

| Validation Document | | |
|---------------------|---|---|
| 1 | Title of Programme | A. Early Childhood Studies B. Early Childhood Studies |
| 2 | Award (e.g. FdA, FdSc) | FdEd |
| 3 | Contained Award | Certificate of HE for successful completion of 120 credits at Level 4 |
| 4 | Awarding Body | TEC Partnership |
| 5 | UCAS code (if applicable) | Grimsby: L520 East Riding College: C24S |
| 6 | HECOS codes | 100457 |
| 7 | Mode of Study (full and/or part-time) | Full and Part-time |
| 8 | Duration (total number of years) | 2 years Full-time 4 years Part-time |
| 9 | Number of weeks per academic year | 31 Each Trimester consists of 8 weeks of module delivery. Trimester 1 has an extra week in which students are prepared for study at the new level. There are 6 assessment weeks. |
| 10 | Accrediting Professional / Statutory Body (if applicable) | A. ECSDN / IFATE B. N/A |
| 11 | Location of delivery and Faculty | Grimsby Institute of Further and Higher Education East Riding College |
| 12 | Entry requirements | |

All students require a DBS certificate at point of enrolment.

Standard offer

Applicants will require 80 UCAS points gained from an Early Years Educator qualification or equivalent level 3 or 60 Access-to-HE Credits (of which a minimum of 45 must be at Level 3). Applicants are required to hold English and Maths GCSE (or equivalent) at Grade C/4.

Non-standard offer

Non-standard entry is intended to support students who may not meet the standard academic entry requirements of a HE programme, normally level 3 qualifications which attract UCAS points (for instance A-levels or BTEC level 3 courses). An applicant must hold a level 2 Maths and English qualification. In addition, a level 2 qualification in Early Years and be able to evidence, with a supporting reference, two years' work/experience in the field of early education which would give them skills and knowledge comparable to applicants with Level 3 qualifications.

All such non-standard applicants will be interviewed, set an appropriate piece of work (1500-word essay) and a judgement made considering their academic potential and relevant work/experience.

Recognition of prior learning

TEC Partnership encourages student transfers from other institutions. Applicants may be admitted with credit for prior certificated learning (APCL) or work/life experience or other uncertificated learning (ApeL). Please refer to the HE21 Student Transfer and the Recognition of Prior Learning.

Route for progression:

- A. Early Childhood Studies – mapped to the Graduate Practitioner Competencies. Applicants from other institutions with credit for prior learning from a work-based foundation degree mapped to the Early Childhood Graduate Practitioner Competencies may be admitted to gain an award enabling progression to BA Early Childhood Studies with Early Childhood Graduate Practitioner Competencies (Top Up).
- B. Early Childhood Studies – Applicants from other institutions with credit for prior learning not mapped to the Early Childhood Graduate Practitioner Competencies are eligible for this award title, allowing progression to a Top Up award which is not mapped to the Practitioner Competencies.

| | | |
|----|--|----|
| 13 | Minimum number of students required for the programme to run | 12 |
|----|--|----|

| | |
|----|---------------------------------|
| 14 | Degree classification weighting |
|----|---------------------------------|

The degree classification is awarded based on the average percentage mark achieved at level 5 of the degree.

| | |
|----|--|
| 15 | Aims of the programme and distinctive features/fit with existing provision |
|----|--|

Distinctive Features

The Early Childhood Studies Foundation Degree has been designed for those who are currently working or want to work with young children under the age of eight years. The programme gives students the opportunity to develop their knowledge and skills to work in a variety of different fields.

As a student on this programme, you will learn to recognise and champion the uniqueness of every child by exploring the key factors that affect them and their families. Students will look at and explore their understanding of children's development, the importance of play, welfare, education and children's rights and current government legislation and policy.

The course ensures that students are fully equipped and have the necessary foundations such as the Early Childhood Graduate Practitioner Competencies which embedded are throughout level 4 and 5 study, preparing students for progression to a level 6 award with the Graduate Practitioner Competencies, and employment within the sector.

