

# | Middlesbrough College

## | Foundation Degree in Early Childhood Practice

### | Programme Specifications

April 2018



# Programme Specification

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

## 1. Overview/ factual information

<b>Programme/award title(s)</b>	Foundation Degree in Early Years Practice
<b>Teaching Institution</b>	Middlesbrough College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	N.A.
<b>Date of latest OU (re)validation</b>	N.A.
<b>Next revalidation</b>	N.A.
<b>Credit points for the award</b>	240
<b>UCAS Code</b>	N.A.
<b>Programme start date</b>	September 2018
<b>Underpinning QAA subject benchmark(s)</b>	<a href="#">Early Childhood Studies</a> (2014) <a href="#">Foundation Degree Characteristics Statement</a>
<b>Other external and internal reference points used to inform programme outcomes</b>	<a href="#">SEEC Credit Level Descriptors</a> <a href="#">Framework for Higher Education Qualifications</a> <a href="#">QAA Quality Code</a>
<b>Professional/statutory recognition</b>	None
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face)</b>	PT Face-to Face including work-based learning, extended by 10 weeks with blended learning. (40 weeks) FT Face-to Face including work-based learning. (30 weeks)
<b>Duration of the programme for each mode of study</b>	PT: 2 years (40 weeks) FT: 2 years (30 weeks)
<b>Dual accreditation (if applicable)</b>	N.A.
<b>Date of production/revision of this specification</b>	April 2018

**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

## 2.1 Educational aims and objectives

The overall aim of the programme is:

- To develop detailed and critical knowledge and understanding required for working within the Early Childhood sector.

The objectives are to:

- develop students to become independent learners;
- develop detailed knowledge and understanding required for working within the Early Childhood sector;
- enable the professional and practical skills required for working with children and families;
- promote awareness of inclusive practice;
- develop the ability to understand and apply the principles of research and evidence-based practice;
- enable an appropriate understanding of the theoretical, pedagogical and legislative framework of early years' practice;
- develop students' ability to reflect on practice and develop their skills in managing professional development;
- develop the personal and transferable skills critical to practitioners working with children and families;
- provide full and part-time study routes to support the individual needs of the students and the organisation for which they work. It is recognised that part time study may support organisations in enabling students to be available to attend formal teaching sessions.

## 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)

Applicants will usually progress from Level 3 qualifications or equivalent in childcare (48 UCAS Tariff Points) and have experience including a current job/placement within the sector. On completion of the foundation degree in Early Childhood Practice students have the opportunity to progress a BA Honours Degree in Early Childhood Professional

Studies top up award which is being developed by the Programme Team coterminously with this programme.

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

The 60 credits of work-related learning take place in the following modules:

Level 4 – Continuous Professional Development Portfolio (CPDP) [60 Credits]

Level 5 – Continuous Professional Development Portfolio (CPDP) [60 Credits]

The work-related learning is provided in college sessions and during placement which can be employed or voluntary.

The full-time route for the programme is delivered over 30 week and the CPDP modules are deliver over the full academic year. This time frame supports students who are not employed in the sector, providing a longer period in which to secure a suitable placement opportunity and to achieve the required learning. The part-time study route CPDP is delivered over weeks 1- 40, supported by a range of blended learning, including video teaching.

### 2.4 List of all exit awards

Cert. HE Early Childhood Practice [120 Credits]

Foundation Degree Early Childhood Practice [240 Credits]

### 3. Programme structure and learning outcomes

<b><u>Programme Structure - LEVEL 4</u></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>
Supporting Children's Development	20			Y	W 1-10
Learning within Early Childhood	20			Y	W 11-20
Policy and Practice in the Early Years	20			Y	W 21-30
Continuous Professional Development Portfolio (WBL)	60			N	Year Long W 1-30 FT W 1-40 PT

Intended learning outcomes at Level 4 are listed below:

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy / assessment methods</b>
<p><b>A1:</b> Describe and explain theoretical explanations of child development.</p> <p><b>A2:</b> Describe and explain key initiatives associated with learning in early childhood</p>	<p><b>A1, A2:</b> These learning outcomes are addressed in three modules (<i>Supporting Children's Development, Learning within Early Childhood</i> and the <i>Continuous Professional Development Portfolio</i>) through a combination of lectures, academic support tasks, seminar tasks and through work-based learning where students are able to apply theory to practice. Formative and summative tasks assess learning and provide students with feedback which further supports the development of academic skills. A specific example: in the <i>Supporting Children's Development module</i>, the summative assessment requires students to choose an area of child development and explore sociological and</p>

## Learning Outcomes – LEVEL 4

### 3A. Knowledge and understanding

**A3:** Describe and explain how current policies protect children.

**A4:** Describe and explain the relationship between different areas of practice in an early years setting.

psychological theory that can be applied to increase knowledge and understanding and to develop early years' practice. This activity is supported in 1:1 meetings that form part of the sessions as deadlines approach, using reflection to apply to situations or scenarios.

**A3:** Child protection is explored in detail in the module *Policy and Practice in the Early Years*. A variety of teaching and learning strategies are utilised to deliver the underpinning content, knowledge and understanding relating to this module. These include: formal lecture style delivery, blended learning sessions, group work and in-class activities. Students are signposted to independent additional reading and research tasks. Key policy documents and relevant articles are uploaded to the VLE.

**A4:** The relationship between different areas of practice in an early years setting is addressed predominantly in the modules *Supporting Children's Development*, *Learning within Early Childhood* and *Continuous Professional Development Portfolio*. A specific example in the latter module: in taught sessions, students examine the seven areas of learning in the Early Years Foundation Stage. Students are required critically to examine and reflect upon the provision of a successful learning environment in an early years setting. Students are also required to complete a written account and provide evidence from their mentor that explains how their placement setting contributes to the holistic development of children. Formative feedback is provided through contact with their Mentor and tutorials.

## Learning Outcomes – LEVEL 4

### 3A. Knowledge and understanding

**A5:** Describe and explain key theories associated with pedagogy in early years.

**A5:** The key theories associated with pedagogy in the early years underpins all 20 credit modules and is explored in detail in the module *Learning Within Early Childhood*. The module considers the ways in which pedagogical practice influences children through the ages of 0-3, 3-5 and 5-8, and how pedagogical practice can be utilised to support children's effective learning. The summative assessment is via an assignment in which the students reflect upon how they enhance children's learning within their practice. Students apply theory to their own practice through reflection and draw out the relevance and implications of teaching and learning strategies with reference to their own educational setting.

**A6:** Describe and explain how current policies influence working together in partnerships and multiagency practices with in the Early Childhood sector.

**A6:** The modules *Policy and Practice in the Early Years* and *Continuous Professional Development Portfolio* focus upon the ways in which current policies influence working together in partnerships and multiagency practices with in the Early Childhood sector. Assessing children's needs in the multi-agency environment and reflective practice for professional development underpins the importance of these core aspects of early childhood. Students are supported in their learning with links to current appropriate legislation and practice in these areas as well as identifying their own professional needs. Integral to learning are the links to other partners and understanding their own - and others' - roles when working in partnerships. Lectures focus upon the importance of multi-disciplinary working in the early years where the child's needs are placed at the centre. Through peer learning and reflection upon their own practice, students identify their contribution to partnership working. Within work-based learning formative feedback will be provided through the student's mentor and tutorials.

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Recognise how key resources contribute to child development.</p> <p><b>B2:</b> Gather and describe information about assessing learning in early years.</p>	<p><b>B1:</b> This learning outcome is particularly relevant to the modules <i>Supporting Children’s Development</i> and <i>Continuous Professional Development Portfolio</i>. Through a work-based learning taught session, students (working in groups) develop a chart using provided resources such as toys, books, games and puzzles and document how each resource contributes to children’s holistic development. From their own setting students provide an inventory of physical, cognition, emotional and social resources for a specific area of the setting and outline how they contribute to holistic/heuristic child’s development. Formative feedback is provided through mentor meetings and tutorials.</p> <p><b>B2:</b> An example of the way in which learning occurs in relation to this learning outcome is in the module <i>Learning within Early Childhood: Lectures and seminars</i> encourage students to discuss and reflect on how learning, assessment and planning is used within an early years setting to develop the acquisition of knowledge under the appropriate educational framework. Students identify the ways in which effective learning and teaching strategies place the child’s needs at the centre of the learning. In a summative assessment, students are assessed on how well they identify a relevant curriculum initiative such as the Early Years Foundation Stage Framework or the National Curriculum and analyse</p>



