
***BA (Hons) Top-Up
Early Childhood
Education and Care
(Graduate Practitioner
Competencies)***

Programme Quality Handbook

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Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Early Childhood Education and Care (Top up)
Teaching Institution	University Centre Somerset, part of Bridgwater and Taunton College
Awarding Institution	The Open University (OU)
Date of first OU validation	September 2017
Date of latest OU (re)validation	July 2022
Next revalidation	July 2027
Credit points for the award	120 credits at Level 6
UCAS Code	X310
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	QAA Early Childhood Studies Benchmarks 2019
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Framework for Higher Education Qualifications (FHEQ) 2014 Foundation Degree Characteristics Statements 2020 SEEC Credit Level Descriptors 2021
Professional/statutory recognition	None
For apprenticeships fully or partially integrated Assessment.	Not Applicable
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full Time (FT) or Part time (PT)
Duration of the programme for each mode of study	1 year (FT) 2 years (PT)
Dual accreditation (if applicable)	Graduate Practitioner Competencies (optional)
Date of production/revision of this specification	May 2022

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 Programme is intended to:

- Provide a rigorous study of the theory and principles underlying Early Years Education and Development to support the development of the future Early Years workforce
- Provide students with an opportunity to obtain an in-depth knowledge and understanding of selected areas of interest within the Early Years Education and Development sector
- Develop an ability to compare and critically evaluate a range of theories, policies and practices within the Early Years Education and Development sector
- Develop in students the ability to communicate effectively, to undertake independent learning and become a reflexive practitioner
- Prepare students for and facilitate the development of a career in Early Years Care and Education settings
- Prepare students for assessment against Graduate Practitioner competencies to include professional development in placement
- Develop students' skills to undertake primary and secondary research

Students access the same structure of the programme which includes generic items and subjects that facilitate the development of key skills in Early Childhood Studies. They develop their own specialisms wherever possible, for example choosing their own age range on placements or employment roles. The programme has a strong focus on employability, facilitating development of knowledge and key skills that are designed provide the student with a foundation for later career development. This includes elements such as Safeguarding and Equality, Diversity and Inclusion, as these are identified by employers as essential areas of knowledge and skills needed for the Early Years workforce of tomorrow.

In addition to this reflective practice is a core component throughout. This is widely recognised within the field of Early Childhood Studies as key to continued professional development for lifelong learning. Staff who support the students are from a range of academic and sector-based backgrounds. This means students are able to gain access to coaching and guiding (during placement observations) or academic target setting

and advice (when preparing for assessments). The organisation also supports students with interview advice, CV writing and career planning. This is vital in ensuring students are well equipped for their future career intentions and aspirations.

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 BA (Hons) Early Childhood Education and Care (Top up) programme has been written as a progression route for suitable candidates from Foundation Degrees and studies that map to the core elements of the Foundation Degree in Early Childhood Education and Care.

The BA (Hons) Early Childhood Education and Care programme (Top up) has been written as a sustainable progression pathway into routes of employment or further study. Within the overarching programme title, a three-year programme and foundation degree programme also exist where students enrolled on these programmes will be taught alongside students on the one-year top up route. For students wanting to enter employment, the programme will prepare them to succeed in a multitude of roles with core values and practice as a central focus. The programme can be studied full time or part time, which give various pathways for students to choose from based on their own unique needs and time constraints.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

BA Ordinary Degree Early Childhood Education and Care Top up

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Full time route (Year 1 of 1)

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
ECS 301 Conceptualising Childhood	20			YES	1
ECS 302 Global Perspectives on Education	20			YES	1
ECS 303 Creative Reflexive Practitioner	20			NO	1 and 2
ECS 304 Contemporary Discourses	20			YES	2
ECS 305 Dissertation	40			YES	1 and 2

Part time route (Year 1 of 2)

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
ECS 301 Conceptualising Childhood	20			YES	1
ECS 303 Creative Reflexive Practitioner	20			YES	2
ECS 304 Contemporary Discourses	20			NO	1 and 2

Part Time route (Year 2 of 2)

<u>Programme Structure - LEVEL 6</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
ECS 302 Global Perspectives on Education	20			YES	1
ECS 305 Dissertation	40			YES	1 and 2

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be expected to:</p> <p>A6: Demonstrate the critical and reflective abilities to recognise how historical, cultural, theoretical and personal assumptions affect theory, research, legislation and practice in the Early Years sector.</p> <p>A7: Demonstrate conceptual understanding of the arguments and evidence in current debates in the Early Years.</p> <p>A8: Demonstrate a critical awareness of ethical issues when undertaking research in the Early Years</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures. • One-to-one / group seminars and tutorials. • Directed and independent study. • Research and project work. <p>Secondary</p> <ul style="list-style-type: none"> • Case studies. • Problem-solving exercises. • Effective online research.

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	<p>Assessment Key knowledge and understanding is assessed via a combination of individual and group presentations, seminars, the production of a creative reflective piece and a primary or secondary research project.</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be expected to:</p> <p>B5: Analyse and present arguments that represent a diverse range of critical perspectives in order to consider their impact on theoretical models, legislation, policy and teaching and learning within the early years</p> <p>B6: Develop the cognitive skills necessary to critically engage with the research process as an ethical practitioner.</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures. • One-to-one / group seminars and tutorials. • Directed and independent study. • Research and project work. <p>Secondary</p> <ul style="list-style-type: none"> • Case studies. • Problem-solving exercises. • Effective online research. <p>Assessment Cognitive Skills are assessed via a combination of individual and group presentations, seminars, the production of a creative reflective piece and a primary or secondary research project.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C5: Collect evidence from various sources and present it in a range of creative formats.</p> <p>C6: Collect evidence that demonstrate the Graduate Practitioner Competencies from practice in a setting</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures. • One-to-one / group seminars and tutorials. • Directed and independent study. • Research and project work. <p>Secondary</p> <ul style="list-style-type: none"> • Case studies. • Problem-solving exercises. • Effective online research. <p>Assessment</p> <p>Practical and Professional skills are assessed via a combination of individual and group presentations, seminars, the production of a creative reflective piece, portfolio of evidence for graduate Practitioner competencies and a primary or secondary research project.</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be expected to:</p> <p>D6: Produce academic work using various formats demonstrating synthesis and criticality.</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures. • One-to-one / group seminars and tutorials. • Directed and independent study. • Research and project work.

