

## PROGRAMME SPECIFICATION

1	<b>Awarding body</b>	Glyndŵr University
2	<b>Teaching institution</b>	Glyndŵr University
3	<b>Award title</b>	FdA Early Childhood Practice (Early Years Practitioner) FdA Early Childhood Practice
4	<b>Final awards available</b>	Certificate of Higher Education in Early Childhood Practice FdA Early Childhood Practice (Early Years Practitioner) FdA Early Childhood Practice
5	<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>	The inclusion of (Early Years Practitioner) after the award title FdA Early Childhood Practice indicates sector approval by the Care Council for Wales and allows the qualification to sit on the 'List of Required Qualifications to work within the Early Years and Childcare Sector in Wales'.
	<b>Please list any PSRBs associated with the proposal</b>	Care Council for Wales
	<b>Accreditation available</b>	Yes
	<b>Please add details of any conditions that may affect accreditation (eg is it dependent on choices made by a student?)</b>	Accreditation only applies to the FdA Early Childhood Practice (Early Years Practitioner) programme, and is only applicable to students working in Wales.
6	<b>JACS3 code</b>	X310
7	<b>UCAS code</b>	Early Childhood Practice (Early Years Practitioner) G3B3 Early Childhood Practice G3B2
8	<b>Relevant QAA subject benchmark statement/s</b>	Early Childhood Studies
9	<b>Other external and internal reference points used to inform the programme outcomes</b>	National Occupational Standards in Children's Care Learning and Development
10	<b>Mode of study</b>	Online/distance learning full time and part time
11	<b>Language of study</b>	English

Office use only  
Approved July 2016  
Amended Nov 16 (addition of PT route)

## 12 Criteria for admission to the programme

### Standard entry criteria

#### UK entry qualifications

Applicants for foundation degrees require 120 UCAS tariff points

#### International entry qualifications

Qualifications outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the above UK entry qualification.

### Programme specific requirements

#### FdA Early Childhood Practice (Early Years Practitioner)

- Level 3 qualification (or equivalent 120 UCAS points) in a related subject.
- Current employment (paid or unpaid) of at least 14hrs per week (11hrs part-time) within the children's workforce for the duration of the course..
- Disclosure and Barring Service (DBS) Check (accepted from current employment)

#### FdA Early Childhood Practice

- Level 3 qualification (or equivalent 120 UCAS points) in a related subject.
- Current employment (paid or unpaid) of at least 9 hrs per week (6hrs part-time) within the children's workforce for the duration of the course. Disclosure and Barring Service (DBS) Check (accepted from current employment)

Exception may be made (at the discretion of the Programme Leader) to the above entry requirements for experienced practitioners who do not hold formal qualifications but can evidence personal development through attending training courses or other CPD.

### Non-standard entry criteria

(e.g. industry experience)

#### English language requirements

- In addition to the academic entry requirements, all applicants whose first language is not English/Welsh require a UKVI Approved Secure English Language Test (SELT) achieving an overall score of 6.0 with no component below 5.5
- If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: <http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi>. Applicants are asked to note that only an IELTS for UKVI test result will be accepted.

## 13 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations.

## Programme specific requirements

### FdA Early Childhood Practice (Early Years Practitioner)

No RPL/RPEL is available to students as all aspects of the programme must be studied to cover the National Occupational Standards required for sector approval.

### FdA Early Childhood Practice

University General Regulations apply.

## 14 Aims of the programme

Both the FdA Early Childhood Practice (Early Years Practitioner) and the FdA Early Childhood Practice aim to meet a selection of National Occupational Standards relating to Children's Care Learning and Development as prescribed by the Care Council for Wales and the QAA subject benchmarks for Early Childhood Studies (2014). To this end, both programmes aim to enable practitioners to:

- Gain a historical and contemporary understanding of the key sociological impacts on the child and childhood, including the rights-based child.
- Develop a theoretical understanding of historical and contemporary views of child development and learning and explore the relevant links between theory and practice.
- Explore the role of safeguarding on children and society including the impact of policy, provision, practice and legislation.
- Enhance understanding of the role of play and how this may be influenced by environment, attitudes, values and practice.
- Understand the role of leadership including building relationships, managing the environment, communicating effectively and providing equal opportunities.
- Develop key study skills to be successful at H.E study.
- Explore the role of reflective practice to enhance personal achievement both as a student and practitioner.
- Understand the role of the practitioner researcher and develop appropriate research skills.

## 15 Distinctive features of the programme

The FdA Early Childhood Practice has been devised to offer two distinct routes depending on the needs of the practitioner. All practitioners are able to choose the route most suitable to their needs and advice is available from the programme team. Both programmes meet the same learning outcomes, content and delivery. However, they differ in the number of hours required in a setting and the assessment types. Specific requirements are set by the Care Council for Wales for students studying on the FdA Early Childhood Practice (Early Years Practitioner) to meet Welsh sector approval.

Please find below an outline of both programmes:

### 15.1 FdA Early Childhood Practice (Early Years Practitioner)

This programme has been devised in direct response to the Welsh Government's request that Level 4, 5 and 6 Higher Education programmes be included on the 'List of Required Qualifications to work within the Early Years and Childcare Sector in Wales'. This framework provides guidance for employers and practitioners regarding which qualifications are acceptable to enable practitioners to work within certain roles in Wales i.e. a Flying Start Leader would be required to undertake the Level 5 Diploma in Leadership for Children's Care, Learning and Development. Until now only qualifications which tested competence within a setting were accepted on to the framework. This resulted in students completing FDAs and BA (Hons) programmes not being able to work with children in practice until they also gained a competency based qualification.

This qualification puts the student in a unique position to gain both undergraduate level knowledge and understanding together with work based competencies in one qualification. This reduces the overall cost and time commitment required to study two individual qualifications. This puts the student in a position to best meet the Welsh Government's requirement for a graduate workforce and therefore enhances their level of employability. To gain 'Early Years Practitioner' status, students are required to undertake 350 hours (234 p/t) per year in practice and to complete a professional portfolio of practice competencies.

Students may have the possibility of transferring to the FdA Early Childhood Practice programme (without Welsh sector endorsement) in level 4, should difficulties arise in completing either the number of hours in practice or the professional portfolio of practice competencies.

### 15.2 FdA Early Childhood Practice

This programme mirrors the learning outcomes, content and delivery of the above programme and therefore provides an equally solid grounding in Early Childhood Practice. Students across both programmes learn together and share the virtual learning environment. However, the FdA Early Childhood Practice follows a more traditional Foundation Degree assessment route with work-based learning tasks replacing the professional portfolio of practice competencies. This makes it especially suitable for practitioners who may struggle to access the wide range of learning experiences required to collect evidence for their portfolio. It also has a reduced practice requirement of 180 hours (120 p/t) per year with more flexibility in how this can be achieved.

### 15.3 Flexible Delivery

Both programmes offer a flexible and interactive online learning experience using the University's virtual learning environment – Moodle. Students are able to study from the comfort of their own home at a time which suites them.

Moodle is available to students 24/7 and provides an uncomplicated platform through which to access all course materials and communicate with the programme team and with each other. The programme team is experienced at working online with students and understands the challenge of combining study with family and work commitments.

#### 15.4 Assessment Strategy

The assessment tasks set over the duration of the programmes are designed to develop and build upon a wide range of personal and professional skills, whilst strongly reinforcing the links between theory and practical application. The assessment methods have been designed to reflect the changing role of the professional, their ongoing academic achievement, as well as embracing the need for evaluation and reflection throughout. The FdA Early Childhood Practice matches academic assessment with work-based tasks and the FdA Early Childhood Practice (Early Years Practitioner) sees a combination of academic assessment with a professional portfolio of practice competencies. Ongoing support is given to all students to complete both academic and work-based or portfolio-based assessment tasks.

#### 15.5 Feedback

High quality feedback and feedforward is provided to students studying online to enhance their overall achievement. Students will be provided with written feedback and/or feedforward for each piece of work and have an opportunity to discuss this with their peers and tutors. Feedback is presented in a way that allows students to see how their academic work is progressing throughout the year and to easily view the comments of all tutors in a single Moodle space. This allows students and tutors to track progress and engage in additional support where needed. To enhance the feedforward process students are also introduced to peer feedforward and self-assessment against specific marking criteria.

#### 15.6 Benchmarking

Both programmes will embed knowledge and competencies from the following areas:

##### National Occupational Standards (Appendix 1 & 2)

- Lead programmes for the promotion of children and young people's development
- Maintain effective communication systems and practice
- Lead practice that promotes the safeguarding of children and young people
- Lead practice for health and safety in the work setting
- Evaluate the environment for children and families
- Lead curriculum provision of early education for children
- Lead the physical, cognitive, emotional and social development of children

- Lead the support of children's communication
- Lead the support for children's mathematical learning, exploration and problem solving
- Lead provision for babies and children in partnership with parents and carers
- Lead service providers in accessing information to support care, learning and development of children
- Champion equality, diversity and inclusion
- Plan and support self-directed play
- Engage in personal development in health, social care or children and young people's settings.

QAA Subject Benchmark Statements: Early Childhood Studies (2014) (Appendix 3)

## 16 Programme structure narrative

### 16.1 Programme Outline

Both the FdA Early Childhood Practice (Early Years Practitioner) and the FdA Early Childhood Practice are delivered full-time over two years or part-time over 3 years. Students are expected to engage in their programme 50% in academic study and 50% within the workplace.

Both programmes follow the specific design of foundation degrees which allows students to work and study at the same time. 'The accessibility of Foundation degree programmes should increase opportunities for learning since they can enable learners to 'earn and learn' (QAA, 2010).

Students are expected to be in employment (paid or unpaid) on commencement of the course and therefore it is expected they will fulfil the work-based element of the programme within their normal place of work.

Students on the full-time route will study 6, 20 credit modules per year. 120 credits at level 4 and 120 credits at level 5.

Students on the part-time route will study 4, 20 credit modules per year. 80 credits at level 4 in year 1, 40 credits at level 4 and 40 credits at level 5 in year 2 and 80 credits at level 5 in year 3.

All modules will be offered for online study.

### 16.2 Specific requirements for the FdA Early Childhood Practice (Early Years Practitioner)

There is a workplace requirement of 100 days (700 hrs) over the duration of the programme.

Students following the full-time route will cover 50 days (350hrs) per year in a setting

for the duration of the programme.

Students following the part-time route will cover 33.5 days (234hrs) per year in a setting.

This requirement is specified by the Care Council for Wales.

To gain the FdA Early Childhood Practice (Early Years Practitioner) accreditation all students must successfully complete:

- 100 days of assessed practice learning
- Gain a 'pass' grade in the portfolio which is used to assess competence against the National Occupational Standards.
- Pass all components of academic work.
- Demonstrate they have met all the components of the appropriate benchmarking statements.

### 16.3 Certificate of Higher Education Early Childhood Practice

On completion of level 4 an exit award is available. Although students will be supported and not routinely expected to exit the programme at this point. If a student has withdrawn or is withdrawn before the end of either programme and is unable or chooses not to continue with their studies they may be awarded a lower academic qualification without sector approval. If the student has achieved all elements of the academic year and has achieved 120 level 4 credits, they will be eligible for an exit award of:

- Certificate of Higher Education in Early Childhood Practice

### 16.4 Level 4 – Indicative Timetable (Both Programmes)

Level 4 modules have been developed to encourage knowledge, understanding and professional development in the core childhood study concepts. Students are supported to understand the meaning of childhood and to develop knowledge, professional understanding and competency around child development, learning, safeguarding, and reflective practice. Throughout the modules students are expected to develop key academic and professional development skills.

#### Level 4 Indicative Timetable

Week				
10	Induction Week			
11	Understanding the Child and Childhood  20 credits  30 hrs@ 3 hrs per week	Reflecting on Practice 20 credits 30 hrs @ 1.5hrs per week	Academic Skills for Practitioners 20 credits 30 hrs @ 1.5hrs per week	Understanding Child Development and Learning  20 credits  30 hrs@ 3 hrs per week
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22	Winter Vacation			
23				
24				
25				
26	Assessment Week			
27	Safeguarding Children  20 credits  30 hrs@ 3 hrs per week	↓	↓	Learning and Development in Practice (Part 1)  20 credits  30 hrs@ 3 hrs per week
28				
29				
30				
31				
32				
33				
34				
35				
36				
37				
38	Spring Break			
39				
40				
41				
42				
43	Assessment Week			

Four of the modules are taught in 10 week blocks equating to 3 hrs per week per module studying the course content on Moodle. Two modules are taught over a 20 week block to enable reflective practice and academic skills development to unfold at a more effective pace. Students are expected to spend 1.5hrs per week on each of these modules. The total time commitment per week studying course content equates to 9 hrs per week for the duration of the course. Students are also expected to commit a corresponding 9 hrs per week to work-based learning.

For students on the FdA Early Childhood (Early Years Practice) a further 170 hrs must be spent in practice developing competent practice to meet the 50 day practice requirement. The setting will be asked to confirm the minimum number of hours as part of a Learning Agreement at the beginning of a student's studies. These hours will then be confirmed as complete on submission of the professional portfolio.

During weeks 24, 25, 40, 41 and 42 students on both the FdA Early Childhood Practice (Early Years Practitioner) and FdA Early Childhood Practice will be encouraged to



concentrate on enhancing work-based practice either through engagement with specific work-place assessment (see assessment strategy) or gaining additional experience in an alternative setting or with a different age group in a current setting. For students on the FdA Early Childhood (Early Years Practice) work-place visits by an academic assessor will also take place during these weeks.

### 16.5 Level 5 – Indicative Timetable (Both Programmes)

Level 5 modules have been developed to enable students to challenge their own practice, concepts and values around working within the children's workforce. Students are supported to explore leadership, communication, play and research skills alongside further exploration of child development and learning.

The structure of level 5 modules mirrors that of level 4.

