

Programme specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	FD Early Years
Teaching Institution	Calderdale College
Awarding Institution	The Open University (OU)
Date of first OU validation	September, 2015
Date of latest OU (re)validation	September, 2018
Next revalidation	September, 2021
Credit points for the award	240
UCAS Code	8P22
JACS Code	Not applicable
Programme start date	September, 2018
Underpinning QAA subject benchmark(s)	QAA Subject Benchmark Statement Early Childhood Studies (2014)
Other external and internal reference points used to inform programme outcomes	SEEC Credit Level Descriptors (2016)
Professional/statutory recognition	Not applicable
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	FT, PT
Duration of the programme for each mode of study	FT 2 years, PT 3 Years
Dual accreditation (if applicable)	Not applicable
Date of production/revision of this specification	September, 2018

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 FD in Early Years has been developed to encourage widening participation; to widen participation in the identified subject and professional areas and also to enable access to higher education from a variety of under-represented groups within the local community, including those which have been traditionally disadvantaged. Through the specialist modules students will develop the skills necessary to work in industry. This programme will develop student's skills and understanding of Early Years settings, child development and related theoretical concepts, the importance of play and learning, inclusive practice, safeguarding children and leading practice, giving the students the wide range of skills they need to find or progress in employment, or progress to further study.

This programme is aimed at attracting a wide cross-section of individuals into higher education, both younger learners on completion of a Level 3 qualification and adults who have relevant work experience, including in a voluntary capacity. Informed by the commitment of the College to widening access to the programme whilst ensuring appropriate academic standards, the guiding principle underpinning the admission process is that the individuals are selected on the basis of their capability to benefit from, make a positive contribution to, and successfully complete their programme of study.

Work based learning and work-related learning are fundamental to the foundation degree and learning will be based on real life settings, allowing learners to apply their work based practical experience. The Work in Context modules (1 & 2) have been replaced by two revised modules: Exploring Practice (level 4) and Communication and Collaboration in the Early Years (level 5). These modules reinforce the vocational relevance of foundation degrees by ensuring that students develop and apply their skills, knowledge and understanding within an Early Years context. Students also identify, in consultation with their employer, suitable areas to research and implement work based projects.

Aims

- Provide a high quality programme of study to enable individuals to gain advanced knowledge and understanding alongside practical skills acquisition/development in the field of Early Years.
- To provide the contextual and personal knowledge, understanding and skills necessary for the student's preparations for their new, continued or future employment in the Early Years field.
- Graduates of this route will have the knowledge and skills required to work skilfully and effectively in this specialist area while being ready for further development and specialisation at a time when demand for highly qualified professionals is growing.
- To contribute to the skills base of this region and others, in the context of the expanding national and local developments taking place within the Early Years field options due to the expanded Government remit and the corresponding funding.
- To produce capable and well-rounded graduates who will make a contribution to the labour force needs of Calderdale and surrounding areas; who have appropriate knowledge, skills, digital and information skills and professional practice standards within their field.

The objectives of the award are to:

- To provide flexible programmes of study that will enable students to identify, acquire and develop transferable skills and knowledge which will enable them to contribute and develop their full potential in the labour market and careers.
- To prepare students for progression through all levels of higher education and to further enhance their employability and career development and create opportunities for students wishing to progress from professional courses and in employment.
- To deliver Early Years related specialist knowledge informed by external reference points and professional standards and to enable students, where appropriate, to develop their skills and knowledge through work based learning integrated with work-based study, underpinned by the appropriate and necessary knowledge and skills.
- To respond to changes in the regional labour market and meet the needs of employers and the specific skills sector by closing the identified skills and knowledge gaps in the Early Years field.

Students on this award will develop graduate attributes of being enterprising, digitally literate and having a global outlook, progressing developmentally over the two levels. These attributes are embedded within the standards set out in the EYFS and are essential to Early Years employers.