3D. Key/transerable skills	
<p>D7: Use personal reflection and theory to develop as a critically reflexive practitioner.</p>	<p>Secondary</p> <ul style="list-style-type: none"> • Case studies. • Problem-solving exercises. • Effective online research. <p>Assessment</p> <p>Key/transerable skills are assessed via a combination of individual and group presentations, seminars, the production of a creative reflective piece and a primary or secondary research project.</p>

Exit Award at the end of Level 6: BA Ordinary Degree Early Childhood Education and Care

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
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

Provides a focused programme of study for students in the discipline of Early Years Learning and Development

- Equips graduates with a range of skills securely underpinned by knowledge of the fundamental principles of early years care and education practice, and a clear understanding of how to apply those skills and how to progress them in the work place
- At Level 6 students will be given the opportunity to be assessed against the Graduate Practitioner Competencies providing them with further opportunities to evidence practical skills and develop their reflections further.
- Encourages critical debate and analysis of current issues affecting the Early Years Learning and Development sector
- Incorporates substantial work-based learning which encourages students to apply theories and policies into services for children
- Provides students with an opportunity to lead on their own Dissertation which is undertaken within an early years subject of their own interest and professional passion. The development of such a project further develops students' organisational, interpersonal, critical understanding and evaluative skills.

Within the curriculum, reflexive practice has been embedded to provide the skills and knowledge required for employment. Through face to face sessions, online tasks and group activities, students develop an understanding of strategies used to become an active member of a learning community and to be able to enter employment confidently where their subsequent careers are further developed.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

During induction week, students are assigned a personal tutor, which is normally the Course Leader. Formal pastoral tutorial meetings with the personal tutor are scheduled throughout the academic year. This is alongside regular group and individual practice-based sessions designated for discussion around project briefs.

From the onset of each module, students are given full details of the design of the module, face to face, online and self-directed days of study. Module leads are on hand each week to facilitate learning in a variety of modes and methods – as set out at the beginning of each module. Students have the opportunity to meet with their tutors on a weekly basis. This enables them to raise and discuss issues around their study and any issues or barriers they are facing. Formative and summative assessment takes place with the academic team, where students have the opportunity to explain in more detail their project outcomes during one-to-one feedback sessions. Students also use a variety of feedback methods to communicate their ideas.

HE students have access to the main LRC at Taunton and a separate, HE study room and common room within campus. All three College campuses provide students with a safe and supportive working environment with a variety of different study areas to suit all needs. Students have access to a variety of resources including print (books, journals, newspapers, dissertation), electronic (e-books, e-journals, e-newspapers) and audio-visual material.

HE students have access to the collections held across all campuses. If students need access to a resource that is based at an alternative campus then they can arrange with the library staff to have this internally delivered to their campus. In addition the College uses a Virtual Learning Environment (VLE) where students are able to access course materials.

The College has Wellbeing Officers on each campus who focus on the 3 principles of 'Heart Body & Mind'. They provide support to students in relation to mental health, sexual health, counselling, and other advice. There is also a multi-faith/chaplaincy provision to promote spiritual well-being, and multi-faith spaces which can be booked by students who need a quiet place for prayer or contemplation.

The Additional Learning Support Team provide help in applications for the Disabled Student Allowance (DSA) and make arrangements to support those with DSA statements. They have been an important part of the Long Term Health Condition Case Conferences for students suffering with such conditions. This has resulted in students completing their studies who have stated they would have abandoned their studies if this level of support had not been in place. The Additional Learning Support Team also refer students to the Learning Resource Centre for study skills support if they consider that this would best help certain students. There is a referral system in place to the LRC for students who are identified as having a problem but for whom the issue is not sufficiently pronounced for them to be eligible for DSA support.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

To commence the BA candidates must have:

1. a Foundation Degree; HND; or equivalent Level 5 qualification in a related discipline e.g. Foundation Degree Early Childhood Studies
2. 4 GCSEs at grade 9-4 or A*-C including English and Maths; or Equivalent Level 2 Literacy and Numeracy.

The nature of study at this level requires GCSE grade 9-4 (or A*-C) in English and Maths or equivalent qualification. Under exceptional circumstances, a conditional offer may be made to a prospective student to include an expectation of working towards GCSE Maths Grade C or level 2 Numeracy alongside completing the degree programme. Applicants with English as their second language must have minimum IELTS Level 6 or equivalent. Where possible all students will be required to attend an interview.

Due to the nature of these courses, students will be required to undergo a Disclosure and Barring Service check (formerly known as CRB) prior to commencing any placement work.

7. Language of study

All classes are conducted in English. If English is not your first language you will be asked to provide evidence of your English language ability in order to apply and start the course. The standard English language requirement for entry is IELTS 6.0 or equivalent.

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

N/A

9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

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

All programme teams participate in Annual Programme Monitoring during their Programme Committee Meeting every Autumn. This process involves obtaining student views as well as the views of the staff who delivered each module and where appropriate may consider the views of employers who have been involved with the programme. To ensure robust evaluation of the programme, the programme team also consider the programme statistics, (including retention, achievement, gender and ethnicity), and student survey results, in addition to the External Examiner report. The programme team produces an action plan based on their evaluation to assist in bringing about the developments they have identified. Each Spring, the Programme Committee Meeting is held again to review progress with the action plan and to canvas opinions from staff, students and employers connected to the programme. This evaluation process is overseen by the cross-college HE Senate, the Senate receives summary reports of all HE matters in the Autumn and Spring and produces and monitors a top-level cross-college HE Enhancement Action Plan as a result.

BTC run a formal peer observation scheme and every lecturer is observed at least once each year. Areas of good practice are identified as part of this process and shared across the programme area team. Areas for development are also highlighted to individuals to help each member of teaching staff in their own personal development. If required, a Developmental Action Plan is produced for any member of staff whose lesson observation identifies the need to improve. The College's Teaching, Learning and Assessment Quality Developers support teaching staff through CPD activities and regular Teach Meet sessions. Frequent Continuing Professional Development (CPD) sessions are run at the College for academic staff, to share good practice and to support effective teaching and learning.