The role and importance of research within early education are paramount and the students will be able to investigate how published research influences policymakers and their practices. Students are taught by a team that comes from a wide range of professional backgrounds and who are experts in their field. They have strong partnerships with local providers and many of them have worked in an early year setting internationally, adding value and depth to the course.

An integral part of the programme is the 440 hours of placement undertaken by each student. Whilst on placement students will experience professional work through a variety of educational organisations, community settings and children's charities. Students will record, reflect and monitor their growth and individual professional expertise to tailor their own career and academic progression.

Learning on this programme is holistic, students will be encouraged to collaborate with their peers and colleagues. Taught seminars and lectures focus on interactive discussion and debate focused on the development of professional dialogue.

Progression and Employment Opportunities

As graduate of this programme, you will have the necessary knowledge and skills to gain employment as an early year's practitioner in the public, private or third sector. However, students need to be aware of the government policy which states that Early Years educators require GCSE English and Maths, level C or 4 or above and Early Years teachers require GCSE English, Maths and Science, level C or 4 or above. There will be opportunity for students to further their academic studies at the Grimsby Institute via progression to the BA (Hons) Early Childhood Studies Top Up. Graduates currently go on to a range of careers in the childhood studies area, as well as completing postgraduate qualifications, in order to work in education, health, legal and social work fields.

There is also be scope for students who met the required criteria to consider top up degrees at other HEI's, those students that want to progress in to Teaching and would require Qualified Teacher Status (QTS).

Work Based Learning

Work based learning within the programme consists of 440 hours. 200 hours at level 4 and 240 hours at level 5. Students are required to spend one day per week in the placement setting at level 4 and one and half day's in the placement setting at level 5.

Students have the flexibility to select their own placement in line with the programme requirements. Some of the placement hours can be completed in paid employment. The workplace must be rated at least 'good' by a statutory agency and that the specific placement days of attendance are identified. In addition, have placement experience in areas of their setting they do not work and have at least one placement outside of their setting. Students who have a full and relevant Level 3 qualification in the Early Years can map it to 5 days of placement at Level 4.

The work-based learning experience enables to develop professional competencies required in practice and provides the opportunity for students to reflect on their professional development, practice and develop aspirations and goals for their future progression. A high level of support is provided through collaboration between placement mentors, the placement team and programme tutors to enhance the student experience.

| 16 Programme Learning Outcomes <i>Upon successful completion of this programme a student will be able to...</i> | | |
|--|--|--|
| | Programme Learning Outcome | Subject Benchmark Reference and ECSDN Early Childhood Graduate Practitioner Competencies |
| 1 | Demonstrate knowledge and critical understanding of theories related to sociological, political, cultural and historical aspects of children's lives and learning. | SBR 3.3.1, 3.3.2, 3.3.5, 3.3.9, 3.4.7, 3.4.12 ECSDN C1, C2, C3, C7, C9 |
| 2 | Explore fundamental concepts, principles, approaches and themes relating to babies and children's development, learning, well-being and mental health. | SBR 3.3.5, 3.3.6, 3.3.8, 3.3.9, 3.3.10, 3.3.13, 3.4.2, 3.4.8, 3.4.12 ECSDN C1, C2, C3, C4 |
| 3 | Effectively communicate information, arguments and analysis in areas of expertise within multiagency work. | SBR |