Information and research skills will be developed throughout the programme to foster students' confident and critical use of information and digital technologies to enhance academic, personal, and professional development.

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)

The programme has Progression Top Up to BA (Hons) Early Years linked to it.

The full-time route follows the conventional format of 60 credits per semester over four semesters (two academic years).

The part-time route will give the flexibility to accommodate those students whose current work commitments prohibit attendance during the conventional college day, but for whom studying is still an important consideration when thinking of their personal and professional development and career progression. The part-time programme will comprise the same modules and assessments as the full-time route, but over three years from January to January. For example, a student commencing the FD part-time in January 2017 would complete it by December 2019.

External examiner visits and exam board arrangements will continue to be completed on a semestral basis, however, part-time Semester 1 marks will be recorded at the summer Board of Examiners meeting, rather than the winter meeting. Any marks related to resit assessments may be recorded at the following meeting or at the reconvened meeting in September. An indicative schedule is below:

BoE Meeting	Year	FD Part-time
June 2017	Year 1	Semester 1 marks
September 2017 (reconvened)		Semester 1 resits
February 2018		Semester 2 marks
June 2018	Year 2	Semester 1 marks – Pass proceed
September 2018 (reconvened)		Semester 1 resits – Pass proceed
February 2019		Semester 2 marks
June 2019	Year 3	Semester 1 marks
September 2019 (reconvened)		Semester 1 resits
February 2020		Semester 2 marks – Final classifications
June 2020		Semester 2 resit marks – Final classifications

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

All modules contain a work-based or work-related learning element which is clearly identified in the module specifications.

2.4 List of all exit awards

A certificate of higher education may be awarded to a student who has completed 120 credits at Level 4

3. Programme structure and learning outcomes

<u>Programme Structure - LEVEL 4</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Academic and Professional Development	20	None		Yes	1
Exploring practice	20			Yes	2
Safeguarding Children and Families	20			Yes	1
Inclusivity	20			Yes	2
Approaches to Pedagogy	20			Yes	2
Birth to Five	20			Yes	1

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Major childhood psychological, social, emotional and cognitive development theories</p> <p>A2 The diverse social, cultural and historical constructions of the child and childhood including the significance of family, community and ecological awareness</p>	<p>All modules and learning outcomes are assessed by the submission of coursework assignments at regular intervals across the year.</p> <p>Teaching will utilise the following: lectures, seminars, practical workshops, individual and group tutorials. Staff created resources which support the above will be made available on the College VLE.</p> <p>Knowledge and understanding will draw on a range of learning and teaching methods appropriate to the demands of the module. These</p>

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
<p>A3 Early childhood and the characteristics of influences upon early learning and development</p> <p>A4 Children's rights and the impact of inequalities on children, families and their communities within a range of contexts</p> <p>A5 Specific policy and legislation that impacts on early years practice both current and historic</p> <p>A4 The process of inclusion and the development of inclusive practice to promote equality and participation</p> <p>A7 Safeguarding principles, legal frameworks and the importance of multi-agency working</p>	<p>include: Lectures, seminars, practical workshops, group and individual tutorials, formative feedback. All teaching and assessment methods are reviewed at the end of year planning events.</p> <p>Knowledge and understanding will be assessed through both the practical elements of individual modules students undertake as well as their evaluation of work. Critical evaluation methods include: written work and presentations.</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Reflect on the practitioner role, linking the ethical considerations for the study of children and families to own practice</p> <p>B2 Identify and reflect on values, beliefs and attitudes towards early childhood and the impact on your own thinking and practice</p>	<p>Cognitive skills will also draw on a range of learning and teaching methods appropriate to the demands of the module. These include: Lectures, seminars, formative feedback.</p> <p>Skills will be assessed through written and oral evaluations of work.</p>

