Plymouth University

Faculty of Arts and Humanities
Plymouth Institute of Education

Programme Specification

BA (Honours) Early Childhood Studies

4714
3018 (FLECS)
4092 (Somerset College)

Approved by minor change 16/11/15
1. BA (Honours) Early Childhood Studies

Final award title:

BA (Hons) Early Childhood Studies, BA (Hons) Early Childhood Studies with Practitioner Options or BA Early Childhood Studies

Level 5 Intermediate award title(s): Diploma of Higher Education

Level 4 Intermediate award title(s): Certificate of Higher Education

UCAS code X310
JACS code X302

2. Awarding Institution: University of Plymouth

Teaching institution(s): Plymouth University, Somerset College

3. Accrediting body(ies) NA

Summary of specific conditions/regulations NA

Date of re-accreditation NA

4. Distinctive Features of the Programme and the Student Experience

4.1. The programme is taught by a team of tutors from different professional backgrounds and with different research interests, allowing us to model the multidisciplinary and multi-professional nature of early childhood studies and enabling tutors to develop individual areas of expertise which informs the professional development of the whole team as well as the taught experiences of our students. This multi-disciplinary approach is extremely important as the early years field is multi-professional and requires detailed knowledge and understanding of a varied number of disciplines, concepts and theories.

4.2. Members of the ECS team are highly active in their own academic endeavours which further informs and enhances the student experience. For example, there are seven tutors with doctorates in a wide variety of disciplines and subjects. There also three members of the team who are currently studying for their doctorates. All members of the team are research active looking at aspects of their own special interest; for example Becky McKenzie is involved in researching
aspects of autism. Her work is influential locally, nationally and internationally and her expertise is valued by students who have an interest in working with children with autism. Furthermore her work is useful in helping the team support students who have been diagnosed with Asperger’s Syndrome to make sure that we guide them appropriately and help them achieve. Members of the team are also looking at their own practice and the student experience. For example Rod Parker Rees is looking at the wellbeing of students in Higher Education. Again this has influenced the ways in which our students are taught and a number of our students have been actively involved with this project, travelling to conferences in collaboration with tutors to present their learning. Verity Campbell Barr has been involved in a number of national and international projects looking at Early Years social policy initiatives. This work has informed her teaching in a range of modules that have a social policy basis to them such as EEC605; Current Issues. For further details on research interests and engagement, please look on website; http://www1.plymouth.ac.uk/courses/undergraduate/2056/Pages/CourseOverview.aspx

4.3. The programme is firmly grounded in a ‘core of care’ which informs all aspects of tutors’ relationships with students and our expectations about how students treat each other and the people with whom they may work. We believe that while aspects of care can be studied ‘from outside’, developing the practice of care is also an essential part of students’ professional development. We also believe that the core of care extends into the development of students’ personal understanding of what they care about – a combination of theoretical and ethical understandings of complex issues.

4.4. The programme is explicitly multi-professional and multi-disciplinary. As explained above, the first is modelled through the backgrounds and interests of the teaching team. The second is also actively demonstrated by the team as well as being a core component of all modules. We have designed the first year as an excellent opportunity to begin an exploration of the different disciplines and, most importantly, how they interact and combine to create different understandings and a holistic vision of early childhood. The programme begins with an intensive four week module in which students are introduced to the variety of research interests and approaches represented among members of the ECS team.

4.5. The programme aims to encourage students to recognise how much they do not (yet) know and to help them to develop creative and playful approaches to coping with uncertainty, which is an important aspect of responsible professional practice.

4.6. Furthermore, we believe that the experience of Early Childhood Studies should be one of co-creation; that our students work in partnership with us to shape their learning experiences and develop their interests. In this way, we seek to create professionals at all levels
of the industry who are active learners, who question the assumptions of others and who are prepared to be creative and challenging. For example; EEC616 Work Based Learning asks students what it is that they wish to work on each year in terms of reflecting on their work. EEC605 works with students to identify key current issues, key voices in the debates around these issues and why these issues are prominent at this time.

4.7. Another central aspect of the programme is the development of students’ political understanding and activity. A significant number of modules have an explicit social policy and political basis to them, including EEC402; EEC403; EEC405; EEC515; EEC523; EEC/FLECS605; EEC/FLECS605. All other modules have an implicit social political narrative running through them. We consider that Early Childhood Studies is a political field; that Early Years Professionals are required to have an awareness of the social policy context of their work and to be prepared to engage actively with political issues on behalf of the families they work with. As a consequence we place a great deal of emphasis on past, current and future political activity – locally, nationally and internationally.

4.8. We aim to facilitate the development of practitioners who are advocates for young children; who are engaged in social justice and at the forefront of action to seek positive social change by being able to challenge; to develop a critical voice and to be confident, empathetic and sensitive individuals.

4.9. Graduates of Foundation Degrees run by UPC partner colleges can join the programme at stage 4 (level 6) where they can choose to study either on campus (FT or PT) or on the FLECS (Flexible Learning in ECS) route.

4.10. FLECS combines intensive days of group work with provision for distance learning, allowing students living further away, and/or those with family and/or work commitments, to study without having to commit to regular long journeys to the Plymouth campus.

4.11. For progressing students for whom FLECS is inappropriate and travel to campus is difficult, due to geography or caring/working responsibilities, it is may be possible to choose options which will mean that attendance is only required on one or two days per week.

4.12. Professional practice is an essential component of the degree although this is not a practice degree. Throughout all three years (or four for those who take the optional placement year) students are required and expected to engage in work experience opportunities across the provision available for young children. Students who wish to formalise their professional learning have the opportunity to take Practitioner Options, either through an additional placement option module in year 2 or in an optional placement year (stage 3) allowing
those students who do not intend to continue their studies by further professional training, and those who have not already achieved the equivalent of NVQ3, to gain the Early Years Educator qualification alongside their degree (if they meet the entry requirements of GCSE passes at C or above in English and Mathematics). This qualification is recognised by Ofsted and enables students to apply for posts within early years settings at senior practitioner or middle management levels.

4.13. Stages 3 and 4 also allow students the opportunity to achieve Early Years Teacher Status in partnership with a training provider. Students will be required to ensure they meet any current eligibility criteria in order to apply for this.

4.14. A mainly core first year allows students to get to know each other as a group, developing a supportive learning community in which students are more likely to be willing to engage in challenging discussion and argument. Students are also able to choose one option module in the second semester, from a range of ‘Plymouth Plus’ modules.

4.15. A wide range of option modules at stages two and four allows individual students to tailor their degree to the requirements of a variety of career options and/or to their own interests. Advice on choice of option modules is provided both by the programme team (in person and through online podcasts) and by the University careers advisory service.

4.16. Option modules are shared with a number of other programmes, including BA Education Studies and BSc Psychology, in order that students may have a wide choice of study alongside other students across the faculty. A high priority is placed upon widening opportunities for learning through on-going conversations with colleagues across the Faculty of Arts and Humanities and with other Faculties such as the Faculty of Health and Human Sciences and the Business School.