| | | |
|----|--|--|
| | | 3.3.2, 3.3.4, 3.3.12, 3.3.14, 3.3.21, 3.4.1, 3.4.2, 3.4.6, 3.4.11, 3.4.13 ECSDN C1, C5, C7, C8, C9 |
| 4 | Propose various solutions to challenges identified by critically reflecting everyday early years practice. | SBR 3.3.4, 3.3.10, 3.3.11, 3.4.3 ECSDN C1, C6, C7, C8, C9 |
| 5 | Utilise knowledge and understanding of study skills, research methodology and methods and carry out primary and secondary research within the chosen field of early childhood studies. | SBR 3.3.2, 3.3.4, 3.3.16, 3.3.19, 3.4.1, 3.4.7, 3.4.8, 3.4.14 ECSDN C9 |
| 6 | Apply critical understanding of policies, legislation and everyday practice including the procedure of safeguarding children. | SBR 3.3.9, 3.3.13, 3.3.20, 3.3.21, 3.3.22, 3.4.3, 3.4.12 ECSDN C1, C3, C5, C6, C9 |
| 7 | Demonstrate and critically reflect own knowledge and understanding of ethical practice in research and early years' settings. | SBR 3.3.7, 3.3.16, 3.4.13, ECSDN C1, C4, C9 |
| 8 | Apply the underlining concept and principles of inclusive practice by identifying and respecting children's voices in early years' practice. | SBR 3.3.3, 3.3.6, 3.3.9, 3.3.10, 3.3.21, 3.3.22 ECSDN C1, C3, C4, C6, C7, C8, C9 |
| 9 | Communicate information, arguments and analysis to specialist and none specialist audience. | SBR 3.4.1, 3.4.3, 3.4.4, 3.4.5, 3.4.10, 3.4.11 ECSDN C1, C2, C4, C5, C7, C8 |
| 10 | Deploy key techniques of leadership skills and professionalism in early years' practice. | SBR 3.3.11, 3.4.2, 3.4.11, 3.4.13 ECSDN C8, C9 |

17 Teaching and Learning Strategy

The Early Childhood Graduate Practitioner Competencies are embedded throughout level 4 and 5 study, preparing the students for progression to a level 6 Top Up award and completion of the competencies.

Whilst students are attending their sessions in classes in the form lecturers, seminars, workshops and group work, intellectual thinking skills are developed by encouraging them to engage in discussion, evaluation and analysis. There are also opportunities for students to work independently at their pace to complete some assignments which are related to their personal and professional development.

Study skills will also be in place across all levels, in specific modules or in tutorials that will aim to further develop these intellectual and academic skills. A wide variety of practical and professional skills will be introduced throughout the teaching and learning process at all levels. Students will be encouraged to use these skills throughout assessments and also throughout teaching sessions. The strategy to embed this into students' practice will be to encourage their engagement in seminars to show and support

students to develop these skills and also through the use of tutorial and mentoring where students require further input.

Level 4

The knowledge, understanding and practical skills the students acquire at level 4 becomes the foundation for future progress as an early year's practitioner. Students are introduced to theoretical perspectives and investigate the contemporary landscape and changing nature of the early years' sector including a focus on safeguarding children, planning for children's learning and an exploration of enabling environments to support children's learning and development. Students will spend 200 hours in a placement provision to develop practical knowledge and skills.

Level 5

A progression to level 5 study places focus on the impact that current legislation, the Early Years Foundation Stage (2017) and the National Curriculum (2014) has on practice children's care and education. The role and importance of research within early education is paramount and the students will be able to investigate how published research influences policy makers and their practices. Students will explore and critically analyse inclusive practice, factors influencing children's physical and mental health and well-being and working in collaboration with families and professionals. Students will spend 240 hours in a placement provision to develop practical knowledge and skills.

