

## PART B - PROGRAMME SPECIFICATION FOR HULL COLLEGE GROUP CURRICULUM PROVISION

### INTRODUCTION

This programme specification should be aligned with the learning outcomes detailed in the module specifications.

The expectations regarding student achievement and attributes described by the learning outcome in section D 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>

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>

In section D, 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 D should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

<b>A. Overview/ factual information</b>	
<b>1.</b>	<b>Programme/award title(s)</b>
	FD Young Children's Learning and Development
<b>2.</b>	<b>Date of Validation</b>
	May 2017
<b>3.</b>	<b>Date of Revalidation</b>
	May 2022
<b>4.</b>	<b>Total credit points for the award</b>
	64 UCAS points (new tariff)
<b>5.</b>	<b>UCAS Code</b>
	<b>X301</b>
<b>6.</b>	<b>Programme start date</b>
	September 2017
<b>7.</b>	<b>Underpinning QAA subject benchmark(s)</b>
	Early Childhood Studies (QAA 2014)
<b>8.</b>	<b>External and internal reference points used to inform programme outcomes</b>
	Foundation Degree qualification benchmark (QAA, 2010) Foundation Degree characteristics statements (QAA, 2015)
<b>9.</b>	<b>Professional/statutory recognition</b>
<b>10.</b>	<b>Programme Mode (Full Time, Part Time or Blended Learning)</b>
	FULL TIME PART TIME FAST TRACK
<b>11.</b>	<b>Delivery Pattern</b>
	2 YEARS – FULL TIME 3 YEARS – PART TIME 2 YEARS – PART TIME FAST TRACK
<b>12.</b>	<b>Dual accreditation (if applicable)</b>
	N/A
<b>13.</b>	<b>Date of production/revision of this specification</b>
	February 2017

## B. Educational aims and objectives

According to the Hull College Group HE Learning and Teaching Strategy 2015-18, the definition of 'Graduateness' based upon a set of **Graduate Attributes**, skills and behaviours will shape our approach to designing and delivering a HE learning experience which provide students with the opportunity to:

- Demonstrate a sound and contemporary knowledge base within their chosen field of study.
- Apply critical and reflective thinking through extended independent enquiry.
- Participate in the creation of new knowledge and understanding through research and scholarly enquiry.
- Formulate relevant questions and engage critically with a wide range of evidence.
- Demonstrate core capabilities and skills of information and digital literacy.
- Communicate effectively for different purposes and in different contexts.
- Apply creative, enterprising and innovative practices.
- Display a professional and reflective approach to the pursuit of goals, including leadership, ethical responsibility, personal integrity, respect and self-awareness.
- Demonstrate the ability and motivation to work collaboratively.

## C. 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)**

A full time FD Fast track delivery mode is proposed to meet the demands of practitioners with experience seeking to progress their career in a two year framework. Offering both the full and part time delivery methods for the FD ensures flexible delivery modes and suits a range of learners across the different sites (QAA, 2010, QAA, 2015). The structure of the modules allows for a cumulative acquisition of the knowledge across key themes within the modules which will reduce repetition of content and build on practitioners existing understanding. Delivery will be in a thematic approach which will cross over module boundaries. Tutors will deliver around themes and provide clear connections to assessment content relating to those areas studied. A two-year full time programme and three year part time programme will continue to be offered at Hull for students with limited early years' experience.

Students completing the FD Young Children's Learning and Development are able to progress to BA (Hons) Young Children's Learning and Development once they have achieved 240 credits and undergone a successful interview. To prepare students for the transition to level 6 the final Enterprise Module encourages students to critically evaluate the progress made throughout the course and consider their academic or professional progression routes in light of the skills they have developed. Research methods modules at level 5 provide students with underpinning knowledge and skills of research to apply to the dissertation module at level 6.