**Level 5 Indicative Timetable**

Week				
10	Induction Week			
11	Leadership in Practice  20 credits  30 hrs@ 3 hrs per week	Communication for Leadership 20 credits 30 hrs @ 1.5hrs per week	Exploring Research Practice 20 credits 30 hrs @ 1.5hrs per week	Learning and Development in Practice (Part 2)  20 credits  30 hrs@ 3 hrs per week
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16				
17				
18				
19				
20				
21				
22	Winter Vacation			
23				
24				
25				
26	Assessment Week			
27	Leading Safe Practice  20 credits  30 hrs@ 3 hrs per week	↓	↓	The Playing Child  20 credits  30 hrs@ 3 hrs per week
28				
29				
30				
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32				
33				
34				
35				
36				
37				
38	Spring Break			
39				
40				
41				
42				
43	Assessment Week			

**Note:** The initial cohort for both programmes will commence delivery in January 2017, and the indicative timetable and assessment points can be found in Appendix 5. The first year will be delivered over two consecutive semesters, with the intention of progressing to the second year (Level Five) in September 2017.

#### 16.6 Part-time Indicative Timetable – Levels 4 & 5 (Both Programmes)

In years 1 and 3 two of the modules are taught in 10 week blocks equating to 3 hrs per week per module studying the course content on Moodle. Two modules are taught over a 20 week block to enable reflective practice and academic skills development to unfold at a more effective pace. Students are expected to spend 1.5hrs per week on each of these modules. The total time commitment per week studying course content equates to 6 hrs per week for the duration of the course. Students are also expected to commit a corresponding 6 hrs per week to work-based learning.

In year 2 all 4 modules are taught in 10 week blocks.

For students on the FdA Early Childhood (Early Years Practice) a further 114 hrs must be spent in practice developing competent practice to meet the 33.5 day practice requirement. The setting will be asked to confirm the minimum number of hours as part of a Learning Agreement at the beginning of a student's studies. These hours will then be confirmed as complete on submission of the professional portfolio.

During weeks 24, 25, 40, 41 and 42 students on both the FdA Early Childhood Practice (Early Years Practitioner) and FdA Early Childhood Practice will be encouraged to concentrate on enhancing work-based practice either through engagement with specific work-place assessment (see assessment strategy) or gaining additional experience in an alternative setting or with a different age group in a current setting. For students on the FdA Early Childhood (Early Years Practice) work-place visits by an academic assessor will also take place during these weeks.

## Indicative Timetable for part-time delivery

Year 1 – Level 4 only

Week	Induction Week	
10		
11		
12		
13		
14		
15		
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Year 2 – Level 4 and Level 5

Week	Induction Week	
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41		
42		
43		

Year 3 – Level 5 only

Week	Induction Week	
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### 16.7 Professional Portfolio – FdA Early Childhood Practice (Early Years Practitioner)

To enable students the maximum amount of time to work with and record competencies in practice they will be introduced to the portfolio at the beginning of the modules Academic Skills for Practitioners and Reflecting on Practice at level 4. The portfolio will be structured according to the module headings, so students are able to clearly see where each practice competency is assessed and the corresponding academic assignment which meets the learning outcomes for each module. Although students will mainly be expected to achieve the practice competencies alongside the corresponding module delivery, there may be times when the structure of the year within a setting may lend itself to the evidencing of practice competencies outside of the corresponding module delivery i.e. transitions may be more visible at the beginning or end of a year. Therefore students are able to record evidence for practice competencies in both semesters 1 and 2 regardless of the semester of module delivery. The summative assessment for the portfolio aspect of each module will take place in Semester 2. Please see Section 23 for more details on the assessment strategy.

### 16.8 Programme Delivery

Both programmes will be delivered online using Glyndŵr University's virtual learning environment – Moodle. This is an easy to use self-contained website which enables students to access the course materials, tutors and other students across their programme. We actively encourage communication and have a thriving community of students online who share their experiences of working with children in a variety of roles. We use a wide range of tools for keeping in touch including, online conferencing, chat rooms (forums), e-mails, messaging and telephone/Skype.

All programmes are designed to offer flexibility to fit study around family and work commitments, however students work within a course structure to encourage motivation and completion. The materials for each session are covered over a set period to enable students to develop their own study patterns i.e. daytime, evenings, weekends. Each session will engage students through a variety of tools from reading to video, podcasts, screencasts and exploring the web. Students will also be engaged in discussion around the session topics using a variety of chat forums and/or online conferencing.

The programme team recognises that face to face contact with students is important for some students to feel a sense of belonging to the University. Therefore all students are invited to attend three, one day Saturday study days throughout the year where they will be engaged in workshops (linked to module content) and have a chance to meet other students and members of staff. These study days are non-compulsory and content covered during the day is recorded as a video and shared with students online.

For the FdA Early Childhood Practice (Early Years Practitioner) engagement with competencies in the workplace will be recorded using an e-portfolio. Students will be encouraged to make use of audio and video, amongst other more traditional methods, to collect evidence whilst maintaining the confidentiality of the setting and children at all times.

## 17 Programme structure diagram

### 17.1 FdA Early Childhood Practice (Early Years Practitioner)

Level Four					
Trimester 1	Mod title	Understanding the Child and Childhood	Mod title	Understanding Child Development and Learning	
	Mod code	EDC424D	Mod code	EDC425D	
	New/Exist	New	New/Exist	New	
	Credit value	20	Credit value	20	
	Core/Opt	Core	Core/Opt	Core	
	Mod leader	Kate Wagner	Mod leader	Liz Sheen	
Trimester 2	Mod title	Safeguarding Children	Mod title	Learning and Development in Practice (Part 1)	
	Mod code	EDC427D	Mod code	EDC426D	
	New/Exist	New	New/Exist	New	
	Credit value	20	Credit value	20	
	Core/Opt	Core	Core/Opt	Core	
	Mod leader	Liz Sheen	Mod leader	Liz Sheen	
Trimester 1 and 2	Mod title	Academic Skills for Practitioners	Mod title	Reflecting on Practice	
	Mod code	EDC428D	Mod code	EDC429D	
	New/Exist	New	New/Exist	New	
	Credit value	20	Credit value	20	
	Core/Opt	Core	Core/Opt	Core	
	Mod leader	Liz Sheen	Mod leader	Liz Sheen	

Level Five				
Trimester 1	Mod title	Leadership in Practice	Mod title	Learning and Development in Practice (part 2)
	Mod code	EDC526D	Mod code	EDC529D
	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Kate Wagner	Mod leader	Liz Sheen
Trimester 2	Mod title	Communication for Leadership	Mod title	The Playing Child
	Mod code	EDC527D	Mod code	EDC528D
	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Liz Sheen	Mod leader	Kate Wagner
Trimester 1 and 2	Mod title	Leading Safe Practice	Mod title	Exploring Research Skills
	Mod code	EDC530D	Mod code	EDC531D
	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Kate Wagner	Mod leader	Liz Sheen

## 17.2 FdA Early Childhood Practice

Level Four				
Trimester 1	Mod title	Understanding the Child and Childhood	Mod title	Understanding Child Development and Learning
	Mod code	EDC424	Mod code	EDC425
	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Kate Wagner	Mod leader	Liz Sheen
Trimester 2	Mod title	Safeguarding Children	Mod title	Learning and Development in Practice (Part 1)
	Mod code	EDC427	Mod code	EDC426
	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Liz Sheen	Mod leader	Liz Sheen
Trimester 1 and 2	Mod title	Academic Skills for Practitioners	Mod title	Reflecting on Practice
	Mod code	EDC428	Mod code	EDC429
	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Liz Sheen	Mod leader	Liz Sheen

Level Five				
Trimester 1	Mod title	Leadership in Practice	Mod title	Learning and Development in Practice (part 2)
	Mod code	EDC526	Mod code	EDC529
	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Kate Wagner	Mod leader	Liz Sheen
Trimester 2	Mod title	Communication for Leadership	Mod title	The Playing Child
	Mod code	EDC527	Mod code	EDC528
	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Liz Sheen	Mod leader	Kate Wagner
Trimester 1 and 2	Mod title	Leading Safe Practice	Mod title	Exploring Research Skills
	Mod code	EDC530	Mod code	EDC531
	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Kate Wagner	Mod leader	Liz Sheen



### 17.3 FdA Early Childhood Practice (Early Years Practitioner)/FdA Early Childhood Practice – Part-time delivery

Level Four				
Trimester 1	Mod title	Understanding the Child and Childhood	Mod title	
	Mod code	EDC424D EDC424	Mod code	
	New/Exist	New	New/Exist	
	Credit value	20	Credit value	
	Core/Opt	Core	Core/Opt	
	Mod leader	Kate Wagner	Mod leader	
Trimester 2	Mod title	Safeguarding Children	Mod title	
	Mod code	EDC427D EDC427	Mod code	
	New/Exist	New	New/Exist	
	Credit value	20	Credit value	
	Core/Opt	Core	Core/Opt	
	Mod leader	Liz Sheen	Mod leader	
Trimester 1 and 2	Mod title	Academic Skills for Practitioners	Mod title	Reflecting on Practice
	Mod code	EDC428D EDC428	Mod code	EDC429D EDC429
	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Liz Sheen	Mod leader	Liz Sheen

Level Four and Five				
Trimester 1	Mod title	Understanding Child Development and Learning	Mod title	Leadership in Practice
	Mod code	EDC425D EDC425	Mod code	EDC526D EDC526
	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Liz Sheen	Mod leader	Kate Wagner
Trimester 2	Mod title	Learning and Development in Practice (Part 1)	Mod title	Leading Safe Practice
	Mod code	EDC426D EDC426	Mod code	EDC530D EDC530
	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Liz Sheen	Mod leader	Kate Wagner

Level Five				
Trimester 1	Mod title	Learning and Development in Practice (part 2)	Mod title	
	Mod code	EDC529D EDC529	Mod code	
	New/Exist	New	New/Exist	
	Credit value	20	Credit value	
	Core/Opt	Core	Core/Opt	
	Mod leader	Liz Sheen	Mod leader	
Trimester 2	Mod title	The Playing Child	Mod title	
	Mod code	EDC528D EDC528	Mod code	
	New/Exist	New	New/Exist	
	Credit value	20	Credit value	
	Core/Opt	Core	Core/Opt	
	Mod leader	Kate Wagner	Mod leader	
Trimester 1 and 2	Mod title	Communication for Leadership	Mod title	Exploring Research Skills
	Mod code	EDC527D EDC527	Mod code	EDC531D EDC531
	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Liz Sheen	Mod leader	Liz Sheen

## 18 Intended learning outcomes of the programme

### 18.1 FdA Early Childhood Practice (Early Years Practitioner)

On completion of levels 4 and 5 students will be able to:

Knowledge and understanding		
	Level 4	Level 5
A1	Demonstrate an understanding of the different ways the child and childhood can be viewed within society and the factors which contribute towards these views.	Analyse and understand the theoretical and practical knowledge associated with taking a leadership role in childhood practice, including safety, communication and relationship building.
A2	Understand and explain the theoretical and practical knowledge which underpins children's development, learning and play.	Develop a further and enhanced understanding of the theoretical and practical knowledge which underpins children's development and learning.
A3	Demonstrate an understanding and application of an appropriate Safeguarding system, including implications for the child, family and professional practice.	Critically examine factors which impact on and support the role of play within childhood practice.
A4	Show awareness of professional values and practice in terms of ethical considerations when working with children and reflection as a means to develop personal practice.	Critically reflect on the role of research in childhood practice and understand the means to conduct a research project.

Intellectual skills		
	Level 4	Level 5
B1	Present a logical argument and draw appropriate conclusions	Develop coherent, logical and relevant arguments, drawing appropriate conclusions.
B2	Demonstrate some depth of analysis and independent thought.	Demonstrate depth of analysis and independent thought.

Intellectual skills		
	Level 4	Level 5
B3	Plan, manage and reflect on own learning and progression in acquiring graduate attributes appropriate for work with children and families.	Take responsibility for monitoring and evaluating progress in their own learning and that of the group.
B4	Appreciate and evaluate different viewpoints	Appreciate and evaluate different viewpoints and present justified argument.

Subject skills		
	Level 4	Level 5
C1	Communicate appropriately and effectively in a range of modes and media.	Communicate appropriately, effectively and with judgement in a range of modes and media.
C2	Relate theory to practice so that work-based practice has a sound theoretical underpinning employed through a range of specialist skills.	Use judgement to relate theory to practice so that work-based practice has a sound theoretical underpinning demonstrated through a command of specialist skills.
C3	Demonstrate an appreciation of study skills by applying appropriate skills to work place tasks and assignments	Demonstrate appreciation of research methodology by applying what is learned to workplace tasks.

Practical, professional and employability skills		
	Level 4	Level 5
D1	Effectively use the link between academic knowledge and practical application to support practice.	Use the link between academic knowledge and practical application to develop and support the practice of others.
D2	Write appropriately, clearly and with accuracy in a number of styles suitable for a range of audiences.	Make appropriate choices regarding style of communication, and deliver clearly and with accuracy for a range of audiences
D3	Demonstrate professional attributes such as communication, teamwork, autonomy, self-management and organisational skills as an effective student and practitioner.	Demonstrate the professional attributes associated with the leadership of others.
D4	Take responsibility for professional development through the application of reflective skills.	Take responsibility for own professional development and that of others within the workplace.

## 18.2 FdA Early Childhood Practice

On completion of levels 4 and 5 students will be able to:

Knowledge and understanding		
	Level 4	Level 5
A1	Demonstrate an understanding of the different ways the child and childhood can be viewed within society and the factors which contribute towards these views.	Analyse and understand the theoretical and practical knowledge associated with taking a leadership role in childhood practice, including safety, communication and relationship building.
A2	Understand and explain the theoretical and practical knowledge which underpins children's development, learning and play.	Develop a further and enhanced understanding of the theoretical and practical knowledge which underpins children's development and learning.
A3	Demonstrate an understanding and application of an appropriate Safeguarding system, including implications for the child, family and professional practice.	Critically examine factors which impact on and support the role of play within childhood practice.
A4	Show awareness of professional values and practice in terms of ethical considerations when working with children and reflection as a means to develop personal practice.	Critically reflect on the role of research in childhood practice and understand the means to conduct a research project.