4.17. Students are supported by a personal tutor throughout their degree to provide academic and personal support and to assist with career choices and priorities. This personal dialogue is an important aspect of the core of care and is valued by students who feel that their tutors really know them as individuals and are able to assist them with a variety of developmental; academic; personal and practical issues.

4.18. Practical experience forms a key component of the degree with work experience in each year of study, linked closely with the Plymouth Award and Learning through Volunteering. Opportunities are made to link theory to practice and to encourage students to develop their skills and aptitudes whilst working in a variety of settings.

4.19. Students studying ECS also have substantial opportunities to travel abroad, experiencing work with children and practitioners from a
wide range of cultures. Trips to Gambia, Czech Republic, Hungary and Italy are regularly offered to students. Members of the ECS team have a number of significant links with settings, professionals and academics in many other countries and use these links to the maximum benefit of ECS students. It is planned that further trips will become available as the team develops these international links.

5. Relevant QAA Subject Benchmark Group: Early Childhood Studies

6. Programme Structure
Module codes indicate: the route (EEC for 4714 and 4092, FLECS for 3018); the level (e.g. EEC401 is a level 4 module); whether the module is core (X0X) or optional (X1X or X2X) (EEC601 is core and EEC611 is optional); and the strand to which the module contributes (XX1 is the research strand, XX2 is multiprofessional work, XX3 is sociology of childhood, XX4 is child development, XX5 is politics of childhood, XX6 is work based learning, XX7 is environments for learning and XX8 is an open strand for additional themes.

Stage 1

Six 20 credit core modules

Semester 1
EEC401: An introduction to early childhood studies
EEC402: Multiprofessional perspectives: working together
EEC403: Children in society: sociology and culture

Semester 2
Plymouth Plus module (EDU400PP, EDU402PP, EDU403PP or EDU40?PP – ‘Global Futures’ code to be confirmed)
EEC404: Understanding children’s development: biology and psychology
EEC405: Politics for Equality in Early Childhood

Stage 2

Four 20 credit core modules and two 20 credit option modules plus a zero credit all year option module, PIEC526: Preparation for Employability and Optional Placement Year.

Term/Semester 1
EEC504: Perspectives on development
EEC506: Work based learning in a setting with young children and/or their families
Plus an option module

Term/Semester 2
EEC501: An introduction to research in early childhood studies
EEC503: Developing communication
Plus an option module
Stage 3

Optional placement year
PIEC616: Early Childhood Studies placement year

Stage 4

One 40 credit, all year core module, two 20 credit core modules and two 20 credit option modules

Term/Semester 1
EEC/FLECS601: Research in early childhood studies (all year)
EEC/FLECS603: Adults’ Concepts of Childhood: their impact on the past and present treatment of children
Plus an option module

Term/Semester 2
EEC/FLECS601: Research in early childhood studies (all year)
EEC/FLECS605: Current issues in early childhood studies
Plus an option module
7. **Programme Aims**

The Programme aims:

1. to develop students’ knowledge and understanding of the wide range of interrelated factors (physical, affective, cognitive, social and cultural) which contribute to young children’s development, learning and progressive participation in a variety of sociocultural contexts;

2. to prepare students to work effectively and sensitively with children, parents and colleagues, through careful and sensitive study of individual cases and contexts and through critical examination of the roots and ramifications of policy and practice;

3. to enable students to develop as active and self-critical learners, with a sound understanding of the relationship between theoretical frameworks and the active, empirical methods of enquiry which inform the development, interpretation and continuing re-evaluation of theory;

4. to develop students’ understanding of the ways in which children and adults learn together in communities and to prepare them to act as creative, playful interpreters of public policies in particular contexts and as confident advocates for the rights and interests of young children.

8. **Programme Intended Learning Outcomes**

8.1. **Knowledge and understanding**

On successful completion graduates should have developed:

1. understanding of the conceptual underpinnings of ECS as a subject area, its historical origins, development and limitations
2. ability to demonstrate systematic knowledge and understanding of children and childhood, nationally and globally, from philosophical, historical, psychological, sociological, cultural, educational, health, welfare, legal, political and economic perspectives
3. ability to demonstrate systematic knowledge and critical understanding of the areas of interest contributing to ECS across the core subject-specific skills areas, and how they interrelate.

This includes:
• a systematic knowledge and critical understanding of all aspects of significant policy and provision for children and families
• a working knowledge of the importance of, but also the challenges and constraints of, multiprofessional, interprofessional, multi-agency and inter-agency working in order to meet the needs of children and families
• a working knowledge and understanding of pedagogical approaches for working with young children and families
• a good knowledge of issues in relation to rights, diversity, equity and inclusion in relation to working with children and families
• A good working knowledge of the methods required for systematic study and research relative to children and childhood.

8.2.  Cognitive and intellectual skills
On successful completion graduates should have developed the skills of:

1. Critical analysis
2. Synthesis
3. Reflection
4. Evaluation
5. Critical argument
6. Application

8.3.  Key and transferable skills
On successful completion graduates should have developed the ability to:

1. communication skills (not just linguistic)
2. group work skills
3. IT skills
4. literature searching
5. critical analysis skills
6. writing a critical argument
7. interpretation and application of policies and practice guidelines
8. time management and personal planning
9. problem solving
10. research skills
8.4. Employment related skills

On successful completion graduates should have developed:

1. skills in developing self and others
2. ability to work with children and families
3. ability to synthesise and present information in a variety of formats to a varied and diverse audience

8.5. Practical skills

On successful completion graduates should have experienced:

The opportunity to explore and begin to develop practice based skills as identified by Common Core and Early Childhood Studies benchmarks

An additional placement option in year 2 provides opportunities for practice to be evidenced, measured against the EYE level 3 criteria.
9. Admissions Criteria, including APCL, APEL and DAS arrangements

<table>
<thead>
<tr>
<th>Entry Requirements for BA (Honours) Early Childhood Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DBS</strong></td>
</tr>
<tr>
<td><strong>A-level/AS-level</strong></td>
</tr>
<tr>
<td><strong>BTEC National Diploma/QCF Extended Diploma</strong></td>
</tr>
<tr>
<td><strong>Access to Higher Education at level 3</strong></td>
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<tr>
<td><strong>Welsh Baccalaureate</strong></td>
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<td><strong>Scottish Qualifications Authority</strong></td>
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<td><strong>Irish Leaving Certificate</strong></td>
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<td><strong>International Baccalaureate</strong></td>
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<td><strong>Proficiency in English</strong></td>
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</table>

10. Progression criteria for Final and Intermediate Awards

Students must achieve 120 credits at level 4 to progress to level 5 and 240 credits (including 120 at level 5) to progress to level 6.

Students from appropriate other courses may be eligible to join stage 2 (level 5) if they have 120 level 4 credits from a relevant programme. If, in addition to 120 credits at level 4, they also have 120 level 5 credits from a relevant programme, they may be eligible to join stage 4 (level 6).
Progression accords with a number of partner colleges mean that graduates of FdA programmes at these colleges can join stage 4 either part-time or full-time, studying on campus or on the FLECS route.