<b>3B. Cognitive skills</b>	
<p><b>B3:</b> Recognise how policies influence the way we work with children and families.</p> <p><b>B4:</b> Recognise appropriate resources that contribute to our understanding of child development.</p> <p><b>B5:</b> Recognise how different pedagogical strategies influence education in early years.</p>	<p>the pedagogical approaches used within the curriculum initiative including assessment for learning.</p> <p><b>B3:</b> This learning outcome is embedded in the module <i>Policy and Practice in the Early Years</i> and aims to examine how social policy - and the policy making process - impacts upon professionals who work with children and families. The module incorporates key childcare policy themes that underpin policy change within the early years and which have impacted upon contemporary professional practice relating to the early years and primary aged children. Formative assessment is undertaken by students producing a policy plan which outlines the main themes of the report and for the summative assessment students complete a report outlining how their chosen policy influences professional practice.</p> <p><b>B4, B5:</b> An example of the way in which learning occurs in relation to these learning outcomes is in the module <i>Supporting Children's Development</i>: where students' self-awareness skills are developed in relation to core aspects of early childhood practice. Students are supported to complete reflective tasks through their work-based learning and make links between modules to understand their abilities.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Act with limited autonomy in identifying key factors influencing child development.</p>	<p><b>C1 - C5:</b> These five learning outcomes underpin all Level 4 modules. Formative and summative tasks assess learning and provide students with feedback which further supports the development of academic and professional skills. A specific example within the module <i>Supporting Children's Development</i> includes using the national guidance document</p>

<b>3C. Practical and professional skills</b>	
<p><b>C2:</b> Act with limited autonomy in identifying how policies influence professional practice.</p> <p><b>C3:</b> Act ethically and respond to the needs of children and families.</p> <p><b>C4:</b> Respond to the needs of the multi-disciplinary team.</p> <p><b>C5:</b> Act with limited autonomy to identify professional and practical skills that could be improved.</p>	<p>Development Matters and via formalised class/group discussions and case studies. Students have the opportunity to make links with their practice and identify key factors that influence child development. 1:1 sessions provide the opportunity for students to discuss their own setting and experience and capture factors that they have observed as key influences on child development.</p>

<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Act with limited autonomy in identifying how policies influence professional practice.</p> <p><b>D2:</b> When communicating describe effectively in a range of styles appropriate to the context.</p> <p><b>D3:</b> Describe both employment potential and ability to manage future professional development.</p> <p><b>D4:</b> Use appropriate IT skills and demonstrate the ability to access and use a range of learning strategies.</p>	<p><b>D1 - D4:</b> Key transferable and academic skills development are embedded throughout the programme. Students are supported through tutorials and seminars as well as provided with developmental feedback on summative work. A range of assessment opportunities allow students the opportunity to address many different academic and professional skills. This activity includes, for example, the continuous professional development portfolio where students are required to reflect upon their key transferable skills (such as study, communication and use of IT) over the course of their work placement. The college provides students with a range of support opportunities delivered via the VLE in addition to support at the programme and module levels.</p>

**[Please insert here title of exit awards(s) at Level 4**

Cert. HE Early Childhood Practice [120 Credits]

<b><u>Programme Structure - LEVEL 5</u></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>
International Perspectives in Early Years Education	20			Y	W 1-20
Research Practice in the Early years	20			Y	W 21-30
Working Together to Protect Children	20			Y	W 21-30
Continuous Professional Development Portfolio (WBL)	60			N	Year Long W 1-30 FT W 1-40 PT

**Intended learning outcomes at Level 5 are listed below:**



## Learning Outcomes – LEVEL 5

### 3A. Knowledge and understanding

**A3:** Demonstrate detailed knowledge of child protection policies and professional practice.

**A4:** Demonstrate detailed knowledge of how children’s physical, intellectual, emotional and social needs are met within Early Childhood.