Intellectual skills		
	Level 4	Level 5
B1	Present a logical argument and draw appropriate conclusions	Develop coherent, logical and relevant arguments, drawing appropriate conclusions.
B2	Demonstrate some depth of analysis and independent thought.	Demonstrate depth of analysis and independent thought.
B3	Plan, manage and reflect on own learning and progression in acquiring graduate attributes appropriate for work with children and families.	Take responsibility for monitoring and evaluating progress in their own learning and that of the group.

Intellectual skills		
	Level 4	Level 5
B4	Appreciate and evaluate different viewpoints	Appreciate and evaluate different viewpoints and present justified argument.

Subject skills		
	Level 4	Level 5
C1	Communicate appropriately and effectively in a range of modes and media.	Communicate appropriately, effectively and with judgement in a range of modes and media.
C2	Relate theory to practice so that work-based practice has a sound theoretical underpinning employed through a range of specialist skills.	Use judgement to relate theory to practice so that work-based practice has a sound theoretical underpinning demonstrated through a command of specialist skills.
C3	Demonstrate an appreciation of study skills by applying appropriate skills to work place tasks and assignments	Demonstrate appreciation of research methodology by applying what is learned to workplace tasks.

Practical, professional and employability skills		
	Level 4	Level 5
D1	Effectively use the link between academic knowledge and practical application to support practice.	Use the link between academic knowledge and practical application to show a detailed understanding of how to develop and support the practice of others.
D2	Write appropriately, clearly and with accuracy in a number of styles suitable for a range of audiences.	Make appropriate choices regarding style of communication, and deliver clearly and with accuracy for a range of audiences
D3	Demonstrate professional attributes such as communication, teamwork, autonomy, self-management and organisational skills as an effective student and practitioner.	Demonstrate a critical awareness of the professional attributes associated with the leadership of others.
D4	Take responsibility for professional development through the application of reflective skills.	Take responsibility for own professional development and critically analyse the skills to support the reflective practice of others within the workplace.

## 19 Curriculum matrix

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
<i>Level 4</i>	Understanding the Child and Childhood	Core	■	□	□	□	■	■	□	■	■	■	□	■	■	■	□
	Understanding Child Development and Learning	Core	□	■	□	□	■	■	□	■	■	■	□	■	■	■	□
	Safeguarding Children	Core	□	□	■	□	■	■	□	■	■	■	□	■	■	■	□
	Learning and Development in Practice (Part 1)	Core	□	■	□	□	■	■	□	■	■	■	□	■	■	■	□
	Reflecting on Practice	Core	□	□	□	■	■	■	■	■	■	■	□	■	■	■	■
	Academic Skills for Practitioners	Core	□	□	□	■	■	■	■	■	■	□	■	□	■	■	□
<i>Level 5</i>	Leadership in Practice	Core	■	□	□	□	■	■	■	■	■	■	□	■	■	■	□
	Learning and Development in Practice (Part 2)	Core	□	■	□	□	■	■	□	■	■	■	□	■	■	□	□
	The Playing Child	Core	□	□	■	□	■	■	□	■	■	■	□	■	■	□	□
	Communication for Leadership	Core	■	□	□	□	■	■	■	■	■	■	□	■	■	■	□
	Leading Safe Practice	Core	■	□	□	□	■	■	■	■	■	■	□	■	■	■	■
	Exploring Research Skills	Core	□	□	□	■	■	■	□	■	■	□	■	■	■	□	□

## 20 Learning and teaching strategy

### 20.1 Learning and Teaching Strategy

Both programmes take a student centred approach to learning, designed to enable and maximise the abilities of students to work within Childhood Practice. To work successfully online the course has adopted a pedagogy specific to engaging students at a distance. This involves an emphasis on engagement within both the course materials and online discussion. Throughout the programme the modules are structured to enable students to:

- Reflect on current knowledge/practice
- Develop new knowledge/understanding and consider application to practice
- Deepen understanding/knowledge through shared discussion
- Review understanding before moving to the next session

To enhance engagement students are encouraged to form a community of practice, whereby they are given opportunities to share experiences and offer mutual support using the Virtual Learning Environment as the conduit. They will be specifically encouraged to seek and offer support regarding completion of the professional portfolio and a suitable online space will be developed for them to do this.

### 20.2 Key Skills for Employability

Foundation degrees by their very nature are well placed to deliver on the key skills for employability. Building competencies with the work-place naturally involves engaging in the key skills which support employment i.e. leadership, teamwork, problem solving etc. In addition students are invited to a digital literacy course (non-credit bearing) in the summer preceding the start of their course (at University or online) where they will engage in media communication skills, information technology and digital literacy and information management skills. These will then further be reinforced in the online learning environment.

Where key skills are present within a specific module these are indicated on the Module Specifications.

### 20.3 Online Learning

Students will work with the online course materials through self-directed study at a time and pace which is convenient to them. A structure is incorporated into the course materials to guide students through the learning experience and to encourage students to study on a regular basis. Students are not able to access all course materials from the beginning of the programmes. Each programme has a timetable which details when modules are available and students must study each session before progressing to the next.

Online course materials are presented in a variety of formats to encourage ongoing engagement. Typically a session may consist of a video presentation, reading materials, online exercises i.e. a quiz, video clips, screencasts or podcasts. Students are directed towards and supported to access journal articles and e-books through Athens.

Alongside self-directed study students are encouraged to engage with the programme team and with each other using a range of communication tools. This engagement will be both to support learning through the discussion of course materials using chat forums, web conferencing and Skype and to support the sharing of experiences and work-based learning through forming an online community of practice. Interaction between students is facilitated and encouraged throughout the course through 'Sharing Practice' forums and through group work using wiki pages.

Students will also receive individual academic and pastoral support through communication tools such as e-mail, Moodle messaging and Skype.

## 21 Work based/placement learning statement

Work-based learning is an integral part of the programme, 'it includes, at its core, activities and learning outcomes designed around the individual's occupation, whether paid or unpaid.' (QAA Code of Practice) It enables learners to develop their role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integral element of the taught programme. It will involve the development of higher-level learning within both the institution and the workplace. It will be a two way process, where the learning acquired in the workplace can be applied to the taught programme and the learning from the taught programme taken into the setting.

### FdA Early Childhood Practice (Early Years Practitioner) - only

Work-based practice competencies are included in each module. However, specific reference to the portfolio will be made in Academic Skills for Practitioners (level 4) where the professional portfolio will be introduced.

To further support students undertaking the professional portfolio, the tutor who will undertake the role of academic assessor will be module lead for both Reflecting on Practice (level 4) and Communication for Leadership (level 5). Both these modules run throughout semester 1 and 2 and therefore the students are able to build a consistent relationship with the tutor and receive ongoing support for the duration of their studies.

### FdA Early Childhood Practice

Students not undertaking the portfolio will be introduced to the unique challenges of capturing work-based experiences in assessment tasks. This will also be covered in Academic Skills for Practitioners at level 4. Throughout their studies students will be



encouraged to make best use of work-based learning and supported to engage in reflective practice.

### 21.1 Work-based Learning Management and Support

Throughout both programmes students will be encouraged and supported to gain the most from their work-place. All students are encouraged to identify a work-based mentor to act as a critical friend. However on the FdA Early Childhood Practice it is recognised that identification of a work-based mentor may not always be possible and therefore some flexibility is allowed.

However, identification of a work-based mentor is a requirement of the FdA Early Childhood Practice (Early Years Practitioner) as completion of a professional portfolio will need support from within a setting. Therefore, the work-based learning aspect of the programme will be managed by an academic assessor, student and work-place mentor established through a Learning Agreement. The academic assessor(s) is a person who is qualified, knowledgeable and experienced in Early Childhood Practice.

In addition, for the FdA Early Childhood Practice (Early Years Practitioner), a person who is qualified, knowledgeable and experienced in Early Childhood Practice will visit each student in their setting on two occasions each year to observe practice, which will be recorded as part of the professional portfolio.

Estimated timing of visits can be seen on page 13.

### 21.2 Work-place Learning Agreement

The Learning Agreement will provide information for the employer regarding the modules a student is studying and the requirements of the work-based learning tasks/portfolio. It will briefly explain the role of the work-place mentor and provide a place for the setting to indicate the name of the allocated person. Finally a senior employee i.e. line manager is asked to sign the Learning Agreement to indicate they understand and support their employee to undertake study.

Learning Agreements will not be required by lone-workers i.e. childminders, although they will be encouraged to seek support from a Network Co-ordinator, Development Worker or other suitably qualified person who could act as a work-place mentor and provide expert witness if needed.

### 21.3 Management of relationship

The student is responsible for maintaining the relationship with their work-place mentor. Where a breakdown of the Learning Agreement occurs the programme leader will work with the student to seek a solution which will maintain the student's employment and their place on the course, each case will be treated individually and sensitively.

#### 21.4 The role of the Work-place Mentor

The role of the work-place mentor is key to supporting the student to complete their work-based tasks or professional portfolio. The work-based mentor will not be required to assess the student, however they may be asked to support the student in accessing experiences and providing expert witness accounts (portfolio only). It is expected that the work-based mentor will be an experienced and/or senior practitioner within a setting.

A short document outlining the structure of the FdA Early Childhood Practice, giving details of every module will be prepared and disseminated to mentors. This will assist them in working with their students, to help in synthesising theory with practice. The document will also provide guidance to mentors on how to fulfil their role and the type of evidence they could be expected to sign off. In recognition of the importance of the mentor role, each mentor will be provided with direct contact to a member of the University based team who will be responsible for maintaining the relationship, providing support, and answering questions. It is expected that a short training course for work-based mentors will be developed by the Care Council Wales.

### 22 Welsh medium provision

The University is committed to expanding Welsh medium provision and while the Childhood and Family studies team is unable to deliver any of the programmes through Welsh, there is opportunity for students to submit written, video or audio assessment/evidence in Welsh.

Throughout the programmes reference is made to Welsh context, policy and legislation as it applies to Childhood Practice.

### 23 Assessment strategy

The assessment tasks, set over the duration of the programme, are designed to develop and build upon a wide range of personal and professional skills, whilst strongly reinforcing links between theory and practical application. The assessment methods chosen have been designed to reflect the changing role of the professional, their ongoing academic achievement, as well as embracing the need for evaluation and reflection throughout.

#### 23.1 Criteria for Devising Assignments

They will :

- be appropriate to undergraduate levels four and five and are based on the Credit and Qualification Framework for Wales and the Framework for Higher Education Qualifications.
- provide realistic scope that allows the candidate to relate to the aims and outcomes of the module.
- clearly state the expectations of the assignment and the methodologies to be used.
- use valid and reliable techniques of assessment,

- not be focused too narrowly.
- allow the candidate to demonstrate his/her analytical and reflective skills,
- allow candidates to integrate theory with practice and draw upon their own direct, personal, and professional experience,
- give opportunity for the candidate to demonstrate his/her own professional development,
- encourage consideration of equality of opportunity and anti-discriminatory practice,
- maintain ethical standards of confidentiality,
- be appropriate and sensitive to the needs of the children's workforce

Assessment has been designed to meet both the prescribed National Occupational Standards (See page 11) and the QAA Early Childhood Studies benchmark statements (2014). The assessment strategy also has regard for the QAA Foundation Degree Characteristics Statement (2015).

All assessment at foundation degree level have an academic and work-based element. A number of the assessments consist of multiple components especially at the beginning of level 4. This enables students to work on and receive feedback on shorter written pieces at the beginning of their studies and to quickly develop key skills.

Within the foundation degree the main assessment types are:

- Essay
- Report
- Assessed Discussion
- Coursework
- Case Study

Coursework enables the team to introduce more variety into the assessment process. For example in 'The Playing Child' the students are introduced to an online 'scrapbook' through which they are able to present understandings and applications of play in practice appropriate to a specific audience of their choosing, for example, practitioners, students, or parents/carers. It allows for more creative ways of providing explanations that enhance the audience's understanding in respect of the meaning of play, classic and contemporary theories, the benefits of play for development and learning, and the role of play in the curriculum.

An assessed discussion is used as an assessment form to encourage students to develop specific skills. For example at level 4 an assessed discussion is used to introduce the concept of critical thinking and building an argument. In 'Learning and Development in Practice (Part 1)' students are asked to choose a specific areas of practice they would like to change or develop and then using background theory and literature to persuade other practitioners to their way of thinking. When assessed discussions take place in groups a number of topics are covered and students learn to question and challenge others in a range of subject areas.

## 23.2 Professional Portfolio – Practice competencies

### FdA Early Childhood Practice (Early years Practitioner) - only

A key element of assessment at both level 4 and level 5 is the Professional Portfolio. The professional portfolio is designed to allow students to evidence they are meeting the performance criteria associated with each of the assessed National Occupational Standards. They work in partnership with the Areas of Knowledge to show the student's overall competency in the work-place. The portfolio is assessed in the majority of modules with the exception of Academic Skills for Practitioners at level 4 and Exploring Research Skills at level 5.

The portfolio is a repository of evidence collected in relation to practice competencies and its completion provides a valuable learning tool throughout the programme. The portfolio is clearly structured with specific practice competencies allocated to the module in which they will be assessed (See appendix 2). Students must submit their portfolio for both formative and summative assessment. Summative assessment of the portfolio will be pass or refer and will be awarded at the end of the academic year for each relevant module.