3B. Cognitive skills	
<p>B3 Critically discuss current policy and legislation that impacts on the early years sector, systematically evaluating concepts, theories, research and practice</p> <p>B4 Analyse different perspectives on early childhood and evaluate them in a critical way to arrive at supported conclusions</p>	
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Evaluate and reflect upon own progress towards chosen career, identifying areas of development, applying knowledge of the sector</p> <p>C2 Use communication skills and tools to debate, negotiate, persuade and challenge ideas</p> <p>C3 Demonstrate awareness of issues associated with personal and professional development and working practice, including collaborative working, contributing to, and promoting mutually respectful relationships, including those with families</p> <p>C4 Establish own autonomy, providing direction or supervision, and lead and/or contribute to the development of practice</p>	<p>Practical and professional skills are taught through workshops, lectures, presentations, formative feedback during tutorials and projects.</p> <p>Assessment methods will be appropriate to the particular module and include tutor assessment written work and presentations.</p> <p>All work is linked to a method for evaluating the work and demonstrating understanding of the underlying theories. Students have to demonstrate the application of theory in their practice.</p>

3C. Practical and professional skills	
C5 Apply the knowledge and awareness of the skills needed for different pedagogical approaches	
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1 Apply information and digital technologies to enhance academic, personal and professional development. D2 Communicate effectively and accurately in oral and written contexts D3 Prepare and execute presentation tasks and lead related activities/discussions D4 Organise and synthesise reliably structured and coherent arguments D5 Respond to feedback and support in order to develop own writing and practice	Teaching methods include: lectures, workshops, formative feedback on written work and presentations. Students are able to access, on demand or through referral, additional learning support for communication skills Key and generic graduate skills are embedded in the tasks for all modules and are included in the grading criteria for the assessment of all modules.

A certificate of higher education can be awarded if a student has completed 120 credits at Level 4

<u>Programme Structure - LEVEL 5</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Academic Research and Professional Development	20	None		Yes	1
Communication and Collaboration in the Early Years	20			Yes	2
Leading Early Years Practice	20			Yes	2
Contemporary Issues	20			Yes	1
21 st Century Play	20			Yes	2
Environmental Influences on Behaviour	20			Yes	1

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Major childhood psychological, social, emotional and cognitive development theories</p> <p>A2 The diverse social, cultural and historical constructions of the child and childhood including the significance of family, community and ecological awareness</p> <p>A3 Early childhood and the characteristics of influences upon early learning and development</p>	<p>All modules and learning outcomes are assessed by the submission of coursework assignments at regular intervals across the year.</p> <p>Teaching will utilise the following: lectures, seminars, practical workshops, individual and group tutorials. Staff created resources which support the above will be made available on the College VLE.</p> <p>Knowledge and understanding will draw on a range of learning and teaching methods appropriate to the demands of the module. These include: Lectures, seminars, practical workshops, group and individual tutorials, formative feedback. All teaching and assessment methods are</p>

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
<p>A4 Children's rights and the impact of inequalities on children, families and their communities within a range of contexts</p> <p>A5 Specific policy and legislation that impacts on early years practice, both current and historic</p> <p>A6 The process of inclusion and the development of inclusive practice to promote equality and participation</p> <p>A7 Safeguarding principles, legal frameworks and the importance of multi-agency working.</p>	<p>reviewed at the end of year planning events.</p> <p>Knowledge and understanding will be assessed through both the practical elements of individual modules students undertake as well as their evaluation of work. Critical evaluation methods include: written work and presentations.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Reflect on the practitioner role, linking the ethical considerations for the study of children and families to own practice</p> <p>B2 Identify and reflect on values, beliefs and attitudes towards early childhood and the impact on your own thinking and practice</p> <p>B3 Critically discuss current policy and legislation that impacts on</p>	<p>Cognitive skills will also draw on a range of learning and teaching methods appropriate to the demands of the module. These include: Lectures, seminars, formative feedback.</p> <p>Skills will be assessed through written and oral evaluations of work.</p>