| 18a Programme Structure full time | | Core/ Option | Credits | Level | Delivery T1/T2/T3 |
|--|---|-----------------|---------|-------|----------------------|
| Study Skills | C | 10 | 4 | T1 | |
| Safeguarding Children | C | 20 | 4 | T1 | |
| Personal and Professional Development 1 | C | 10 | 4 | T1 | |
| Personal and Professional Development 2 | C | 10 | 4 | T2 | |
| Young Children's Learning and Development | C | 20 | 4 | T2 | |
| Planning for Effective Learning | C | 20 | 4 | T2 | |
| Personal and Professional Development 3 | C | 10 | 4 | T3 | |
| Enabling Environment | C | 20 | 4 | T3 | |
| Personal Development, Transformation and Empowerment 1 | C | 10 | 5 | T1 | |
| Inclusive Practice | C | 20 | 5 | T1 | |
| Personal Development, Transformation and Empowerment 2 | C | 10 | 5 | T2 | |
| International Perspectives of Early Years Curriculum | C | 10 | 5 | T2 | |
| Collaborative Working | C | 20 | 5 | T2 | |
| Personal Development, Transformation and Empowerment 3 | C | 10 | 5 | T3 | |
| Practical Approach to Research | C | 20 | 5 | T3 | |
| Young Children's Mental Health and Well-Being | C | 20 | 5 | T3 | |

| 18b | Programme Structure part- time | | | |
|--|--------------------------------|---------|-------|----------------------|
| Module Title | Core/ Option | Credits | Level | Delivery T1/T2/T3 |
| Year 1 | | | | |
| Study Skills | C | 10 | 4 | Y1 T1 |
| Personal and Professional Development 1 | C | 10 | 4 | Y1 T1 |
| Young Children's Learning and Development | C | 20 | 4 | Y1 T2 |
| Enabling Environment | C | 20 | 4 | Y1 T3 |
| Year 2 | | | | |
| Safeguarding Children | C | 20 | 4 | Y2 T1 |
| Personal and Professional Development 2 | C | 10 | 4 | Y2 T2 |
| Planning for Effective Learning | C | 20 | 4 | Y2 T2 |
| Personal and Professional Development 3 | C | 10 | 4 | Y2 T3 |
| Year 3 | | | | |
| Personal Development, Transformation and Empowerment 1 | C | 10 | 5 | Y3 T1 |
| International Perspectives of Early Years Curriculum | C | 10 | 5 | Y3 T1 |
| Inclusive Practice | C | 20 | 5 | Y3 T2 |
| Young Children's Mental Health and Well-Being | C | 20 | 5 | Y3 T3 |
| Year 4 | | | | |
| Personal Development, Transformation and Empowerment 2 | C | 10 | 5 | Y4 T1 |
| Collaborative Working | C | 20 | 5 | Y4 T2 |
| Practical Approach to Research | C | 20 | 5 | Y4 T3 |
| Personal Development, Transformation and Empowerment 3 | C | 10 | 5 | Y4 T3 |

| | |
|--|--|
| 19 | References used in designing the programme |
| <p>QAA Subject Benchmarks for Early Childhood Studies (2022) Early Childhood Studies Degree Network Early Childhood Graduate Practitioner Competencies (2022)</p> | |
| 20 | Indicators of quality and standards |
| <p>The programme will follow the QA standards of TEC Partnership. The programme has been written with reference to appropriate external reference points.</p> <p>QAA reviews, through TEC Partnership will be published and any weaknesses addressed as appropriate. TEC Partnership also undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.</p> <p>External Examiners reports are received by the HE Quality office and a copy forwarded to the relevant School at TEC Partnership. TEC Partnership requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to our HE Committees. TEC Partnership also monitors External Examiner reports and these are reported on through faculty self-evaluation and enhancement documents, the quality enhancement report and the External Examiner's institutional analysis report.</p> <p>Annual course reviews (AMRs) will take place in line with the requirements of TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Line Manager and then submitted to the HE Quality department to ensure key sources such as External Examiner reports are fully reflected upon before being published and also to reduce variability in the quality of information presented.</p> | |
| 21 | Particular support for learning |
| <p>The needs of disabled learners are taken into account in the design of all learning programmes.</p> <p>Students will be screened at induction to identify those with individual learning support needs. TEC Partnership has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required.</p> <p>Students will also be invited in for advice and support through the DSA procedure.</p> <p>Each student is entitled to one tutorial per semester with the programme leader to discuss individual issues relating to both modules and the programme overall.</p> <p>In addition to study skills embedded in the programme, TEC Partnership provides an Academic Achievement service. The Academic Achievement service works with students to support them in the development of their study skill abilities and includes interventions such as support towards use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, analytical and critical writing skills. Students have access to one support and also timetabled study skill workshops.</p> | |
| 22 | Methods for evaluating and improving the quality of learning |
| <p>All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self-evaluation document and subsequent year's module handbook. Programme and module leaders must give consideration to modification to improve the delivery of any module and this</p> | |

should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.