For students beginning the programme in or after September 2014 the final mark on which degree classification will be based will be calculated on the following basis:

Level 4 – (average mark from best 4 module marks) 10%

Level 5 – (average mark from all 6 modules) 30%

Level 6 – (average mark from all 4 20 credit modules and 2x mark for EEC/FLECS601 – 40 credit module) 60%

11. Exceptions to Regulations

There are no exceptions to the university regulations

12. Transitional Arrangements

Stage 4 of this programme (4714) is identical with stage 3 of the outgoing programme (2056) so part-time, interrupted and repeat students can transfer directly into the new programme as necessary.
## 13. Mapping and Appendices: 13.1 and 13.3 Mapping ILOs and skills against modules

### BA (Hons) Early Childhood Studies

#### Mapping L4 modules to Programme Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Programme Intended Learning Outcomes Map</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Graduate Attributes and Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Core Programme Intended Learning Outcomes</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Knowledge and Understanding</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. understand the conceptual underpinnings of ECS as a subject area, its historical origins, development and limitations</td>
<td>1,2,3</td>
<td>7.6.1, 7.11.1,</td>
<td>401, 402, 403, 405</td>
</tr>
<tr>
<td>2. demonstrate systematic knowledge and understanding of children and childhood, nationally and globally, from philosophical, historical, psychological, sociological, cultural, educational, health, welfare, legal, political and economic perspectives</td>
<td>2,3,4</td>
<td>7.6.2, 7.11.2,</td>
<td>401, 403, 404, 405</td>
</tr>
<tr>
<td>3. demonstrate systematic knowledge and critical understanding of the areas of interest contributing to ECS across the core subject-specific skills areas, and how they interrelate.</td>
<td>1</td>
<td>7.6.3, 7.11.3,</td>
<td>401, 403, 404</td>
</tr>
<tr>
<td>1 Graduate Attributes and Skills</td>
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<tr>
<td>Core Programme Intended Learning Outcomes</td>
<td>Aims</td>
<td>Subject Benchmark</td>
<td>Related Core Modules</td>
</tr>
<tr>
<td>This includes:</td>
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<tr>
<td>• a systematic knowledge and critical understanding of all aspects of significant policy and provision for children and families</td>
<td>1</td>
<td>7.7.1, 7.12.1</td>
<td>401, 402, 403, 405</td>
</tr>
<tr>
<td>• a working knowledge of the importance of, but also the challenges and constraints of, multiprofessional, interprofessional, multi-agency and inter-agency working in order to meet the needs of children and families</td>
<td>2,4</td>
<td>7.7.2, 7.12.2,</td>
<td>401, 402, 405</td>
</tr>
<tr>
<td>• a working knowledge and understanding of pedagogical approaches for working with young children and families</td>
<td>2,3,4</td>
<td>7.7.3, 7.12.3,</td>
<td>401, 402, 404, 405</td>
</tr>
<tr>
<td>• a good knowledge of issues in relation to rights, diversity, equity and inclusion in relation to working with children and families</td>
<td>2,4</td>
<td>7.7.4, 7.12.4,</td>
<td>405</td>
</tr>
<tr>
<td>• A good working knowledge of the methods required for systematic study and research relative to children and childhood</td>
<td>3</td>
<td>7.7.5, 7.12.5, 7.12.6,</td>
<td>401</td>
</tr>
<tr>
<td>1 Graduate Attributes and Skills</td>
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<td>Core Programme Intended Learning Outcomes</td>
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<tr>
<td>Cognitive / Intellectual Skills</td>
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<tr>
<td>On completion graduates should have developed the skills of:</td>
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<tr>
<td>1. Critical analysis</td>
<td>3</td>
<td>7.8.4, 7.8.12, 7.8.13</td>
<td>402, 404, 405</td>
</tr>
<tr>
<td>2. Synthesis</td>
<td>1, 3</td>
<td>7.8.1, 7.9.2</td>
<td>403</td>
</tr>
<tr>
<td>3. Reflection</td>
<td>2, 3</td>
<td>7.8.2</td>
<td>401, 402</td>
</tr>
<tr>
<td>4. Evaluation</td>
<td>3</td>
<td>7.8.3, 7.8.6</td>
<td>402, 405</td>
</tr>
<tr>
<td>5. Critical argument</td>
<td>2, 3</td>
<td>7.8.12</td>
<td>403, 404, 405</td>
</tr>
<tr>
<td>6. Application</td>
<td>2, 4</td>
<td>7.8.7</td>
<td>401, 405</td>
</tr>
</tbody>
</table>
Key / Transferable Skills On completion graduates should have developed:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Communication skills (not just linguistic)</td>
<td>2, 4</td>
<td>7.10.1, 7.10.4, 7.10.6, 7.10.8</td>
</tr>
<tr>
<td>2. Group work skills</td>
<td>2, 4</td>
<td>7.8.11, 7.10.9, 7.10.10</td>
</tr>
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<td>3. IT skills</td>
<td>3</td>
<td>7.10.12</td>
</tr>
<tr>
<td>4. Literature searching</td>
<td>3</td>
<td>7.8.15, 7.10.7</td>
</tr>
<tr>
<td>5. Critical analysis skills</td>
<td>3</td>
<td>7.8.1</td>
</tr>
<tr>
<td>6. Writing a critical argument</td>
<td>1, 3</td>
<td>7.8.12, 7.10.11</td>
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<tr>
<td>7. Interpretation and application of policies and practice guidelines</td>
<td>1, 2, 4</td>
<td>7.8.6</td>
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<tr>
<td>8. Time management and personal planning</td>
<td>2, 3, 4</td>
<td>7.8.8-11, 7-10 13-15</td>
</tr>
<tr>
<td>9. Problem solving</td>
<td>2, 3</td>
<td>7.8.14, 7.10.5</td>
</tr>
<tr>
<td>10. Research skills</td>
<td>3</td>
<td>7.8.14-17, 7.10.13</td>
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<tr>
<td><strong>Core Programme Intended Learning Outcomes</strong></td>
<td>Aims</td>
<td>Subject Benchmark</td>
</tr>
<tr>
<td><strong>Practical Skills (subject specific)</strong></td>
<td></td>
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<tr>
<td>The opportunity to explore and begin to develop practice based skills as identified by Common Core and Early Childhood Studies benchmarks</td>
<td>2, 3</td>
<td>7.8.8 - 7.8.11</td>
</tr>
<tr>
<td>Practitioner options in year 2 and 3 provide opportunities for practice to be evidenced, measured against the CCLD level 3 criteria</td>
<td></td>
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<td><strong>Employment-related skills</strong></td>
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<td>On completion graduates should have developed:</td>
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<td>2, 4</td>
<td>7.10.6, 7.10.8, 7.10.9, 7.10.10</td>
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<tr>
<td>2. Ability to work with children and families</td>
<td>2, 4</td>
<td>7.8.9</td>
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<tr>
<td>3. Ability to synthesise and present information in a variety of formats to a varied and diverse audience</td>
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<td>7.10.1, 7.10.2, 7.10.3, 7.10.4, 7.10.6, 7.10.11</td>
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### BA (Hons) Early Childhood Studies