University Centre Somerset, part of Bridgwater & Taunton College has a formal structure for hearing the student voice. In addition to programme level activities designed for students to feedback comments to their teaching team, the College also appoints a student representative for each Curriculum Area. This representative collates comments from the Curriculum Area team meetings and feeds back to a central meeting attended by managers from across the College. The focus of this meeting is to obtain feedback about any cross-College matters, or unresolved issues as well as highlighting matters to celebrate from across the curriculum areas. In addition to this the Learning Resource Centre hold regular student forums to gain feedback which helps them to improve their service to learners. Students are asked to complete written surveys (First Impressions, Student Perception Questionnaire and the National

Student Survey (NSS), in order to formally record their impressions of their programme of study.

These mechanisms are all designed to evaluate and improve the quality and standards of teaching and learning.

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

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

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

Level	Study module/unit	Programme outcomes																																
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	D 1	D 2	D 3	D 4	D 5	D 6	D 7		
6	Conceptualising Childhood						x							x																				x
	Global Perspectives on Education						x	x						x																				
	Creative Reflexive Practitioner															x							x											x
	Contemporary Discourses								x																									x
	Dissertation									x						x							x										x	
	Graduate Competancies									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.

Module specifications

1. Factual information			
Module title	ECS301 Conceptualising Childhood		
Module tutor	Louise Hannan	Level	6
Module type	Taught and independent study	Credit value	20
Mode of delivery	Face to Face and student led study		
Notional learning hours	48 hours teaching, 152 independent study		

2. Rationale for the module and its links with other modules
<p>According to Wyness (2015) over the last few decades childhood has come to mean more than just a phase in the lifespan. Sociologists now consider that childhood is socially and culturally constructed. In this module we will explore the historical, cultural and geographical differences in the perception of childhood by adults. We will also consider how these impact on our own understanding of our treatment of and relationship with children in the 0-8 age group. This module links with the level 4 module 'The Child in Society' and the level 6 module 'Global Perspectives on Education'</p> <p>The module aims to challenge our own beliefs and perspectives about childhood. Students will be encouraged to debate the multiple meanings relating to the concept of childhood and the past, present and future sociological constructions of childhood.</p> <p>Students will have an opportunity to consider some of the influences affecting their own views about the nature of childhood.</p>

3. Aims of the module
<ul style="list-style-type: none"> • To consider that certain models of childhood influence how children are treated • To appreciate that there are a range of ideological constructions of the child and childhood • To recognise the importance of historical context in the evolution of ideas about childhood • To understand how adult's models of childhood are embedded in legislation about the treatment of children, cultural representations of their lives and ethical discourse about the rights of children. • To understand that ideas about childhood have influenced the way adults meet the perceived needs of children • To reflect on the influences that have shaped their own assumptions about children and childhood.

4. Pre-requisite modules or specified entry requirements
NONE

5. Is the module compensatable?
YES

6. Are there any PSRB requirements regarding the module?

NONE

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Critically evaluate the impact of sociocultural factors on our understanding of childhood and examine the range of ideological constructions of "the child" and "childhood" historically and geographically.</p> <p>A2: Critically review ways in which models of childhood are reflected in legislation about the treatment of children, cultural representations of children's lives and ethical arguments about the rights of children.</p>	<p>A6 B5</p> <p>A6 B5</p>	Seminar/Lecture/ Study Time
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Critically analyse the relationships between concepts of childhood and cultural assumptions about the 'proper' treatment of children and evaluate the models of childhood implicit in different approaches to the treatment of young children.</p>	<p>A6 B5</p>	Seminar/Lecture/ Study Time

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> NONE</p>		

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> D1: Critically reflect on the complex factors that have influenced your own childhood</p>	D7	Seminar/Lecture/ Study Time

8. Indicative content.
<p>Students will have the opportunity to reflect on their own childhoods before considering the social construction of the concept of childhood. The lectures will firstly encourage students to challenge their own conceptions of the meaning of childhood. The module explores historical, cultural and sociological constructions of childhood and how they have been represented. The subject will explore how the proper, ethical and safeguarding needs of children is influenced by the construction of childhood and the child. Students will explore historical literature, art work and artefacts to understand past ideas about childhood. Students will also have the opportunity to explore contemporary global differences in childhoods and the impact of changes in views on parenting, education, rights and needs over time. Students will be supported to choose their own area of interest on the concept of childhood for their essay. Students will have the chance to critically debate views represented in recent research articles which offer contemporary perspectives on the concept of childhood</p>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes
<p>Assessment Strategy:</p>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

To pass this module a student must

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay of 3000 words	100% grade	1	%	(A1, A2, B1, D1)

10. Teaching staff associated with the module
Name and contact details

Louise Hannan hannanl@btc.ac.uk

11. Key reading list

Author	Year	Title	Publisher	Location
Archard, D.	(2015)	<i>Children: rights and childhood.</i> 3 rd edn	Routledge	Abingdon:
Aries, P.	(1960)	<i>Centuries of childhood.</i> Reprint.	Pimlico	London:
Babić, N.	(2017)	'Continuity and discontinuity in education: example of	Early Child Development and Care,	187 (10), pp. 1596 -1609.

11. Key reading list				
Author	Year	Title	Publisher	Location
		transition from preschool to school',		
Brown, M.	(2001)	<i>Picturing children: constructions of childhood between Rousseau and Freud.</i>	Ashgate.	Aldershot:
Buckingham, D	(2000)	<i>After the death of childhood: growing up in the age of electronic media.</i>	Polity Press.	London:
Campbell-Barr, V.	(2014)	'Constructions of early childhood education and care provision: negotiating discourses',	Contemporary Issues in Early Childhood,	15 (1), pp. 5-17.
Cunningham, H.	(2006)	The invention of childhood.	BBC Books	London:
Cunningham, H.	(2021)	Children and childhood in Western society since 1500. 3 rd edn.	Routledge.	Abingdon:
Davies C. and Robinson K. H.	(2010)	'Hatching babies and stork deliveries: constructing sexual knowledge and taking risks in early childhood education',	Special issue, Risky Childhoods, Contemporary Issues in Early Childhood, .	11(3), pp. 249–262