Students will be provided with informal feedback on their professional portfolio approximately 4 weeks into each module to ensure progress is being made and for students to ask for clarification concerning any aspect of the portfolio which is not clear. In addition formative feedback will be given on the portfolio at 3 points during the programme to enable them to recover and work on any issues which may prevent the portfolio from gaining a pass mark. This will be informally during the work-place visits (twice per year) and formally by the academic assessor at the formative assessment point mid-programme.

Assessment of the portfolio must be completed by a person who is knowledgeable, competent and experienced in early childhood practice. The assessor will make a judgement on the adequacy and sufficiency of the evidence against the identified National Occupational Standards. The assessor or suitable other will observe the student in practice twice per year.

## 23.3 Assessment Loading

To enable students to make the transition from level 3 study to level 4 academic study an assessment word count of 3000 words per 20 credits has been adopted. At level 5 students are expected to make a transition to more independent learning and to manage assessments with more complexity and scope. To enable this the assessment word count will be 4000 words per 20 credits.

## 23.4 Assessment Feedback

A clear feedback strategy is presented to students at the beginning of the programmes. This strategy is based on the understanding that written feedback and feed forward will be timely, appropriate and constructive, to enable students to develop personally,

professionally and academically. Areas of strength and those for development will be identified against the intended module learning outcomes and 'closing the gap' comments offered to guide students in their learning and progress.

A generic assessment rubric is used across all levels of study and this is based on the development of key academic skills (see appendix 4 for a level 4 example). This is used in addition to feedback/feedforward.

All student work and feedback will be submitted and returned electronically using Moodle.

### 23.5 Assessment Type and Weighting

#### FdA Early Childhood Practice (Early Years Practitioner)

Module code & title	Assessment type and weighting	Assessment loading
Understanding the Child and Childhood	100% Essay Portfolio (pass/refer)	1500 words
Understanding Child Development and Learning	40% Essay Plan 60% Online Test Portfolio (pass/refer)	600 words
Safeguarding Children	100% Report Portfolio (pass/refer)	1500 words
Learning and Development in Practice (Part 1)	100% Assessed Discussion Portfolio (pass/refer)	500 words + discussion
Academic Skills for Practitioners	100% Coursework	3000 words
Reflecting on Practice	100% Reflective Practice Portfolio (pass/refer)	1500 words
Leadership in Practice	100% Case Study Portfolio (pass/refer)	2000 words
Learning and Development in Practice (part 2)	100% Assessed Discussion Portfolio (pass/refer)	500 words + discussion
Communication for Leadership	100% Essay Portfolio (pass/refer)	2000 words
The Playing Child	100% Coursework Portfolio (pass/refer)	2000 words
Leading Safe Practice	100% Report Portfolio (pass/refer)	2000 words
Exploring Research Skills	100% Case Study	4000 words

#### Level 4 – Indicative Assessment Points

Week				
10	Induction Week			
11	Understanding the Child and Childhood	Reflecting on Practice	Academic Skills for Practitioners	Understanding Child Development and Learning
12				
13				Essay
14				
15				
16				
17				
18				Task 1
19				
20				
21	Essay			Online Test
22	Winter Vacation			
23				
24	Work-based portfolio completion/work-place visits			
25				
26	Portfolio Formative Feedback			
27	Safeguarding Children		Task 2	Learning and Development in Practice (Part 1)
28				
29				
30			Task 3	
31				
32				
33				
34				
35				
36				
37	Report			Assessed Discussion
38	Spring Break			
39				
40	Work-based portfolio completion/work-place visits			
41				
42				
43	Portfolio Submission 2 & Reflective Account			

#### Level 5- Indicative Assessment Points

10	Induction Week			
11	Leadership in Practice	Communication For Leadership	Exploring Research Skills	Learning and Development in Practice (Part 2)
12				
13				
14				
15				
16				
17				
18				
19				
20				
21	Case Study			Assessed Discussion
22	Winter Vacation			
23				
24	Work-based portfolio completion/work-place visits			
25				
26	Portfolio Formative Feedback			
27	Leading Safe Practice			The Playing Child
28				
29				
30				
31				
32				
33				
34				
35				
36				
37	Report		Case Study	Coursework
38	Spring Break			
39				
40	Work-based portfolio completion/work-place visits			
41				
42				
43	Portfolio Submission 2 & Essay			

## 23.6 Assessment Type and Weighting

### FdA Early Childhood Practice

Module code & title	Assessment type and weighting	Assessment loading
Understanding the Child and Childhood	100% Essay	3000 words
Understanding Child Development and Learning	20% Essay Plan 30% Online Test 50% Case Study	600 words 1500 words
Safeguarding Children	100% Report	3000 words
Learning and Development in Practice (Part 1)	50% Assessed Discussion 50% Journal	500 words + discussion 1500 words
Academic Skills for Practitioners	100% Coursework	3000 words
Reflecting on Practice	100% Reflective Practice	3000 words
Leadership in Practice	100% Case Study	4000 words
Learning and Development in Practice (part 2)	50% Assessed Discussion 50% Journal	500 words + discussion 2000 words
Communication for Leadership	50% Essay 50% Critical Incident Account	2000 words 2000 words
The Playing Child	50% Essay 50% Coursework	2000 words 2000 words
Leading Safe Practice	100% Report	4000 words
Exploring Research Skills	100% Case Study	4000 words

**Level 4 Indicative Assessment Points**

Week						
10	Induction Week					
11	Understanding the Child and Childhood	Reflecting on Practice	Academic Skills for Practitioners	Understanding Child Development and Learning		
12						
13						
14						
15				Essay Plan		
16						
17				Task 1		
18						
19						
20						
21					Online Test	
22	Winter Vacation					
23						
24	Essay	↓	↓			
25						
26				Case Study		
27	Safeguarding Children			Task 2	Learning and Development in Practice (Part 1)	
28						
29				Task 3		
30						
31						
32						
33						
34						
35						
36						
37						Assessed Discussion
38	Spring Break					
39						
40	Report	Reflective Practice				
41						
42						
43				Journal		

**Level 5 – Indicative Assessment Points**

Week						
10	Induction Week					
11	Leadership in Practice	Communication For Leadership	Exploring Research Skills	Learning and Development in Practice (Part 2)		
12						
13						
14						
15						
16						
17				Assessed Discussion		
18						
19						
20						
21						
22	Winter Vacation					
23						
24	Case Study	↓	↓			
25						
26				Journal		
27	Leading Safe Practice				The Playing Child	
28						
29				Essay		
30						
31						
32						
33						
34				Case Study		
35						
36						
37						Coursework
38	Spring Break					
39						
40	Report	Critical Incident				
41						
42						
43				Essay		

Please see Appendix 5 for indicative assessment points for January 2017 cohorts.



## 24 Assessment regulations

Glyndŵr University's Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees.

### Derogations

#### FdA Early Childhood Practice (Early Years Practitioner) only

All modules must be attempted and individual components of the assessment must be passed, there is no compensation between elements or modules.

## 25 Programme Management

### Programme leader

The programme leader for the FdA Early Childhood Practice programmes is Liz Sheen. Liz has a B.Ed Primary Education and an NVQ 4 in Children's Care, Learning and Development. She has experience of teaching Early Years and working for NCMA supporting Childminders as a Network Co-ordinator.

Liz has recently gained an MSc in Learning and Technology and has more than 8 years' experience in developing and delivering online programmes.

### Programme team

Head of School:	Simon Stewart
Associate Head of School:	Sue Horder
Programme Lead:	Liz Sheen
Module Lead:	Kate Wagner
Module Tutor:	Kelly Smith
Learning Technologist:	Thomas Llywarch

### Quality management

#### 25.1 Programme Team Meetings

The programme team hold Programme Board meetings in each semester the programme is run where various operational and strategic issues are discussed. This is also the forum for the discussion of end of module feedback, the Annual Monitoring Report (AMR) and External Examiner Report with the programme team.

Informal team meetings are held on a weekly basis (as required) to deal with adhoc issues as and when they occur.

## 25.2 Student Voice Forum (SVF)

These meetings take place twice per year and are in line with Glyndŵr University policy. As students study online feedback is collected electronically. All students are provided with details on the purpose and process of the Student Voice Forum. Students then have an opportunity to provide feedback by e-mail to the course administrator who collates and anonymises the information before passing to the programme leader. The programme leader then produces a report for students which acknowledges their comments and addresses their concerns.

## 25.3 Feedback from students and other stakeholders.

Feedback is formally collected from students at the end of each module using an online Student Experience of Module (SEM) survey in Moodle. The results of the survey are downloaded, collated and discussed with tutors individually. General comments from the collated feedback would be shared with all tutors during the Programme Board.

Any pressing issues raised by students in the feedback would be addressed immediately through e-mail with the applicable cohort. Any non-urgent issues would be addressed as part of the Student Voice Forum report.

Due to the online collaborative nature of the programmes students also have an ongoing means of providing informal feedback through various chat forums and tutor/student messaging. Students frequently communicate their thoughts about the course and the module content which enables the Programme Leader and Module Leaders to be proactive in supporting students as and when issues arise.

As there is a requirement that students undertaking the foundation degree are in employment our students have a direct link to our stakeholders or are themselves a stakeholder. Feedback regarding the programmes often refers to the link between the course and the requirements of the workplace. This enables us to continually adapt our module materials to ensure currency.

## 25.4 Content Review

The content of the programmes are reviewed annually in line with the AMR process, student feedback and workforce developments and any necessary changes are made in consultation with the external examiner using the AM1 or AM2 (minor and major modifications) process as presented in the University regulations.

## 25.5 External Examiner

An External Examiner is appointed to the programmes and will see samples of assessment from across all levels. Feedback on work sampled in accordance with University regulations is fed back to the programme team for action/consideration and response, which subsequently informs the Annual Monitoring Review.

A copy of the External Examiners report and reply is made available to students on Moodle.

## 25.6 External Panel of Competent Professionals

### FdA Early Childhood Practice (Early Years Practitioner) - only

On completion of the professional portfolio the academic assessor will prepare a final report in which they will summarise the student's meeting of the required National Occupational Standards within their professional practice.

This report must be submitted for external verification by either an External Examiner (if occupationally competent) or alternatively a panel of competent professionals who will consider and verify the assessment.

### **Research and scholarship activity**

The programme team's research and scholarly activity underpins the overall teaching in Childhood Studies. Specific research and scholarly activity is presented in individual staff CV's (see additional document), but an overview of how some of this activity underpins the programme content will be provided here.

All team members either hold or are working towards a postgraduate qualification relevant to the subject area. Areas of research currently engaged in by members of staff include:

- MA Sociology of childhood and children's rights at institute of education, UCL  
Research areas: generational order, children's spaces and places, power differentials between childhood and adulthood (ongoing)
- MA Education, Research area: Feedback (ongoing)
- MSc Learning and Technology (ongoing)  
Research areas: perceived social presence of the tutor in virtual learning environments, heterotopia and virtual learning spaces.
- MSc Learning and Technology (complete)  
Research areas: The use of conditional completion and conditional release activities to support students to manage the learning process in Moodle
- PhD (ongoing): The use of video to support students learning within a Virtual Learning Environment.

## 26 Learning support

### **Institutional level support for students**

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team

- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

Students requiring additional study skills support can access the study skills team through telephone or by Skype. Online students have the same access to student support as available to those on campus.

## **School support for students**

### **26.1 Tutor Support**

Academic and personal support, whether delivered in person or through the VLE, will be a central premise upon which the programme is built. The students will come from a wide range of personal and professional contexts, having reached different points in their professional careers in different institutions and systems, and having different personal circumstances. This calls for a flexible, adaptive and frequently personal approach to pastoral and welfare support by staff. The primary point of academic support for all students will be from the Module Tutor and pastoral support from the Programme Leader or other member off the staff team to whom they have formed a relationship.

The team do not impose a member of staff to provide pastoral care as student retention is best obtained by supporting a relationship between the student and member off staff with whom they feel most comfortable online. This requires some flexibility on behalf of the programme team facilitated by the Programme Leader to ensure equity and fairness.

Students are encouraged to use the Module Tutor who will be marking their assignment as their first point of contact for academic guidance and support, since this is someone who will be familiar with their professional and academic context. Again, if appropriate, the Programme Leader will also be available. In those instances where, for whatever reason, a student has difficulties completing a module, we provide support as appropriate. Where the difficulty is not academically related and the nature of the issue lies outside the remit of the tutor or Programme Leader, we refer the individual to appropriate support groups, either inside or outside the University.

Students have different initial points of contact at different times during their studies. It is expected that the main methods of communication will be via Moodle using messaging and by e-mail and telephone/Skype. Each Module Tutor will be the student's initial contact point during the time they are studying that module. Once a student embarks upon the research project, the research supervisor will become that student's

tutor for the remainder of the programme. The student may, at any time, approach the University's student support groups or the Programme Leader for guidance as and when appropriate.

For all students, there will be clearly defined paths of access to Module Tutors, Programme Leader, Academic Head and staff within the Student and Programmes Centre. All students will receive a Student Handbook at the commencement of their studies.

### **Programme specific support for students**

#### **26.2 Resources**

At the beginning of their studies students will receive clear guidance on how to access electronic resources via Athens. The students are provided with a list of available e-books relevant to the subject area to which the University subscribes and can be accessed through Dawson Books.

Students are also guided to access the most suitable and relevant journals according to the level of their study.

Each module will have at least one essential text which can be accessed through Athens. The recommended reading list will also contain a number of e-books currently subscribed to by the University.

The school of Social and Life Sciences continually strive to add to the e-book resources available to students.

Students may also request a Sconul card which will allow them access to University libraries close to where they live.

Students may make further use of library services by contacting the library staff by e-mail or telephone.

#### **26.4 Digital Literacy**

Before starting an online course for the first time students are invited to a digital literacy course at Glyndŵr University (or online) to develop the skills needed to study successfully in an online environment. This is the first stage of building a community of practice and a support network amongst students and tutors so that they are able to concentrate on the course content rather than the additional pressure that working in a new technological environment can bring.