#### Mapping L5 core modules to Programme Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Programme Intended Learning Outcomes Map</th>
<th>Diploma Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Graduate Attributes and Skills</td>
<td>2</td>
</tr>
<tr>
<td>Core Programme Intended Learning Outcomes</td>
<td>Aims</td>
</tr>
<tr>
<td><strong>Knowledge and Understanding</strong></td>
<td></td>
</tr>
<tr>
<td>1. understand the conceptual underpinnings of ECS as a subject area, its historical origins, development and limitations</td>
<td>1,2,3</td>
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<td>2. demonstrate systematic knowledge and understanding of children and childhood, nationally and globally, from philosophical, historical, psychological, sociological, cultural, educational, health, welfare, legal, political and economic perspectives</td>
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<tr>
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</tbody>
</table>

This includes:
- a systematic knowledge and critical understanding of all aspects of significant policy and provision for children and families | 1 | 7.7.1, 7.12.1, 7.17.1 | 506, 501 |
- a working knowledge of the importance of, but also the challenges and constraints of, multiprofessional, inter-professional, multi-agency and inter-agency working in order to meet the needs of children and families | 2,4 | 7.7.2, 7.12.2, 7.17.2 | 506, 501 |
### Knowledge and Understanding (ct)

- a working knowledge and understanding of pedagogical approaches for working with young children and families
  - Aims: 2, 3, 4
  - Subject Benchmark: 7.7.3, 7.12.3, 7.17.3
  - Related Core Modules: 506, 503, 501, 504

- a good knowledge of issues in relation to rights, diversity, equity and inclusion in relation to working with children and families
  - Aims: 2, 4
  - Subject Benchmark: 7.7.4, 7.12.4, 7.17.4
  - Related Core Modules: 506, 501

- a good working knowledge of the methods required for systematic study and research relative to children and childhood.
  - Aims: 3
  - Subject Benchmark: 7.7.5, 7.12.5, 7.12.6, 7.17.5
  - Related Core Modules: 503, 501, 504

### Cognitive / Intellectual Skills

On completion graduates should have developed the skills of:

1. Critical analysis
   - Aims: 3
   - Subject Benchmark: 7.13.1, 7.13.4, 7.13.5, 7.13.16
   - Related Core Modules: 506, 501, 504

2. Synthesis
   - Aims: 1, 3
   - Subject Benchmark: 7.13.3, 7.13.6
   - Related Core Modules: 501, 504

3. Reflection
   - Aims: 2, 3
   - Subject Benchmark: 7.13.3
   - Related Core Modules: 506, 503, 501

4. Evaluation
   - Aims: 3
   - Subject Benchmark: 7.13.4, 7.13.7
   - Related Core Modules: 506, 501, 504

5. Critical argument
   - Aims: 2, 3
   - Subject Benchmark: 7.13.13
   - Related Core Modules: 501, 503, 504

6. Application
   - Aims: 2, 4
   - Subject Benchmark: 7.13.9 - 7.13.12
   - Related Core Modules: 506, 504
1 Graduate Attributes and Skills

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<th>Core Programme Intended Learning Outcomes</th>
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<tbody>
<tr>
<td>Aims</td>
<td>Subject Benchmark</td>
<td>Related Core Modules</td>
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**Key / Transferable Skills** On completion graduates should have developed:

1. Communication skills (not just linguistic) 2, 4 7.15.1, 7.15.4, 7.15.6, 7.15.8 506, 503, 504
2. Group work skills 2, 4 7.13.11, 7.15.9, 7.15.10 506, 503, 504
3. IT skills 3 7.15.12 503
4. Literature searching 3 7.15.7, 7.15.13 501, 504
5. Critical analysis skills 3 7.13.1 501, 504
6. Writing a critical argument 1, 3 7.13.12, 7.15.11 503, 501, 504
7. Interpretation and application of policies and practice guidelines 1, 2, 4 7.13.7 506, 501
8. Time management and personal planning 2, 3, 4 7.15.13, 7.15.14 506, 503, 501
9. Problem solving 2, 3 7.13.14, 7.15.5 506, 501, 504
10. Research skills 3 7.13.15-18, 7.15.13 503, 501, 504
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<th>Programme Intended Learning Outcomes Map</th>
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<td><strong>1  Graduate Attributes and Skills</strong></td>
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<td><strong>Aims</strong></td>
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<td><strong>Subject Benchmark</strong></td>
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<td><strong>Related Core Modules</strong></td>
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<tr>
<td><strong>Core Programme Intended Learning Outcomes</strong></td>
</tr>
<tr>
<td><strong>Practical Skills</strong> (subject specific)</td>
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<tr>
<td>The opportunity to explore and begin to develop practice based skills as identified by Common Core and Early Childhood Studies benchmarks</td>
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<tr>
<td>2, 3</td>
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<td>506, 503</td>
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<tr>
<td>Practitioner options in year 2 and 3a provide opportunities for practice to be evidenced, measured against the CCLD level 3 criteria</td>
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<tr>
<td>516 (option module)</td>
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<tr>
<td><strong>Employment-related skills</strong></td>
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<tr>
<td>On completion graduates should have developed:</td>
</tr>
<tr>
<td>1. Skills in developing self and others</td>
</tr>
<tr>
<td>2, 4</td>
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<tr>
<td>7.15.6, 7.15.8, 7.15.9, 7.15.10</td>
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<tr>
<td>2. Ability to work with children and families</td>
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<td>2, 4</td>
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<td>7.13.9</td>
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<td>506, 503</td>
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<tr>
<td>3. Ability to synthesise and present information in a variety of formats to a varied and diverse audience</td>
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<td>1, 3</td>
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<tr>
<td>7.15.1-4, 7.15.6, 7.15.11</td>
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<td>506, 501, 503, 504</td>
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<td>Programme Intended Learning Outcomes Map</td>
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<td>1  Graduate Attributes and Skills</td>
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</table>

**Core Programme Intended Learning Outcomes**

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Aims</th>
<th>Subject Benchmark</th>
<th>Related Core Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. understand the conceptual underpinnings of ECS as a subject area, its historical origins, development and limitations</td>
<td>1,2,3</td>
<td>7.6.1, 7.11.1, 7.16.1</td>
<td>605, 603</td>
</tr>
<tr>
<td>2. demonstrate systematic knowledge and understanding of children and childhood, nationally and globally, from philosophical, historical, psychological, sociological, cultural, educational, health, welfare, legal, political and economic perspectives</td>
<td>2,3,4</td>
<td>7.6.2, 7.11.2, 7.16.2</td>
<td>605, 603</td>
</tr>
<tr>
<td>3. demonstrate systematic knowledge and critical understanding of the areas of interest contributing to ECS across the core subject-specific skills areas, and how they interrelate.</td>
<td>1</td>
<td>7.6.3, 7.11.3, 7.16.3</td>
<td>605, 601</td>
</tr>
</tbody>
</table>
This includes:

- a systematic knowledge and critical understanding of all aspects of significant policy and provision for children and families
- a working knowledge of the importance of, but also the challenges and constraints of, multiprofessional, interprofessional, multi-agency and inter-agency working in order to meet the needs of children and families
- a working knowledge and understanding of pedagogical approaches for working with young children and families
- a good knowledge of issues in relation to rights, diversity, equity and inclusion in relation to working with children and families
- A good working knowledge of the methods required for systematic study and research relative to children and childhood.