3B. Cognitive skills	
the early years sector, systematically evaluating concepts, theories, research and practice	
B4 Analyse different perspectives on early childhood and evaluate them in a critical way to arrive at supported conclusions	
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Evaluate and reflect upon own progress towards chosen career, identifying areas of development, applying knowledge of the sector</p> <p>C2 Use communication skills and tools to debate, negotiate, persuade and challenge ideas</p> <p>C3 Demonstrate awareness of issues associated with personal and professional development and working practice, including collaborative working, contributing to, and promoting mutually respectful relationships, including those with families</p> <p>C4 Establish own autonomy, providing direction or supervision, and lead and/or contribute to the development of practice</p> <p>C5 Apply the knowledge and awareness of the skills needed for different pedagogical approaches</p>	<p>Practical and professional skills are taught through workshops, lectures, presentations, formative feedback during tutorials and projects.</p> <p>Assessment methods will be appropriate to the particular module and include tutor assessment written work and presentations. All work is linked to a method for evaluating the work and demonstrating understanding of the underlying theories. Students have to demonstrate the application of theory in their practice</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Apply information and digital technologies to enhance academic, personal and professional development.</p> <p>D2 Communicate effectively and accurately in oral and written contexts</p> <p>D3 Prepare and execute presentation tasks and lead related activities/discussions</p> <p>D4 Organise and synthesise reliably structured and coherent arguments</p> <p>D5 Respond to feedback and support in order to develop own writing and practice</p>	<p>Teaching methods include: lectures, workshops, formative feedback on written work and presentations. Students are able to access, on demand or through referral, additional learning support for communication skills</p> <p>Key and generic graduate skills are embedded in the tasks for all modules and are included in the grading criteria for the assessment of all modules.</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

There are no optional modules provided, and no provision for a placement year. A key requirement for admission is that students are already in a placement, either paid or voluntary, for at least 16 hours per week (see section 7).

5. Support for students and their learning

Personalised student support, ensuring students feel they are regarded and supported as individuals on their programme with opportunities for student-staff contact is recognised as a key factor in student motivation and involvement. Knowing members of staff well can enhance a student's experience. The full-time programme attracts non-traditional students, leading to limited timescales in which to access the support available. It may also lead to a lack of understanding as to the level of support which may have a high impact on students. A strong induction is planned to ensure students have knowledge as to what support is available, how it can be accessed and how it can benefit them. The use of a small academic programme team will also help students get to know staff well.

The students will be allocated a personal tutor, who is also a member of the teaching team and has been involved with the induction activities. A progress coach is available to supplement the support available from the personal tutor. Personal tutors and progress coaches provide both academic and pastoral support to students. The students will meet their personal tutor and progress coach during induction week and at regular intervals (at least once per semester, more often if individuals have an identified need), to ensure they are making good progress. Notes are recorded on Promonitor which is then available to the student. This would include any agreed actions or targets that were to be taken before the next tutorial meeting.

Students may also contact their personal tutors or progress coach at any time during the academic year if they have any problems or issues that need resolving. Personal tutors are updated through the year on the academic progress of each of their students and meet with them at key points. Personal tutors also monitor student attendance and, where appropriate, make contact to discuss any issues.

Students requiring levels of pastoral support beyond that provided by their personal tutor or progress coach may be referred to appropriate specialists in Learner Services. Counselling is available from a small team of counsellors, as is support with such things as benefits and housing, fees and funding issues. They are also able to offer financial support in the form of a loan or grant to students through the HE Hardship Fund.

Students who are 'at risk' academically are directed towards the most appropriate advice and support; this is usually academic skills support, but they may be referred to other specialists and information available within the College.

6. Criteria for admission

Offers will be made to students on the basis of both students' academic qualifications and experience of the Early Years, and an interview. There are no placements undertaken in this programme, however, there is the expectation that students either be in Full or Part time employment or volunteering, undertaking the equivalent of 16 hours per week. All students will be given a WBL HE Handbook that needs to be kept up to date and filled in by the student's mentor.

