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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](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 online 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**

Name : Mandy Duncan  
Room : B179, Brindley Building, Leek Road, Stoke on Trent ST4 2DF  
Telephone number : 01782 295772  
Email address : a.duncan@staffs.ac.uk

**Award Administrator**

Name : Elaine Knox  
Room : B108, Brindley Building, Leek Road, Stoke on Trent ST4 2DF  
Telephone number : 01782 294085  
Email address : e.knox@staffs.ac.uk

**Student Guidance Advisor**

Name : Andrea Alker/Ann Grainger  
Room : Information Point, Brindley Building, Leek Road, Stoke on Trent, ST4 2DF  
Telephone number : 01782 295903/294073  
Email address : support@staffs.ac.uk
3. An Introduction to your Course

Welcome to the BA (hons) Early Childhood Studies 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.

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 in this handbook, but only you can determine what you want to achieve.

This programme aims to:

- Encourage competence as learners and aid students to build upon their 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 knowledge and understanding of the continuum of holistic growth and development of young children.

- Provide high quality and flexible teaching and learning experiences.

- Encourage students to relate theory to practice within their placement experiences.

- Ensure that students can demonstrate that they have appropriate value and belief systems relating to child care and education, including safeguarding children, inclusive practice, and anti-discriminatory practice.

- Develop in students 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.

- Provide a suitable basis for eventual progression to programmes such as QTS or further academic study.

Your award also 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.

The design of your course has been guided by the national subject benchmark for Early Childhood Studies. 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. The subject benchmark statements for early childhood studies can be found in appendix B.

Starting at University can be very confusing and this handbook has been designed to provide you with all the information that you will need both about studying early childhood studies within the faculty of Business, Education and Law, and also the support structures available to help you to survive your first year.

During the first week (Welcome Week) various sessions have been set aside for discussing any problems but please come for help as often as you need. Do not leave a problem to sort itself out, or think that you should be able to manage difficulties on your own and DON'T PANIC. If you are unsure about anything please do not hesitate to come to see any member of staff.

After you have read through this handbook you will know who your key people are for your award. Talk to us, we are approachable. If you have any problems either academic or non-academic, and you need some guidance then let us know. If we cannot help we know someone who can.

Good luck
## 4. The Structure of your Course

**BA (Hons) EARLY CHILDHOOD STUDIES 2016/17**

**SSTK-02526**

### Level 4

<table>
<thead>
<tr>
<th>TB1</th>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td></td>
<td>EDUC40448</td>
<td>Personal, Professional &amp; Academic Development</td>
</tr>
<tr>
<td></td>
<td>EDUC40233</td>
<td>An Introduction to Young Children’s Development</td>
</tr>
<tr>
<td></td>
<td>EDUC40504</td>
<td>Working with Babies</td>
</tr>
<tr>
<td>TB2</td>
<td>EDUC40242</td>
<td>Inclusion, Rights, Policy &amp; Practice</td>
</tr>
<tr>
<td></td>
<td>ECST40078</td>
<td>History &amp; Philosophy of Childhood</td>
</tr>
<tr>
<td></td>
<td>EDUC40506</td>
<td>Safeguarding &amp; Child Protection</td>
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</tbody>
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### Level 5

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<tr>
<th>TB1</th>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td></td>
<td>EDUC50235</td>
<td>Professional Development: Reflecting on Practice</td>
</tr>
<tr>
<td></td>
<td>EDUC50237</td>
<td>Planning the Learning Environment</td>
</tr>
<tr>
<td></td>
<td>EDUC50506</td>
<td>Safeguarding &amp; Child Protection</td>
</tr>
<tr>
<td>TB2</td>
<td>EDUC50294</td>
<td>Leading Change in Early Years</td>
</tr>
<tr>
<td></td>
<td>ECST50294</td>
<td>Leading Change in Early Years</td>
</tr>
</tbody>
</table>