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<td>7.7.1, 7.12.1, 7.17.1</td>
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<tr>
<td>Cognitive / Intellectual Skills</td>
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<td>On completion graduates should have developed the skills of:</td>
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<tr>
<td>1. Critical analysis</td>
<td>3</td>
<td>7.18.4, 7.18.12, 7.18.13</td>
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<tr>
<td>2. Synthesis</td>
<td>1, 3</td>
<td>7.18.2, 7.20.2</td>
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<td>3. Reflection</td>
<td>2, 3</td>
<td>7.18.3</td>
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<td>4. Evaluation</td>
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<td>7.18.4, 7.18.6</td>
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<td>5. Critical argument</td>
<td>2, 3</td>
<td>7.18.1, 7.18.12</td>
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<td>6. Application</td>
<td>2, 4</td>
<td>7.18.7, 7.18.9 – 7.18.11</td>
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**Key / Transferable Skills** On completion graduates should have developed:

<table>
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<tr>
<th>1. Communication skills (not just linguistic)</th>
<th>2, 4</th>
<th>7.20.1, 7.20.4, 7.20.6, 7.20.8</th>
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<td>2. Group work skills</td>
<td>2, 4</td>
<td>7.20.4, 7.20.9, 7.20.10</td>
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<td>3. IT skills</td>
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<td>7.20.12</td>
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<tr>
<td>4. Literature searching</td>
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<td>7.20.7, 7.20.13</td>
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<td>5. Critical analysis skills</td>
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<td>6. Writing a critical argument</td>
<td>1, 3</td>
<td>7.18.12, 7.20.11</td>
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<tr>
<td>7. Interpretation and application of policies and practice guidelines</td>
<td>1, 2, 4</td>
<td>7.18.19</td>
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<td>8. Time management and personal planning</td>
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<td>9. Problem solving</td>
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<td>10. Research skills</td>
<td>3</td>
<td>7.18.14-17, 7.20.13-14</td>
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**Practical Skills** (subject specific)

The opportunity to explore and begin to develop practice based skills as identified by Common Core and Early Childhood Studies benchmarks

Practitioner options in year 2 and 3a provide opportunities for practice to be evidenced, measured against the CCLD level 3 criteria

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<td>2, 3</td>
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**Employment-related skills**

On completion graduates should have developed:

1. Skills in developing self and others
   - 2, 4
   - 7.20.6, 7.20.8, 7.20.10
2. Ability to work with children and families
   - 2, 4
   - 7.18.9
3. Ability to synthesise and present information in a variety of formats to a varied and diverse audience
   - 1, 3
   - 7.20.1-4, 7.20.6, 7.20.11

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### 13.2. Mapping of Assessment against Modules

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13.1. Appendices

A. Management structure
### B. Cause for concern in placements

A Cause for Concern form should be initiated in cases of:

<table>
<thead>
<tr>
<th></th>
<th>Lack of ability to accurately perform practical skills</th>
<th>The student is unable to accurately perform practical tasks to meet the required standards for the particular stage of the course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Lack of professionalism / professional conduct</td>
<td>The student consistently acts outside of professional boundaries For example: punctuality, dress, lack of self-critical awareness, unable or unwilling to accept professional criticism, use of offensive language, difficult relationships with staff, and so on.</td>
</tr>
<tr>
<td>3</td>
<td>A student is considered to be failing, or is judged to be in danger of failing, to meet the required standards for the practitioner options</td>
<td>Such cases may be resolvable if action is taken early enough</td>
</tr>
<tr>
<td>4</td>
<td>Any other aspect which gives the mentor/tutor cause for concern</td>
<td>Mentor/tutor must specify.</td>
</tr>
</tbody>
</table>
# Cause for Concern Form

Please complete the form with all parties present

<table>
<thead>
<tr>
<th>Name of Student</th>
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</thead>
<tbody>
<tr>
<td>Name of setting</td>
<td></td>
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<tr>
<td>Name of Mentor</td>
<td></td>
</tr>
<tr>
<td>Name of tutor</td>
<td></td>
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<tr>
<td>Name of other staff involved (If involved in process)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
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</tbody>
</table>

**A. Form initiated by:**

| Role |  |

**B. Nature of Concern**

(Please describe the concern and identify category; 1,2,3,4 as in descriptors)

| Evidence for concern |  |
C. Agreed action

Signed:
Student
Tutor
Mentor/supervisor

D. I understand that if these targets are not effectively addressed, I may fail to meet the standards for my placement.
Signed

E. Monitoring of progress

F. Conclusion

Signed
C. Plymouth University work experience procedure

<table>
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<th>Document</th>
<th>Work Experience Procedure</th>
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<tr>
<td>Document Owner</td>
<td>HR Services Manager, Human Resources</td>
</tr>
<tr>
<td>Commencement</td>
<td>March 2010</td>
</tr>
<tr>
<td>Review date</td>
<td>March 2012</td>
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1. Purpose
This procedure aims to set out for managers’ useful information, guidance, principles and best practice concerning the arranging and the supporting of work experience, together with the induction of the student into the university.

2. Contents of this procedure
1. Purpose
2. Contents
3. General principles of work experience at PU
4. Planning and actions for work experience placements
5. How to inform the continuous development of this procedure

3. General principles of work experience at PU
3.1 The university does not manage a centralised work experience programme; it supports the philosophy of assisting the development of skills and attitudes needed to succeed in the workplace. This is consistent with the university’s Widening Participation programme, which aims to foster an interest in university life and study amongst young people. Work experience placements must be clearly defined and structured.

Unpaid work outside structured work experience placements is not supported. Where requests arise which do not fall within the scope of work experience, a department may consider offering informal visits e.g. to an individual who is considering a career change and who wants to gain a better understanding of a particular discipline.

Those who wish to pursue a work experience placement at the university will normally do so via their school, college or higher education institute (or parent/guardian in the case of home schooled children), who should contact the prospective host department directly. Some students may have obtained paid bursaries from external foundations to conduct a work placement in a specialist discipline. Where students or parents/guardians make direct contact confirmation of all arrangements should be formalised through the respective school, college or higher education institute (except in the case of home schooled children).

3.2 Arranging the placement
The host department will be responsible on behalf of the university for making all arrangements prior to, during, and following the placement and for ensuring that this policy is followed.

