

## Programme specification

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA (Hons) Young Children's Learning and Development (Top Up)
<b>Teaching Institution</b>	Hull College Group (Hull and Harrogate)
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	February 2013
<b>Date of latest OU (re)validation</b>	January 2018
<b>Next revalidation</b>	January 2021
<b>Credit points for the award</b>	120
<b>UCAS Code</b>	X301
<b>Programme start date</b>	September 2018
<b>Underpinning QAA subject benchmark(s)</b>	Early Childhood Studies (QAA, 2014)
<b>Other external and internal reference points used to inform programme outcomes</b>	Framework for Higher Education Qualifications (QAA, year)
<b>Professional/statutory recognition</b>	N/A
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face)</b>	PT and FT
<b>Duration of the programme for each mode of study</b>	PT 12 months (Sept – Sept) FT 1 academic year (June – Sept)
<b>Dual accreditation (if applicable)</b>	N/A
<b>Date of production/revision of this specification</b>	November 2017

**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

### **2.1 Educational aims and objectives**

The overarching aim of the BA (Hons) Young Children's Learning and Development programme is to produce capable and well-rounded graduates who will contribute to the skill base of the early years sector and demonstrate knowledge and competency with key themes. The objectives in line with the QAA (2014) Early Years Benchmark Statements and QAA (2014) level 6 descriptors are:

- A systematic understanding of the ecology of early childhood
- Independently apply analysis to research and enquiry
- Critically evaluate theory in relation to work based practice
- Critically evaluate and solve complex problems and make effective justified decisions
- A critical awareness of children as active participants
- Critically reflect on own and others professional practice

### **2.2 Relationship to other programmes and awards**

**(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)**

Students will progress to the top-up BA (Hons) Young Children's Learning and Development (YCLD) after achieving 240 credits on the FD Young Children's Learning and Development or other relevant Foundation Degree with an average of 50%.

To prepare students for the transition to level 6 students will receive an induction that revisits the library induction, the role of the work place mentor, independent research,

study skills and the use of eResources and IT facilities. Students who are progressing from HCUK validated foundation degrees will attend a session on OU referencing and academic regulations.

All modules draw on work-related learning and ask students to critically reflect on their work-based practice in light of developing knowledge of theory, policy and practice. All assessments have partial requirements for students to draw on their work-based practice that forms a compulsory element of their BA (Hons).

The Health, Safety and well-being of Young Children module will provide opportunities for students to identify further areas for professional development, and this will be added to their ongoing personal action plan completed as part of the penultimate module in the FD. This will then be revisited at the end of the BA (Hons) in Professional Dimensions of Working with Young Children module. The module requires a critical analysis of the personal, academic and professional development students have achieved throughout the course and highlight their aspirations for the future. Students may undertake a professional qualification after the BA (Hons) by gaining Early Years Professional Status (EYPS) or Qualified Teacher Status (QTS).

Students will complete their independent research project over both semesters on the BA (Hons) and are supported through the 'step up' approach' adopted at level 5. Students studying research methods 1 and 2 at level 5 will have developed skills for the critical appraisal of literature to inform a literature review; constructing a rationale for a work-based research project, and applying data collection methods to a small scale empirical study. Students will build on these existing skills during their dissertation to develop a systematic understanding and application of research paradigms, methods and measurement techniques.

### **2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place**

N/A

### **2.4 List of all exit awards**

Level 4

On completion of this level - Certificate of Higher Education (120 credits)

Level 5

On completion of this level - Diploma of Higher Education (240 credits)

Level 6

On completion of this level – Ordinary Degree (300 credits) Honours Degree (360 credits)

Students can exit the programme with a Bachelor of Arts when they have achieved 300 credits (combined FD and BA modules) which equates to 60 credits at level 6, and can include any combination of three 20 credit modules, or the completed dissertation and one 20 credit module.