**A5:** Demonstrate detailed knowledge of early years professional practice from a variety of settings.

evidence base in attempts to develop and promote good practice in a children’s setting. Formative assessment is a research investigation plan which demonstrates the chosen research model and outlines the main stages of the small-scale research investigation. In the summative assessment students complete a research report.

**A3:** This theme is explored in detail within the module *Working Together to Protect Children*. Through taught sessions, students are given opportunities to critique recent and contemporary government safeguarding policy by applying an understanding of the historical events and social processes that shape policy and early years’ practice. This activity enables students to follow safeguarding procedures within their professional practice. The formative assessment requires students to prepare for a seminar by locating, reading and summarising a Serious Case Review that has been published in the last ten years, relating to a young child. Informal tutor and peer feedback is also provided. The report must also offer evidence of a logical argument that coherently explains the factors influencing safeguarding policy and multi-agency practice and how these, in turn, influence early years’ practice.

**A4, A5, A6:** The modules *Research Practice in the Early Years*, *Working Together to Protect Children* and the *Continuous Professional Development Portfolio* underpin the importance of the core aspects of early childhood represented in these learning outcomes. Students are supported in their learning to link appropriate legislation and practice in these areas as well as identifying their own professional needs. Integral to this activity is the need for students to explore links to other partners and to understand their own - and others’ - roles when working in

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>A6:</b> Demonstrate detailed knowledge of the benefits of partnership and multi-agency working within the early years.	partnerships. This activity is identified and explored using specific examples and scenarios from practice.
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Analyse, apply, interpret data and justify conclusions in reflecting on professional practice.</p> <p><b>B2:</b> Employ balanced, logical and supported argument in analysing pedagogical strategies and learning and teaching initiatives within early years.</p> <p><b>B3:</b> Demonstrate and appraise children’s learning experiences and child protection incidents.</p> <p><b>B4:</b> Analyse the ways in which children’s holistic development can be enhanced.</p> <p><b>B5:</b> Analyse the ways in which learning, resources and self-evaluation can be integrated with practice.</p>	<p><b>B1:</b> The module <i>Research Practice in Early Years</i> has been designed to allow students to propose solutions to issues based on the examination of data/evidence. The module <i>Continuous Professional Development Portfolio</i> also allows students to use peer-reviewed evidence.</p> <p><b>B2 - B5:</b> Lectures and seminars encourage the students to discuss and reflect upon the ways in which international perspectives have impacted upon education. Discussion, debates and seminars support students to investigate a range of initiatives and perspectives. Lectures elicit key theoretical ideas in early years which support students in evidencing their assertions on the role of learning, assessment, observation and planning. Furthermore, reflection is used to affirm the ways in which a range of perspectives are utilised and established in early years today. Through in-session peer support, students share ideas applying to their practice and make comparisons to past ideas and present innovations under the appropriate educational frameworks.</p>

### 3C. Practical and professional skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>C1:</b> Identify the ways in which culture, policy and action research impact upon practice.</p> <p><b>C2:</b> Adopt pedagogical skills to enhance learning and inform professional practice.</p> <p><b>C3:</b> Operate ethically and respond to the needs of children and families.</p> <p><b>C4:</b> Operate appropriately when responding to the multi-disciplinary team to contribute to best practice by acknowledging diversity.</p> <p><b>C5:</b> Act with developing autonomy to identify professional and practical skills that can be improved and professional development needs.</p>	<p><b>C1 - C5:</b> These learning outcome themes underpin all Level 5 modules. Formative and summative tasks assess learning and provide students with feedback which further supports the development of academic and professional skills. A specific example within the module <i>International Perspectives in the Early Years</i> is the summative assessment, a presentation in which the students reflect on an international perspective. In a second assignment, students critically analyse the ways in which learning is influenced by international perspectives. Students apply theory to their own practice through reflection and demonstrate the implications of international teaching perspectives and learning initiatives influence with references to their own educational practice. Students must also take into consideration their own settings and experience and note factors that they have observed as key influences on child development.</p>



