

## Programme specification

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA (Honours) Early Childhood Studies Top-up (0-8 years) BA Early Childhood Studies Top-up (0-8 years)
<b>Teaching Institution</b>	New College Durham
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	
<b>Date of latest OU (re)validation</b>	
<b>Next revalidation</b>	
<b>Credit points for the award</b>	120 Credits/ Level 6
<b>UCAS Code</b>	
<b>Programme start date</b>	September 2018
<b>Underpinning QAA subject benchmark(s)</b>	<p>QAA Benchmark Statements for Early Childhood Studies (2014).</p> <p>Guidelines for preparing programme specifications (QAA 2006).</p> <p>The framework for HE qualifications in England, Wales and Northern Ireland (FHEQ).</p> <p>Qualifications and Curriculum Framework QAA Benchmark Social Policy (2016).</p> <p>National Occupation Standards (NOS) (DfE) previously Children’s Workforce Development Council (2008).</p> <p>Early Education and Childcare Statutory Guidance (DfE 2014).</p> <p>National Occupational Standards for Supporting Teaching Learning (2010).</p> <p>The Children’s Improvement Board.</p> <p>The Early Years Strategy: “Delivering high quality support and provision for children from pre-birth to 5 years old”. (County Durham Children and Families Partnership 2015).</p>
<b>Other external and internal reference points used to inform programme outcomes</b>	
<b>Professional/statutory recognition</b>	None

<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face)</b>	FT
<b>Duration of the programme for each mode of study</b>	FT 1 Year (2 evenings per week)
<b>Dual accreditation (if applicable)</b>	
<b>Date of production/revision of this specification</b>	

**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 student's 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

This award has been designed through a carefully constructed programme, which benefits students to gain a critical understanding about early childhood and the issues that impact upon and influence the lives of young children. Students will build an understanding of factors affecting children within a wider context. Based within a socio-cultural paradigm, theoretical perspectives, policies and research will translate into practice through the academic disciplines of each module.

The top up year builds on and consolidates existing knowledge, understanding and skills of working with children, strengthening the links from the FdA Childhood Studies and Professional Practice. The programme will explore current and emergent issues in early childhood (0-8 years). The aim is to facilitate professional development and career choices encouraging intellectual capabilities, reflection and analytical skills specifically related to the pedagogy of childhood.

The aim of the Early Childhood Studies top-up programme is to address the sector requirement of improving the qualifications of practitioners particularly within the private, voluntary and independent (PVI) early years sector. Current Government policy focuses on building a stronger, more capable workforce, with

more rigorous training and qualifications (DfE 2017).

The early years children's workforce in particular is diverse, in terms of qualifications and experience. The Government funded independent review of early education and childcare qualifications by Professor Nutbrown in 2012 identified a national disparity with the majority holding a level three qualification or below.

The evidence suggests that those with higher levels of qualification at levels four, five and degree level specialism in early childhood, have the greatest impact in practice.

Research has shown the benefits that graduate leaders bring to early years organisations validated by Ofsted. They have a positive impact both in terms of curriculum and pedagogical leadership.

When this is measured in the context of Government plans for workforce expansion and improving professionalism, the importance of organisations led by higher level practitioners and graduates becomes evident. The strategic drivers of increasing funded places for two-year olds, concurrent with plans in February 2016 to deliver 30 hours of free childcare for working parents of three and four-year-olds alongside the introduction of the new Statutory Framework for the Early Years Foundation Stage (2016), has significant implications for the workforce.

Additionally, more than half of three- and four-year-old children taking up funded early education are in nursery and reception classes in schools, meaning an identified increase in the requirement of suitably qualified practitioners within the statutory sector.

The importance of the quality of PVI settings is clearly integral with the quality of practitioners having the appropriate qualifications and skills to improve outcomes for children and families. Research from Ofsted (2015) demonstrates that children from low income families make the strongest progress when settings have highly qualified staff. Deprivation features significantly in many of County Durham's communities. Equally the settings that performed higher in Ofsted judgements had a proportion of staff with qualifications above level three.

#### **The aims of the programme are:**

Academic contribution enabling students to become confident, well-educated and reflective practitioners with the skills to respond to developments in the field of early childhood studies.