## **27 Equality and Diversity**

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme

complies fully with the University's policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

The online programme has been specifically devised based on the Universal Design for Learning principles (CAST, 2011).

- Provide multiple means of representation
- Provide multiple means of action and expression
- Provide multiple means of engagement

This means that, where possible, specific actions have been taken to allow the course materials to be accessed by a wide range of students regardless of need. This has been achieved through the inclusion of video with audio and transcript. Providing audio for text only sections of the course and ensuring a mixed delivery method within the course sessions to provide variety. Students will also be encouraged to use a variety of means to record evidence for their professional portfolio, including audio and video when appropriate.

CAST (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA: Author.

## Appendix 1 Mapping National Occupational Standards - Areas of Knowledge

### Areas of Knowledge by Module

#### Key

Module	Number in Table
Understanding the Child and Childhood	1
Understanding Child Development and Learning	2
Safeguarding Children	3
Learning and Development in Practice (Part 1)	4
Reflecting on Practice	5
Academic Skills for Practitioners	6
Leadership in Practice	7
Learning and Development in Practice (Part 2)	8
The Playing Child	9
Communication for Leadership	10
Leading Safe Practice	11
Exploring Research Skills	12

### Core Areas of Knowledge applicable to all Units

Unit	Area of Knowledge	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
Core	K1 legal and work setting requirements on equality, diversity, discrimination and rights							✓					
Core	K2 your role in promoting children and young people's rights, choices, wellbeing and active participation							✓					
Core	K3 your duty to report any acts or omissions that could infringe the rights of children and young people							✓					
Core	K4 how to deal with and challenge discrimination							✓					
Core	K5 the rights that key people, children and young people have to make complaints and be supported to do so							✓					
Core	K6 conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them							✓					
Core	K7 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard							✓					
Core	K8 your own background, experiences and beliefs that may have an impact on your practice					✓							
Core	K9 your own roles, responsibilities and accountabilities with their limits and boundaries					✓							
Core	K10 the roles, responsibilities and accountabilities of others with whom you work					✓							
Core	K11 how to access and work to procedures and agreed ways of working					✓							
Core	K12 the meaning of person-centred/child centred working and the importance of knowing and respecting each child and young person as an individual	✓											
Core	K13 the prime importance of the interests and well-being of children and young people	✓											
Core	K14 the child and young person's cultural and language context	✓											
Core	K15 how to build trust and rapport in relationships with others, key people and children and young people										✓		
Core	K16 how your power and influence as a worker can impact on relationships										✓		
Core	K17 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences										✓		



Core	K18	how to work in partnership with children and young people, key people and others											✓		
Core	K19	how to manage ethical conflicts and dilemmas in your work											✓		
Core	K20	how to challenge poor practice											✓		
Core	K21	how and when to seek support in situations beyond your experience and expertise											✓		
Core	K22	the nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support	✓												
Core	K23	factors that promote positive health and wellbeing of children and young people	✓												
Core	K24	theories underpinning our understanding of child development and learning, and factors that affect it		✓											
Core	K25	theories about attachment and its impact on children and young people		✓											
Core	K26	factors that can affect communication and language skills and their development in children and young people				✓				✓					
Core	K27	methods to promote effective communication and enable children and young people to communicate their needs, views and preferences				✓				✓					
Core	K28	principles of reflective practice and why it is important					✓								
Core	K29	your role in developing the professional knowledge and practice of others					✓								
Core	K30	how to use and promote evidence based practice					✓								
Core	K31	legal and statutory requirements for health and safety												✓	
Core	K32	your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment												✓	
Core	K33	practices for the prevention and control of infection												✓	
Core	K34	legislation and national policy relating to the safe-guarding and protection of children and young people			✓										
Core	K35	the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practice.			✓										
Core	K36	indicators of potential harm or abuse			✓										
Core	K37	how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties			✓										
Core	K38	what to do if you have reported concerns but no action is taken to address them			✓										
Core	K39	local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse			✓										
Core	K40	legal requirements, policies and procedures for the security and confidentiality of information							✓						
Core	K41	legal and work setting requirements for recording information and producing reports							✓						

Core	K42	principles of confidentiality and when to pass on otherwise confidential information							✓					
Core	K43	how to record written information with accuracy, clarity, relevance and an appropriate level of detail							✓					
Core	K44	how and where ICT can and should be used for communicating, recording and reporting							✓					
Core	K45	the purpose of working with other professionals and agencies										✓		
Core	K46	the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work										✓		
Core	K47	theories about leadership							✓					
Core	K48	standards of practice, service standards and guidance relating to the work setting							✓					
Core	K49	national and local initiatives to promote the well-being of children and young people							✓					
Core	K50	lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions							✓					
Core	K51	methods of supporting others to work with and support children and young people, key people and others							✓					
Core	K52	how to contribute to the development of systems, practices, policies and procedures							✓					
Core	K53	techniques for problem solving and innovative thinking							✓					
Core	K54	principles of risk assessment and risk management							✓					
Core	K55	principles of positive risk-taking							✓					

### **Specific Unit Areas of Learning – Mapped by Module**

#### **SCDCCLD 0403 – Lead programmes for the promotion of children and young people’s development**

Unit	A of K	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
0403	K56	the transitions that children and young people may go through	✓										
0403	K57	pre-birth development and growth and external influences which can affect foetal growth and a baby’s brain	✓										
0403	K58	detailed knowledge and understanding of children and young people’s development from conception to 21 years, including physical development, linguistic, communication, cognitive, development and learning.	✓										
0403	K59	how to manage and organise environments for children or young people that facilitate emotionally secure attachments and encourage emotional well-being and emotional intelligence			✓								
0403	K60	how to provide programmes and activities to support cognitive development and learning			✓								
0403	K61	how to provide programmes and activities to support communication, language and literacy			✓								
0403	K62	how to provide programmes and activities to support physical development			✓								
0403	K63	how to provide programmes and activities to support emotional and social development			✓								
0403	K64	your settings procedures for observing, assessing and recording and how these link to curriculum frameworks followed in your home country							✓				
0403	K65	how to encourage realistic, positive, consistent and supportive responses to the behaviour of the children or young people within your work setting							✓				
0403	K66	how to promote healthy lifestyles for children or young people in your service; such as healthy eating and exercise, in accordance with national guidelines							✓				
0403	K67	how to provide information and support for children or young people’s health and well-being							✓				

**SCDCCLD 0401 – Maintain effective communication systems and practice**

Unit	A of K	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
0401	K56 different skills, styles and methods to communicate and engage with children and key people										✓		
0401	K57 conditions likely to affect communication										✓		
0401	K58 specific aids that will enable children with additional needs to receive and respond to information										✓		
0401	K59 the use of evidence, fact and knowledge based opinion in records or reports and why it is important to differentiate between these and make clear the source of evidence							✓			✓		
0401	K60 communication systems, structures and practice and how to evaluate and improve these										✓		

**SCDHSC 0044 – Lead practice that promotes the safeguarding of children and young people**

Unit	A of K	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
0044	K54 how and where to access literature, information, advice and support to inform your knowledge and practice to safeguard children and young people.			✓									
0044	K55 types of harm and abuse			✓									
0044	K56 factors that may make someone more vulnerable to harm or abuse			✓									
0044	K57 common features of perpetrator behaviour and grooming			✓									
0044	K58 correct actions to take if harm or abuse is suspected, disclosed or alleged			✓									
0044	K59 how to protect yourself and others from harm and abuse when in a work setting or working alone			✓									

**SCDHSC 0042 – Lead practice for health and safety in the work setting**

Unit	A of K	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
0042	K41	legislation and work setting procedures to prevent and control infection.											✓
0042	K42	aspects of your own health and hygiene and that of team members that can help prevent the spread of infection.											✓
0042	K43	legislation and work setting requirements for dealing with incidents and emergencies.											✓
0042	K44	different kinds of incidents and emergencies that may arise in your work setting											✓
0042	K45	your responsibility for keeping yourself and others safe within your work role and environment											✓
0042	K46	additional hazards to consider when working alone											✓
0042	K47	how to take responsibility for your own health and well-being											✓
0042	K48	practices for safe moving and handling											✓
0042	K49	approved methods and procedures for potentially hazardous activities you undertake at work											✓
0042	K50	national and local guidance on falls prevention and factors that impact on falls											✓

**SCDCCLD 0412 – Evaluate the environment for children and families**

Unit	A of K	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
0412	K57	how to set up systems and procedures to monitor and evaluate the environment for children and families, the types of system that are most appropriate, and how to introduce these or to develop those that are already in place											✓
0412	K58	systems and practices for implementing change in the environment											✓
0412	K59	the types of support needed by colleagues and others during a change process											✓
0412	K60	how to model and demonstrate good practice, leading by example and encouraging and influencing others											✓
0412	K61	have knowledge and understanding of continuous professional development frameworks											✓
0412	K62	theories of leadership											✓
0412	K63	understanding of the process of reflection and facilitating learning and development											✓
0412	K64	understand evidence based and research informed practice											✓

**SCDCCLD 0408 – Lead the physical, cognitive, emotional and social development of children**

Unit	A of K	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
0408	K56 the transitions that children and young people may go through		✓										
0408	K57 the requirement for valid and reliable data when making assessments of children's development, what this means and how it can be implemented		✓										
0408	K58 how to involve the child and family in observations and assessments to acquire background information								✓				
0408	K59 the requirements of current curriculum frameworks that operate in your area				✓				✓				
0408	K60 the information and resources required, when planning and implementing plans and provision				✓				✓				
0408	K61 your setting's processes and procedures for observing, assessing and recording								✓				
0408	K62 the use of formative and summative assessments within your setting or service								✓				
0408	K63 relevant research into the influences on how children develop and learn and how research may influence practice		✓										
0408	K64 principles of supporting positive behaviour in children, based on theoretical perspectives		✓										
0408	K65 preferred formats for recording information and rationale for their use								✓				
0408	K66 theoretical perspectives on children as learners and learning styles		✓										
0408	K67 role and purpose of play in how children develop and learn		✓										
0408	K68 the role of children's play in supporting physical, cognitive, emotional and social development and how play may be integrated into provision								✓				
0408	K69 methods and activities to support physical development in children				✓								
0408	K70 methods and activities to support cognitive development in children				✓								
0408	K71 methods and activities to support personal, social and emotional development in children				✓								
0408	K72 the need to consider that development depends on the child's level of maturation and prior experiences and why expectations should be realistic and take these into account		✓										
0408	K73 the importance of not overprotecting children and allowing them to develop and assess risk for themselves.	✓								✓			
0408	K74 policies, procedures, lines of reporting and accountability, and referral systems that are used in your setting and local area												
0408	K75 materials and resources to support children's physical, cognitive, emotional and social development				✓								

**SCDCCLD 0409 – Lead the support of children’s communication**

(K56 to 59 omitted as duplicated in 0408)

Unit	A of K	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
0409	K60	how your settings processes and procedures link to external or curriculum frameworks											
0409	K61	the circumstances and rationale for the use of formative and summative assessments within your setting or service											
0409	K62	relevant theory and research into the influences on children’s communication development and how this research may influence practice											
0409	K63	the expected pattern of communication development of children with whom you work											
0409	K64	the importance of early intervention and how this can be set in motion within the context of your work											
0409	K65	the role of others with whom you work in particular, speech and language therapists and others involved in communication, language and literacy											
0409	K66	specific issues relating to children learning through an additional language											
0409	K67	the developmental nature of childhood and the holistic, integrated nature of development											
0409	K68	the significance of children’s communication, language and literacy in underpinning their learning and development											
0409	K69	methods to support literacy											
0409	K70	how to incorporate communication, language and literacy development into areas of play, imagination and learning in ways that are meaningful and enjoyable for children											
0409	K71	different types of verbal and non-verbal communication that may be used, including strategies for children requiring additional support to communicate											
0409	K72	the types of resources, equipment, activities and experiences that are most productive in the development of communication, including ICT											

**SCDCCLD 0411 – Lead the support for children’s mathematical learning, exploration and problem solving**

(K56,58,59,60 & 61 are omitted due to duplication in 0408 & 0409 above)

Unit	A of K	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
0411	K57 available national and local guidance on mathematical development and knowledge and understanding of the world and allied topics, according to the requirements of your setting.				✓								
0411	K62 theory and research into the influences on children’s development and how this informs practice		✓										
0411	K63 the expected pattern of mathematical learning, exploration and problem solving for the children with whom you work				✓								
0411	K64 the role of children’s play in mathematical learning, exploration and problem solving and how play can be integrated into most aspects of provision in ways that are meaningful and enjoyable for children				✓				✓				
0411	K65 strategies to adapt your practice to support the development of mathematical learning, exploration and problem solving for children with whom you work in relation to abilities, needs and preferences.				✓								
0411	K66 the types of resources, equipment, and experiences that are most productive in the development of mathematical learning, exploration and problem solving				✓								
0411	K67 the importance of involving families and communities and how this can be implemented and organised				✓								
0411	K68 the importance of involving children in the assessment and development of their learning, according to their age, needs and abilities, and how this can be done.	✓			✓				✓				
0411	K69 methods, systems and procedures for monitoring and evaluating provision for children’s mathematical learning, exploration and problem solving recognising the need for continuous improvement								✓				



**SDCCCLD 0405 – Lead provision for babies and children in partnership with parents and carers**

Unit	A of K	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
0405	K55 the importance of multi-agency working in protecting babies and children										✓		
0405	K56 understanding the impact of transitions on babies and children and how to support them through transitions		✓										