TEC Partnership's policy requires that all teaching staff should be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.

Student satisfaction is measured by student surveys on larger courses, on the smaller courses student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team.

Further, TEC Partnership facilitates the Student Senate, which consists of student representatives from each HE department. The Senate meets on a monthly basis and their remit is to:

- Consider matters relating to the student experience within Higher Education.
- Enhance the Student Voice within TEC Partnership’s Higher Education strategic and operational agenda.
- Provide feedback on areas of good practice.
- Put forward suggestions of the development of Institutional policy and strategy.
- Enhance the student learning experience by promoting academic and research events and cultural events at each campus.
- Increase student engagement in all aspects of Higher Education quality processes.

| | |
|----|---|
| 23 | Identify any ethical issues that relate to this programme’s teaching and assessment |
|----|---|

The teaching and learning strategies employed by tutors within TEC Partnership comply with the ethical code of practice of TEC Partnership.

All staff teaching on the programme are required to annually engage in continuing professional development to ensure quality of teaching and learning. Practice learning based modules are focused around enhancement of ethical practice and are designed to ensure client and organisational confidentiality. TEC Partnership is committed to ethical standards and as such placement contracts are signed and abided by both the organisation and student cohort.

When submitting assessments, students must adhere to professional principles of confidentiality as failure to do so may lead to action being taken to prevent students from completing their programme of study.

This programme has been designed to ensure that appropriate ethical concepts and frameworks are incorporated throughout and that students are aware of, and encouraged to demonstrate, the need for ethical considerations within their proposals and practical work.

| | | |
|----|------------------------------------|------------|
| 24 | Is the Work Based or Work Related? | Work Based |
|----|------------------------------------|------------|

| | |
|----|---|
| 25 | How are WBL/WRL opportunities managed, monitored and reviewed, and what particular arrangements are there for student support |
|----|---|

Students must achieve and evidence a total of 440 hours (over the duration of the programme) in an appropriate work-based learning setting. Students are expected to select the provision for their placement with the support of the placement team if required. Failing to achieve 200 hours at the end of Level 4 and 240 hours at the end of Level 5 will result in failing the module.

All applicants will be advised of the following conditions required for entry on the programme at interview and detailed on the offer provided to each applicant via the HE Admissions department;

- Students must have a confirmed placement at point of enrolment and provide contact details
- Have confirmation to attend placement during orientation week

- Have a completed DBS at point of enrolment

Within the work placement a designated mentor will be allocated to the student. Students and mentors will be visited at least once per academic year by the placement team and support will be given to both to meet the expectations and requirements of the programme. The named placement mentor should hold a higher-level qualification than the student and have a senior role in the provision.

Reflective practice is an integral element in early years' education and professional development. A programme tutor will visit the student in the placement twice per academic year. The aim of these visits will be to conduct an observation of the student in practice and to monitor, review and reflect on student progression. The visit will provide the opportunity for student reflection and support focused on the application of theory to practice and directly link to Level 4 Personal and Professional Development and Level 5 Personal Development, Transformation and Empowerment.

As this programme may involve regular contact with children, a Disclosure and Barring Service (DBS) check must be completed prior to attending any placement. The cost of undertaking the DBS check is the responsibility of the student and the outcome of the DBS check will be considered on an individual basis.