The department will need to consider:
- The time and resources that can be devoted to the placement
• Which tasks and duties are suitable for such placements
• The health, safety, and welfare implications, including the need to perform a risk assessment prior to a work experience placement and possible Criminal Record Bureau disclosure, see section 3.3 below.
• The time it will take work experience placement students to learn and understand the task(s) involved
• The timing of the placement and the disruption that it is likely to cause to the workplace routine and time critical tasks. Due to this consideration, some departments may only be able to facilitate work placements during specific periods e.g. summer vacation.
• Location of placement; the student should not have access to highly confidential/ sensitive or otherwise inappropriate material.

3.3 Independent Safeguarding Authority (ISA) and Criminal Records Bureau (CRB)
Where University of Plymouth staff will have limited contact with a child or vulnerable adult, in the presence of other staff, an ISA/CRB check is not necessary.
If the work placement student is below the age of 16 a risk assessment and ‘suitable arrangements’ in the light of that risk assessment should be put into place. Although this is not a requirement for 16 and above a risk assessment is recommended as good practice.

A lead person should be appointed within the department who will take responsibility for overseeing the placement arrangements and carry out the induction of the student. Only if a person has a specific job purpose for work experience is there a need for an ISA/CRB check, however, the ‘frequency and intensity’ tests of ISA registration should be applied. For further guidance please contact the HR directorate, if after consideration a disclosure is required it must be obtained before the start of the placement.

If the work placement student is likely to have contact with children or vulnerable adults, an ISA/CRB will normally not be required if he/ she will work supervised in this remit. However the student should be appropriately briefed on Safeguarding measures. The university’s policy can be found; https://exchange.plymouth.ac.uk/intranet///perdev/Public/AtoZ03/start.htm.

4. Planning and actions for work experience placements
4.1 Planning
Work experience placements must be well planned to ensure the placement is of benefit to the student by engaging him/ her in a range of meaningful tasks. In advance of the placement, the details must be confirmed in writing to the school, college or higher education institute and to the student undertaking work experience.

Details should include:
• Dates and duration of placement
• Location
• Duties and responsibilities expected
The duration of the placement must be agreed by the host University of Plymouth department, the school/college and the individual undertaking the placement (with parent/guardian input). The placement will normally be for one/two weeks but must be no longer than three months in duration, and for no more than 37 hours per week. Work experience students should not spend unnecessarily long or unsocial hours, or more than five consecutive days out of seven on their placement. A minimum of thirty minutes break should be provided for every four hours worked.

Schools/Local Education Authorities may need to grant permission for the university to accept students on work placements and this may take a number of weeks to organise. The school, college or higher education institute may arrange for a teacher or other member of staff to visit prior to the placement to discuss the work placement, and they may want to conduct their own risk assessment. In addition, the school, college or higher education institute may ask for a final written report to assess various aspects of the student’s performance.

4.2 Health and Safety
The department is responsible for all health and safety arrangements for the work placement. Before a placement can be agreed, a health and safety risk assessment must be undertaken, identifying measures to be taken to control or eliminate risks. This includes consideration of special arrangements for work experience students with disabilities or special needs.

Health and safety induction is essential for work experience placements, and work experience students must receive a full health and safety briefing from the Departmental Safety Representative before they undertake any work on their first day. Further information is available from the Health and Safety intranet. http://staff.plymouth.ac.uk//intrsafe/policies/intranet.htm

4.3 The university’s employer’s liability insurance policy covers those on work experience placements. The department hosting the work experience placement must keep a central record (note it is recommended by the university’s insurers that records of the placement are retained for at least a minimum period of 4
years) of the name of the sponsoring school, college or higher education institute, duration of the placement and brief description of the work placement duties. Copy of the university’s insurance certificates is available www.plymouth.ac.uk/procurement

4.4 Information Services and data protection
Access to IS systems will not normally be granted as a matter of course to work placement students due to the administrative burden and risks involved.

If however the nature of the work requires systems access, the work experience student may be given a temporary visitor IS account. Departmental Administrators should use the university’s IS Support Helpdesk to request and revoke access to services for visitors. The university’s Information Security Policy should be provided http://staff.plymouth.ac.uk.intresafe/policies/intranet individuals granted IS access must be closely monitored. The work placement student should acknowledge that they have received this policy.

Work placement students must be informed of their responsibilities to maintain confidentiality of the university’s data and information. The department should ensure they meet their responsibilities under the Data Protection Policy.

4.5 Other information
Records should be maintained for work placements and include; the risk assessment, the training provided, evidence of an induction and work plan and these should be retained for at least 4 years.

Temporary visitor cards are not normally issued as placement students will be closely supervised

University of Plymouth staff may seek advice about work experience placements or this policy from HR department.

There is no central arrangement for out of pocket expenses, should a request be received managers may consider supporting any reasonable requests.

5. How you can inform the continuous review of this procedure
5.1 It is particularly important to continue making improvements in the way we lead and develop people. The university is committed to ensuring this procedure remains fit for purpose at individual, team and organisational level. Please feedback your thoughts and comments in relation to any improvements to this procedure by email to hr@plymouth.ac.uk.

5.2 The work experience procedure will be reviewed bi-annually, taking into account feedback from within the organisation, evaluation mechanisms and any changes in statutory regulations that may be relevant.
Appendix D

Early Childhood Studies Benchmarks
Threshold standard

Subject knowledge

7.6 On graduating with a bachelor's degree with honours in ECS, students would be expected to:

1. understand the conceptual underpinnings of ECS
2. have a basic understanding of children and childhood, nationally and globally, from philosophical, historical, psychological, sociological, cultural, educational, health, welfare, legal, political and economic perspectives
3. demonstrate knowledge and understanding of the areas of interest contributing to ECS across the core subject-specific skills areas, and how they interrelate.

7.7 This includes:

1. understanding of all aspects of significant policy and provision for children and families
2. understanding of multiprofessional, interprofessional, multi-agency and inter-agency working as a means of meeting the needs of children and families
3. knowledge and understanding of pedagogical approaches for working with young children and families
4. awareness of issues in relation to rights, diversity, equity and inclusion in relation to working with children and families
5. knowledge of the methods required for systematic study and research relative to children and childhood.