### 3. Programme structure and learning outcomes

<b>Programme Structure - LEVEL 6</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Dissertation	40				1 and 2
Health, Safety and Well-being of Young Children	20				1
Professional Dimensions of Working with Young Children	20				2
Quality Provision	20				2
Contemporary Approaches to Learning and Development	20				1

**Intended learning outcomes at Level 6 are listed below:**

## **Learning Outcomes – LEVEL 6**

### **3A. Knowledge and understanding**

<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><i>Learning outcomes are mapped to the QAA (2014) Early Childhood Studies subject benchmark statements at the typical standards a graduate would be expected to attain. Threshold and excellent standards are reflected in the marking criteria attached to relevant modules.</i></p> <p>A1: Understand the conceptual underpinnings of early childhood studies as a subject area, its historical origins, development and limitations.</p> <p>A2: Demonstrate systematic knowledge and critical understanding of babies and young children and childhood nationally and globally from psychological, sociological, health, welfare, educational, cultural, philosophical, legal, historical, political and economic perspectives and how they interrelate.</p> <p>A3: A systematic knowledge and critical understanding of all aspects of significant policy and provision for babies and young children, families and communities.</p> <p>A4: A working knowledge and understanding of pedagogical approaches for working with babies and young children, families and communities and methods required for systematic study of them.</p> <p>A5: A working knowledge of the importance of, but also the challenges and constraints of, multiprofessional, interprofessional, multi-agency and inter-agency working in order to meet the needs of babies and young children, families and communities.</p> <p>A6: A good knowledge of issues in relation to rights, diversity,</p>	<p>The principle aim of this programme is that it is flexible and accessible in meeting the needs of the target market. Therefore it is essential that learning activities are responsive to the student profile, key employment demands and emerging government priorities.</p> <p>Teaching strategies allows students to acquire knowledge and understanding through formal lectures, seminars, tutorials, case studies, presentations, guests speakers, collaborative practice, research, reflection and VLE.</p> <p>Assessment methods will motivate and inform students through the use of diagnostic, formative and summative assessment feedback. The purpose is to allow students to demonstrate their level of subject knowledge at level 6 through:</p> <ul style="list-style-type: none"> <li>• Essay</li> <li>• E-portfolio</li> <li>• Action plan</li> <li>• Proposal</li> <li>• Research project</li> <li>• Staff development presentation</li> <li>• e-discussion</li> <li>• reflective essay</li> </ul>

**Learning Outcomes – LEVEL 6**

**3A. Knowledge and understanding**

equity and inclusion in relation to working with babies and young children, families and communities.

A7: A systematic knowledge of a range of research paradigms, research methods and measurement techniques, and awareness of their limitations.

A8: Detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the subject area.

A9: Demonstrate a well-developed critical understanding of the links between ethics, economics, politics, culture and ideology in the lives of babies and young children and their families and communities.

**3B. Cognitive skills**

**Learning outcomes:**

*Cognitive skills are mapped to the QAA (2014) Early Childhood Studies subject benchmark statements at the typical standards a graduate would be expected to attain. Threshold and excellent standards are reflected in the marking criteria attached to relevant modules.*

B1: Reason clearly, understand the role of evidence and make critical judgements about arguments relating to the subject area of early childhood studies.

**Learning and teaching strategy/ assessment methods**

Students are encouraged to reflect on, question and compare different theories and concepts in terms of their application in practice within the childcare sector. Robust debate and discussion informs classroom activity.

Assessments are designed to support progression in academic skills in terms of expectations at level 6 through increasing the complexity and encouraging autonomy. Students will apply their problem-solving skills to a range of practical, professional and academic situations.