26 Resources Supplied to the Student

- The programme will draw upon sector expertise for particular modules.
- Guest lectures will form a part of the teaching across some modules delivered on the programme, these will utilise sector expertise in relation to expanding the students' application of knowledge and skill sets needed.
- Career enhancement and progression events.

27 Resources needed to pass the programme

An enhanced DBS is an expectation for all students. This is needed in order that they can go out into placement and complete the hours associated with this programme.

28 Revision History

| Version | Details of major modification | Date of approval |
|---------|-------------------------------|------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

| 29 Curriculum Map | | | | | | | | | | | | | | | | |
|-------------------|---|-------|------|---------------|--|------|---|---|---|---|---|---|---|---|---|----|
| Key | Work – State WB or WR or blank Comp = Compensatable Y or N | | | | P = Partially achieved Learning Outcome F = Fully Achieved Learning Outcome | | | | | | | | | | | |
| | Module name | Level | Work | Module Leader | Assessment and Weighting | Comp | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | Study Skills | 4 | - | Emma Bailie | Open Essay 100% | Y | | | P | | P | | P | | P | |
| | Safeguarding Children | 4 | WR | | Report 50% Classroom Multiple Choice Test 50% | N | | P | P | | | P | | P | | |
| | Personal and Professional Development 1 | 4 | WB | Emma Love | Evaluation and Reflection with signed log of 70 placement hours 100% | N | | | | P | | P | P | | P | P |
| | Personal and Professional Development 2 | 4 | WB | Emma Love | Vignette of placement day with signed log of 70 placement hours. 100% | N | | | | P | | P | P | | P | P |
| | Young Children’s Learning and Development | 4 | - | Emma Bailie | Individual Presentation 50% Individual Booklet 50% | Y | P | P | | | | | | P | P | |
| | Planning for Effective Learning | 4 | WB | | Reflective Report based 50% Individual Presentation 50% | N | P | P | | P | | P | | P | | P |
| | Personal and Professional Development 3 | 4 | WB | Emma Love | Professional and Academic Progress Report with signed log of 60 placement hours 100% | N | | | | P | | P | P | | P | P |
| | Enabling Environment | 4 | - | | Individual Presentation 50% Essay 50% | Y | P | P | P | | | | | P | P | P |
| | Personal Development, Transformation and Empowerment 1 | 5 | WB | Emma Bailie | Project Plan with signed log of 80 placement hours. 100% | N | | P | | F | F | F | F | F | F | F |
| | Inclusive Practice | 5 | - | Emma Bailie | Critical Moment Reflection and Analysis 100% | Y | F | | F | F | | F | | F | F | F |
| | Personal Development, Transformation and Empowerment 2 | 5 | WB | Emma Bailie | Project Implementation with signed log of 80 placement hours. 100% | N | | P | | F | F | F | F | F | F | F |
| | International Perspectives of Early Years Curriculum | 5 | - | | Individual Pitch 100% | Y | F | F | | | | F | | | F | F |
| | Collaborative working | 5 | WR | Emma Love | Individual Presentation 50% Personal Introspection 50% | N | F | F | F | | | F | F | | F | F |
| | Personal Development, Transformation and Empowerment 3 | 5 | WB | Emma Bailie | Individual Presentation with signed log of 80 placement hours. 100% | N | | P | | F | F | F | F | F | F | F |
| | Practical Approach to Research | 5 | - | | Research Trial and Presentation 100% | N | F | | | F | F | | F | | F | |
| | Young Children’s Mental Health and Well-Being | 5 | - | | Campaign Board 50% Essay 50% | Y | F | F | F | F | | F | | F | | F |