<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Reflect upon knowledge and understanding of personal learning in respect of early years.</p> <p><b>D2:</b> Reflect upon differing communication styles effectively and appropriate to the context.</p> <p><b>D3:</b> Reflect upon both employment potential and ability to manage future professional development.</p> <p><b>D4:</b> Apply digital technologies in order to enhance learning in early years.</p>	<p><b>D1 - D4:</b> Key Transferable and academic skills development are embedded throughout the programme. Students are supported through tutorials and seminars as well as provided with developmental feedback on summative work. A range of assessment opportunities allow students to address many different academic and professional skills, including both written and spoken skills. This activity includes, for example, in the module <i>International Perspectives in the Early Years</i> a group presentation. The college provides students with a range of support opportunities delivered via the VLE in addition to support at the programme and module levels.</p>

**[Please insert here title of exit awards(s) at Level 5**

Foundation Degree Early Childhood Practice [240 Credits]

#### 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

##### 4.1 Full and Part Time Delivery

The Foundation Degree Early Childhood Practice provides students with a wide-ranging learning experience that links to core topics, underpinning knowledge and areas of best practice in the sector. Part-time students can opt to study the course over a 2-year period utilising an extended academic year. In response to local market demand, the College offers part-time modes of delivery for some of its programmes that enable students to complete their studies in a 40-week period. The key features of the part-time mode are:

- Each stage of the programmes starts in September and concludes at the end of July.
- This allows an additional 10 weeks of delivery per academic year when compared to the full-time mode.
- The additional 10-week window is to allow an extended period of time for part-time students to complete the project or work-based element of the programme.
- All part-time students receive formal scheduled teaching sessions (FST) each week that cover all of the taught elements of the programme of study.
- Academic Support (AS) sessions for part-time students are supported via the VLE for a proportion of their learning. The approach to managing this is as follows:
  - each programme of study is allocated hours for FST and AS;
  - AS hours for part-time students are delivered via the VLE;
  - students are allocated tasks and activities designed to build on the content delivered in FST sessions;
  - part-time students are expected to complete these tasks away from the College;
  - a window for completion of the tasks is set to allow students time to refer to tutors/peers as required with a specified response time allocated;
  - staff are allocated a time in the week (usually an evening) when they will be available to respond to posted requests for help as well as engage in on-line discussions.

##### *Support for Part-Time Students*

To ensure that all part-time students can engage with the delivery model, the following support will be made available:

- Initial support and guidance during induction to ensure that part-time students are able to log-on to the VLE and understand the relevant aspects required to support their engagement in remote AS sessions.

- Information - both on the VLE and in the part-time Student Handbook - to guide students through the process of log-on and use of the various sections.
- Lap-top loans for students that encounter technical difficulties or do not have access to a computer at home.
- Technical help to support students when not at the College.

#### *Help for Staff supporting Part-Time Students*

Staff are supported in working with part-time students as follows:

- Staff are allocated time during teaching weeks to manage AS sessions.
- Staff development is provided to ensure staff make best use of the VLE for the delivery of AS sessions.
- Mentor support from the Associate Director HE (Learning and Teaching) is ongoing.

#### 4.2 Employability

The programme enhances the employability of students in a variety of different settings and features innovative assessment strategies that produce confident, critical and adaptable graduates. This programme offers students a wide range of learning opportunities to diversify skills to meet the needs of the current climate. A key feature is the opportunity at Level 4 and Level 5 to engage in modules which develop the students in both specialist areas such as learning needs, multiagency working, safeguarding, policy and practice and to develop the transferable skills to enable employability in Early Childhood practice such as education, childcare, health and social care.