### 3B. Cognitive skills

- B2: Be able to adopt multiple perspectives in relation to early childhood and systematically analyse the relationships between them.
- B3: Have a well-developed ability to reflect upon a range of psychological, sociological, health, welfare, educational, cultural, philosophical, legal, historical, political and economic perspectives, and consider how these underpin different understandings of babies and young children and childhood, nationally and globally.
- B4: Analyse and 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.
- B5: Analyse and constructively critique theories, practice and research in the area of child development.
- B6: Detect meaningful patterns in play, behaviour and experience, and evaluate their significance.
- B7: Critically explore, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to babies and young children and childhood.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>Practical and professional skills are mapped to the QAA (2014) Early Childhood Studies subject benchmark statements, typical standards a graduate would be expected to attain. Threshold and excellent standards are reflected in the marking criteria attached to relevant modules.</i></p> <p>C1: Knowledge and awareness of the skills needed for different relational pedagogical approaches. Use developed skills of observation and analysis in relation to aspects of the lives of babies and young children.</p> <p>C2: Plan for, and where appropriate implement, play and the curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of babies and young children's health and emotional well-being</p> <p>C3: Plan, implement, lead, support and work collaboratively with parents, carers and other agencies in the early childhood context to promote children's health, well-being, protection and safety, and the conditions which enable them to flourish.</p> <p>C4: Produce critical arguments for improvements to multi-agency, multiprofessional and interprofessional practices for babies and young children.</p> <p>C5: Explore critically the interrelationships between political, economic, cultural and ideological contexts in the lives of babies and young children.</p> <p>C6: Pose, operationalise and critique research questions related to early childhood, and demonstrate competence in research skills through practical and theoretical activities and reflect upon the</p>	<p>The programme is designed to support the integration of theory and practice and develop skills and attributes needed to work with children, young people and adults. Experiential learning is highly valued and shared practice will be incorporated into the teaching approaches through a culture of reflection. Experienced vocational tutors will relate topics to relevant practice and individuals will be supported to locate and understand the relevance of their experiences within a wider work and social context.</p> <p>A wide range of assessment methods will be used and these will reflect the various opportunities that exist both in the workplace and on the programme to take a critical and reflective approach to educational theory and practice. The methodology will encourage the development of skills relevant to leading practice when working with children, young people or adults as appropriate. The learning process will be monitored using a range of methods including group work and independent project work.</p> <p>Evidence of personal development, employability skills and knowledge will be assessed through individual tutorials and students will reflect on personal and professional development throughout the programme.</p> <p>Workplace-related learning will form part of assessment criteria, and work place documentation will be included in both formative and summative assessments, including;</p> <ul style="list-style-type: none"> <li>• Shared practice</li> <li>• E-Portfolio</li> </ul>

<b>3C. Practical and professional skills</b>	
<p>complexity of ethics when studying babies and young children, families and communities.</p> <p>C7: Competently initiate, design, conduct and report an early childhood research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations.</p> <p>C8: Recognise and challenge inequalities in society and to embrace an anti-bias approach. Give voice to, and where appropriate, act as an advocate for babies and young children, families and communities.</p>	<ul style="list-style-type: none"> <li>• Professional discussions</li> <li>• Staff development presentation</li> <li>• Observations</li> <li>• Dissertation report</li> <li>• Action plans</li> </ul>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><i>Key and transferable skills are mapped to the QAA (2014) Early Childhood Studies subject benchmark statements, typical standards a graduate would be expected to attain. Threshold and excellent standards are reflected in the marking criteria attached to relevant modules.</i></p> <p>D1: Communicate ideas and research findings both effectively and fluently by written, oral and visual means. Present a wide range of theoretical positions and offer and justify a well-informed point of view. Interpret and use numerical and other forms of data, critically and securely.</p> <p>D2: Use a range of sources of information critically and present information to others in a variety of appropriate forms.</p>	<p>The aim of the teaching, learning and assessment strategy is the facilitation of learning and the acquisition of skills in a culture fostering an ethos of continued professional development and lifelong learning.</p> <p>Experienced, qualified tutors will use a range of methods such as one to one mentoring, workshops, lectures, tutorials, seminars, case studies and portfolio briefings to assist students acquiring such skills. This approach will both broaden and deepen experiences of learning. A managed learning environment (VLE) will be used to support learning. This will provide a facility for students to access programme documentation and module materials as well as for discussion and support between students.</p>

