold Level would also be expected to demonstrate an ability to be able to undertake the following criteria. On graduating with a FdA candidates would be expected to be able to undertake the following criteria commensurate with their qualification at level 5:
:

31. Demonstrate the ability to plan for, assess, evaluate and improve creative learning opportunities taking account of young children's health and emotional well-being.

32. Demonstrate the ability to work effectively and in collaboration with parents, carers and other agencies

33. Demonstrate the ability to meet and promote children's health, welfare and safety needs, and the conditions that enable them to flourish.

Generic Skills

On graduating with a bachelor's degree with honours in ECS at Threshold Level, students would be expected to have a knowledge and understanding of all of these criteria. On graduating with a FdA candidates would be expected to have an understanding and knowledge of these criteria commensurate with their qualification at level 5:
:

34. Communicate ideas and research findings effectively, clearly and fluently by written, oral and visual means.

35. Present a wide range of theoretical positions and offer a point of view.

36. Interpret and use numerical, and other forms of data.

37. Present information to others in appropriate forms.

38. Approach problem solving in a systematic way.

39. Listen carefully to others and reflect upon ones own and others' skills and views.

40. Use a range of sources of information.

41. Use the communication skills necessary to converse, debate, negotiate, persuade, and challenge the ideas of others.

42. Be aware of contextual and interpersonal factors in groups and teams.

43. Have insight and confidence in leading and working collaboratively with others.

44. Write for different purposes.

45. Use ICT appropriately as part of the learning process in a range of contexts.

46. Undertake self directed study and project management in a supportive environment.

47. Recognise the need to assess one's own skills and to harness them for future learning.

Foundation Degree Early Childhood Studies modules mapped against the QAA bench mark statements

	Personal and Professional Development	Introduction to Young Children's Development	Babies 0 - 3	Inclusive and Enabling Environments	Professional Development	Planning the Learning Environment	Safeguarding	Leadership and change
1.	✓	✓	✓	✓	✓	✓	✓	✓
2.	✓	✓	✓	✓	✓	✓	✓	✓
3.	✓	✓		✓	✓	✓	✓	✓
4.		✓	✓	✓	✓	✓	✓	
5.		✓	✓	✓	✓	✓	✓	
6.	✓	✓	✓	✓	✓	✓	✓	✓
7.	✓	✓	✓	✓	✓	✓	✓	✓
8.		✓				✓		
9.	✓	✓	✓	✓	✓	✓	✓	✓
10.		✓	✓	✓	✓	✓	✓	✓
11.		✓	✓	✓	✓	✓	✓	✓
12.		✓	✓	✓	✓	✓		✓
13.		✓	✓		✓	✓		
14.		✓	✓	✓	✓		✓	✓
15.	✓		✓		✓	✓		
16.	✓				✓	✓		
17.					✓	✓		
18.	✓	✓	✓	✓	✓	✓	✓	
19.	✓				✓	✓		
20.				✓			✓	✓
21.				✓		✓	✓	✓
22.				✓		✓		✓
23.	✓	✓	✓	✓	✓	✓	✓	✓
24.		✓	✓					✓
25.		✓	✓			✓		
26.						✓		
27.		✓	✓	✓		✓		
28.		✓	✓	✓	✓	✓	✓	✓
29.	✓	✓	✓	✓	✓	✓	✓	✓

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Appendix C – The Staffordshire Graduate

Award Aims linked to the Staffordshire Graduate Attributes (SGA)

The Staffordshire Graduate is our commitment, to you and your employer, that everyone graduating from Staffordshire University will possess more than academic knowledge. You will have an understanding of the real world and how you can have an impact on it. This Foundation Degree of Arts: Early Childhood Studies is a work-based award designed to develop your professional practice and broader employability skills. The award aims are directly linked to our Staffordshire Graduate Attributes (SGA). You will work towards achieving these graduate attributes, a journey which will be completed should you progress onto the BA hons. E one year top-up course. The following table demonstrates how the key aims of the FDA: Education Award are linked to the Staffordshire Graduate Attributes:

Award Aims	Further comments	Relevant Staffordshire Graduate Attributes
To become a 'discipline expert' in Education.	The work-based award enables you to understand and develop your roles and responsibilities in their workplace.	*Discipline Expertise:* *Have an understanding of the forefront of knowledge in their chosen field*
To develop your professionalism.	The work-based award develops skills towards supporting education, such as teaching assistants/learning support assistants. It also promotes progression towards alternative careers in education, such as teaching. Successful completion of the award enables direct progression onto a one year top-up BA (hons.) Education Award Professional attributes developed include improving communication and team-working abilities, as well as information literacy and academic skills.	*Professionalism:* *Be prepared to be work-ready and employable and understand the importance of being enterprising and entrepreneurial* *This is based on SGA 4a, 4b&6a:* *(SGA 4) Communication and Teamwork:* *(a) Be an effective communicator and presenter and able to interact appropriately with a range of colleagues*

		(b)Have developed the skills of independence of thought and (when appropriate) social interaction through teamwork (SGA 6) Lifelong Learning: (a)Be technologically, digitally and information literate
To develop your wider professional practice.	You will evaluate how the organisation you work for compares with alternative institutions and contexts in order to consider developments to your practice and that of your institution.	Global Citizenship: Have an understanding of global issues and of their place in a globalised economy Lifelong Learning: Be able to apply Staffordshire Graduate Attributes to a range of life experiences to facilitate life-long learning and life-long success.
To develop your independent thinking skills	You will critically reflect and evaluate your own practice, as well as that your institution in order to inform practitioner-led research and change.	Reflective and Critical Learner: (a) Have the ability to carry out inquiry-based learning and critical analysis (b) Be a problem solver and creator of opportunities