## 5. Support for students and their learning

### 5.1 Induction

The following activities are provided in Induction Week:

- Students are given the opportunity to attend a taster session for Level 4 modules to give them a feel for their course.
- Alumni speak to new students about their experience of the programme and specifically address what student's skills development is required for Level 4/5 study.
- Current students are invited to meet and greet new students.
- A representative from the Student Union helps to elect Student Representatives.

### 5.2 Attendance Support

Attendance is monitored closely to ensure that all students are getting the best from the programme. Should a student need to miss a session for any reason, they are required to email the lecturer beforehand. Where a lecturer notes that a student is absent with no prior warning, the student is emailed at the end of the session, asking if the student is well and reminding the student that they are required to let lecturers know if they cannot attend.

Where student misses three consecutive sessions, the Year Tutor also contacts the student with an invitation to attend a formal meeting. Where attendance problems persist, the Year Tutor works with the college Student Support Staff who, where necessary, direct students to the relevant confidential support (personal, financial, etc.). Where students are facing difficulties, it is vital to ensure they get the right support and where necessary, decide to withdraw or suspend as the timing of any withdrawal/suspension can affect their Student Loan.

### 5.3 Tutorial Support

Student tutorial opportunities are embedded in all modules. The independent project module provides students with frequent tutorials and a high level of contact with the dissertation supervisor (approximately 30 minutes fortnightly). Formative and summative feedback tutorials sessions are also designed into each module and feedback tutorial sessions are listed in Module Handbooks. Tutorial support is also provided by the Year tutor on a regular basis.

### 5.4 Encouraging Completion

One of the significant advantages offered by the programme is the amount of time students spend with tutors. This advantage is due to the relatively small number of students and a mode of delivery that includes a significant amount of facilitation. There are, therefore, plenty of opportunities to encourage students to meet assignment deadlines. With respect to assessment, the mantra of 'little and often' is repeated from Induction Week onwards from staff in both formative and written, summative feedback. Another oft-repeated comment is that students must let lecturers know as soon as possible if a deadline may be missed so that, where appropriate, a deadline *Extension* form can be completed (where such an extension is warranted.)

### 5.5 Summer Reassessment Period

Tutorials are provided for students offered reassessment and the facilities remain available.

### 5.6 Pastoral Support

The amount of *ad hoc* pastoral support noted above is greatly valued by the students. More challenging are students who don't attend as is the effect of non-attendance upon their performance. In recent years, the number of students declaring Asperger's or dyslexia has increased slightly. The Programme Team have all attended Staff Development sessions relating to both conditions - attendance at many of these sessions is mandatory. For students with dyslexia, staff utilise advice that encourages the student independent skills to manage their learning such as signposting to IT

software that enables the students to access notes suited to their preferences and to use background colours or overlays on work. Additional devices such as voice software is also encouraged if their use is declared, and confidentiality is maintained. Students declaring either condition receive a formal assessment after which the Programme Team are advised on the steps they must take.

### 5.7 Academic Support

The delivery of many modules is based upon individual sessions that consist of two parts – a lecture (which is built around formal teaching) followed by academic support tasks which allow the student to further develop knowledge of subjects outlined in the first part of the session. This delivery strategy ensures that theory is always applied, and that knowledge and understanding are regularly checked and that formative feedback is continuous rather than focussed at specific points in academic year.

In addition to in-session help, students can also make appointments (via email) to get support from:

- Members of the Programme Team - Module leaders, lecturers and instructor/demonstrators.
- The Programme Leader & Year Tutors

The personal tutoring system is in place to support students' full engagement with their programme of study and to help students gain as much as possible from their time at the College. Though the emphasis is on academic support, tutorials are also an opportunity to raise pastoral issues which may be having an impact on a student's academic performance. Tutors can offer support and advice and, if required, direct students to further support services available within the College. In the final year students are encouraged to arrange tutorials as and when required.

### 5.8 Programme Documentation and Online Learning Support

Students are provided with Programme and Module Handbooks that contain comprehensive information on how their degrees and modules are structured and delivered. These documents are available to students throughout each academic year (and for the duration of their registration) via a web-based Virtual Learning Environment (VLE). This VLE includes lecture notes and a range of video materials are included based on formal taught content. Students use Canvas (VLE) to submit assignments.