<b>D. Programme Outcomes</b>	
<b>1. Knowledge and understanding</b>	
<b>Upon successful completion of the programme students will be able to:</b>	
<b>AO1</b>	Demonstrate knowledge and understanding of key theories, concepts and principles relevant to children’s learning and development
<b>AO2</b>	Discuss issues associated with personal and professional development required to develop a understanding of pedagogical approaches for working with babies, young children and families
<b>AO3</b>	Demonstrate an ability to plan for, implement and assess an inclusive learning environment for babies, young children
<b>AO4</b>	Awareness of the issues relating to the rights, diversity, equity, inclusion whilst working with babies, young children and families
<b>AO5</b>	Use skills of observation and analysis in relation to aspects of lives of babies and young children * (Early Childhood Studies 2014 – Threshold)
<b>AO6</b>	Demonstrate an ability to ethically collect, present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject (s) of study. **
<b>AO7</b>	Demonstrate knowledge and understanding of the broader context within which organisations operate; including for example social, cultural, environmental, economic and political contexts. (* FHEQ level 4 descriptor/ learning outcome)
<b>AO8</b>	Understand the role of collaborative and multiagency approach to meet the needs of babies, young children, families and communities
<b>AO9</b>	Demonstrate a thorough understanding of theories and practice essential to the development and implementation of quality early years provision. (* FHEQ level 5 descriptor/ learning outcome)

*\*\* The term 'ethics' can be applied in relation to ethical consent to conduct child observations or be applied in theoretical understanding and application of research ethics.*

### **Learning and Teaching Strategy**

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. Students of early childhood studies generally develop skills for a variety of purposes, including research, presentation, role-play, teamwork and problem solving, and these attributes are valued highly by employers.\*

Initial modules are designed to provide the foundation for developing knowledge and understanding of historical and contemporary theory, legislation and research. Students will build on previous underpinning knowledge from level 4 at level 5.

Teaching strategies allows students to acquire knowledge and understanding through formal lectures, seminars, tutorials, case studies, collaborative practice, research, VLE and independent study.

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 levels 4 and 5 through:

- Reports
- Essays
- Reflective practice journals
- Case studies
- Presentations
- Observations
- Research proposals and work based projects
- Action planning
- Peer interactions

\* Early Childhood Studies QAA Benchmark (2014)

## 2. Cognitive Skills

<b>BO1</b>	An ability to understand, summarise and assess issues in the Early Years
<b>BO2</b>	An ability to construct reasoned arguments, using relevant information and exercising evaluation in order to propose solutions
<b>BO3</b>	An ability to compare competing theories and explanations
<b>BO4</b>	An ability to assemble, evaluate and interpret academic research, including data and text
<b>BO5</b>	An understanding of the ethical dimensions of research

### Learning and Teaching Strategy

Students are encouraged to question and compare different theories and concepts in terms of their application in practice within the childcare sector. They aim to enable students to evaluate and develop appropriate pedagogical approaches to work with babies, young children, families and communities. Robust debate and discussion informs much classroom activity with further debate encouraged utilising discussion forums via the VLE. Assessments are designed to support progression in academic skills in terms of expectation at level 4 and level 5 through increasing the complexity and encouraging autonomy.

## 3. Practical and Professional Skills

**Upon successful completion of the programme students will be able to:**

**Upon successful completion of the programme at level 5 students will be able to:**

<b>CO1</b>	Analyse the impact of their application of new knowledge and understanding in the workplace;
<b>CO2</b>	Evaluate and discuss the application of a range of methods to solve more complex problems;

<b>3. Practical and Professional Skills</b>	
<b>CO3</b>	Participate effectively in interdependent learning activity and function effectively as an independent student.
<b>CO4</b>	Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.*
<b>CO5</b>	Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.*
<b>CO6</b>	Evaluate and discuss the application of policy implementation in practice in the workplace;
<b>CO7</b>	Demonstrate a critical understanding of the application of measures to accommodate/challenge external influences impacting on their sector and an ability to discuss possible alternatives. (* FHEQ level 5 descriptor)
<b>CO8</b>	Reflect on their own value systems, development and practices through continuous evaluation and compare these with alternatives systems and practices;
<b>CO9</b>	Critically compare and contrast complex theories encountered in their studies.
<b>C10</b>	Reflect critically on their practices and strategies, describing appropriate recommendations within the early years work setting.
<b>C11</b>	Listen carefully to others and to reflect upon one's own and others' skills and views.** (** QAA Early Childhood studies benchmark)

### **Learning and Teaching Strategy**

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, 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.