- Enable the development of critical reasoning and analytical skills in relation to the context of early childhood to equip students with research skills, knowledge and understanding of how theory relating to children influences and informs current early years provision.
- Promote students to demonstrate the intellectual and study skills for the

- collection, interpretation, understanding, presentation and critical analysis of theory, policy and practice issues concerning early childhood.
- Encourage students to incorporate theoretical principles and knowledge of leadership, working with other professionals; working with families to meet needs of young children.
  - Enable students to assimilate skills and aptitudes that constitute a platform from which they may successfully enter post-graduate study in related areas.

**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 top up year builds on and consolidates existing knowledge, understanding and skills of working with children, strengthening the links between theory and practice from the FdA Childhood Studies and Professional Practice. The programme will explore existing and contemporary issues in early childhood during the years from 0-8. The aim is to facilitate professional development and career choices encouraging intellectual capabilities, reflection and analytical skills specifically related to the pedagogy of childhood. There is one mode of delivery which is full time. The NCD HE department offers opportunities for cross-curricular delivery through use of a range of guest speakers.

The course has been designed to welcome students from a range of backgrounds and aims to create a learning community through initial induction, diagnostic and teamwork activities. Overseas student applications would undertake APEL / RPL in line with NCD policy.

Upon successful completion of the award the students will have a critical knowledge, experience and graduate capabilities to meet the needs of the employers within the early years sector, to gain meaningful employment. Those already employed within the industry will have the opportunities to progress and develop their knowledge and skills to further their career progression.

Students who do not complete the research (dissertation) module will exit with a BA in Early Childhood Studies Top-up Degree (0-8 years).

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

N/A

#### 2.4 List of all exit awards

BA (Honours) Early Childhood Studies Top-up (0-8 years) 120 credits  
BA Early Childhood Studies Top-up (0-8 years) 80 credits

<b>Programme Structure - LEVEL 6</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable ?</b>	<b>Semester runs in</b>
<ul style="list-style-type: none"> <li>• The Pedagogy of Play in Early Years</li> </ul>	20	None		Yes	2
<ul style="list-style-type: none"> <li>• Leading Learning in Early Years</li> </ul>	20	None		Yes	2
<ul style="list-style-type: none"> <li>• Early Years Policy and Practice</li> </ul>	20	None		Yes	1
<ul style="list-style-type: none"> <li>• Contemporary Project in Early Years</li> </ul>	40	None		No	1&2
<ul style="list-style-type: none"> <li>• Contemporary Issues in Research with Young Children</li> </ul>	20	None		Yes	1

Intended learning outcomes at Level 6 are listed below:

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A1 A systematic knowledge of a range of research paradigms, research methods and measurement techniques, and awareness of their limitations.</p> <p>A2 Reason clearly, understand the role of evidence and make critical judgements about arguments relating to the subject area of early childhood studies.</p> <p>A3 A systematic knowledge and critical understanding of all aspects of significant policy and provision for babies and young children, families and communities.</p> <p>A4 Understand the conceptual underpinnings of early childhood studies as a subject area, its historical origins, development and limitations.</p> <p>A5 Understanding of multi professional, inter-professional, multiagency and inter-agency working as a means to meeting the needs of babies and young children.</p>	<p>The lectures will deliver the indicative content of the module and the seminars will provide interactive learning opportunities to explore different perspectives on specific contemporary and emergent issues. Students will have the opportunity to work on tasks individually e.g. when identifying their early years contemporary issue within their own area of employment/interest and evaluating the consequences. The students will also work in groups to research and evaluate contemporary issues. Students will also have the opportunity to lead seminars for small groups evaluating different perspectives on a specific early childhood issue.</p> <p>Students will attend lectures, workshops and tutorial support sessions.</p> <p>The lectures will deliver the indicative content of the module and the seminars will provide interactive learning opportunities to apply different theoretical approaches to managing change scenarios. Seminars will allow the learners to engage effectively in academic discussion and present arguments of the interplay of economic, professional, ethical, collaborative and legal obligations. Individual project supervision sessions will allow learners to</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>establish and discuss their development.</p> <p>The lectures will deliver the indicative content to discuss innovation and project management to the requirements of the assessment. A variety of assessment methods are used to provide the student with the opportunity to demonstrate acquisition of comprehensive and detailed knowledge which emphasise the application of theory to practice.</p>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B1 Detect meaningful patterns in play, behaviour and experience and evaluate their significance.</p> <p>B2 Apply multiple perspectives to early childhood issues, recognising that early childhood studies involves a range of research methods, theories, evidence and applications.</p> <p>B3 Analyse and constructively critique theories, practice and research in the area of child development.</p>	<p>A range of student-centred teaching and learning approaches will be utilised. Within individual project supervision sessions, students will be encouraged to plan and generate innovative ideas from practice and enquiry-based learning.</p> <p>This will challenge and support students to demonstrate intellectual flexibility and openness to new ideas and make independent judgements on innovation and project research.</p> <p>Critical analysis will engage students with opportunities to question research articles and critique sources of information. Seminars will allow students to discuss their project and share experiences of the implementation of their project and the</p>