<b>3D. Key/transferable skills</b>	
<p>D3: Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes. Listen carefully to others and reflect critically upon one's own and others' skills and views.</p> <p>D4: Have critical insight and confidence in leading and working collaboratively with others.</p> <p>D5: Have the ability to write for different purposes, which include persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis and summary.</p> <p>D6: Have the ability to use ICT critically and appropriately as part of the learning process in a range of contexts, both at one's own level and to enhance provision for children.</p> <p>D7: Undertake self-directed study and project management in order to meet desired objectives.</p> <p>D8: Be able to take charge of their own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning.</p>	<p>Collaborative learning will be incorporated via seminars, role-play, VLE learning sets, reflection and exercises in modules where teamwork and professional conduct are part of the content.</p> <p>A range of assessment methods are provided throughout the programme and transferable skills are embedded in both formative and summative assessments; students will be guided, through taught sessions, to develop these skills.</p>

#### **4. Distinctive features of the programme structure**

- **Where applicable, this section provides details on distinctive features such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

The principle aim of this programme is that it is flexible and accessible in meeting the needs of the target market whilst maintaining academic standards applicable to a level 6 programme of study. The programme is designed to support graduates to lead and manage practice in the early years and develop the problem-solving and decision-making skills required for their employment and career progression. The flexible mode of attendance at evenings and weekends allows wider participation of students, especially those wishing to progress to higher education alongside maintaining full time paid positions within the sector, which is the norm for historical cohorts of BA (Hons) students.

The programme is structured to support students already in practice. The majority of entrants to the programme are experienced practitioners in early years learning and development. For those applicants who are not yet in practice, or are taking a career break, there is a requirement for access to a suitable work setting for a minimum of 10 hours per week in an unpaid capacity.

Consideration has been given to the fact that early years students and practitioners work in a variety of employment situations. It is therefore essential that learning activities are responsive to the student profile, key employment demands, current developments in the sector and needs of the wider community. Therefore, work-related learning is embedded throughout the programme to enable students to apply their theoretical understanding to practice that is further supported by the students identified work-place mentor who can help them to reflect on what they have learnt and identify workplace projects. This is assessed in a variety of ways including through critical reflection and a dissertation project.

This BA programme recognises the importance of safeguarding children and working with children, their families/carers, and other professionals and agencies collaboratively in early years to keep children safe. Best practice in safeguarding is therefore

embedded throughout the modules to ensure students are able to maximise opportunities to develop their confidence, self-awareness, and critical reflection skills in their early years safeguarding practice.

The programme is delivered part-time over 1 year – September to September – and consists of 5 modules, 4 modules have 20 credits attached and 1 module –the dissertation – has 40 credits. The final dissertation will be stretched over the full year, and handed in during the summer to allow sufficient time for completion of the part-time mode. The programme will be delivered on a full time basis over 1 academic year – September to June – to allow full time FD students to continue their mode of attendance and offer flexibility to part-time FD students who may wish to complete their top-up in full time mode over one academic year. The YCLD course will run over 2 semesters each totalling 14 weeks. Contact time with the students will be through a variety of approaches including lecture delivery, seminars, tutorials, online collaborations and dissertation supervision.

- Quality Provision (20)
- Contemporary Approaches to Children’s Learning and Development (20)
- Dissertation (40)
- Health, Safety and Well-being of Young Children (20)
- Professional Dimensions of Working with Young Children (20)

Tutor contact time consists of taught sessions, workshops, seminars, employer networking events, online collaborations and tutorials. In addition, each student will be expected to undertake a considerable amount of self-directed study. One module will incorporate online learning sets to allow for sustained collaborative, critical reflection with peers based on key reading and lecture materials. The college group and course team offer an effective community of practice with high levels of student support offered through one-to-one contact time with specialist tutors. This is supplemented with consistent academic and pastoral support from a named personal tutor to create a personalised learning experience.