**SDCCCLD 0417 – Lead service providers in accessing information to support care, learning and development of children**

Unit	A of K	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
0417	K56 different sources of information about childcare providers, locally, regionally and nationally and how to access such information					✓							
0417	K57 what barriers might be encountered when establishing relationships with providers, and how these might be minimised or overcome										✓		
0417	K58 the type and format of information or promotional material that you may use to raise awareness and facilitate contact between yourself and providers					✓							
0417	K59 the sort of information that providers may need to support the delivery of services										✓		
0417	K60 the type of information that providers may need for continuous professional development					✓							
0417	K61 sources of reliable and valid information for children and families and how these can be accessed					✓							
0417	K62 barriers to information sharing between providers and how they can be overcome										✓		
0417	K63 different ways of networking and providing mutual support										✓		
0417	K64 what is considered to be good practice in childcare provision				✓				✓				
0417	K65 ways in which providers can be encouraged to share innovation and good practice				✓								

**SHC 53 – Champion equality, diversity and inclusion**

Unit	A of K	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
SHC 53	1. Understand diversity, equality and inclusion in own area of responsibility							✓					
SHC 53	2. Be able to champion diversity, equality and inclusion							✓					
SHC 53	3. Understand how to develop systems and processes that promote diversity, equality and inclusion							✓					
SHC 53	4. Be able to manage the risks presented when balancing individual rights and professional duty of care							✓					

**SCH 32 – Engage in personal development in health, social care or children and young people’s settings.**

Unit	A of K	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
SCH 32	1. Understand what is required for competence in own work role					✓							
SCH 32	2. Be able to reflect on practice					✓							
SCH 32	3. Be able to evaluate own performance					✓							
SCH 32	4. Be able to agree a personal development plan					✓							
SCH 32	5. Be able to use learning opportunities and reflective practice to contribute to personal development					✓							

**SKAPW9 – Plan and support self-directed play**

Unit	A of K	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
SKAPW9	K1 how the Playwork Principles specifically relate to this unit									✓			
SKAPW9	K2 the short and long term benefits of play									✓			
SKAPW9	K3 the playworker's role in supporting play									✓			
SKAPW9	K4 how play and interactions with others in the play environment help the child/young person to understand themselves and the world around them and realise their potential									✓			
SKAPW9	K5 indicators/objectives you can use to evaluate play provision									✓			
SKAPW9	K6 how to provide further range of play types that are commonly accepted in playwork									✓			
SKAPW9	K7 how to provide a range of play types									✓			
SKAPW9	K8 the mood descriptors associated with play and how to recognise these									✓			
SKAPW9	K9 the main stages of child development and how these affect children's play needs and behaviours		✓							✓			
SKAPW9	K10 the particular needs of disabled children and how these need to be met when planning for and supporting play, including helping them to manage risk									✓			
SKAPW9	K11 why it is important to identify children and young people's play needs and preferences									✓			
SKAPW9	K12 different types of information you can use to identify play needs and preferences and how to access these									✓			
SKAPW9	K13 the barriers to access, including disability but taking account of others, that some children and young people may experience and how to address these							✓		✓			
SKAPW9	K14 why it is important to consult with children and young people on play needs and preferences									✓			
SKAPW9	K15 the range of different types of play spaces that can meet children and young people's needs and preferences									✓			
SKAPW9	K16 why it is important to create spaces that children and young people can adapt to their own needs									✓			
SKAPW9	K17 how to obtain and/or create resources needed for a range of play spaces									✓			
SKAPW9	K18 how to involve children and young people in the creation of play spaces									✓			
SKAPW9	K19 the health and safety requirements that are relevant to play spaces and how to ensure you take account of these									✓		✓	

SKAPW9	K20	why it is important for children and young people to choose and explore play spaces for themselves									✓			
SKAPW9	K21	the types of support you may need to provide and how to decide when it is appropriate to provide support									✓			
SKAPW9	K22	why it is important to leave the content and intent of play to children and young people									✓			
SKAPW9	K23	why it is important to allow play to continue uninterrupted									✓			
SKAPW9	K24	why it is important to allow children to develop in their own ways and not show them 'better' ways of doing things when they are playing unless they ask									✓			
SKAPW9	K25	the main stages of the play cycle									✓			
SKAPW9	K26	how to define a play frame									✓			
SKAPW9	K27	how to define play cues									✓			
SKAPW9	K28	how to identify when and how to respond to a play cue									✓			
SKAPW9	K29	why risk is important and how to encourage and support acceptable risk taking									✓			
SKAPW9	K30	levels of risk acceptable according to organisational policies and procedures									✓			
SKAPW9	K31	the range of hazards that may occur during children's play and how to recognise these									✓			
SKAPW9	K32	how to access risk/benefit according to age and stage of development									✓			
SKAPW9	K33	the importance of balancing risk with the benefits of challenge and stimulation									✓			

## Appendix 2 Mapping National Occupational Standards – Performance Criteria

### Performance Criteria by Module

#### Key

Module	Number in Table
Understanding the Child and Childhood	1
Understanding Child Development and Learning	2
Safeguarding Children	3
Learning and Development in Practice (Part 1)	4
Reflecting on Practice	5
Academic Skills for Practitioners	6
Leadership in Practice	7
Learning and Development in Practice (Part 2)	8
The Playing Child	9
Communication for Leadership	10
Leading Safe Practice	11
Exploring Research Skills	12

**SCDCCLD 0403 Lead Programmes for the promotion of children and young people's development**

Unit	Performance Criteria	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
0403	P1 lead procedures for the regular observation, assessment and review of the children or young people's development								✓				
0403	P2 clearly define the roles and responsibilities of those involved in procedures for the regular observation, assessment and review of the children or young people's development								✓				
0403	P3 allocate sufficient time and resources to those involved in carrying out regular observations, assessments and reviews of children or young people's development								✓				
0403	P4 ensure active participation of the children or young people and where appropriate their parents and carers in the observation, assessment and review of the children or young people's development								✓				
0403	P5 ensure assessments of the children or young people are child and young person centred, valid and reliable, drawing on a range of different information sources								✓				
0403	P6 work with others to develop the use of different methods for observing and assessing the children or young people								✓				
0403	P7 ensure that observations, assessments and reviews are recorded accurately, coherently and in line with work setting requirements								✓				
0403	P8 use monitoring information to inform provision to meet the developmental needs of children and young people								✓				
0403	P9 work with others to plan balanced and flexible child or young person centred provision to meet the individual preferences, needs and abilities of the child or young person								✓				
0403	P10 identify types of additional support for children and young people who require it and ensure this support is available, according to your role and responsibility, involving the child or young person and their parents and carers where appropriate								✓				
0403	P11 ensure active participation of the child and young person in planning provision to meet their developmental needs, according to their preferences, needs and abilities								✓				
0403	P12 lead on the regular monitoring and recording of the progress of individual children and young people								✓				
0403	P13 co-ordinate systems, procedures and practices that support positive behaviour of the child and young person		✓										



**SCDCCLD 0401 – Maintain effective communication systems and practice**

Unit	Performance Criteria	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
0401	P1 implement a culture of active participation that enable children, key people and others to communicate their preferences and needs										✓		
0401	P2 ensure that a person centred/child centred approach is used when you and others communicate with children and key people										✓		
0401	P3 review the communication and language preferences and needs of children with whom you and others work										✓		
0401	P4 evaluate factors which may present barriers to communication and participation										✓		
0401	P5 support others to understand and overcome barriers to children's communication and participation										✓		
0401	P6 support others to understand the potential impact of communication styles and methods on short, medium and long-term goals for children										✓		
0401	P7 develop different methods, styles and skills to communicate and engage with children and key people										✓		
0401	P8 use different methods, styles and skills to communicate and engage with children and key people										✓		
0401	P9 modify the content and structure of your own communication to take account of the purpose of the communication										✓		
0401	P10 modify the content and structure of your communication to meet the needs and concerns of children and key people										✓		
0401	P11 change environments to improve communication and participation										✓		
0401	P12 communicate in ways that respect the rights, views and concerns of children and key people, using the child's preferred methods of communication and language										✓		
0401	P13 use a range of skills, systems and methods to promote effective communications between your team and children, key people and others										✓		
0401	P14 work with others to promote effective communication through the use of specific aids or extra support according to the child's preferences and needs										✓		
0401	P15 support others to change or adapt environments to improve communication and participation										✓		



0401	P16	work with children, key people and others to understand differing views and opinions										✓		
0401	P17	work with children, key people and others to address differences										✓		
0401	P18	develop an environment in which others are able to discuss their progress and share any concerns or challenges they are facing										✓		
0401	P19	support the active participation of children in evaluating the effectiveness of communication systems										✓		
0401	P20	agree the information to be collected for evaluating communication systems and when it needs to be made available										✓		
0401	P21	evaluate the effectiveness of communication systems in supporting children and key people										✓		
0401	P22	evaluate the effectiveness of communication systems in promoting integrated partnership working										✓		
0401	P23	evaluate the effectiveness of communication systems in responding to comments and complaints										✓		
0401	P24	make evaluation information available in accessible forms and at appropriate times for it to inform decision-making activities										✓		
0401	P25	make recommendations for improvements to communication systems based on the evaluation information collected and other evidence										✓		
0401	P26	change systems to enable more effective communication between children, key people and others, where the changes are within the scope of your expertise and responsibility										✓		
0401	P27	seek information and advice where changes required are outside the scope of your expertise and responsibility										✓		
0401	P28	use legal, work-setting and inter-agency policies and procedures for accessing and completing records and reports										✓		
0401	P29	clarify for others the legal, work-setting and inter-agency policies and procedures for accessing and completing records and reports										✓		
0401	P30	provide evidence for your judgements and decisions within records and reports, including where this is based on informed opinion										✓		
0401	P31	record evidence which clarifies and supports your judgements and decisions										✓		
0401	P32	record evidence which conflicts with your judgements and decisions										✓		
0401	P33	produce records and reports that encompass best practice, positive achievements and outcomes for children										✓		
0401	P34	produce records and reports that are accurate, concise, objective, understandable										✓		

		and legible												
0401	P35	ensure that information in records and reports is accessible to children and in a form appropriate to their communication needs and preferences										✓		
0401	P36	where records and reports are to be used for decision-making, confirm their accuracy and the accuracy of accompanying evidence with all those they concern										✓		
0401	P37	secure any signatures that are required										✓		
0401	P38	document any conflicts, disagreements, unmet needs or risks associated with recording and reporting										✓		
0401	P39	encourage those who use your records and reports to discuss feedback with you										✓		
0401	P40	take action in response to feedback from those who use your records and reports										✓		
0401	P41	ensure records and reports are stored and shared within confidentiality agreements and according to legal, work-setting and inter-agency agreements and requirements										✓		

**SCDHSC 0044 – Lead practice that promotes the safeguarding of children and young people**

Unit	Performance Criteria	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
0044	P1	work with children and young people, key people and others to identify factors, situations and actions that may cause or lead to harm and abuse			✓								
0044	P2	ensure that others can access and understand information about signs and symptoms that may indicate that a child or young person has been, or is in danger of being, harmed or abused			✓								
0044	P3	demonstrate understanding of legal requirements, local procedures and your own accountability where there are concerns that a child or young person has been, or is in danger of being, harmed or abused			✓								
0044	P4	ensure that others can access and understand information about legal requirements, local procedures and their own accountability where there are concerns that a child or young person has been, or is in danger of being, harmed or abused			✓								
0044	P5	demonstrate understanding of the actions you need to take when harm or abuse is suspected or has been disclosed, in line with local procedures and the responsibilities and boundaries of your role			✓								
0044	P6	demonstrate own understanding of the role of different agencies and the central			✓								





0044	P38	lead practice that recognises the vulnerability of children and young people to visual, written and electronic communications and media			✓									
0044	P39	work with children and young people, key people and others to identify what needs to be in place to avoid situations that may lead to harm or abuse			✓									
0044	P40	lead practice that sets and maintains fair, safe, consistent and understandable boundaries for children and young people			✓									
0044	P41	lead practice that supports children and young people to understand the causes and impacts of bullying and actions to take if it occurs			✓									
0044	P42	lead practice that supports children and young people to recognise when the behaviour towards them of any child, young person or adult is inappropriate or unacceptable			✓									
0044	P43	lead practice that challenges behaviour or actions that may result in harm or abuse			✓									
0044	P44	support children and young people, key people and others to express concerns or make complaints			✓									
0044	P45	act upon concerns or complaints in ways that are open, fair and consistent within legal and organisational requirements			✓									

**SCDHSC 0042 – Lead Practice for health and safety in the work setting**

Unit	Performance Criteria	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
0042	P1 ensure the people with whom you work are aware of legal and work setting policies, procedures and practices required for health, safety and security relating to their work											✓	
0042	P2 monitor health, safety and security policies, procedures and practices											✓	
0042	P3 act as a role model in adhering to health, safety and security requirements											✓	
0042	P4 take appropriate action where health, safety and security requirements are not being adhered to											✓	
0042	P5 challenge working practices that are unsafe and unhealthy											✓	
0042	P6 report working practices that are unsafe and unhealthy											✓	
0042	P7 work with others to identify, assess, minimise and manage potential risks and hazards in the working environment											✓	
0042	P8 ensure that you and the people with whom you work use approved methods and procedures when carrying out potentially hazardous work activities											✓	

0042	P9	take appropriate action where there is the likelihood of an accident or injury												✓	
0042	P10	take appropriate and immediate action to manage emergencies												✓	
0042	P11	complete records and reports on health, safety and security issues, practices and incidents, within confidentiality agreements and according to legal and work setting requirements												✓	
0042	P12	work in partnership to assess and manage risks to individuals that may arise from their own actions or those of other people												✓	
0042	P13	ensure that you and the people with whom you work are aware of their responsibilities and follow risk management policies, systems, procedures and practices												✓	
0042	P14	monitor policies, systems, procedures and practices to identify if improvements are needed to risk assessments relating to individuals, key people and others												✓	
0042	P15	ensure that you and the people with whom you work are aware of and contribute to the implementation of an effective 'violence against staff' policy												✓	
0042	P16	contribute to managing policies, systems, procedures and practices relating to physical intervention and its use												✓	
0042	P17	encourage individuals, key people and others to give feedback on risk management policies, systems, procedures and practices												✓	
0042	P18	support individuals, key people and others to indicate where and how improvements could be made to risk management												✓	
0042	P19	work in partnership to plan, monitor and review policies, systems, procedures and practices designed to promote people's health, safety and security												✓	
0042	P20	encourage individuals, key people and others to give feedback on health, safety and security policies, procedures and practices												✓	
0042	P21	support individuals, key people and others to indicate where and how improvement could be made												✓	
0042	P22	work in partnership to review and evaluate the policies, procedures and practices												✓	
0042	P23	identify areas of policy and practice that need improvement in order to ensure safety, security and protection												✓	
0042	P24	provide records and reports on your contribution to the development of health, safety and security policies, procedures and practices, in accordance with legal and work setting requirements												✓	