<b>3B. Cognitive skills</b>	
	<p>outcomes of the project. Students will be allocated a supervisor; within individual project supervision tutorial, learners will be overseen to complete the individual project in conjunction with HE academic and tutorial guidance.</p> <p>The lectures will deliver the indicative content of the module which will provide interactive learning opportunities to apply and evaluate different theoretical approaches.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C1 Demonstrate a well-developed knowledge and awareness of the skills needed for different relational pedagogical approaches.</p> <p>C2 Interpret and use numerical and other forms of data critically and securely.</p> <p>C3 Use a range of sources of information critically.</p> <p>C4 Initiate, design, conduct and report an empirically based early childhood research project under appropriate supervision.</p>	<p>Students will engage in debates and discussion explaining the central arguments of a range of contemporary issues within the seminar sessions. They will analyse scenarios, apply to their own practice area, and communicate with others in a clear and articulate manner.</p> <p>Seminars will allow the learners to engage effectively in academic discussion and present arguments of the interplay of economic, professional, ethical and legal obligations. They will undertake this utilising a variety of sources; texts, journals, Open Athens, VLE and alternative search engines.</p> <p>Within the individual project supervision sessions, students will be</p>

<b>3B. Cognitive skills</b>	
	encouraged to plan and generate innovative ideas and conduct an early years empirically based research project.

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D1 Use the communication skills necessary to effectively converse, debate, negotiate, persuade and challenge the ideas of others.</p> <p>D2 Use information and communications technology (ICT) appropriately in a range of contexts.</p> <p>D3 Become more independent, resilient, responsible and pragmatic and develop as an autonomous learner.</p> <p>D4 Write for different purposes, which include persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis and summary.</p> <p>D5 Undertake self-directed study and project management in a supportive environment.</p>	<p>Key/transferable skills are incorporated within modules and related to relevant summative assessment.</p> <p>Tutorial sessions will allow students to review their academic progress.</p> <p>Workshops, tutorials and seminars devoted to supporting and developing individual presentation skills will be held during the induction section of modules with summative presentations. Here, they will have the opportunity to engage in personal planning and skills development via strategies such as socratic seminars, students will have the opportunity to challenge and question their peers and interrogate a range of evidence.</p> <p>Students will use a variety of technology to access key resources and demonstrate digital literacy. Students' key skills, such as time management and communication will be enhanced and developed</p>

<b>3D. Key/transferable skills</b>	
<p>D6 Apply sufficient and relevant research at this level and acknowledge sources within the prescribed referencing system.</p>	<p>by active engagement in the tasks set.</p> <p>Regular directed tasks will support opportunities for wider reading and research increasing independence in their own learning.</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**

This course provides a challenging and broad-based curriculum relevant to the holistic needs of the students. It reflects the current and projected requirements of the local early years and primary sector in County Durham. The linking of theory and practice is integral throughout the whole programme. Integral to level six learning is reflective evidence from practice within the personal and professional development modules at level 4 and 5.

A themed approach enables students to see the natural progression from one module to another, and across the programmes.

The widening participation and lifelong learning ethos of the programme enables those students to take a vocationally embedded route into graduate practice and /or teaching considering the following options after level six;

- School-centred initial teacher training EY (SCITT)
- Early years initial teacher training (EYITT)
- Postgraduate Certificate in Education (PGCE)

The Government's (2015) annual teacher recruitment campaign, Your Future: Their Future has identified that an additional 35,000 trainee teachers need to be recruited every year. This includes reception teachers.