### Level 6

<table>
<thead>
<tr>
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<th>Course Name</th>
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<tbody>
<tr>
<td></td>
<td>EDUC60243</td>
<td>Independent Research Project</td>
</tr>
<tr>
<td></td>
<td>EDUC60244</td>
<td>The Reflective Practitioner</td>
</tr>
<tr>
<td></td>
<td>EDUC60241</td>
<td>Young Children’s Development: Advanced Perspectives</td>
</tr>
<tr>
<td></td>
<td>EDUC60239</td>
<td>Professional Development: Leading Practice</td>
</tr>
<tr>
<td>TB2</td>
<td>EDUC60244</td>
<td>The Reflective Practitioner</td>
</tr>
<tr>
<td></td>
<td>EDUC60241</td>
<td>Young Children’s Development: Advanced Perspectives</td>
</tr>
<tr>
<td></td>
<td>EDUC60239</td>
<td>Professional Development: Leading Practice</td>
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</tbody>
</table>
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 is a reflective and critical learner with a global perspective, prepared to contribute in the world of work.

**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/](http://www.staffs.ac.uk/study/staffordshiregraduate/)
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.

6. Learning, Teaching and Assessment on your Course

6.1 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 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 early years settings. Other modules will expect you to relate theory to the practical application of placements. 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** - 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 academic coursework and personal issues on a one-to-one basis.

6.2 Assessment

It is understandable that some methods of assessment will suit different students in different ways, therefore a range of assessment methods will be used to assess the learning outcomes including written assignments, individual and group presentations, professional dialogue and the use of media such as video, podcasts and blogs.

Formative assessment will underpin all teaching and learning, and enable the tutors to identify potential problems, offer feedback and maximise the effectiveness of the learning process. Reflection, self-evaluation and self-assessment will be an important part of the formative assessment processes. Your engagement with vocational learning is also formatively assessed through presentations of work related learning, developing practical resources and producing reviews of policy and practice.

6.3 How to Submit Assessments

Assignments must be submitted on or before the submission deadline. Failure to do so will result in a failure of the module and possible withdrawal from the course. 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 and have your student number on each page of your work. You will need to submit your assignment using the Turnitin system on the Blackboard VLE. For instructions on how to use this see:
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
E-mail: 3800@staffs.ac.uk

If you have a learning support agreement which recognises dyslexia as a disability make sure that you ask for an electronic version of the yellow sticker (available from the Faculty Office) to attach to your work to signal to the tutor that the assignment needs to be marked on content and understanding and not penalised for grammar, spelling or punctuation errors.

Similarly, if your learning support statement specifies that you can negotiate the submission dates of your assessments then please ensure that you have agreed new submission dates with your tutor in advance of the original deadline.

If you hand work in after a negotiated deadline, it will be treated as ‘late’, and will be marked at zero. So, if having once negotiated a deadline you find that, as it approaches, you are going to need a further extension, you will need to go back to your Award Leader / Personal Tutor to authorise this. Your Award Leader / Personal Tutor will use the test of ‘reasonableness’ in agreeing to any further extension.

If you need to adjust the assignment schedule agreed with your Award Leader / Personal Tutor for reasons that are unrelated to your disability, then you will need to use the Extenuating Circumstances procedure.

**Failure to Submit and Extenuating Circumstances**
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/](http://www.staffs.ac.uk/extenuating/)

**Attempting ALL Assessments**

It is important that you attempt ALL assessments for all your modules. You should ensure that the appropriate coursework is submitted on time and required timed assessments (including exams, class-tests, presentations, vivas) are
attended. The University has changed its regulations to minimise the number of students who do not complete modules. Now, **your right to a second (referral) attempt at a failed assessment(s) will be conditional on whether you have or have not made a first attempt (unless a successful claim for extenuating circumstances has been made) at the assessment(s).** What does that mean? It means that in most cases, unless a successful claim for extenuation is made, students who have not attempted assessments will not be allowed a referral for the module, will therefore fail the module and if a core module, fail the award! **Attempting all assessments is therefore ESSENTIAL.**

This re-enforces the fact that it is always better to submit a half-finished assignment than not submit anything or attempt an examination you are not confident about than not attend - you may gain sufficient marks to pass the module or at least allow the possibility for compensation between modules (if allowed by your award).