11. Key reading list				
Author	Year	Title	Publisher	Location
Davis, R. A.	(2011)	'Brilliance of a fire: innocence, experience and the theory of childhood',	Journal of Philosophy of Education,	45 (2): pp. 379-397.
Edwards, M.	(2015)	<i>Global Childhoods.</i>	Critical Publishing.	Northwich:
Feldman, D.	(2016)	'Honoring the child's right to respect: Janusz Korczak as Holocaust educator, <i>The Lion and the Unicorn,</i>	Journal of Philosophy of Education,	40 (2), pp. 129–143.
Fleer, M.	(2008)	The cultural construction of child development' in Woods, E. (ed.) <i>The Routledge Reader in Early Childhood Education,</i>	Routledge,	Abingdon,
Gabriel, N.	(2017)	<i>The sociology of early childhood: critical perspectives.</i>	Sage,	London:
Gabriel, N.	(2014)	'Growing up beside you: a relational sociology of early childhood',	History of the Human Sciences,	27 (3), pp.116-135.
Gittens, D.	(1998)	<i>The child in question.</i>	Macmillan Press.	Basingstoke:

11. Key reading list				
Author	Year	Title	Publisher	Location
Hyun, E.	(2007)	'Cultural complexity in early childhood: images of contemporary young children from a critical perspective',	Childhood Education,	83(5), pp. 261-266.
Heywood, C	(2018)	<i>A history of childhood: children and childhood in the West from medieval to modern times.</i> 2 nd edn.	Polity Press	Cambridge:
James, A.	(2011)	'To be (come) or not to be (come): understanding children's citizenship',	<i>The Annals of the American Academy of Political and Social Science</i>	633 (1), pp.167-179.
James, A. and Prout, A. (eds)	(2015)	Constructing and reconstructing childhood: contemporary issues in the sociological study of childhood. 3 rd edn.	Routledge.	Abingdon:
James, A., Jenks, C. and Prout, A.	(1998)	Theorizing childhood.	Polity Press.	Cambridge:
James. A. and James, A. L.	(2004)	<i>Constructing Childhood: theory, policy and social practice.</i>	Palgrave Macmillan.	Basingstoke:
Jenks, C.	(2005)	Childhood. 2 nd edn.	Routledge.	Abingdon:

11. Key reading list				
Author	Year	Title	Publisher	Location
Kehily, M. J. (ed.)	(2015)	An Introduction to childhood studies. 3 rd edn.	Open University Press.	Maidenhead:
Kehily, M. J. and Swann, J. (eds)	(2003)	<i>Children's cultural worlds.</i>	John Wiley and Sons.	Chichester:
Kehily, M. J.	(2010)	'Childhood in crisis?: tracing the contours of 'crisis' and its impact upon contemporary parenting practices',	<i>Media, Culture & Society,</i>	32 (2), pp.171–185.
Kennedy, D.	(2006)	The well of being: childhood, subjectivity and education.	State University of New York Press	Albany, NY:.
McDowall Clark, R.	(2016)	Childhood in society: for the early years. 3 rd edn	Sage.	London:
Mayall, B.	(2002)	Towards a sociology for childhood: thinking from children's lives.	Open University Press.	Buckingham:
Montgomery, H., Burr, R. and Woodhead. M. (eds)	(2003)	Changing childhoods: local and global.	John Wiley and Sons.	Chichester:
Montgomery, H. (ed.)	(2013)	Local childhoods, global issues. 2 nd edn	The Policy Press.	Bristol:

11. Key reading list				
Author	Year	Title	Publisher	Location
Morrison, H. (ed.)	(2012)	<i>The global history of childhood reader.</i>	Routledge.	Abingdon:
Murphy, E.	(2007)	'Images of childhood in mothers' accounts of contemporary childrearing',	<i>Childhood,</i>	14(1), pp.105–127.
Nieuwenhuys, O.	(2010)	'Keep asking: why childhood? why children? why global?'	<i>Childhood,</i>	17 (3), pp. 291-296.
Owen, A. (ed.)	(2017)	<i>Childhood today</i>	Sage.	London:
Parker-Rees, R.	(2015)	Early childhood studies: an introduction to the study of children's lives and children's worlds, 4 th edn.	Sage	London:
Pollock, Linda A.	(1984)	Forgotten children: parent-child relations from 1500 to 1900.	Cambridge:	Cambridge University Press.
Postman, N	(1983)	The Disappearance of childhood.	Vintage.	New York:
Wells K.	(2021)	Childhood in a Global Perspective. 3 rd edn.	Polity Press.	Cambridge:

11. Key reading list				
Author	Year	Title	Publisher	Location
Wyness, M.G.	(2019)	Childhood and society. 3 rd edn.	Red Globe Press.	London:
Wyness, M.	(2018)	Childhood, culture and society: in a global context.	Sage.	London:

12. Other indicative text (e.g. websites)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

1. Factual information

Module title	ECS304 Contemporary Discourses		
Module tutor	Louise Hannan	Level	6
Module type	Taught	Credit value	20
Mode of delivery	100% face-to-face		
Notional learning hours	200 hours 48 taught, 152 independent study		

2. Rationale for the module and its links with other modules

In this module issues of current interest in the Early Years (relating to children in the 0-8 age range) will be examined from cultural, sociological and geographical perspectives. The module supports students to engage in debate around contentious and contradictory issues. Students will explore Early Childhood through theoretical frameworks in history, politics, sociology, psychology, education economics and law. The self-directed element of this module allows students to research particular current aspects of the early years. Students will appreciate how contradictory positions are developed and argued in both academic and popular publications. This module helps students to understand how to write for academic publication.