The programme is expected to have the exceptional internal progression opportunities evident at level 3 to FdA. The HE education staff in early years nurture student's development, which embeds a feeling of security that offers unique positive relationships. This forms a 'sense of belonging' and culture within NCD which maintains successful recruitment. Bespoke and smaller cohort size ensures successful retention. Alongside this, students are given the opportunity to study modules that promotes self-direction and autonomy.

Therefore, the programme reflects the requirements to address improvement in the knowledge and skills of the early years workforce, respond to the government's shift in early year's policy and increase opportunities for students to take a vocational route into teaching and management. Early Childhood Studies graduates are therefore expected to be effective advocates for children in whatever capacity they work.

## 5. Support for students and their learning

There are support mechanisms to provide both academic and pastoral support for students. Quantitative and qualitative evidence is used to gauge the effectiveness and increased utilisation of these services, evidenced particularly in the responses from student questionnaires, and ASC service student feedback and evaluation processes. Additional learning support is available to students who have learning difficulties and or disabilities.

### **Student Induction**

Prior to enrolment onto the programme, those students who have prior accredited or experiential learning taken into account are required to produce evidence of current early years practice especially external or overseas student applications. This process will follow NCD APEL / RPL policy.

All students joining the course will undertake an induction programme at their point of entry. The aims of the induction are:

To provide students with full details of the BA (Hons) Early Childhood Studies Top-up (0-8 years), allowing aims and objectives, modules, skills associated with their studies, its assessment strategy, and its approach to learning to be introduced.

In addition:

- To induct students to the learning resources available to them whilst on the course, such as the virtual learning environment (student intranet and Schoology) and Learning Resource Centre.
- To allow students the opportunity to identify issues which need to be resolved;
- To enable students to meet the tutors involved in delivering the course.
- To meet and interact with fellow students.
- To introduce students to the code of conduct and regulations of the college.
- To make students aware of the relevant systems and structures available to support them, including the advice, support careers services (ASC), personal learning coach (PLC), and the student union.

### **Overview of Support Arrangements**

Support needs are addressed with students on an individual basis during diagnostic activities taking place within induction. Those students who are new to the college, and not previously known to the course team, are encouraged to engage with additional support via personal learning coach (PLC) and academic support tutor to ensure fluid transition into level 6 study.

- **Internal Students (Progressing from an NCD FdA course)**  
Designated personal tutor and 1-1 tutorials.  
Optional personal learning coach (PLC) Support / continued support for those previously using PLC's.  
Access to academic support tutor.
- **International Students (Progressing from an overseas institution)**  
APEL /RPL procedure will be undertaken and assessment where English is not their first language. Entrants must demonstrate appropriate reading, comprehension and academic writing skills and to successfully demonstrate practice experience and vocational knowledge.  
Evidence of current early years sector experience validated from an appropriate organisation.  
Designated personal tutor and 1-1 tutorials.  
Support from NCD International Office.  
Opportunity for additional tutorials with all module tutors during induction period of semester 1.  
Personal learning coach (PLC) Support encouraged.  
Access to academic support tutor encouraged.
- **External UK Students (progressing from a UK institution)**  
APEL procedure will be undertaken with evidence of appropriate vocational experience.  
Designated personal tutor and 1-1 tutorials.  
Opportunity for additional tutorials with all module tutors during induction period of semester 1.  
Personal learning coach (PLC) support encouraged.  
Access to academic support tutor encouraged.

### **Personal Tutor System**

A comprehensive personal tutor system is in place to make sure that students have a direct personal contact with an individual member of the course team to discuss academic and personal matters relevant to their learning. All students are allocated a personal tutor when first registering to the course. It is intended wherever possible a student will have the same personal tutor for the length of

their course. The personal tutor will be responsible for the induction programme to ensure students are comfortable with the course. At the induction, the personal tutor will meet students to ascertain any particular learning or support needs and thereafter will meet with individual students on a regular basis to monitor progress and discuss any issues arising.

### **Academic Support**

In addition to support from their personal tutor, each student will receive academic support from their module tutors. Support is given to students via tutorials at set intervals during the academic year and there is likely to be opportunity for additional sessions during group tutorials. Further support is available within critique-based activities where both tutor and peers are able to give constructive advice as to the progress and development of visual based assignment work.

Students have access to a dedicated academic support tutor. This post has been acknowledged by QAA assessors as being an invaluable resource enabling students who do not come from an academic background, potential to achieve Higher Education.