### 5.9 Support for Part Time Students

Part-time students will receive blended learning support via the College VLE which will enable them to keep pace with the standard module delivery pattern experienced by the full-time students. In addition, the academic year for part-time students will be extended by 10 weeks to provide additional time to complete the Continuous Professional Development Portfolio.

## 6. Criteria for admission

Most applicants will progress from the College's Level 3 programmes in Health and Care. Applicants will also be eligible to apply if they have completed A Levels and are currently working/have a placement within an early years setting (equivalent to 48 UCAS Tariff Points). All applicants need to demonstrate through interview that they have a strong vocational interest in developing their career in the childhood sector.

All applicants must have completed a satisfactory Enhanced Disclosure and Barring Service Check.

Students should also have English and Maths at GCSE Grade C or equivalent.

At the point of enrolment at Middlesbrough College, students are required to declare whether they have ever received, or have pending, a criminal conviction, caution, reprimand, final warning or prosecution. Middlesbrough College has a legal and moral duty to safeguard and promote the welfare of all children and vulnerable adults. Having a criminal conviction will not necessarily prevent a student from studying this programme, however, this decision is dependent upon the background of the offence. Procedures are in place to support any student making a declaration of a criminal offence and provide appropriate guidance.

Placements may commence following induction to the module, and upon completion of a satisfactory DBS check. DBS checks are completed prior to enrolment onto the programme, however, as described above, flexibility has been built into the programme to allow students sufficient time to complete placements in the event of a delay in processing the DBS application.

Non-standard entrants will be interviewed to assess their ability to complete the course. This activity entails a review of any professional experience and training gained in the work place to ensure that this adequately prepares them to cope with the academic level of study.

## 7. Language of study

English

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

NA

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

### 9.1 College HE Teaching and Learning

The College has recognised the importance of having a distinct approach to HE learning and teaching for over ten years. The first HE specific Learning and Teaching process was introduced in 2009. Subsequent reviews and updates in 2011, 2014, have enhanced the process to reflect the aims of the [UK Professional Standards Framework](#) and prepared the College to meet the expectations of the [Teaching Excellence Framework](#).

Many of the innovations established in the evolution of this process have been subsumed into the current Cross-College Learning and Teaching model for all levels, including a non-graded observation process. The underlying principle throughout, has been around placing the student at the centre of the process to ensure that their learning and attainment of Learning Outcomes drives the process. Underpinning this has been a focus on ensuring that lecturing staff are fully engaged in the process to match outcomes to professional discussion and peer review.

As the College moves into 2017, the approach is being further refined to form part of the Departmental Review process which is being applied across the College. The distinct nature of HE provision however, is still reflected in the approach. A mark of the success of the approaches taken to date are reflected in the [award of the GOLD standard](#) in the recent Year 2 Teaching and Excellence Framework.

### 9.2 Observation of Teaching and Learning (OTL)

The OTL process for HE provision has been contextualised to reflect the differences between HE and FE. The OTL process for FE courses is based upon the expectations of the Common Inspection Framework, whereas the HE model, is aligned to the expectations of the [UKPSF](#) and the [TEF](#). Central to the process is the student as an independent learner, developing their academic skills as they progress through their academic career.

The model distinguishes between different levels of study and differing abilities of the students. At Level 4, teaching staff take a lead role in the student learning process, but as the students progress, the balance gradually evolves to involve students as leaders/co-leaders of learning. To facilitate this model, student learning and reflection may not take place at the same time as content delivery, making it difficult for an observer to see the product of the model. To work around this, the OTL process for HE lessons is based on mapping the observation of the session to the scheme of work and planned assessment tasks.

The outcome of the OTL forms the basis of a professional discussion with a Teaching and Learning mentor as well as with members of the HE teaching team, to ensure that

good practice is shared across the College. Any trends identified from OTL reports or staff feedback are used to inform relevant CPD activity. The current policy and procedure is nearing the end of a recent review and redevelopment ready for a September 2017 launch.