| 30 ECSDN Early Childhood Graduate Practitioner Competencies | | | | | | | | | | | | |
|---|-----|---------------|--|----------|------------|------------|-----------------------------|-----|--------------------------|-------------------|-------------------|--------------------------|
| Module name | Lvl | Module Leader | Assessment and Weighting | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Study Skills | 4 | Emma Bailie | Open Essay 100% | | | | | | | | | 9.3 to 9.5 |
| Safeguarding Children | 4 | | Report 50% Classroom Multiple Choice Test 50% | | 2.2 | | | All | | | All | 9.2 |
| Personal and Professional Development 1 | 4 | Emma Love | Evaluation and Reflection with signed log of 70 placement hours 100% | All | | 3.2 to 3.8 | 4.9 Observed | 5.1 | | | | 9.3 |
| Personal and Professional Development 2 | 4 | Emma Love | Vignette of placement day with signed log of 70 placement hours. 100% | | | 3.2 to 3.8 | | | | | 8.1, 8.2, 8.3 | 9.5 |
| Young Children's Learning and Development | 4 | Emma Bailie | Individual Presentation 50% Individual Booklet 50% | | All | | 4.2, 4.3, 4.4 4.6 | | All | All | | |
| Planning for Effective Learning | 4 | | Reflective Report based 50% Individual Presentation 50% | All | | | 4.1 to 4.5, 4.9, 4.10 | | 6.1 6.2 6.4 | | | |
| Personal and Professional Development 3 | 4 | Emma Love | Professional and Academic Progress Report with signed log of 60 placement hours 100% | | 2.1, 2.2 | 3.2 to 3.8 | 4.3 | | | | | 9.3, 9.5 |
| Enabling Environment | 4 | | Individual Presentation 50% Essay 50% | | | | 4.3 to 4.8 4.11 | | 6.1 6.4 | 7.1 7.3 | | 9.1 9.2 |
| Personal Development, and Empowerment 1 | 5 | Emma Bailie | Project Plan with signed log of 80 placement hours. 100% | | 2.1, 2.2 | All | 4.6 | | 6.1, 6.2, 6.3, 6.4 | 7.3 | 8.1, 8.2 8.3 | 9.1, 9.3, 9.4, 9.5 |
| Inclusive Practice | 5 | Emma Bailie | Critical Moment Reflection and Analysis 100% | 1.1, 1.2 | 2.2 | | 4.6, 4.11 | | All | | All | 9.1 |
| Personal Development, and Empowerment 2 | 5 | Emma Bailie | Project Implementation with signed log of 80 placement hours. 100% | | 2.1 2.2 | All | 4.6 | | 6.1, 6.2, 6.3, 6.4 | 7.3 | 8.1, 8.2, 8.3 | 9.1, 9.3, 9.4, 9.5 |
| International Perspectives of Early Years Curriculum | 5 | | Individual Pitch 100% | | 2.1 2.2 | | 4.1, 4.5, 4.8 | | | 7.3 | | |
| Collaborative working | 5 | Emma Love | Individual Presentation 50% Personal Introspection 50% | | 2.2 | | 4.5 4.9 observed | | | All | | 9.1 9.5 |
| Personal Development, and Empowerment 3 | 5 | Emma Bailie | Individual Presentation signed log of 80 placement hours. 100% | | 2.1 2.2 | All | 4.6 | | 6.1 6.2 6.3 6.4 | 7.3 | 8.1 8.2 8.3 | 9.1 9.3 9.4 9.5 |
| Practical Approach to Research | 5 | | Research Trial and Presentation 100% | | | 3.3 | | | | | | 9.1, 9.3, 9.5 |
| Young Children's Mental Health and Well-Being | 5 | | Campaign Board 50% Essay 50% | 1.2 | 2.2 | 3.1 | | 5.3 | | 7.2 7.3 7.4 | 8.1 8.3 | 9.2 9.5 |