### **Pastoral Support**

The college is committed to providing a high quality, confidential and impartial information, and advice and guidance service. This is provided by the comprehensive Advice, Support Careers (ASC) Service. All students receive induction on the ASC service at the start of their course. The ASC service is designed to provide effective and timely information, advice and guidance on funding and welfare, career planning and provides access to confidential personal counselling support.

The ASC service offers appointments and a 'drop-in' service. ASC information is also available to download from the college website, intranet or to pick up from the dedicated ASC area, foyer of the Neville Building and the Sports Block.

The PLC service does not have any specific criteria for referral, and any student who may benefit from such support can access the service. Their tutor, module leader and external advisor, such as ASC or by themselves, can refer students. This personalised referral system helps in identifying new students as well as continuing communication with progressing students.

There is a dedicated page on the college internet and intranet. The service is also advertised via the college television system, allowing students in communal areas of college to become aware of the provision.

### **Career Guidance**

Students have access to a comprehensive range of relevant up to date resources on learning and work via on-line ASC services and as a hard copy,

which is available at the ASC facility. The ASC staff also provides on-course support via class-based sessions on careers education, including careers management and finding employment both in the UK and abroad. Prospective and actual students are provided with detailed access to careers and funding services for general enquires.

For specific careers-based information related to design the course team will be the first point of contact for advice and guidance due to the specialist nature of employment based opportunities within the early years sector. Career guidance will be provided on a continuous basis throughout the duration of the course.

### **Support with Coursework**

Students are supported in their preparation for assessments by their module tutor and where relevant other academic staff within the course team. Students have access to additional academic support particular to assessment tasks from an independent HE academic support tutor. The tutor offers specific study skills advice and guidance on, academic writing, assignment/essay planning and structuring, The Harvard system (for reference lists & bibliographies), Open Athens and online Information retrieval, literature searching, presentation skills, reading efficiently and report writing. Electronic advice and guidance booklets are available on the student intranet to download.

In order to protect students against unfair competition, the college may need to ensure that the students are not submitting assessments, which have been copied or plagiarised, or which are not substantially the student's own work. The college uses the software Turnitin to enable staff and students to check work for originality. Students can upload their assignments prior to submission for marking and get a report confirming their similarity reports. This can be extremely effective in ensuring against plagiarism and providing students and module leaders with the confidence that the work is original.

Module specific material is provided on the course VLE; this information is reviewed and updated annually to coincide with the nature and specific requirements of assignments being delivered in a given year. Documents include the course handbook, module guides with assessment briefs, signposting to useful resources, PowerPoint presentations.

Self-directed study is an important aspect of the course that will enable students the opportunity to develop their assignments when resources are not available outside of the college campus.

## 6. Criteria for admission

The College admissions policy is to encourage access to higher education through an equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

### **Standard Entry criteria**

- All applicants should hold a level 5 qualification at course commencement (HND/FdA/international equivalent 120 ECTS Credits) in Early Childhood Studies.
- All external applicants must be interviewed (international applicants via internet/email respectively).
- To have level 2 or equivalent in English Language and maths, or a minimum IELTS score of 7 with no element below 6.5 in all components; speaking, listening, reading and writing required for international applicants, additionally a formative written piece of work may be requested during the application process.
- Clear enhanced DBS
- Evidence of appropriate current early years/education employment and/or volunteering experience within the sector. This must be verified by the organisation manager or head teacher.

To gain entry to the programme a student must satisfy the standard entry requirements to the course. Given the wide experience of potential applicants to this course, applications for recognition of prior learning (RPL) and accreditation of experiential learning (APEL) are welcomed in accordance with NCD academic regulations.

### **Admissions Process**

Once an application has been received, it is recorded and acknowledged by the college admissions team. The course team then views the application.

The process for interview is as follows:

- Ensure applicants original certificates and practice evidence are reviewed during the admissions process.
- Entrants must have an appropriate level of verbal communication skills during the interview process.
- Entrants must demonstrate appropriate level of reading comprehension and academic writing during the written component of the interview process.
- Applications welcomed through UCAS and NCD application form.
- Acceptance, conditional acceptance, or rejection via UCAS and NCD application process after interview.

Entry to the course is at the discretion of the course team and based upon the combination of successful interview and a portfolio that illustrates an ability to

meet level 6 course learning outcomes.  
<http://www.newcollegedurham.ac.uk/apply/apply-online/>

7. Language of study

The course is conducted using English language.