If there are **extenuating circumstances** that prevent you from submitting / attending assessments then **ensure you gather evidence to support an extenuating claim.** Again, submitting a draft assignment by the required deadline is better than nothing and if the extenuation claim is successful a further assessment opportunity can always be offered. If you are unable to attend a timed-assessment due to an extenuating circumstance you should also **inform the Faculty at the earliest opportunity** and then make an extenuation claim.

**Penalties for Late Submission**

It is your responsibility to submit work on time. Failure to do so will normally result in the award of zero for that assessment. In this case you will have lost that opportunity to submit the assessment and you are reminded that you only have one such opportunity per module. If there are circumstances beyond your control which have caused you not to hand in the work on time you should bring them to the attention of your personal tutor and make a claim for **extenuating circumstances.** Alternatively later submission may be negotiated if this is considered to be a reasonable adjustment due to a disability. This must be agreed prior to the hand in date in accordance with an assessment report from the University. For details, see the **disability support** pages.

**6.4 Feedback on your Work**

Module Handbooks will provide you with **marking criteria** and an explanation of what you need to do to achieve these grades in relation to particular kinds of assignments. All conventional forms of assessment (examinations and essays) are marked anonymously. Following a Standardising Meeting drawing on students work, assignments are first and second marked by University Tutors. At this point, feedback and marks are provided to students on a provisional basis, subject to external examining and final confirmation by the assessment/award board. The external examiner is always someone who is an expert in the field, and usually a
senior academic at another University. The external examiner will be sent a sample of assignments and is responsible for ensuring that the marking is appropriate and that the standards achieved by trainees on those modules are comparable with those of students on similar awards at other universities, as well as with the level and subject benchmarks established at the national level by the Quality Assurance Agency (QAA) for Higher Education. Assessment Boards, attended by the relevant external examiner(s), confirm the marks for all modules. Only then are final marks released. Assessment boards also determine the date by which any failed modules must be resubmitted. The Award Board decides on the award of qualifications to trainees, determines the date by which any other failed modules must be recovered and considers any trainees who have failed an award.

6.5 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/

7. Communication

The course team will communicate with students via student email accounts and Blackboard notices. Please ensure that you check your student email and Blackboard regularly for announcements and notices. Students are expected to communicate with course team members by email or telephone. Contact details for module leaders can be found in the relevant module handbook.

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 module 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

You will be allocated a personal tutor. This role includes:

- Meeting you for the first time within 3 weeks of registration.
- Holding one further meeting in the first term and one meeting in each subsequent term of the course.
- Holding any additional meetings at the instigation of yourself, or where otherwise necessary.
• Providing you with general academic guidance on your progress through the award.
• Taking appropriate action in respect of absenteeism.
• Indicating their availability though appropriate means.
• Taking any necessary initiatives to refer matters to student counsellors/award leaders/module leaders etc.
• Providing careers advice where appropriate or directing you to people with appropriate expertise.
• Providing support, if appropriate, for an extenuating circumstances claim.

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.

We listen to students in the following ways:
• Course Committees: student representatives will be invited to attend two programme committee meetings each year to discuss their course with the award leader and other teaching staff.
• Student representatives: these are elected for each level of the course each year.
• Student Surveys: NSS and SVS, PTES, DLHE.
• Addressing issues raised by previous students.

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

### 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.

### Learning
Demonstrate an understanding of the uncertainty, ambiguity and limits of knowledge within early childhood studies.

### Enquiry
Deploy accurately established techniques of analysis and enquiry, and initiate and carry out ethically sound projects, related to early childhood studies.

### 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.

### 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.

### Communication
Communicate and analyse information, ideas, problems and solutions to both specialist and non-specialist audiences.