A wide range of assessment methods will be used and these will reflect the various opportunities that exist both in the workplace and on programme to take a critical and reflective approach to educational theory and practice. The methodology will encourage the development of skills relevant to working with children, young people or adults as appropriate. The learning process will be monitored using a range of

### 3. Practical and Professional Skills

methods including group work and independent project work.

Evidence of personal development, employability skills and knowledge will be assessed through individual students professional development files and students will evaluate and reflect on their progression and performance throughout the programme.

Workplace visits will be carried out once a year and in the first year a 360 degree assessment will take place with the students employer and mentor. Formative work place assessment will continue throughout the programme through the lead practitioner framework which encourages students to map their work place practice with their mentor.

Workplace related learning will form part of assessment criteria, and work place documentation will be included in both formative and summative assessments. The following specific skills can be seen:-

- Observations – Play based learning, Observations Module, Early Years Practice
- Activity Plans – Play based learning, Early Years Practice
- Research proposal and work based project – research modules
- Presentation – Collaborative Practice
- Managing teams/meetings – Leadership & management



<b>E. Programme Structure</b>			
<b>Level 4</b>			
<b>Compulsory Modules</b>	<b>Credit Points</b>	<b>Optional Modules</b>	<b>Credit Points</b>
<b>Professional Practice: Academic Skills</b>	<b>20</b>		
<b>Play based learning</b>	<b>20</b>		
<b>Observation &amp; Physical Wellbeing the Early Years</b>	<b>20</b>		
<b>Child Development</b>	<b>20</b>		
<b>Supporting Children with Special Educational Needs</b>	<b>20</b>		
<b>Collaborative Practice</b>	<b>20</b>		
<b>Exit Award(s):</b>			<b>Credit Points:</b>
<b>Statement of Credit</b>			<b>120</b>
<b>Level 5</b>			
<b>Compulsory Modules</b>	<b>Credit Points</b>	<b>Optional Modules</b>	<b>Credit Points</b>
<b>Early Years Practice</b>	<b>40</b>		
<b>Leadership and Management</b>	<b>20</b>		
<b>Professional Practice: Research</b>	<b>20</b>		
<b>Implementing contemporary research</b>	<b>20</b>		
<b>Enterprise and employability progress in Early Years Practice</b>	<b>20</b>		
<b>Exit Award(s):</b>			<b>Credit Points</b>
<b>Foundation Degree</b>			<b>240</b>



## **F. 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 principal aim of this programme is that it is flexible and accessible in meeting the needs of the target market. The introduction of a Fast Track mode of study offers students with a level of prior experience the opportunity to complete the programme at a faster pace. Consideration has been given to the fact that Early Years students and practitioners work in a variety of employment situations and an increasingly wide age range. 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 through creating businesses and employment. Therefore experiential learning is embedded throughout the programme and draws on professional practice to inform both formative and summative assessments, including observations carried out by the student, action plans to improve the quality of practice and tutor observations. Students are also provided with an opportunity to focus on work based solutions at level 5 (Early Years Practice) which enables them to specialise in their specific vocational area or diversify their practice.

Since September 2014 entry requirements for the course include a GCSE in English and Maths at a grade C is desirable or Level 2 equivalent, plus a minimum of 10 hours per week employment or a voluntary position in an Early Years setting which needs is maintained for the duration of the programme. The placement is required to have an element of assessed performance in to enable all students to meet the requirement of the Early Years Educator as described by the National College for Teaching & Leadership. (<http://www.education.gov.uk/eypqd/level5.shtml>).