3. Aims of the module

- Appreciate the latest thinking in the field of Early Childhood
- Consider differing perspectives on recent legislation, policy and research into aspects of Early Childhood
- Consider the range of arguments represented in contemporary academic and popular literature relating to children and families
- Prepare students to write for publication

4. Pre-requisite modules or specified entry requirements

NONE

5. Is the module compensatable?

YES

6. Are there any PSRB requirements regarding the module?

NO

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Critically appraise the most recent thinking about aspects of Early Childhood, e.g. early years partnerships, child protection, human rights and children's rights.</p>	A7	Formal lectures Group work Student led seminars One to one tutorials
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Argue the significance of new legislation and policy in relation to topics within the early years.</p>	B5	Formal lectures Group work Student led seminars One to one tutorials
C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Actively participate and take a leading role in a seminar presentation of a current Early Years topic.</p>	C5	Formal lectures Group work Student led seminars One to one tutorials

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Produce work in the format of a journal article to understand the process of academic dissemination.</p>	D6	Formal lectures Group work Student led seminars One to one tutorials

8. Indicative content.

The module focuses on the students' ability to critically discuss issues that are either current or consistently re-emergent over time in the area of Early Years. Thus students could cover the impact of the obesity crisis, migrant children, sexual abuse and transition. Students are expected to contribute ideas for content in some of the lectures for this module, thus creating a dynamic and variable course content. Students will also run seminars on their own area of interest to develop their research and presentation skills.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

To pass this module a student must

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Journal Article 3000 words	(100%)	27	%	A1, B1, D1
Individual Seminar presentation (10 minutes)	-	27	PASS/FAIL	C1

10. Teaching staff associated with the module

Name and contact details

Louise Hannan – hannanl@btc.ac.uk

11. Key reading list

Author	Year	Title	Publisher	Location
Becker, L.	(2015)	<i>Writing successful reports and dissertations.</i>	Sage	London:
Cottrell, S.	(2017)	<i>Critical thinking skills: effective analysis, argument and reflection.</i> 3 rd edn.	Palgrave.	London:
Becker, L. and Denicolo, P.	(2012)	<i>Publishing journal articles.</i>	Sage.	London:
Killingsworth Roberts, S.	(2016)	Making practice visible through writing for professional publication,	<i>Childhood Education,</i>	92 (1), pp.64-67.
Murray, R.	(2020)	<i>Writing for academic journals.</i> 4 th ed	McGraw-Hill Education/Open University Press.	London:

12. Other indicative text (e.g. websites)

Useful journals for your assessment

Childhood

Children and Society
Journal of Early Years Education

Articles in the following journals

Contemporary Issues in Early Childhood
Early Childhood Matters
Early Childhood Research and Practice
Sociology
The Lancet: Journal of the British Medical Association
Work, Employment and Society
Youth and Society

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

1. Factual information			
Module title	ECS303 The Creative Reflexive Practitioner		
Module tutor	Louise Hannan	Level	6
Module type	Taught	Credit value	20
Mode of delivery	100% face to face		
Notional learning hours	200 hours 48 Taught, 152 independent study		

2. Rationale for the module and its links with other modules
<p>The module is designed to help learners further develop their reflective and reflexive abilities and skills; important professional attributes that will assist continuing professional development. We are interested in facilitating learners' development from a technician to a professional, a transition that has involved them thinking about their practice and applying a theoretical and thoughtful perspective to their work with children and families.</p> <p>You will have opportunities to explore and develop ways of learning from practical engagement in an Early Years work setting whilst completing field work for your research project and you will be encouraged to reflect upon your experiences. This will involve you in linking theory to practice, building on your understanding of the theoretical frameworks that underpin practice as well as developing a deeper awareness of yourself as a professional reflexive practitioner.</p> <p>There will be opportunities to enhance the quality of your reflections and to use your creative skills to produce tangible evidence of them. This module builds on 'The Reflective Practitioner' module and 'The Critically Reflective Practitioner' module at level 4 and 5. The placement in this module will be carried out in conjunction with your research project field work.</p>

3. Aims of the module
<ul style="list-style-type: none"> • Through group work and engaging in discussions on the on-line forum, learners will be encouraged to reflect on their work experiences and explore their reflective and reflexive abilities. This will help learners with the assignment for this module and enhance their skills as a reflective practitioner. • To encourage learners to keep a journal of their experiences; day-to-day activities; thoughts and feelings about their work; and any developing questions, understandings or confusions. • To support learners in nurturing and developing their creative skills

4. Pre-requisite modules or specified entry requirements
DBS required for work placement

5. Is the module compensatable?
YES

6. Are there any PSRB requirements regarding the module?
NONE

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Critically evaluate the experiential learning process applying reflective skills and theoretical knowledge to analyse and evaluate your own professional practice</p>	A6	Formal lectures Group work Practical workshops Reflective forum contributions
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Use critical reflection to review the impact of your role as a researcher in the context of early years practice</p>	B6	Formal lectures Group work Practical workshops Reflective forum contributions
C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Design a reflective creative piece of work, that analyses your early years learning journey as a practitioner.</p>	C5	Formal lectures Group work Practical workshops Reflective forum contributions
D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p>		Formal lectures

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
D1: Develop reflexive skills as a practitioner	D7	Group work Practical workshops Reflective forum contributions

8. Indicative content.

In this module students will be expected to prepare for sessions by reading indicated journal articles in advance. They should also be prepared to submit reflections to the online forum and receive feedback from peers. To help with this process all students are encouraged to keep a reflective journal. By writing regularly in your journal you will continue to develop your reflective abilities. Time is designated in teaching calendar for placement weeks with children in the 0-8 age range. Students will be supported to design and produce a reflective creative artefact that demonstrates their reflective journey as a student and as a practitioner in the Early Years.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

To pass this module a student must

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Creative artefact	100%	28	%	A1, B1, C1, D1

10. Teaching staff associated with the module

Name and contact details

Hannanl@btc.ac.uk - Louise hannan

11. Key reading list

Author	Year	Title	Publisher	Location
Allen, S. <i>et al.</i>	(2020)	<i>Developing professional practice in the early years.</i>	Open University Press.	London:
Blandford, S. and Knowles, C.	(2016)	<i>Developing professional practice 0-7. 2nd edn.</i>	Routledge	Abingdon:
Bolton, G. and Delderfield, R.	(2018)	<i>Reflective practice: writing and professional development. 5th edn</i>	Sage.	London:
Burnham, L.	(2016)	<i>How to be an outstanding early years practitioner.</i>	Bloomsbury Education.	London:
Campbell-Barr, V.	(2019)	<i>Professional knowledge and skills in the early years.</i>	Sage.	London:
Gardner, F.	(2014)	Being critically reflective: engaging in holistic practice.	Palgrave Macmillan.	Basingstoke:

11. Key reading list				
Author	Year	Title	Publisher	Location
Hallet, E.	(2013)	The reflective early years practitioner.	Sage.	London:
Hayes, C. et al.	(2017)	Developing as a reflective early years professional: a thematic approach. 2nd edn.	Critical Publishing.	St Albans:
Ingleby, E., Oliver, G. and Winstone, R.	(2015)	Early childhood studies: enhancing employability and professional practice.	Bloomsbury Academic.	London:
Jasper, M.	(2013)	Beginning reflective practice, 2nd edn.	Cengage Learning.	Andover:
Kay, J.	(2012)	Good practice in the early years. 3rd edn.	Continuum.	London:
Lindon, J. and Trodd, L.	(2016)	Reflective practice and early years professionalism. 3rd ed	Hodder Education.	London:
McMahon, S. and Dyer, M. (eds)	(2018)	Work-based practice in the early years: a guide for students	Routledge.	Abingdon:
Miller, L., Drury, R. and Cable, C.	(2012)	Extending professional practice in the early years.	The Open University.	Milton Keynes:
Musgrave, J. and Stobbs, N.	(2015)	Early years placements: a critical guide to	Critical Publishing	Northwich:

11. Key reading list				
Author	Year	Title	Publisher	Location
		outstanding work-based learning.		
Oates, R. and Hey, C. (eds)	(2014)	The student practitioner in early childhood studies: an essential guide to working with children.	Routledge.	Abingdon:
Paige-Smith, A. and Craft, A.	(2011)	Developing reflective practice in the early years. 2nd edn	Open University Press.	Maidenhead:
Thompson, S. and Thompson, N.	(2018)	The critically reflective practitioner. 2nd edn.	Palgrave.	London:
Wild, M. and Street, A.	(2013)	Themes and debates in early childhood,	Sage.	London:

12. Other indicative text (e.g. websites)
Critical Thinking - www.criticalthinking.org

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
NONE	NONE	NONE

1. Factual information			
Module title	ECS305 Dissertation		
Module tutor	Louise Hannan	Level	6
Module type	Taught, independent learning	Credit value	40
Mode of delivery	Face to Face, independent study time, tutorials		
Notional learning hours	48 contact hours, 152 independent hours study		

2. Rationale for the module and its links with other modules
<p>This module is an individual, self-directed piece of work. Its contents will be specific to the chosen topic. Students will be expected to demonstrate a knowledge base relevant to the subject of interest as well as knowledge and understanding of appropriate methodologies. Students can undertake primary or secondary research. Guidance about ethical clearance will be offered.</p> <p>The module builds on the Introduction to Research module (Level 5) and gives learners a chance to explore an area of research interest in more depth. There are two pathways in the module (primary or secondary research routes) to ensure that no student is disadvantaged due to ethical or time concerns. Small-scale research techniques are increasingly required as part of the early childhood practitioner's professional role. This module will give students an opportunity to carry out their own research in an area of their choice relevant to the Early Years context.</p>

3. Aims of the module
<ul style="list-style-type: none"> • To enable learners to understand the nature of recent research in Early Childhood Studies • To enable learners to produce a rationale and undertake a small-scale study in a chosen aspect of Early Childhood Studies • To critically examine various research methodologies and choose those appropriate for the research study • To undertake a literature search and write a review of literature related to the chosen topic to support their study • To enable learners to analyse, synthesise and present findings fluently and logically • To enable students to make ethical considerations whilst designing their study, throughout all stages of the investigation and in the writing up • To enhance students' ability to communicate effectively orally by presenting to others some key aspects regarding what they have learned as a result of carrying out the study

4. Pre-requisite modules or specified entry requirements
DBS required if fieldwork is carried out in an Early Years setting.

5. Is the module compensatable?
YES

5. Is the module compensatable?

6. Are there any PSRB requirements regarding the module?

NONE

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> A1: Design and justify a worthwhile research study in Early Years, incorporating an appropriate methodology and considering ethical principles to the study ...</p>	A8	Formal Lectures Seminars Group Work One to one supervisor support
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i> B1: Critically evaluate current published research papers and analyse data to present a critical evaluation of research-based evidence with reference to a specific context in Early Years.</p>	C5	Formal Lectures Seminars Group Work One to one supervisor support
C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> C1: Design and present an independent research study that is coherent and justified.</p>	D6	Formal Lectures Seminars Group Work One to one supervisor support

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> D1: Consolidate skills in the collection of data and critically analyse for the presentation of findings. Manage the time available to complete work successfully.</p>	B6	Formal Lectures Seminars Group Work One to one supervisor support

8. Indicative content.

Students will be supported in the design of a manageable research project. They will be expected to evaluate relevant recent research to produce a literature review. Students will cover commonly used research paradigms and methodological approaches. They will be supported in their choice of suitable data collection methods. Depending upon their choice of project students will use a variety of data analysis methods. Ethical considerations and safeguarding themselves and the children/families and staff is emphasized throughout the module.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

To pass this module a student must

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
An independent research study (student's own choice) 8,000 words. Students will be supported to complete either a primary or secondary study.	100%	29	%	A1, B1, C1, D1

10. Teaching staff associated with the module

Name and contact details

Louise Hannan – hannanl@btc.ac.uk

11. Key reading list

Author	Year	Title	Publisher	Location
Alderson, P. and Morrow, V.	(2020)	<i>The ethics of research with children and young people: a practical handbook. 2nd edn.</i>	Sage.	London:
Bell, J. and Waters, S.	(2018)	<i>Doing your research project: a guide for first-time researchers. 7th edn.</i>	Open University Press.	London:
*Bryman, A.	(2012)	<i>Social research methods . 4th edn.</i>	Oxford University Press	Oxford:
Clark, A. <i>et al.</i> (eds)	(2014)	<i>Understanding research with children and young people.</i>	Sage.	London:
Clark, A.	(2017)	<i>Listening to young children: a guide to understanding and using the Mosaic approach. 3rd edn.</i>	Jessica Kingsley.	London:

11. Key reading list				
Author	Year	Title	Publisher	Location
*Clough, P. and Nutbrown, C.	(2012)	<i>A student's guide to methodology: justifying enquiry.</i> 3 rd edn	Sage.	London:
*Cohen, L., Manion, L. and Morrison, K.	(2018)	<i>Research methods in education.</i> 8th edn.	Routledge.	Abingdon:
*Denscombe, M.	(2014)	<i>The good research guide: for small-scale social research projects.</i> 5 th edn.	Open University Press.	Maidenhead:
*Flick, U.	(2020)	<i>Introducing research methodology: thinking your way through your research project.</i> 3 rd edn	Sage.	London:
Grieg, A., Taylor, J. and MacKay, T.	(2013)	<i>Doing research with children: a practical guide.</i> 3 rd edn	Sage.	London:
*Hart, C.	(2018)	<i>Doing a literature review: releasing the research imagination.</i> 2 nd edn	Sage.	London:
MacNaughton, G. and Hughes, P.	(2009)	<i>Doing action research in early childhood studies: a step by step guide.</i>	Open University Press.	Maidenhead:

11. Key reading list				
Author	Year	Title	Publisher	Location
*May, T.	(2011)	<i>Social research: issues, methods and process</i> 4 th edn.	Open University Press.	Maidenhead:
Mukherji, P. and Albon, D.	(2018)	<i>Research methods in early childhood: an introductory guide.</i> 3 rd edn.	Sage.	London:
*McNiff, J.	(2017)	<i>Action research: all you need to know.</i>	Sage.	London:
*Oliver, P.	(2012)	<i>Succeeding with your literature review: a handbook for students.</i>	Open University Press.	Maidenhead:
*Ridley, D.	(2012)	<i>The literature review: a step-by-step guide for students.</i> 2 nd edn.	Sage.	London:
*Robson, C. and McCartan, K.	(2016)	<i>Real world research: a resource for users of social research methods in applied settings.</i> 4 th edn.	John Wiley & Sons.	Chichester:
Roberts- Holmes, G. .	(2018)	<i>Doing your early years research project: a step-by-step guide.</i> 4 th edn.	Sage	London:

11. Key reading list				
Author	Year	Title	Publisher	Location
Walker, R. and Solvason, C.	(2014)	<i>Success with your early years research project.</i>	Sage	London:

12. Other indicative text (e.g. websites)
https://www.bera.ac.uk/ http://www.crec.co.uk/ http://www.open.ac.uk/library/digital-archive/module/xcri:EK311/study

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
NONE	NONE	NONE

1. Factual information

Module title	ECS302 Global Perspectives on Education		
Module tutor	Flo-Besse-Jones	Level	6
Module type	Taught	Credit value	20
Mode of delivery	Face to Face		
Notional learning hours	200 hours 48 face to face, 152 independent study		

2. Rationale for the module and its links with other modules

This module is designed to provide an opportunity to examine different international perspectives in order to develop a deeper understanding of how history, society, cultural differences and global inequalities can influence teaching, learning, curriculum design and children's development and well-being. It also provides a platform from which international perspectives can be examined to critique the notion of a universal child and the concept of childhood.

This module links with Child in Society, Early Years Pedagogy and Conceptualising Childhood.

3. Aims of the module

- To develop students' awareness of how cultural models of Early Childhood Education and Care can influence and shape: curriculum, teaching and learning, child protection and participation within the UK.
- To provide an opportunity for students to examine how international organisations influence global education and shape national policies on education.

4. Pre-requisite modules or specified entry requirements

NONE

5. Is the module compensatable?

YES

6. Are there any PSRB requirements regarding the module?

NONE

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Critically review how international organisations shape national policies and global education</p>	<p>A7 B5</p>	<p>Lecture / seminar / group work / written assignment</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Critically analyse international historical perspectives on education and evaluate how they have influenced specific areas of learning within early years</p> <p>B2: Critically appraise the impact of global inequalities on children's rights and life opportunities</p>	<p>A6 A7 B5</p>	<p>Lecture / seminar / group work / written assignment</p>
C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>NONE</p>		<p>Lecture / seminar / group work / written/assignment</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> D1: Construct an independent study based on global perspectives about early years education</p>	D6	Lecture / seminar / group work / written assignment

8. Indicative content.

What is childhood from a historical and global perspective?
 Education and globalisation
 Socio-historic and political influences within the education and care sector
 Families and parenting
 International views on education
 Global inequalities and children
 Children and youth living in war conflict
 The rights of culture and the rights of children
 Children's needs
 Decolonising our practice within education
 Counter racism and anti-racist practices
 Global majority populations
 Global sustainability
 Sustainable development goals

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

To pass this module a student must

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
3000 word essay 'student choice of title'.	100% weighting		%	A1, B1, B2, D1

10. Teaching staff associated with the module
Name and contact details
Flo Besse-Jones bessef@btc.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
Campbell-Barr, V. and Georgeson, J. (eds)	(2015)	<i>International perspectives on early years workforce development</i>	Critical Publishing	Northwich
Cunningham, H.	(2021)	<i>Children and childhood in Western society since 1500.</i> 3 rd edn.	Routledge.	Abingdon:
Edwards, M.	(2015)	<i>Global Childhoods.</i>	Critical Publishing.	Northwich:

11. Key reading list				
Author	Year	Title	Publisher	Location
Brody, D.L.	(2014)	<i>Men who teach young children: an international perspective.</i>	Institute of Education Press.	London:
Brownhill, S., Warin, J. and Wernersson, I.	(2016)	<i>Men, masculinities and teaching in early childhood education: international perspectives on gender and care. :</i>	Routledge.	Abingdon
Cregan, K. and Cuthbert, D.	(2014)	<i>Global childhoods: issues and debates.</i>	Sage.	London:
Gambaro, L, Stewart, K. & Waldfogel, J. (eds)	(2015)	<i>An equal start?: providing quality early education and care for disadvantaged children.</i>	Policy Press.	Bristol:
Georgeson, J. and Payler, J. (eds)	(2013)	<i>International perspectives on early childhood education and care.</i>	Open University Press.	Maidenhead:
Haralambos, M., Holborn, M., Chapman, S. and Moore, S.	(2013)	<i>Sociology: themes and perspectives. 8th edn</i>	Harper Collins.	London:
Kingdon, Z. and Gourd, J. (eds)	(2014)	<i>Early years policy: the impact on practice.</i>	Routledge.	Abingdon:

11. Key reading list				
Author	Year	Title	Publisher	Location
Knight, S. (ed.)	(2013)	<i>International perspectives on Forest School: natural spaces to play and learn</i>	Sage.	London:
MacBlain, S., Dunn, J. and Luke, I.	(2017)	<i>Contemporary childhood.</i>	Sage.	London:
Montgomery, H. (ed.)	(2013)	<i>Local childhoods, global issues. 2nd edn.</i>	The Policy Press.	Bristol:
Morrison, H. (ed.)	(2012)	<i>The global history of childhood reader.</i>	Routledge.	Abingdon:
Tomlinson, P.	(2013)	<i>Early years policy and practice: a critical alliance.</i>	Critical Publishing.	Northwich,
Ward, U. and Perry, B. (eds)	(2019)	<i>Working with parents and families in early childhood education.</i>	Routledge.	Abingdon:
Wells, K.	(2021)	<i>Childhood in a global perspective. 3rd edn.</i>	Polity Press.	Cambridge:
Wyness, M.	(2018)	<i>Childhood, culture and society: in a global context.</i>	Sage	London: .

12. Other indicative text (e.g. websites)
UNICEF - https://www.unicef.org.uk/
PISA - PISA - PISA (oecd.org)

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed

1. Factual information			
Module title	Graduate Standards		
Module tutor	Louise Hannan	Level	6
Module type	Taught / Independent Study	Credit value	0
Mode of delivery	100% face to face		
Notional learning hours	100 hours 8 Taught, 92 independent study		
2. Rationale for the module and its links with other modules			
<p>The Early Childhood Studies Degree Network (ECSDN, 2021) has published the Early Childhood Studies degree graduate competencies. This was in response to the growing confusion about Degrees that were classed as full and relevant and ones that were entitled various names. A student can now obtain the graduate competencies while studying their degree (3 years), this provides parity for the employer and the sector as a whole. Competencies are an optional extra to enhance employability and status post qualifying.</p>			
3. Aims of the module			
<ul style="list-style-type: none"> • The purpose of this module is to allow students to evidence their knowledge, understanding and skills in order to achieve the Early Childhood Graduate Practitioner Competencies. • Through evidencing high-level academic knowledge students by way of completion of a portfolio of evidence and a viva voce, the student will show that they can meet the competencies. 			
4. Pre-requisite modules or specified entry requirements			
DBS required for work placement			
5. Is the module compensatable?			
YES			
6. Are there any PSRB requirements regarding the module?			
NONE			

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Understand and articulate how to apply the learning throughout the course to practice within an Early Childhood Education and Care context</p>	A7	<p>Group work Practical workshops</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Articulate knowledge and understanding of each aspect of the Graduate Practitioner Competencies</p>	D7	<p>Group work Practical workshops</p>
C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Meet the Graduate Practitioner Competencies and demonstrate knowledge, understanding and skills within each competency as required</p>	B6	<p>Group work Practical workshops</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> D1: Engage in critically reflective practice and development of a portfolio of evidence in order to show how each aspect of the Graduate Practitioner Competencies have been met</p>	<p>C5 D7</p>	<p>Group work Practical workshops</p>

8. Indicative content.
<p>Students will be taught: how to develop a portfolio to evidence learning and knowledge · how to articulate knowledge and apply that to practice · how to use critical reflection for the purposes of employability and self development</p>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Strategy:				
To pass this module a student must				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Viva voce and statement (2,500 words) supported by online portfolio	100%	30	PASS/FAIL	A1, B1, C1, D1

10. Teaching staff associated with the module

Name and contact details

Hannanl@btc.ac.uk - Louise Hannan

11. Key reading list

Author	Year	Title	Publisher	Location
Allen, S. <i>et al.</i>	(2020)	<i>Developing professional practice in the early years.</i>	Open University Press.	London:
Blandford, S. and Knowles, C.	(2016)	<i>Developing professional practice 0-7. 2nd edn.</i>	Routledge	Abingdon:
Bolton, G. and Delderfield, R.	(2018)	<i>Reflective practice: writing and professional development. 5th edn</i>	Sage.	London:
Burnham, L.	(2016)	<i>How to be an outstanding early years practitioner.</i>	Bloomsbury Education.	London:
Campbell-Barr, V.	(2019)	<i>Professional knowledge and skills in the early years.</i>	Sage.	London:
Gardner, F.	(2014)	Being critically reflective: engaging in holistic practice.	Palgrave Macmillan.	Basingstoke:

11. Key reading list				
Author	Year	Title	Publisher	Location
Hallet, E.	(2013)	The reflective early years practitioner.	Sage.	London:
Hayes, C. et al.	(2017)	Developing as a reflective early years professional: a thematic approach. 2nd edn.	Critical Publishing.	St Albans:
Ingleby, E., Oliver, G. and Winstone, R.	(2015)	Early childhood studies: enhancing employability and professional practice.	Bloomsbury Academic.	London:
Jasper, M.	(2013)	Beginning reflective practice, 2nd edn.	Cengage Learning.	Andover:
Kay, J.	(2012)	Good practice in the early years. 3rd edn.	Continuum.	London:
Lindon, J. and Trodd, L.	(2016)	Reflective practice and early years professionalism. 3rd ed	Hodder Education.	London:
McMahon, S. and Dyer, M. (eds)	(2018)	Work-based practice in the early years: a guide for students	Routledge.	Abingdon:
Miller, L., Drury, R. and Cable, C.	(2012)	Extending professional practice in the early years.	The Open University.	Milton Keynes:
Musgrave, J. and Stobbs, N.	(2015)	Early years placements: a critical guide to	Critical Publishing	Northwich:

11. Key reading list				
Author	Year	Title	Publisher	Location
		outstanding work-based learning.		
Oates, R. and Hey, C. (eds)	(2014)	The student practitioner in early childhood studies: an essential guide to working with children.	Routledge.	Abingdon:
Paige-Smith, A. and Craft, A.	(2011)	Developing reflective practice in the early years. 2nd edn	Open University Press.	Maidenhead:
Thompson, S. and Thompson, N.	(2018)	The critically reflective practitioner. 2nd edn.	Palgrave.	London:
Wild, M. and Street, A.	(2013)	Themes and debates in early childhood,	Sage.	London:

12. Other indicative text (e.g. websites)
Critical Thinking - www.criticalthinking.org

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
New Module	New Module	New Module