Subject skills

7.8 On graduating with a bachelor's degree with honours in ECS, students would be expected to:

1. reason clearly, and demonstrate the relationship between theory and evidence, and be able to adopt multiple perspectives in relation to early childhood
2. reflect upon a range of philosophical, historical, psychological, sociological, cultural, health, welfare, legal, political and economic perspectives, and consider how these underpin different understandings of children and childhood, nationally and globally
3. evaluate competing positions in relation to the construction of children and childhood by different subject disciplines, societal agents and time, place and culture
4. constructively critique theories and research in the area of child development
5. detect meaningful patterns in behaviour and experience
6. explore, examine and evaluate the significance of the cultural and historical features of various agencies and institutions in regard to children and childhood
7. demonstrate the knowledge and awareness of the skills needed for different relational pedagogical approaches
8. demonstrate the ability to plan for the curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of young children's health and emotional well-being
9. demonstrate the ability to plan for meeting and working effectively, and in collaboration with parents, carers and other agencies
10. demonstrate the ability to plan for meeting and promoting children's health, welfare and safety needs, and the conditions that enable them to flourish
11. demonstrate the ability to lead, support and work collaboratively with others in the early-childhood context
12. produce critical arguments for improvements to multiprofessional and interprofessional practices for children
13. explore critically the links between ethics, politics, culture and ideology in children's lives
14. pose and operationalise research questions in relation to early childhood
15. demonstrate competence in research skills related to early childhood through practical and theoretical activities
16. use skills of observation and analysis in relation to aspects of children's lives
17. reflect upon the ethics of studying children and their families
18. initiate, design, conduct and report an empirically-based early childhood research project under appropriate supervision
19. be aware of ethical principles and demonstrate this in relation to personal study, particularly with regard to the research project
20. demonstrate the ability to act as an advocate for children and families
21. demonstrate the ability to recognise and challenge inequalities in society and to embrace an anti-bias curriculum
22. demonstrate a critical understanding of the links between ethics, politics, culture and ideology in the lives of children and their families.

7.9 For practitioner options, an ECS graduate would also be expected to:

1. demonstrate the ability to plan for, assess, evaluate and improve creative learning opportunities, taking account of young children's health and emotional well-being
2. demonstrate the ability to work effectively and in collaboration with parents, carers and other agencies
3. demonstrate the ability to meet and promote children's health, welfare and safety needs and the conditions which enable them to flourish.
Generic skills

7.10 On graduating with a bachelor’s degree with honours in ECS, students would be expected to:

1. communicate ideas and research findings by written, oral and visual means
2. present a range of theoretical positions and offer a point of view
3. interpret and use numerical, and other forms of data
4. present information to others in appropriate forms
5. approach problem solving in a systematic way
6. listen carefully to others and to reflect upon one’s own and others’ skills and views
7. use a range of sources of information
8. use the communication skills necessary to converse, debate, negotiate, persuade and challenge the ideas of others
9. be aware of contextual and interpersonal factors in groups and teams
10. have insight and confidence in leading and working collaboratively with others
11. write for different purposes
12. use ICT appropriately as part of the learning process in a range of contexts
13. undertake self-directed study and project management in a supportive environment
14. recognise the need to assess one’s own skills and to harness them for future learning.
Typical standard

Subject knowledge

7.11 On graduating with a bachelor’s degree with honours in ECS, students would be expected to:

1. understand the conceptual underpinnings of ECS as a subject area, its historical origins, development and limitations
2. demonstrate systematic knowledge and critical understanding of children and childhood nationally and globally from philosophical, historical, psychological, sociological, cultural, educational, health, welfare, legal, political and economic perspectives
3. demonstrate systematic knowledge and critical understanding of the areas of interest contributing to ECS across the core subject-specific skills areas, and how they interrelate.

7.12 This includes:

1. a systematic knowledge and critical understanding of all aspects of significant policy and provision for children and families
2. a working knowledge of the importance of, but also the challenges and constraints of, multiprofessional, interprofessional, multi-agency and inter-agency working in order to meet the needs of children and families
3. a working knowledge and understanding of pedagogical approaches for working with young children and families
4. a good knowledge of issues in relation to rights, diversity, equity and inclusion in relation to working with children and families
5. a good working knowledge of the methods required for systematic study and research relative to children and childhood
6. a systematic knowledge of a range of research paradigms, research methods and measurement techniques, and awareness of their limitations
7. detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the subject area.

Subject skills

7.13 On graduating with a bachelor’s degree with honours in ECS, students would be expected to:

1. reason clearly, understand the role of evidence and make critical judgements about arguments relating to the subject area of ECS
2. adopt multiple perspectives in relation to early childhood and systematically analyse the relationships between them
3. have a well-developed ability to reflect upon a range of philosophical, historical, psychological, sociological, cultural and health, welfare, legal, political and economic perspectives, and consider how these underpin different understandings of children and childhood nationally and globally
4. analyse and evaluate competing positions in relation to the construction of children and childhood by different subject disciplines, societal agents and time, place and culture
5. analyse and constructively critique theories and research in the area of child development
6. detect meaningful patterns in behaviour and experience, and evaluate their significance
7. critically explore, examine and evaluate the significance of the cultural and historical features of various agencies and institutions in regard to children and childhood
8. have a well-developed knowledge and awareness of the skills needed for different relational pedagogical approaches
9. have a well-developed ability to plan for the curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of young children's health and emotional well-being
10. have a well-developed ability to plan for working effectively and in collaboration with parents, carers and other agencies
11. have a well-developed ability to lead, support and work collaboratively with others
12. have a well-developed ability to meet and promote children's health, welfare and safety needs, and the conditions which enable them to flourish
13. have a well-developed ability to produce critical arguments for improvements to multiprofessional and interprofessional practices for children
14. have a well-developed ability to explore critically the links between ethics, politics, culture and ideology in children's lives
15. pose, operationalise and critique research questions related to early childhood, and demonstrate competence in research skills through practical and theoretical activities
16. use developed skills of observation and analysis in relation to aspects of children's lives
17. have a well-developed ability to reflect upon the ethics of studying children
18. competently initiate, design, conduct and report an early-childhood research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations
19. be aware of the complexity of ethical principles and issues, and demonstrate this in relation to personal study, particularly with regard to the research project
20. have a well-developed ability to act as an advocate for children and families
21. have a well-developed ability to recognise and challenge inequalities in society and to embrace an anti-bias curriculum
22. demonstrate a well-developed critical understanding of the links between ethics, politics, culture and ideology in the lives of children and their families.

7.14 For practitioner options, an ECS graduate would also be expected to demonstrate a well-developed ability to:

1. plan for, assess, evaluate and consider how to improve creative learning opportunities, taking account of young children's health and emotional well-being
2. work effectively and in collaboration with parents, carers and other agencies
3. meet and promote children's health, welfare and safety needs, and the conditions that enable them to flourish.
Generic skills

7.15 On graduating with a bachelor’s degree with honours in ECS, students would be expected to:

1. communicate ideas and research findings both effectively and fluently by written, oral and visual means
2. present a wide range of theoretical positions and offer a well-informed point of view
3. interpret and use numerical, and other forms of data, critically and securely
4. present information to others in a variety of appropriate forms
5. solve problems by clarifying questions, considering alternative solutions and evaluating outcomes
6. listen carefully to others and reflect critically upon one’s own and others’ skills and views
7. use a range of sources of information critically
8. use the communication skills necessary to effectively converse, debate, negotiate, persuade and challenge the ideas of others
9. be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams
10. have critical insight and confidence in leading and working collaboratively with others
11. have the ability to write for different purposes, which include persuasion, explanation, description, evaluation and judgment, recount, recap, hypothesis and summary
12. have the ability to use ICT critically and appropriately as part of the learning process in a range of contexts, both at one’s own level and to enhance provision for children
13. undertake self-directed study and project management in order to meet desired objectives
14. be able to take charge of their own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning.
Excellent standard

Subject knowledge

7.16 On graduating with a bachelor’s degree with honours in ECS, students would be expected to:

1. understand critically the conceptual underpinnings of ECS as a subject area, its historical origins, development and limitations
2. demonstrate in-depth, systematic knowledge and consistently critical understanding of children and childhood nationally and globally, from philosophical, historical, psychological, sociological, cultural, educational, global, health, welfare, legal, political and economic perspectives
3. demonstrate in-depth, systematic knowledge and consistently critical understanding of the areas of interest contributing to ECS across the core subject specific skills areas, and how they interrelate.