### 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.

### 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 years organisations.
## Appendix B - Curriculum

### Relationship of Modules on BA (Hons) Early Childhood Studies Award to Staffordshire University Learning Outcomes

<table>
<thead>
<tr>
<th>Level 4 (certificate) core</th>
<th>University Learning Outcomes</th>
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<tbody>
<tr>
<td></td>
<td>Knowledge and Understanding (KU)</td>
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<tr>
<td>Personal, Professional and Academic Development</td>
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<tr>
<td>An Introduction to Child Development</td>
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<tr>
<td>Working with Babies</td>
<td>*</td>
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<tr>
<td>Inclusion Rights Policy and Practice</td>
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<tr>
<td>History and Philosophy of Childhood</td>
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<table>
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<th>Level 5 (Diploma) core</th>
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<td>Professional Development: Reflecting on Practice</td>
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<tr>
<td>Safeguarding and Child Protection</td>
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<tr>
<td>Leadership and Teams</td>
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<tr>
<td>Planning the Learning Environment</td>
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<thead>
<tr>
<th>Level 6 (Honours) core</th>
<th>University Learning Outcomes</th>
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<tbody>
<tr>
<td>Independent Research Project</td>
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<tr>
<td>Young Children’s Development: Advanced Perspectives</td>
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<tr>
<td>The Reflective Practitioner</td>
<td>*</td>
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<td>Professional Development: Leading Practice</td>
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Key:
- **KU**: Knowledge and Understanding
- **AN**: Analysis
- **PS**: Problem Solving
- **EN**: Enquiry
- **AP**: Application
- **CO**: Communication
- **RE**: Reflection
QAA Benchmark Statements for Early Childhood Studies

An early childhood studies graduate is expected to be able to:

Subject-specific skills

- reflect upon a range of psychological, sociological, health, historical and philosophical perspectives and consider how these underpin different understandings of babies and young children and childhood
- apply multiple perspectives to early childhood issues, recognising that early childhood studies involves a range of research methods, theories, evidence and applications
- integrate ideas and findings across the multiple perspectives in early childhood studies and recognise distinctive early childhood studies approaches to relevant issues
- evaluate competing positions in relation to the construction of babies and young children and childhood by different subjects, societal agents and time, place and culture
- constructively critique theories, practice and research in the area of child development
- demonstrate knowledge and awareness of the skills needed for different pedagogical approaches, including:
  - the necessary depth and strength of relationships with individual children and children in groups, and the facilitation of the building of relationships with and between children
  - the formation and promotion of mutually respectful relationships with families, colleagues, other professionals and communities
- critically explore, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to babies, young children and childhood
- plan for, and where appropriate implement, play and the curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of young children's health and emotional well-being
- lead, support and work collaboratively with others and demonstrate an understanding of working effectively in teams with parents, carers and other professionals
- demonstrate an understanding of how to plan for, and where appropriate implement, meeting and promoting children's health, well-being, protection and safety and the conditions that enable them to flourish
- produce critical arguments for improvements to multi-agency and multiprofessional practices for babies and young children
- use skills of observation and analysis in relation to aspects of the lives of babies and young children
- reflect upon the ethics of studying babies and young children and their families and communities
- generate and explore hypotheses and research questions relating to early childhood in an ecological context
- carry out empirical studies ethically involving a variety of methods of data collection, including observation relating to early childhood in an ecological context
analyse data relating to early childhood
present and evaluate research findings in early childhood
demonstrate a critical understanding of the interrelationships between political, economic, cultural and ideological contexts in the lives of children and their families and communities
recognise and challenge inequalities in society, and embrace an anti-bias approach
give voice to and where appropriate act as an advocate for babies, young children, families and communities.

Generic skills
present information to others in appropriate forms, including having a sense of audience
offer and justify an informed point of view, drawing upon a range of theoretical positions
comprehend and use data effectively
listen carefully to others and reflect upon one's own and others' skills and views
generate, define and refine questions and make critical judgements and evaluations
reflect on different perspectives, and evaluate them in a critical manner to arrive at supported conclusions
access, retrieve, organise and use a range of sources of information, including primary sources, and critically evaluate their relevance
engage with research and practice and the uncertainties of developing knowledge and understanding
use the communication skills necessary to converse, debate, negotiate, persuade and challenge the ideas of others
have insight and confidence in leading and working collaboratively with others
be sensitive to contextual and interpersonal factors, taking account of the complexity of factors that shape behaviour and social interaction and form the basis of problems and interpersonal conflict
be sensitive to the importance of enhancing cooperation to maximise the effectiveness of individual skills
write for different purposes, which include persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis and summary
use information and communications technology (ICT) appropriately in a range of contexts
become more independent, resilient, responsible and pragmatic and develop as an autonomous learner