Each module has clearly defined learning outcomes and students will be assessed through a range of formative and summative methods appropriate for the workplace and academic and professional development. Hand-in dates for will be at least one week apart to ensure a fair spread of assessment.

## 5. Support for students and their learning

All students are allocated a named personal tutor to provide periodic academic and pastoral support throughout the programme. Additional academic tutorials are provided for each module on a continual basis, providing focused support. The tutorial process incorporates Personal Development Planning (PDP), including individual target setting, planning and progress reviews. Additional pastoral care and study skills support is provided by Pastoral and Attendance Leads (PAL) at all sites.

The library staff provide support for students during the induction period and throughout the programme on all college sites and off-site access to online resources. Various library sessions are available on a one-to-one or group basis, including library induction, study skills, referencing guidance, research skills, eResources and using college IT facilities. Staff are available to help with student enquiries either in person at a library helpdesk or by telephone or email.

The students' workplace mentor will provide guidance on their personal and professional development and may support summative assessments, for example, helping the student to identify a relevant focus for a research project. The mentor will motivate students to engage, manage their own learning and apply their theoretical knowledge to the workplace.

## 6. Criteria for admission

Students wishing to join the BA will need to have completed a Foundation Degree in Young Children's Learning & Development or an equivalent award in a relevant subject with a minimum of 240 credits. This must have been completed within 5 years of applying for the BA (Hons). Candidates will normally be expected to achieve an overall grade of 50% in their relevant FD course, indicating the potential to achieve at Honours level. Students who have not achieved a 50% average may be accepted onto the top-up award subject to a satisfactory interview and appropriate academic and professional references.

In addition, grade C or above in GCSE Maths and English (Grade 4-5) is required. However, students with equivalent qualifications may be considered.

The college APEL/ APL policy will allow students with previous experiential learning and academic achievements to be considered. Student admissions will be further supported at induction through Initial Assessments in Maths, English and ICT to assess the candidate's suitability. Acceptance is also dependent on the student being employed or working on a voluntary basis for a minimum of 10 hours per week, holding a satisfactory DBS check and providing supporting references.

Applicants who meet the entry requirements will be invited to interview with two members of the course team.

## 7. Language of study

All programmes of study are conducted and assessed in the English language. Hence, applicants seeking admission may be required to provide evidence that they can communicate effectively in the English language, for example, by achieving a minimum of IELTS 6.5, or equivalent.

## 8. Information about non-OU standard assessment regulations (including PSRB requirements)

### Summary of Assessment Requirements:

The programme adopts in full the College Academic Principles and Regulations. Students will be provided with a copy of the College Assessment Regulations at the point of registration for their award.

### External Examiners:

External examiners are an essential part of the College's framework for quality assurance. All approved courses leading to an award of the College must have external examiners.

The role of external examiners is to assure the quality of students' learning experience and ensure that they are assessed fairly in relation to other students on the same course and to all students across the College and nationally. External examiner/adviser reports are an integral part of the College's quality assurance processes. They form

part of the requirements for course annual review and, in all cases, course teams must demonstrate how they have responded to the views and comments made by external examiners.

This course will follow the assessment regulations and award regulations for Bachelor's degrees.

## **9. Methods for evaluating and improving the quality and standards of teaching and learning.**

### **Student Feedback:**

Students are asked to participate in a mid-module evaluation for each module on the programme. These evaluations combine to inform the tutor review of module and are considered in the annual programme evaluation. Each group has a student representative to represent the group at course team meetings. Furthermore, students are encouraged to actively participate in discourse regarding the course during the end of semester focus group discussions.