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

The programme will follow Open University regulations.

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

Students' feedback on experiences of teaching and learning is captured during course team meetings with student cohort representatives, student surveys, and evaluation of all modules. Learning walks by Heads of School and Curriculum Managers give students the opportunity to voice their own opinions on the programme. Completion of in year course reviews inform the annual course report. This then leads to implementation of a quality enhancement plan to address set actions throughout the academic year.

**Student Voice**

The contribution of the student voice is a critical quality element at the college. It is focussed around strengthening teaching and learning and responsiveness to individual need; strengthening student participation and representation; and creating a culture of student involvement, all of which ensures that the 'student voice' is at the centre of the curriculum.

Full use is made of student feedback to plan, manage and improve the provision and to enable the college to respond to the needs of its students. Student forums at college and school level, as well as course level operate very effectively and are well attended by student representatives. These mechanisms enable student representatives to raise any issues concerning their peers and to work with college staff to further explore these issues, to establish underlying causes of concern and to implement actions for improvement, as well as to consider responses to formal student surveys. Transparent arrangements are in place for the feedback of improvement activities to students and the

communication of action plans to staff and students, ensuring ownership of improvement strategies at the appropriate level.

An anonymous student comments and suggestions e-mail address is accessible via the student intranet. This ensures that students are able to have their opinions heard and acted upon to facilitate improvements in their provision from outside formal forum meeting arrangements, where appropriate. Additionally, an HE student forum page on the NCD intranet allows student representatives to add questions or comments where key college staff can respond. The site is visible to all students so they can see answers to questions, and access student forum minutes and other relevant documentation.

Nominated student-representatives are invited to participate in staff-student committee meetings on a termly basis, with outcomes and actions from these meetings informing the annual evaluation and review process as well as informing immediate action to resolve pressing student issues, where applicable.

Cross-college student surveys are operated both on-entry to the course (to capture perceptions of student induction and admissions procedures) and on-course (to capture perceptions of quality of teaching and learning, assessment, student support and resources programme management). These surveys mirror the questions included in the National Student Survey (NSS). As well as being highly informative about the issues facing students studying in higher education at the college, they help familiarise students with the expectations of the NSS in which they participate in the final year of their programmes. Responses to start of programme and on-programme student surveys are considered by HE Academic Standards and Quality Board, a sub-committee of academic board, and responses received along with associated action plans generated are ratified at this committee prior to subsequent presentation to Quality, Curriculum and Students Committee (a sub-committee to the Board of Governors).

Following the analysis of formal student survey responses, course teams meet to consider areas of concern raised by students and to generate actions to resolve these issues, where applicable. Survey responses are further interrogated at course review meetings resulting in modifications to programme delivery, assessment and/or student support arrangements, where applicable, and informing the production of the annual course report and self-assessment of programme operation.

Module evaluations are also conducted to enable teams to scrutinise student perceptions at a subject level and to establish specific areas of satisfaction and

concern for students. An analysis of module evaluation outcomes is considered at staff-student committee meetings and forms a critical component of the course evaluation and review and subsequent annual course report.

### **Key Performance Indicators**

The college has a performance management framework to monitor course performance on a regular basis. Course teams normally meet monthly and are guided to discuss agenda items relevant to key operational aspects at relevant times of year. In particular, they meet three times a year in the capacity of course curriculum review meetings to evaluate past delivery and performance of the course and make modifications to the curriculum where relevant. Curriculum managers meet with the head of school and the quality manager four times a year at an HE quality review to discuss course management and performance with particular respect to; reporting identified issues and good practice; student retention; strategies implemented to support students identified 'at risk'; and communication with external examiners, employers, and other stakeholders.

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

None.

Annexe 1: Curriculum map.

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

### Annexe 1 - Curriculum map

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

Level	Study module/unit	A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	
6	Early Years Policy and Practice		✓	✓		✓			✓			✓		✓						
	Contemporary Issues in Research with Young Children	✓	✓					✓	✓			✓		✓			✓		✓	
	Leading Learning in Early Years		✓			✓			✓			✓				✓	✓			
	The Pedagogy of Play in Early Years		✓		✓		✓		✓	✓		✓					✓	✓		
	Contemporary Project in Early Years	✓	✓						✓			✓	✓	✓	✓	✓	✓	✓	✓	✓

## 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.