Modules draw on and assess practice based learning which is integral to the achievement of the award aims and learning outcomes. Workplace observations will be carried out each year and in the first year a 360 degree assessment and learning walk will take place with the student's employer and mentor. This visit provides opportunity for employer involvement within the assessment process as collaboratively employer, learner and tutor make judgements about the students' strengths, role in supporting children and their areas to develop. Details of this process are explained within the employer's handbook. Additional work place visits will be carried out in the second year of the Foundation Degree meeting the requirement of observed practice as described by the National College for Teaching & Leadership. (<http://www.education.gov.uk/eypqd/level5.shtml>).

## **G. Support for students and their learning**

Students receive pastoral and academic support through the College Tutorial System which includes group and individual tutorial entitlements.

All students are allocated a named personal tutor. The tutorial process incorporates Personal Development Planning, including individual target setting, planning and progress review. Personal Development Planning is embedded in all Awards. Academic tutorials are provided for each module on a continual basis providing academic support. The Library staff provide support for learners during the induction period and throughout the programme.

### Support Staff

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### H. Criteria for admission

This award subscribes to the admissions criteria and processes of Hull College Group. Students should have completed a relevant level 3 qualification with an appropriate grade profile or a qualification in an equivalent subject and level of study.

Admission criteria: 64 UCAS under the new UCAS Tariff from 2017.

The following minimum criteria applies:

- GCE/VCE Advanced Level and New Nationals. One 6-unit qualification at Advanced level, plus three other subjects at GCSE grade C or above.
- National Certificate/Diploma or suitable bridging course in a qualification relevant to the course chosen.
- SQA Advanced Highers. One band C Advanced Higher Pass plus three other subjects at standard grade (grade 3) or above.
- International Baccalaureate. Award of the Certificate with a minimum of 20 points.
- Irish Leaving Certificate. Three higher/honours passes at grade C
- Access courses

The following qualifications are welcomed and will be taken into consideration by the Admissions Team, but may enable entry on to the Award only in conjunction with other qualifications.

- GNVQs/NVQs or other Level 3 vocational qualifications within the relevant QCA framework
- City and Guilds qualifications at Level 3 or above
- Advanced Modern Apprenticeships with Level 3 qualifications

Applicants are not necessarily expected to have formal qualifications. For example, they may have had appropriate work experience, paid, or unpaid. Students may be admitted onto the Award on the basis of non-certificated learning.

Applications are welcomed from persons who can demonstrate relevant work experience, including work in a voluntary capacity.

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.

### **Accreditation of Prior Learning**

The programme actively supports claims for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL).

### **Additional Requirements for Entry to the Programme:**

Entry onto the programme will be require a successful interview.

### **I. 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.

## J. Information about assessment regulations

### 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.

For further supporting information, please refer to Parts B and C of Hull College Group HE Academic Regulations, 2016/17. Students have access to these Regulations from the point of registration for their programme.

Students are required to submit written assignments to Turnitin prior to hand in, where applicable. Assignments are due on an agreed date for submission to the Faculty Board Office. The College front sheet is dated and a receipt provided upon submission of the assignment.

Feedback to students on assessments is provided within 15 working days of the hand in date. Students are invited to comment on this feedback; the Programme Team meetings review this as well as the process for the submission of assignments.

### 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.

For further supporting information, please refer to Parts F, Section 34 of Hull College Group HE Academic Regulations, 2016/17.

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/advisers.

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

This award is managed and operated in accordance with College regulations and procedures. This includes representation and input from employers who will contribute to curriculum development and review.

The following methods are used to evaluate and improve the quality and standards of teaching and learning:

- External Examiners reports
- Cohort statistics e.g. gender, ethnicity, age and disability
- Student feedback
- Module reviews
- Review of ALT issues

- Curriculum planning
- Course team minutes and the course team rolling action plan
- Modifications of the course
- National student survey and other surveys which are administered by the college

This award will be evaluated against the following criteria:

**Benchmark alignment:**

The award will be reviewed against appropriate benchmarks and professional frameworks.