Applicants who demonstrate in the application form and personal statement that they have met the academic requirements, thought about the appropriateness of the programme, have personal interest, knowledge and awareness of the subject and have the relevant personal skills and qualities will be invited to an interview.

College/School Leavers

Applicants with post GCSE qualifications, detailed in the next section, will normally have or will be predicted to achieve 96 tariff points.

Applicants with other qualifications and backgrounds are encouraged to apply. Qualifications and experiential learning not specifically named in this document will be carefully considered.

Mature Students

Mature applicants (21 years old and over) do not have to satisfy the same certificated qualifications entry criteria as college and school leavers. If applicants have good professional or other qualifications and appropriate work experience they will be considered and are encouraged to apply, as will those wishing to formalise their experience, or to update skills, knowledge and understanding. In addition, we will be looking for evidence of the personal skills and qualities detailed over the page, through a personal statement and references.

Overseas Applicants

Students whose first language is not English, with certificated qualifications, professional qualifications and or appropriate work experiences that are equivalent to those detailed above will be considered and encouraged to apply. In addition to these, you will also have to demonstrate that your standard of English is at IELTS 6.0 or better. We will also be looking for evidence of the personal skills and qualities detailed over the page, through your personal statement and references.

The College actively supports claims for Recognition of Prior Certificated Learning (RPCL) and/or Recognition of Prior Experiential Learning (RPEL) and applications will be considered on an individual basis. The College approves claims for advanced standing based on prior certificated learning where it can clearly be shown that equivalent learning and credit have been awarded.

There are a range of certificated qualifications which form the basic admissions criteria,

these are grouped under the following categories.

UCAS Tariff Qualifications

- * GCE Advanced Level
- * GCE Advanced Subsidiary
- * BTEC National Diploma
- * Scottish Advanced Highers
- * Scottish Highers

Other Formal Qualifications

- * NVQ level 3 Supervisory Award
- * Irish Leaving Certificate
- * International Baccalaureate

GCSE / Standard Grade

- * GCSE grade C/4 or equivalent in English Language
- * GCSE grade D/3 or equivalent in Mathematics
- * GCSE grade C/4 or equivalent in at least 3 other subjects

Examples of GCSE equivalent qualifications include:

- * Functional Skills English Level 2, considered equivalent to GCSE English Language grade C/4
- * Functional Skills Maths, considered equivalent to GCSE Mathematics grade C/4
- * Other Key Skills at level 2, considered as equivalent to a GCSE grade C/4

7. Language of study

English

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

Assessments on this programme vary with each module. For each module there are two forms of assessment – the first being formative. This is usually a draft of part of your work or a presentation of your ideas that can be assessed by a module tutor to give guidance on how you are achieving the aims and outcomes for each module. This formative assessment will not be marked but you will be given verbal or written feedback in order for you to make any amendments before you submit the final piece of work for the summative assessment.

Full details of the deadline dates for all of the assessments will be given to you by your module tutors and will be clearly outlined in the programme handbook.

The assessments are marked with reference to the module outcomes outlined in each module specification and assignment brief.

Handing in of assessed written work will be via Turnitin. This includes submitting work online through Moodle or bringing physical artefacts to your tutor by the set deadline.

Methods and regulations of assessment.

Modules are assessed continuously by the submission of coursework assignments at regular intervals across the year. There are no formal written examinations. The programme team provide assignment briefings that include a description of the task, the learning outcomes and the assessment criteria plus clear indications concerning the modes of assessment and marking and grading practices.

All written work must be submitted electronically through the College VLE (Moodle). It is then marked by the tutor, or tutors, responsible for delivery of the module. A sample is then second marked by another tutor. Submissions close to the grade boundaries may be marked a third time. A sample across all classifications is made available to the external examiner at the end of each semester.