TEC Partnership Graduate Mapping

| TEC Partnership Graduate Attributes | | Assessment References | Module References | To be covered in tutorial |
|-------------------------------------|---|--|---|---------------------------|
| Fortitude and Criticality | <ul style="list-style-type: none"> • Adaptability to changing situations | | The Personal and Professional Development 1, 2 and 3 modules focus on the students gaining practical experience in the early years sector and reflecting on their experiences gaining skills required in response the diverse needs of children and families. | |
| | <ul style="list-style-type: none"> • Being productively disruptive | | International Perspectives and Practical Approach to Research focus on the students challenging and debating current thinking and theoretical perspectives to develop insight and critical analysis. | |
| | <ul style="list-style-type: none"> • Resilience | | PDTE 1, 2, 3 requires students to manage a project in line with sector requirements, working collaboratively in a team. | |
| | <ul style="list-style-type: none"> • Preparing for unknown futures | | PDP and PDTE modules focus on the students identifying areas for their own professional and academic progression in line with employment opportunities within the field of early years. The concepts of professionalism and professional identity are explored linked to the changing landscape of early years education. | |
| | <ul style="list-style-type: none"> • Finding alternative solutions to problems | International Perspectives assignment requires the students to pitch their ideal early years curriculum. This involves students recognising current issues with early years pedagogy and practice and identifying alternative approaches that could be used based on theoretical perspectives and academic research. | | |
| Teamwork | <ul style="list-style-type: none"> • Human interaction skills | Planning for Effective Learning module and assignment provides students with the opportunity to interact with children and practitioners within the placement provision to co-construct learning opportunities and develop professional competencies. | | |
| | <ul style="list-style-type: none"> • Leadership and followership skills | Practical Approach to Research assignment requires students to work in pairs to conduct a research trial and develop a critical evaluation. Therefore, students will engage in stages of leadership and followership as part of the process. | | |
| | <ul style="list-style-type: none"> • Project development and/or management | | PDTE 1,2,3 modules focus on students' leading and managing a project in their placement setting, implementing a change to enhance inclusive practice or children's health. Content taught will develop | |

| | | | | |
|-----------------|---|---|---|--|
| | | | students understanding of theory, the importance of collaboration, planning strategy and team working skills | |
| Presentation | <ul style="list-style-type: none"> Confidence in communication | YCMHWP assignment requires students to create a campaign to promote an aspect of children's mental or physical health. Students will need to justify and develop arguments and solutions in practice and communicate these to peers and tutors. | | |
| | <ul style="list-style-type: none"> Digital skills and adaptability | | Study skills module content and taught sessions will provide the students with the knowledge required to utilise digital skills to access academic source material and meet the requirements for academic assignments throughout the programme. Students will be taught to use PowerPoint, Publisher and online collaboration tools in order to complete assignments. | |
| | <ul style="list-style-type: none"> Time Keeping | | Personal and Professional Development 1, 2 and 3 and PDTE 1,2,3 requires the students to complete a work-based placement element. Students will be expected to achieve the specified hours to complete the module and demonstrate professionalism and timekeeping that will be assessed via mentor discussions and HE placement assessment tools | |
| | <ul style="list-style-type: none"> Self-Presentation | | Personal and Professional Development 1, 2 and 3 and PDTE 1,2,3 module encompasses learning content regarding professional and personal presentation obligations and expectations in the field of early years | |
| Personal Values | <ul style="list-style-type: none"> Professional attitudes and values | | Inclusive Practice module content and assignments require students to recognise the importance of professional attitudes and morals. To place focus on issues related to social injustice and the importance of advocating for children's rights education and care. | |
| | <ul style="list-style-type: none"> Ethics and morals | Collaborative Working module assignment requires the students to discuss professional values and knowledge to complete an introspection in relation to working in collaboration with professionals and parents, demonstrating anti bias practice and non-judgmental approaches. | | |
| | <ul style="list-style-type: none"> Self-Care and care of others | | Personal and Professional Development 1, 2, 3 PDTE 1,2,3 requires the students to work towards achieving Early Childhood Graduate Practitioner Competencies. Key taught elements focus on developing their own professionalism and professional identity, including factors that can enable or inhibit. Throughout the modules the students will demonstrate their ability to care for children and their families recognising the diverse nature of society and the early years field and workforce. | |