**Quality Improvement:**

The award will be subject to peer review as part of the College quality improvement processes.

**Student Perceptions**

The award will be subject to Student Consultation Meetings and anonymous ‘How are we doing’ questionnaires and National Student Survey results and evaluation. Student representation will be encouraged on all Committees, at a cross college level and through student representation on Course Team Meetings, HE Committee and College Council and Academic Board.

**Recruitment Retention and Achievement**

The award will be measured against annually agreed college targets.

**L. Annexe’s**

<b>Annexe 1</b>	Curriculum Map
<b>Annexe 2</b>	Assessment Map
<b>Annexe 3</b>	Delivery Models

### Annexe 1 – Curriculum Map

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

Level	Study module/unit	Programme outcomes																															
		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	D1	D2	D3	D4	D5	D6	
4	Play Based Learning	x		x		x					x		x		X	x			X	x	x		X		X		x	x					X
	Professional Practice Academic Skills	x	x		x			x			x	X	x			X	X	X	X						x		x	X					x
	Child Development	x		x		x	x					x	x			x				x				x			x	x					X
	Supporting children with SEN	x	x	x							x	X	X			x				x	X			X			x	X					
	Observation & physical wellbeing	x		x		x					x		X		X	X				X				X			X			X			X
	Collaborative Practice	x	x			x					x		x			x	x	x	x	x	x						x	x			x		
Level	Study module/unit	Programme outcomes																															
		A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	D1	D2	D3	D4	D5	D6	
5	Professional Practice: Research	X		x			X				X			x	X	x	X	X									x	x			x		
	Implementing Contemporary Research			X	X					x		x	X	X		x	x		x						x			x	X	x			X
	Early Years Practice	x				x		x		x	x	x			x				x	x				x			x	X			X	X	
	Enterprise & Progression	X	x							X	x	x	x	x	x	x		x		x		x	x				x	x	x				x
	Leadership and Management	x	x			x			x		x	X	x	X		X		X		x				x		x	x	x					x
<b>Exit Award(s):</b>																										<b>Credit Points</b>							
<b>Statement of Credit</b>																										<b>120</b>							



**Annexe 2 – Assessment Map**
**Level 4**

Assessment Method	Module Play based learning	Module Professional Practice Academic Skills	Module Observation & Physical Wellbeing	Module Child Development	Module Supporting Children with SEN	Module Collaborative Practice
Essay Assignments	X			X	X	
Reflective Blog/account		X				
Child Observations			X	X		
Reflective Reports						X
Activity planning	X					
Oral Presentations - solo		X			X	X
Fact Sheet			X			
Professional Discussion				X		

**Annexe 2 – Assessment Map**
**Level 5**

Assessment Method	Module Professional Practice: Research	Module Implementing Contemporary research	Module Early Years Practice	Module Enterprise & employability	Module Leadership and Management	Module
Essay Assignments		X				
Child Observation						
Case study			X		X	
Professional Discussion				X		
Observation visit to workplace			X			
Action Plan		X				
Practical report				X		
CV & Job application				X		
Group activity					X	
Oral Presentations - solo						
Research proposal	X					
Scientific conference posters						
Workplace report		X			X	

### **SUPPORTING INFORMATION – Annexe 3**

All students are required to complete a 10 hour placement in an early years setting, either employed or on a voluntary basis to secure work based learning and maintain a currency of skills. The student is required to have a mentor from the setting to support the challenges of linking theory to the practice of the workplace. A wide range of assessment methods will be used and these will reflect the various opportunities that exist both in the workplace and on programme to take a critical and reflective approach to educational theory and practice. The methodology will encourage the development of skills relevant to 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.