Failure to submit work for assessment by the time and date detailed on the assignment brief will result in a penalty of 10% loss of marks for each working day. After six days a fail will be recorded and a resubmission opportunity will be offered after the Board of Examiners meeting at the end of the semester.

All formal written assignments should normally be word processed. The Harvard reference system is to be used and support is provided for students who are not familiar with this. Assessments are planned to try and avoid them all bunching together at the end of the semester.

Feedback on Assessment

Both oral and written formative and summative assessments will support you to reflect on your progress. Written summative feedback will normally be provided within four weeks of the completion of an assignment.

Much of the programme is continually assessed in terms of the developmental process. This provides an opportunity for continual formative feedback and discussion with tutors (formally and informally) however, this feedback is not formally recorded or tracked. You are also encouraged to give feedback to your peers and engage in on going self-assessment, informal peer assessment and discussion.

Students are encouraged to obtain formative feedback of assessments from their tutors during scheduled meetings and timetabled sessions.

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

A range of methods are used for evaluating and improving the quality and standards of teaching and learning. These include:

- The annual Programme Leader Report which includes an action plan for developments and improvements. This report is informed by the annual review, external examiner reports and the programme team responses, as well as feedback from students

- Student feedback, which is collected in a variety of ways, including module evaluations and focus groups. These then feed into the bi-annual enhancement and development meetings. The student representative is present at the enhancement and development meetings and they take back responses to feedback almost immediately, closing the feedback loop. For issues that cannot be responded to at the meetings, the programme representatives are regularly updated on progress. Feedback is also disseminated by the programme leader, who endeavours to flag up changes to the college and the programme based on student feedback. This highlights the strength and influence of the student voice
- Student surveys such as the NSS are reviewed at the end of the year in processes such as the SED and the College Annual Review. Although top up students are not eligible to take part in the NSS we do take notice of the feedback provided by FD students which can impact on the top up
- Academic staff attend a range of staff development events aimed at improving teaching and learning
- The sharing of best practice through the HE Forum
- Programme leaders are expected to keep themselves aware of any changes to external reference points such as subject benchmarks and QAA guidance
- The programme team is expected to keep themselves aware of changes in industry practice
- A range of lesson observations are undertaken as part of the college quality assurance framework. These include short walk through observations which take place on a termly basis, and a minimum of one longer lesson observation in each academic year. If areas for improvement are identified, an advanced learning practitioner is assigned to support development of practice. Re-observations are then scheduled to monitor impact.

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

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 (x) particular programme learning outcomes.

Level	Study module/unit	A 1	A 2	A 3	A 4	A 5	A 6	A 7		B 1	B 2	B 3	B 4		C 1	C 2	C 3	C 4	C 5		D 1	D 2	D 3	D 4	D 5
1 (4)	Academic & Professional Development									x	x				x		x				x	x			x
	Exploring Practice					x	x	x					x		x			x					x		
	Safeguarding Young Children and Families		x		x			x				x					x				x			x	
	Inclusivity		x		x		x				x	x				x						x		x	
	Approaches to Pedagogy	x		x		x					x	x				x			x					x	
	Birth to Five	x		x						x			x					x	x				x		x

Level	Study module/unit	A 1	A 2	A 3	A 4	A 5	A 6	A 7		B 1	B 2	B 3	B 4		C 1	C 2	C 3	C 4	C 5		D 1	D 2	D 3	D 4	D 5
2 (5)	Academic Research and Professional Development									x		x				x		x					x	x	x
	Communication and Collaboration in Early Years				x	x		x			x				x		x	x			x				
	Leading Early Years Practice		x		x	x					x				x		x					x			
	Contemporary Issues			x		x				x		x				x		x					x		
	21st Century Play	x				x					x		x			x			x			x			
	Environmental Influences on Behaviour	x	x	x									x				x		x						x

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.