### **Internal Procedures:**

Regular course team meetings take place to examine the currency of the curriculum and address course management and operational issues. The course team considers recruitment data, such as ethnicity and gender, in addition to sourcing information regarding the locations of intake of students. Retention and achievement also inform programme reviews and planning, and a summative Annual Programme Evaluation (APE) is submitted at the end of the academic year.

All HE tutors hold recognised teacher status, which indicates the vocational and academic suitability to teach on the programme and details professional updating and scholarly activity. Annual peer teaching observations are carried out alongside staff appraisals to monitor performance and development.

### **Employer Liaison:**

Employers are offered the opportunity to participate in the programme's quality assurance procedures, including periodic review and validation through course team meetings and email contacts.

## 10. Changes made to the programme since last (re)validation

All modules have been updated to include new texts and revisions to core texts.

### Summary of changes:

#### Quality Provision:

- LO1 developed to include students' critical reflection on their own professional 'quality' practice.
- Inclusion of online learning journals in the early years in the indicative content.

#### Health, Safety and Well-being of Young Children:

- The assignment has been changed to 100% assessment of both an action plan and supporting justification which will outline the rationale and development of the action plan. This was previously split 30%/ 70%.
- LO1 changed to examine and critique ecological concepts, including the psychological, health, welfare, educational, cultural, political and economic factors which impact children's health, safety and well-being.
- Indicative content developed to include British Values, E-safety, children's mental health and resilience to represent contemporary developments in Health, Safety and Well-being in the Early Years.

#### Professional Dimensions of Working with Young Children:

- Student feedback indicated that they felt the original assessment weighting of 25% did not reflect the amount of work the students put into their presentations. Therefore 50% was assigned to both components.
- Indicative content has been updated to reflect the changes to the ecological context of the child in regards to inclusive and anti-discriminatory practice, specifically the inclusion of British values and supporting children with SEND and EAL.
- Students will submit their portfolio via an e-portfolio platform.

#### Contemporary approaches to Children's Learning and Development:

- A new module that replaces the previous young children as learners module has been developed to reflect the diverse and contemporary approaches to supporting children's learning in the early years. Module review feedback from students indicated that there was repetition of curriculum models and listening approaches from the elective module at level 5 and quality provision at level 6.

**Dissertation:**

- Student and module tutor feedback through module reviews indicated the request for the dissertation proposal to hold a proportion of the overall weighting. The proposal is an important stepping-stone to the completion of the dissertation report as it allows detailed feedback on students' progress at the beginning of the process to be provided by the tutor. Students feel that awarding a mark would reflect the amount of work required for the completion of the proposal. Therefore, a weighting of 20% was applied to the proposal and 80% for the research project.
- To increase employer engagement students will design a poster presentation of their proposal that will be presented at an employer event.

**Annexe 1:** Curriculum map

**Annexe 2:** Notes on completing the OU programme specification template

### Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit																																	
		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8	
6	Health, Safety and Well-being of Young Children (Semeter 1)		✓	✓						✓											✓		✓											
	Quality Provision (Semester 1)				✓										✓	✓		✓	✓												✓		✓	
	Contemporary Approaches to Children’s Learning and Development (Semester 2)	✓	✓									✓	✓	✓			✓												✓					
	Professional Dimensions of Working with Young Children (Semester 2)					✓	✓															✓			✓				✓				✓	
	Dissertation (Semester 1 & 2)						✓	✓		✓														✓	✓		✓			✓		✓		

Level	Study module/unit	Essay	e-portfolio	Action plan and justificatoin	Proposal poster presentation to employers	Research project	Staff development poster presentation	e- presentation: childs learning journey	e-discussion and reflective essay
6	Health, Safety and Well-being of Young Children			100% Week 23					
	Quality Provision	50% Week 20						50% Week 16	
	Contemproary Approaches to Children's Learning and Development								100% Week 43
	Professional Dimensions of Working with Young Children		50% Week 42				50% Week 31		
	Dissertation				20% Week 17	80% Week 41/ week 49 (PT)			

## Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.