Evidence of personal development, employability skills and knowledge will be assessed through individual students professional development files and students will evaluate and reflect on their progression and performance throughout the programme.

**Please see tables below ...**

Year	Module	Credits	Level	Semester
1	Play Based Learning	20	Level 4	1
	Academic Skills	20		1
	Observation & Physical wellbeing	20		1 & 2
	Child Development	20		
	Supporting Children with SEN	20		2
	Collaborative practice	20		2
2	Prof, Practice: Research	20	Level 5	1
	Implementing Research	20		2
	Early Years Practice	40		1 & 2
	Enterprise Model	20		2
	Leadership and Management	20		1

SUPPORTING INFORMATION – A

**Programme Delivery Model**

FD, Young children's learning and development.

Fast track at Goole -

Run over 30 weeks per year

6 contact hours per week with flexible learning,

2 evenings per week,

The fast track will take two years to complete,

This mode of delivery is for experienced practitioners.



Year	Module	Credits	Level	Semester
1	Play Based Learning	20	Level 4	1
	Academic Skills	20		1
	Observation & Physical wellbeing	20		1 & 2
	Child Development	20		
	Supporting Children with SEN	20		2
	Collaborative practice	20		2
2	Prof, Practice: Research	20	Level 5	1
	Implementing Research	20		2
	Early Years Practice	40		1 & 2
	Enterprise Model	20		2
	Leadership and Management	20		1

### Programme Delivery Model

FD, Young children's learning and development.

Fast track at Hull -

Run over 30 weeks per year,

6 contact hours per week with flexible learning,

2 evenings per week,

The fast track will take two years to complete,

This mode of delivery is for experienced practitioners

Year	Module	Credits	Level	Semester
1	Play Based Learning	20	Level 4	1
	Academic Skills	20		1
	Observation & Physical wellbeing	20		1 & 2
	Child Development	20		
	Supporting Children with SEN	20		2
	Collaborative practice	20		2
2	Prof, Practice: Research	20	Level 5	1
	Implementing Research	20		2
	Early Years Practice	40		1 & 2
	Enterprise Model	20		2

	Leadership and Management	20		1
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**Programme Delivery Model –**

FD, Young children’s learning and development.

Full time Hull -

Run over 30 weeks per year,

10 contact hours per week with flexible learning,

One and a half days per week in college and

10 hours’ work placement, (paid or unpaid),

The Full time mode will take two years to complete and is aimed at practitioners progressing from level 3 with little child care experience.

Year	Module	Credits	Level	Semester
1	Play Based Learning	20	Level 4	1
	Academic Skills	20		1

	Observation & Physical wellbeing	20		1 & 2
	Child Development	20		
	Supporting Children with SEN	20		2
	Collaborative practice	20		2
2	Prof, Practice: Research	20	Level 5	1
	Implementing Research	20		2
	Early Years Practice	40		1 & 2
	Enterprise Model	20		2
	Leadership and Management	20		1

**Programme Delivery Model**

FD, Young children's learning and development.

Part time - Hull

Run over 30 weeks per year,

5 contact hours per week with flexible learning

2.5 hour one evening per week and 2.5 hours on a Saturday morning

The Part time mode will take 3 years to complete and is aimed at the larger cohorts.



Year	Module	Credits	Level	Semester
1	Play Based Learning	20	Level 4	1
	Academic Skills	20		1
	Observation & Physical wellbeing	20		1 & 2
	Child Development	20		
	Supporting Children with SEN	20		2
	Collaborative practice	20		2
2	Prof, Practice: Research	20	Level 5	1
	Implementing Research	20		2
	Early Years Practice	40		1 & 2
	Enterprise Model	20		2
	Leadership and Management	20		1

### Programme Delivery Model

FD, Young children's learning and development.

Fast track at Hull -

Run over 30 weeks per year,

6 contact hours per week with flexible learning,

2 evenings per week,

The fast track will take two years to complete,

This mode of delivery is for experienced practitioners