**SCDCCLD 0412 – Evaluate the environment for children and families**

Unit	Performance Criteria	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
0412	P1 develop systems and procedures to monitor the environment				✓			✓					
0412	P2 develop systems and procedures to evaluate the environment				✓			✓					
0412	P3 ensure equality of access to the environment for the child, parents and key people who wish to use it				✓								
0412	P4 work with others to ensure that the child, parents and key people feel welcomed, respected and valued				✓								
0412	P5 work with others to promote the active participation of the child, parents and key people in evaluating the environment				✓								
0412	P6 ensure that the environment meets the health and well-being, care, learning and play needs of the child				✓								
0412	P7 ensure that the environment is stimulating and promotes the holistic development of the child				✓								
0412	P8 ensure the environment is sensitive to different cultures and ethnicities, values diversity and provides positive images of all children							✓					
0412	P9 ensure that colleagues and the environment provide support to the child, parents and key people through transition processes		✓										
0412	P10 ensure human and material resources are used effectively, according to health and safety and work setting requirements											✓	
0412	P11 ensure activities and experiences available for the child are well planned, organised and adequately resourced				✓								
0412	P12 monitor the care that is offered to the child and that their social, emotional, cognitive and linguistic needs are met				✓								
0412	P13 implement balanced routines that support the needs of the child and extend their knowledge and understanding of other people and the wider world				✓								
0412	P14 evaluate resources for safety, hygiene and fitness for purpose											✓	
0412	P15 ensuring resources protect children from harm											✓	
0412	P16 develop systems and procedures to monitor the use and quality of resources and identify any gaps				✓								
0412	P17 ensure that a multi-agency approach is taken to safeguarding and protecting children			✓									

0412	P18	identify issues for improvement in partnership with the child, parents, key people and others							✓					
0412	P19	plan for continuous development in partnership with the child, parents, key people and others					✓		✓					
0412	P20	agree issues for development and improvement with the child, parents, key people and others							✓					
0412	P21	prepare others for change and development in ways that are positive, motivating and promote creativity					✓		✓					
0412	P22	encourage others to innovate and offer support for new ideas					✓		✓					
0412	P23	listen to the child, parents, key people and others as they go through the process of change				✓			✓					
0412	P24	work with others to deal with conflict constructively							✓					
0412	P25	encourage others to reflect on, and evaluate their own and organisational practice					✓		✓					
0412	P26	create an environment that actively promotes continuing professional development and where practice is based on evidence					✓		✓					

**SCDCCLD 0407 – Lead curriculum provision of early education for children**

Unit	Performance Criteria	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
0407	P1	lead in the planning of the curriculum for early learning, ensuring a flexible approach that meets the needs of all children in the work setting							✓				
0407	P2	support others to develop curriculum plans that meet the requirements of early years frameworks and the learning and development needs of children				✓			✓				
0407	P3	support others to identify the resources required to implement curriculum plans				✓							
0407	P4	ensure that there are adequate resources available to implement curriculum plans				✓							
0407	P5	facilitate the involvement of children and families in curriculum planning				✓							
0407	P6	facilitate effective pedagogical approaches to promote learning and accommodate different paces of learning							✓				
0407	P7	ensure appropriate differentiation of the curriculum to meet the needs of all children, for a personalised approach to learning						✓					
0407	P8	lead in the delivery of the curriculum for early learning, ensuring a flexible approach that meets the needs of all children in the work setting							✓				
0407	P9	implement plans that meet national and local guidance and regulatory				✓							





	providing a balanced and relevant curriculum												
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**SCDCCLD 0408 – Lead the physical, cognitive, emotional and social development of children**

Unit	Performance Criteria	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
0408	P1 identify relevant assessment and curriculum frameworks requirements								✓				
0408	P2 use observation and feedback from others to support children’s physical, cognitive, social and emotional development								✓				
0408	P3 promote the active participation of children, their family and key people when undertaking assessments								✓				
0408	P4 promote a child centred approach in the assessment and support of children’s physical, cognitive, social and emotional development								✓				
0408	P5 consider the children’s level of maturation and prior experiences when assessing development								✓				
0408	P6 facilitate the development of programmes and activities to support the children’s physical, cognitive, social and emotional development.				✓								
0408	P7 consider the age, preferences and needs of children when facilitating the development of programmes and activities				✓								
0408	P8 consider the requirements of the relevant curriculum and assessment frameworks when facilitating the development of programmes and activities				✓								
0408	P9 facilitate the development of programmes and activities to support children’s positive behaviour		✓		✓								
0408	P10 inform your evaluation through the identification and support of relevant curriculum and assessment frameworks				✓				✓				
0408	P11 use formative and summative assessments when assessing children								✓				
0408	P12 monitoring, evaluate and report on the progress of the child’s physical, cognitive, social and emotional development through the Identification and collection of relevant data								✓				
0408	P13 promote the active participation of the child, their family and key people when collecting information								✓				
0408	P14 promote the active participation of the child, their family and key people during the monitoring and evaluation of provision				✓						✓		
0408	P15 ensure that others are consulted, and feedback obtained to inform evaluation of				✓						✓		

		provision												
0408	P16	support the identification and prompt referral of concerns to the appropriate agency or professional										✓		
0408	P17	use accepted methods and opportunities to reflect on practice					✓					✓		

**SCDCCLD 0409 – Lead the Support of Children’s Communication**

Unit	Performance Criteria	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
0409	P1	identify relevant assessment and curriculum framework requirements							✓				
0409	P2	contribute to the development of systems to assess children’s communication, language and literacy							✓				
0409	P3	use observation and feedback from reliable sources including the child, the family and key people to facilitate children's communication, language and literacy				✓			✓				
0409	P4	promote the active participation of the children, their families and key people when undertaking assessments							✓				
0409	P5	promote a child centred approach in the assessment of children’s communication, language and literacy							✓				
0409	P6	support others to recognise different aspects of communication, language and literacy that may be included in the assessment							✓				
0409	P7	support others to identify and refer concerns promptly to the appropriate agency or professional						✓			✓		
0409	P8	work with others to effectively reflect on practice by modelling reflective skills				✓					✓		
0409	P9	support the planning and develop of programmes and activities that promotes children’s communication, language and literacy				✓							
0409	P10	check programmes and activities are suitable for children’s abilities, needs and preferences and are in keeping with curriculum and assessment frameworks				✓							
0409	P11	collaborate with others to develop a rich learning environment that promotes and enhances the child’s communication, language and literacy				✓							
0409	P12	promote the use of ICT to support communication, language and literacy				✓							
0409	P13	promote the use of routines and other opportunities are used to extend and develop communication, language and literacy for children				✓							
0409	P14	support others to ensure adequate and appropriate resources to support the child’s communication, language and literacy				✓		✓					

0409	P15	encourage responsive and sensitive interventions are in place to support learning				✓							
0409	P16	promote equality of both access to, and participation in, communication programmes and activities that support the child's communication, language and literacy				✓			✓				
0409	P17	support systems and procedures that monitor and evaluate the development of the child's communication, language and literacy in keeping with curriculum and assessment frameworks								✓			
0409	P18	facilitate the development of systems and procedures to evaluate provision to support the child's communication, language and literacy								✓			
0409	P19	use examples of current best practice and curriculum and assessment frameworks, to design and implement appropriate systems and procedures that monitor and evaluate the development of the child's communication, language and literacy								✓			
0409	P20	work with others to evaluate whether the provision is appropriate to child's age, needs and abilities							✓	✓			
0409	P21	promote the active participation of children, families and key people when evaluating whether the provision is appropriate to their abilities, needs and preferences								✓			
0409	P22	identify issues for improvement and plan for continuous development and improvement					✓		✓				
0409	P23	support the identification and prompt referral of concerns to the appropriate agency or professional								✓		✓	

**SCDCCLD 0411 – Lead the support for children's mathematical learning, exploration and problem solving**

Unit	Performance Criteria	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
0411	P1	identify relevant assessment and curriculum framework requirements							✓				
0411	P2	support the development of systems to assess children's mathematical learning, exploration and problem solving skills							✓				
0411	P3	facilitate the recognition of, and response to, children who require additional support							✓				
0411	P4	promote active participation of children, their families and key people when undertaking assessments							✓				

0411	P5	promote a child centred approach in the assessment of children's mathematical learning, exploration and problem solving								✓				
0411	P6	use observation and feedback from reliable sources including the child, the family, key people and others to facilitate the assessment of the child's mathematical learning, exploration and problem solving								✓				
0411	P7	promote recognition of the different aspects of mathematical learning, exploration and problem solving and include in the assessment								✓				
0411	P8	support others to identify and refer concerns promptly to the appropriate agency or professional							✓			✓		
0411	P9	facilitate opportunities to extend and develop the child's mathematical learning, exploration and problem solving				✓								
0411	P10	promote the use of ICT to support mathematical learning, exploration and problem solving				✓								
0411	P11	support others in determining the need for appropriate resources to support child's mathematical learning, exploration and problem solving				✓			✓					
0411	P12	encourage sensitive interventions to support learning				✓								
0411	P13	promote equality of access and participation in programmes and activities that support mathematical learning, exploration and problem solving				✓			✓					
0411	P14	ensure children take part effectively and confidently in activities				✓								
0411	P15	support systems and procedures that monitor and evaluate the development of children's mathematical learning, exploration and problem solving								✓				
0411	P16	facilitate the development of systems and procedures to evaluate provision to support children's mathematical learning, exploration, and problem solving								✓				
0411	P17	support others to promote the active participation of children, families and key people in the evaluation of children's mathematical learning, exploration and problem solving according to abilities, needs and preferences								✓				
0411	P18	work with others to evaluate whether the provision is appropriate to children's abilities, needs and preferences								✓				
0411	P19	identify issues for improvement and plan for continuous development and improvement								✓				
0411	P20	support the identification and referral of concerns to the appropriate agency or professional								✓		✓		
0411	P21	work with others to reflect on practice effectively by modelling reflective skills					✓							

**SCDCCLD 0405 – Lead provision for babies and children in partnership with parents and carers**

Unit	Performance Criteria	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
0405	P1 encourage the active participation of parents and carers in identifying their preferences and needs in relation to services for their baby or child										✓		
0405	P2 assess and evaluate provision against the baby's and child's, and parents' and carers' requirements and current best practice guidelines										✓		
0405	P3 identify in partnership with parents and carers additional support services for their baby or child in your local area										✓		
0405	P4 actively support parents and carers to access additional support services and resources										✓		
0405	P5 identify in partnership with parents and carers costs relating to provision, including available funding support and average costs to parents and carers of different types of services										✓		
0405	P6 provide detailed and accessible information to parents about provision										✓		
0405	P7 implement effective methods of communication and information exchange with parents										✓		
0405	P8 plan to develop provision in line with legislation, policy, government guidelines, regulatory requirements and current best practice				✓								
0405	P9 co-ordinate resources needed to provide services for babies and children and their parents and carers, and identify additional resources as required				✓								
0405	P10 identify sources of funding to support provision with external stakeholders										✓		
0405	P11 consider options for the development and improvement of services for babies and children, promoting the active participation of parents and carers in identifying needs, requirements and available resources										✓		
0405	P12 lead the planning for the further development and improvement of services for babies and children in the light of available options and current best practice							✓					
0405	P13 work in partnership with parents, carers and others to support the transition of babies and children to new environments		✓										
0405	P14 ensure work setting arrangements support best practice with babies and children							✓					
0405	P15 provide environments that safeguard babies and children, support their well-being and holistic development			✓					✓				
0405	P16 ensure colleagues are reflective and responsive care-givers for this age group					✓		✓					
0405	P17 identify curriculum or other relevant and current frameworks that support best				✓				✓				

		practice in work with babies and children												
0405	P18	work in partnership with colleagues to identify their development needs and access learning opportunities in relation to best practice for babies and children					✓			✓				
0405	P19	identify opportunities and share information about continuous professional development for colleagues working with babies and children					✓					✓		
0405	P20	seek ways of maximising resources to enable the development and implementation of best practice										✓		
0405	P21	arrange regular opportunities for exchanging information about best practice between colleagues at times which are convenient for them					✓					✓		
0405	P22	actively support colleagues to keep up-to-date with issues relating to the health, safeguarding and well-being, care and holistic development of babies and children							✓					

### **SCH 32 Engage in personal development in health, social care or children and young people's settings**

Unit	Performance Criteria	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
SCH 32	Understand what is required for competence in own work role							✓					
SCH 32	Be able to reflect on practice							✓					
SCH 32	Be able to evaluate own performance							✓					
SCH 32	Be able to agree a personal development plan							✓					
SCH 32	Be able to use learning opportunities and reflective practice to contribute to personal development							✓					

### **SHC 53 Champion equality, diversity and inclusion**

Unit	Performance Criteria	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
SHC 53	Understand diversity, equality and inclusion in own area of responsibility					✓							
SHC 53	Be able to champion diversity, equality and inclusion					✓							
SHC 53	Understand how to develop systems and processes that promote diversity, equality and inclusion					✓							

SHC 53	Be able to manage the risks presented when balancing individual rights and professional duty of care					✓							
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**SCDCCLD 0417 – Lead service providers in accessing information to support care, learning and development of children**