### 9.3 Feedback from Students

Another input to the process of evaluating and improving the quality and standards of teaching and learning is feedback from students. Feedback emerges through several routes. The most significant is through the Module Evaluation Questionnaires. In addition to five-point Likert scale questions, students are asked to state 'what worked and what could be improved' regarding any aspect of the module. The results and comments from the Module Evaluation Questionnaires feed into Module Reports. Over the past twelve years this student feedback has been vital in informing the major and minor modifications the programme has undergone. Student feedback is also collected from induction surveys, the Student Reps, the NSS and in both formal and *ad hoc* tutorials.

### 9.4 Staff Workforce Development

Improving the quality and standards of teaching and learning is also a focus of the internal and external Workforce Development (WFD) sessions. Academic staff attend a range of internal and external staff development events aimed at improving teaching and learning. A significant WFD programme in this regard is the Advanced Practitioner programme. Two Programme Team members have successfully completed the programme in 2014 (and the refresh in 2016). Advanced Practitioners share good practice around the college through a range of Staff Developments activities. One Programme Team Advanced Practitioner has delivered sessions on motivation, academic writing, early assessment of year one students and listening to the student voice. The other team Advanced Practitioner delivered a session describing assessment via *viva voce* to an HE in FE conference.

### 9.5 Staff New to HE

All staff new to teaching HE at the College are required to hold a relevant degree and a PgCE as part of the terms of their employment. A higher degree is desirable for all staff and for those teaching Level 6, holding a relevant level 7 qualification or the commitment to study for one is essential. Staff new to teaching HE at the College receive initial tailored CPD to help them to make the transition.

### 9.6 Staff New to Delivering at Level 6

New staff employed for the delivery of Level 6 awards are required to hold a relevant level 7 qualification. Those staff already teaching at the College making the transition to level 6 delivery are provided with funding and support to complete a level 7 qualification at the earliest opportunity.

Programme teams new to Level 6 awards, are provided with advice and guidance from the Higher Education Office (HEO) during the programme development phase to ensure that the teams have an understanding of the difference in expectations at level 6. As well as general information, which is also available via the VLE, teams are



required to submit draft submissions for feedback. A process of meetings and regular reviews of the design and content of the new awards ensures that awards are aligned to the FHEQ and expectations of the UK Quality Code for Higher Education. In programme teams where there is no prior expertise amongst the team of delivering at level 6, mentor support is provided by the HEO and experienced staff throughout the first year of delivery.

#### 9.7 Ongoing Subject and Pedagogic Development

All HE teams share resources and good practice via the HE Staff Zone located in the HEO. The area is set up to encourage HE staff from across the College to meet, both formally and informally, to share good practice and discuss ideas and approaches to module and programme design and delivery. All teaching staff are supported by more experienced members of the team who act as mentors. In addition, the Cross-College learning and teaching mentors, made up of advanced practitioners, provide 1:1 support to teams as well as tailored CPD sessions. The College is adding a new post for the start of 2018, to further support the HE team as the College develops a range of new programmes and increases the number of Level 6 awards it offers.

The College has a HE Research and Scholarly Activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

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

N.A.

Annexe One: Curriculum map.

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

## Annexe One - 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	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	
4	Supporting Children's Development	✓						✓	✓				✓									✓
	Learning Within Early Childhood	✓				✓			✓			✓			✓				✓			
	Policy and Practice in the Early Years		✓				✓			✓				✓				✓				
	Continuous Professional Development Portfolio (WBL)		✓	✓	✓					✓	✓	✓			✓	✓	✓		✓	✓	✓	✓

Level	Study module/unit																					
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	
5	International Perspectives in Early Years Education	✓				✓		✓	✓					✓				✓				
	Research Practice in the Early Years		✓					✓					✓						✓			
	Working Together to Protect Children			✓		✓				✓						✓					✓	
	Continuous Professional Development Portfolio (WBL)				✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓		✓

## Annexe Two: 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.