Unit	Performance Criteria	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
0417	P1 seek ways of accessing information about the childcare providers in the local, regional or national areas for which you are responsible										✓		
0417	P2 identify opportunities that will enable you to contact providers individually or in groups										✓		
0417	P3 develop and provide information or promotional material that will raise awareness of your role and the support you can provide										✓		
0417	P4 work in partnership with childcare providers to maximise the sharing of information, best practice and learning opportunities										✓		
0417	P5 arrange regular opportunities for exchanging information with colleagues, at times which are convenient to them										✓		
0417	P6 access sources of information at local, regional and national level to support providers in the delivery of services to children and families										✓		
0417	P7 identify any likely barriers to contacting childcare providers and take steps to overcome these										✓		
0417	P8 work in partnership with childcare providers to assess how regular contact can be maintained										✓		
0417	P9 create a user-friendly database of up-to-date and valid information on local, regional and national childcare providers and services										✓		
0417	P10 evaluate and regularly monitor the information and support you offer service providers										✓		
0417	P11 work in partnership with service providers to help them to identify and develop networking opportunities										✓		
0417	P12 work in partnership with service providers to help them organise and plan opportunities for networking										✓		
0417	P13 support service providers in organising space, materials and equipment for networking meetings										✓		
0417	P14 support service providers in the dissemination of information relating to										✓		



		discussions from the networking meetings												
0417	P15	work in partnership with providers to arrange inclusive networking meetings in ways that take account of individual people's views and ideas										✓		
0417	P16	actively encourage the sharing of best practice and innovative approaches in supporting the care, learning and development of children					✓					✓		
0417	P17	actively support colleagues to keep up to date with issues relating to safeguarding children and families			✓		✓							
0417	P18	sensitively listen to and encourage service providers to share any concerns they may have relating to the service they provide										✓		
0417	P19	work with service providers to help them find ways to implement change and improvement in their setting										✓		
0417	P20	identify and share information about continuous professional development opportunities					✓					✓		

#### **SKAPW9 – Plan and support self-directed play**

Unit	Performance Criteria	Module											
		1	2	3	4	5	6	7	8	9	10	11	12
SKAPW9	P1 collect information on children and young people's play using a range of methods									✓			
SKAPW9	P2 investigate and take account of the needs of children and young people who experience barriers to access									✓			
SKAPW9	P3 analyse information to identify play needs									✓			
SKAPW9	P4 consult with children and young people and take account of their ideas on play needs and preferences									✓			
SKAPW9	P5 research and identify a range of play spaces and resources that will meet the play needs of children and young people									✓			
SKAPW9	P6 plan play spaces that will meet the needs of children and young people and can be adapted by them to meet new needs									✓			
SKAPW9	P7 make sure the play spaces provide for a range of different play types									✓			
SKAPW9	P8 obtain the resources needed for these play spaces									✓			
SKAPW9	P9 work within the available budget or find other creative ways of obtaining or making resources									✓			
SKAPW9	P10 create the planned play spaces involving children and young people wherever possible									✓			

SKAPW9	P11	make sure that the range of play spaces will be accessible for all children and young people who could take part									✓			
SKAPW9	P12	make sure the play spaces take account of health and safety requirements									✓			
SKAPW9	P13	encourage children and young people to choose and explore the range of play spaces for themselves, providing support when necessary									✓			
SKAPW9	P14	leave the content and intent of play to the children and young people									✓			
SKAPW9	P15	enable play to occur uninterrupted									✓			
SKAPW9	P16	enable children and young people to explore their own values									✓			
SKAPW9	P17	ensure children and young people can develop in their own ways									✓			
SKAPW9	P18	hold children and young people's play frames when necessary									✓			
SKAPW9	P19	observe play and respond to play cues according to the stage in the play cycle									✓			
SKAPW9	P20	allow children and young people to experience and explore risk during play									✓			
SKAPW9	P21	identify hazards when they occur									✓			
SKAPW9	P22	assess the risks that these hazards pose in a way that is sensitive to the nature of the children and young people involved									✓			
SKAPW9	P23	raise children and young people's awareness of hazards and manage risk themselves									✓			
SKAPW9	P24	balance the risks involved with the benefits of challenge and stimulation									✓			
SKAPW9	P25	only intervene if the level of risk becomes unacceptable									✓			

## Appendix 3 – QAA Benchmark Statements

### Mapping against the benchmarks (subject specific skills) for the QAA Early Childhood Studies

The table below outlines where possible the mapping between the subject specific skills as outlined in the QAA Early Childhood Studies benchmark document published in 2014.

#### Key

Module	Number in Table
Understanding the Child and Childhood	1
Understanding Child Development and Learning	2
Safeguarding Children	3
Learning and Development in Practice (Part 1)	4
Reflecting on Practice	5
Academic Skills for Practitioners	6
Leadership in Practice	7
Learning and Development in Practice (Part 2)	8
The Playing Child	9
Communication for Leadership	10
Leading Safe Practice	11
Exploring Research Skills	12

Subject Specific Skill	Modules											
	1	2	3	4	5	6	7	8	9	10	11	12
<i>Reflect upon a range of psychological, sociological and health, historical and philosophical perspectives and consider how these underpin different understandings of babies and young children and childhood</i>	✓	✓	✓	✓			✓	✓	✓	✓		
<i>Apply multiple perspectives to early-childhood issues, recognising that ECS involves a range of research methods, theories, evidence and applications</i>	✓	✓	✓	✓			✓	✓	✓	✓		✓

<i>Integrate ideas and findings across the multiple perspectives in ECS and recognise distinctive ECS approaches to relevant issue</i>	✓	✓	✓	✓			✓	✓	✓	✓		
<i>Evaluate competing positions in relation to the construction of babies and young children and childhood by different subjects, societal agents and time, place and culture</i>	✓	✓	✓	✓			✓	✓	✓	✓		
<i>Constructively critique theories, practice and research in the area of child development</i>	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
<i>Demonstrate the knowledge and awareness of the skills needed for different pedagogical approaches, including:</i> <ul style="list-style-type: none"> <li><i>the formation and promotion of mutually respectful relationships with families, colleagues, other professionals and communities</i></li> <li><i>the necessary depth and strength of relationships with individual children and children in groups, and the facilitation of the building of relationships with and between children</i></li> </ul>		✓		✓						✓		
<i>Critically explore, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to babies, young children and childhood</i>	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
<i>Plan for, and where appropriate implement, play and the curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of young children's health and emotional well-being</i>				✓				✓	✓			
<i>Lead, support and work collaboratively with others and demonstrate an understanding of working effectively in teams with parents, carers and other professionals</i>				✓				✓		✓		
<i>Demonstrate an understanding of how to plan for, and where appropriate implement, meeting and promoting children's health, well-being, protection and safety and the conditions that enable them to flourish</i>			✓	✓			✓	✓				
<i>Produce critical arguments for improvements to multi-agency and multi-professional practices for babies and young children</i>										✓		
<i>Use skills of observation and analysis in relation to aspects of the lives of babies and young children</i>	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	

<i>Reflect upon the ethics of studying babies, young children and their families and communities</i>					✓	✓						✓
<i>Generate and explore hypotheses and research questions relating to early childhood in an ecological context</i>												✓
<i>Carry out empirical studies ethically involving a variety of methods of data collection, including observation relating to early childhood in an ecological context</i>								✓				✓
<i>Analyse data relating to early childhood</i>												✓
<i>Present and evaluate research findings in early childhood</i>												✓
<i>Give voice to and where appropriate act as an advocate for babies, young children, families and communities</i>	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
<i>Recognise and challenge inequalities in society, and embrace an anti-bias approach</i>	✓						✓					
<i>Demonstrate a critical understanding of the interrelationships between political, cultural and ideological contexts in the lives of children and their families and communities</i>	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	

## Appendix 4 – Assessment Rubric – Level 4

FdA Early Childhood Practice

Name:                      Module:                      Assessment:

	<b>Inadequately Demonstrated (Refer)</b>	<b>Adequately Demonstrated (Pass)</b>	<b>Comfortably Demonstrated (Pass/Merit)</b>	<b>Well Demonstrated (Merit)</b>	<b>Very Well Demonstrated (Distinction)</b>
<b>Knowledge and Understanding</b>	Evidence of some knowledge of the topic area but with serious omissions. Little understanding of key issues and debates. Evidence of reproduction of material from sessions or reading with no interpretation or deeper understanding. <input type="checkbox"/>	Evidence of some understanding of appropriate theory, but lacking depth. Limited understanding of key issues in topic area. <input type="checkbox"/>	Sound subject knowledge and understanding of key issues in topic area. Evidence of understanding some of the theoretical material relevant to the assessment task. <input type="checkbox"/>	Very good subject knowledge and understanding of key issues in topic area. Evidence of a good understanding of relevant theoretical material. <input type="checkbox"/>	Wide knowledge of subject area. Excellent understanding of key issues in topic area. Ability to apply theory in a thoughtful way. <input type="checkbox"/>
<b>Evidence Base</b>	Uses limited or no evidence to support the ideas and facts presented. Shows little evidence of background reading or sources not acknowledged. <input type="checkbox"/>	Uses limited evidence to support the ideas and facts presented. Shows some evidence of reading around the subject. <input type="checkbox"/>	Makes some attempt to support ideas and facts with appropriate sources. Shows clear evidence of appropriate reading. <input type="checkbox"/>	Demonstrates the ability to support ideas and facts with a range of appropriate sources. Demonstrates an ability to identify and use a range of supporting materials. <input type="checkbox"/>	Demonstrates the ability to support ideas and facts with a range of sources which have been thoroughly understood. Demonstrates an ability to identify and communicate a wide range of relevant material. <input type="checkbox"/>
<b>Intellectual Skills</b>	Writing is mainly descriptive throughout or heavily reliant on personal opinion and/or practice. <input type="checkbox"/>	Can make a link between ideas and facts although this may be superficial and lack depth. Makes an attempt to link theory and practice where appropriate. <input type="checkbox"/>	Can provide some argument which goes beyond the presentation of facts. Makes the link between theory and practice where appropriate. <input type="checkbox"/>	Provides a coherent argument. Demonstrates some independent thought and analysis. Clearly makes the link between theory and practice where appropriate. <input type="checkbox"/>	Presents logical arguments, drawing appropriate conclusions. Demonstrates some depth of analysis and independent thought. Develops well-constructed links between theory and practice where appropriate. <input type="checkbox"/>
<b>Writing Skills</b>	Understanding is difficult or writing is not relevant to the assignment topic. Consistently poor grammar and/or spelling and/or punctuation. <input type="checkbox"/>	Assignment is understandable but some meaning may have been lost due to writing style. Grammar and/or spelling and/or punctuation is poor. <input type="checkbox"/>	Structure is coherent with a good attempt at writing style. Some errors in grammar and/or spelling and/or punctuation. <input type="checkbox"/>	Structure is logical with writing clearly expressed. Grammar, spelling and punctuation are mainly accurate. <input type="checkbox"/>	Uses a fluent structure. Clarity of expression is very good with consistently accurate use of grammar, spelling and punctuation. <input type="checkbox"/>
<b>Referencing</b>	Referencing does not resemble the Harvard system or is absent. <input type="checkbox"/>	Harvard referencing has been attempted. <input type="checkbox"/>	Errors in Harvard referencing are evident but basic structure has mainly been achieved. <input type="checkbox"/>	Referencing is relevant and mostly correct throughout using the Harvard system. <input type="checkbox"/>	Referencing is clear, relevant and mainly accurate using the Harvard system. <input type="checkbox"/>
<b>Total Mark</b>					<input type="checkbox"/>

Date:                      Tutor:

## Appendix 5 – Timetables for January Start 2017

**Level 4 Indicative Timetable – January start (2017 only)**

Week				
25	Induction Week			
26	Understanding the Child and Childhood  20 credits  30 hrs@ 3 hrs per week	Reflecting on Practice 20 credits 30 hrs @ 1.5hrs per week	Academic Skills for Practitioners 20 credits 30 hrs @ 1.5hrs per week	Understanding Child Development and Learning  20 credits  30 hrs@ 3 hrs per week
27				
28				
29				
30				
31				
32				
33				
34				
35				
36				
37				
38	Spring Break			
39				
40	Assessment Week			
41	Safeguarding Children  20 credits  30 hrs@ 3 hrs per week	↓	↓	Learning and Development in Practice (Part 1)  20 credits  30 hrs@ 3 hrs per week
42				
43				
44				
45				
46				
47				
48				
49				
50				
51				
52				
53	Assessment Week			


### FdA Early Childhood Practice (Early Years Practitioner)

#### Level 4 Indicative Assessment Points – January Start (2017-only)

Week				
25	Induction Week			
26	Understanding the Child and Childhood	Reflecting on Practice	Academic Skills for Practitioners	Understanding Child Development and Learning
27				
28				
29				
30				Essay Plan
31				
32			Task 1	
33				
34				
35				
36	Essay			Online Test
37				
38	Spring Break			
39				
40	Portfolio Formative Feedback			
41	Safeguarding Children			Learning and Development in Practice (Part 1)
42			Task 2	
43				
44			Task 3	
45				
46				
47				
48				
49				
50				
51			Report	
52				
53	Portfolio Submission & Reflective Account			

### FdA Early Childhood Practice

#### Level 4 Indicative Assessment Timetable – January Start (2017 only)

Week				
25	Induction Week			
26	Understanding the Child and Childhood	Reflecting on Practice	Academic Skills for Practitioners	Understanding Child Development and Learning
27				
28				
29				
30				Essay Plan
31				
32			Task 1	
33				
34				
35				
36				Online Test
37	Essay			
38	Spring Break			
39				
40	Safeguarding Children			Case Study
41				Learning and Development in Practice (Part 1)
42				
43			Task 2	
44			Task 3	
45				
46				
47				
48				
49				
50				
51	Report		Assessed Discussion	
52				
53		Reflective Practice		Journal