7.17 This includes:

1. in-depth, systematic knowledge and consistently critical understanding of all aspects of significant policy and provision for children and families
2. a critical working knowledge of the importance but also the challenges and constraints of multiprofessional, interprofessional, multi-agency and inter-agency working, in order to meet the needs of children and families
3. a critical working knowledge and understanding of pedagogical approaches for working with young children and families
4. excellent knowledge of issues in relation to rights, diversity, equity and inclusion in relation to working with children and families
5. excellent and explicit working knowledge of the methods required for systematic study and research relative to children and childhood
6. in-depth and systematic knowledge of a range of research paradigms, research methods and measurement techniques, and awareness of their limitations
7. detailed and explicit knowledge of several specialised areas and/or applications, many of which are at the cutting edge of research in the subject area.

Subject skills

7.18 On graduating with a bachelor’s degree with honours in ECS, students would be expected to:

1. have a high-level ability to reason clearly, understand the role of evidence and make critical judgements about arguments relating to the subject area of ECS
2. have a high-level ability to adopt multiple perspectives in relation to early childhood and systematically analyse the relationships between them
3. have a high-level ability to reflect upon a range of philosophical, historical, psychological, sociological, cultural, health, welfare, legal, political and economic perspectives and consider how these underpin different understandings of children and childhood
4. have a high-level ability to analyse and evaluate competing positions in relation to the construction of children and childhood by different subject disciplines, societal agents and time, place and culture
5. have a high-level ability to analyse and constructively critique theories and research in the area of child development
6. have a high-level ability to detect meaningful patterns in behaviour and experience and evaluate their significance
7. have a high-level ability to critically explore, examine and evaluate the significance of the cultural and historical features of various agencies and institutions in regard to children and childhood
8. have a high-level knowledge and awareness of the skills needed for different relational pedagogical approaches
9. have a highly developed ability to plan for the curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of young children's health and emotional well-being
10. have a highly developed ability to plan for working effectively and in collaboration with parents, carers and other agencies
11. have a highly developed ability to plan for meeting and promoting children's health, welfare and safety needs, and the conditions that enable them to flourish
12. have a highly developed ability to produce critical arguments for improvements to multiprofessional and interprofessional practices for children
13. have a highly developed ability to explore critically the links between ethics, politics, culture and ideology in children's lives
14. have a highly developed ability to pose, operationalise and critique research questions, and demonstrate competence in research skills related to early childhood through practical and theoretical activities
15. have highly developed skills of observation and analysis in relation to aspects of children's lives
16. have a high-level ability to reflect upon the ethics of studying children and their families
17. be aware of the complexity of ethical principles and issues and demonstrate and apply this in relation to personal study, particularly with regard to the research project
18. have a highly developed ability to act as an advocate for children and families
19. have a highly developed ability to recognise and challenge inequalities in society and to embrace an anti-bias curriculum
20. have a highly developed critical understanding of the links between ethics, politics, culture and ideology in the lives of children and their families.

7.19 For practitioner options, an ECS graduate would also be expected to demonstrate a highly developed ability to:

1. plan for, assess, evaluate and consider how to improve creative learning opportunities taking account of young children's health and emotional well-being
2. work effectively and in collaboration with parents, carers and other agencies
3. meet and promote children's health, welfare and safety needs, and the conditions that enable them to flourish.
Generic skills

7.20 On graduating with a bachelor's degree with honours in ECS, students would be expected to:

1. communicate ideas and research findings effectively, clearly and fluently by written, oral and visual means
2. present a wide range of theoretical positions and offer a well-informed and insightful point of view
3. interpret and use numerical, and other forms of data, clearly, critically and securely
4. present information to others in a variety of appropriate and innovative forms
5. solve problems by clarifying and probing questions, considering alternative and innovative solutions and evaluating outcomes critically
6. listen carefully to others and reflect critically and insightfully upon one's own, and on others', skills and views
7. use a wide range of sources of information critically and with insight
8. use sophisticated communication skills necessary to effectively converse, debate, negotiate, persuade and challenge the ideas of others
9. be highly sensitive to, and react appropriately and thoughtfully to, contextual and interpersonal factors in groups and teams
10. have considerable critical insight and confidence in leading and working collaboratively with others
11. have sophisticated skills in writing for different purposes, which include persuasion explanation, description, evaluation and judgment, recount, recap, hypothesis and summary
12. have the ability to use ICT critically and with sophistication as part of the learning process in a range of contexts, both at one's own level, and to enhance provision for children
13. undertake self-directed study and project management with a high degree of critical awareness in order to meet desired objectives
14. show sophistication in taking charge of one's own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning.
### Appendix E: BA (Hons) ECS Programme Structure Diagram 2016-17

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Core modules</th>
<th>Option modules: Choose one 20 credit module in each semester.</th>
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<tbody>
<tr>
<td><strong>Year 1</strong></td>
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<tr>
<td><strong>Semester 1</strong></td>
<td><strong>Semester 2</strong></td>
<td><strong>Core modules</strong></td>
<td><strong>Option modules: Choose one 20 credit module in each semester.</strong></td>
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<tr>
<td>EEC401 Introduction to Early Childhood Studies</td>
<td>EEC402 Multi-professional perspectives: working together in the early years</td>
<td>EEC403 Children in society: Sociology and culture</td>
<td>Plymouth Plus Option module*</td>
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<tr>
<td>EEC404 Understanding development: biology and psychology</td>
<td>EEC405 Politics for Equality in Early Childhood</td>
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<tr>
<td><strong>Core modules</strong></td>
<td><strong>Option modules</strong></td>
<td><strong>Y2 Autumn</strong></td>
<td><strong>Y2 Spring</strong></td>
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<tr>
<td>EEC506 Work Based Learning (in a setting with young children and/or families)</td>
<td>EEC513 Children and Stories</td>
<td>EEC503 Developing Communication in the Early Years.</td>
<td>EEC516 Placement for Practitioner Options</td>
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<td>EEC523 Families in Focus</td>
<td>EEC511 Independent Study Module</td>
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<td>EEC511 Independent Study Module</td>
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<td>EEC506 Work Based Learning (in a setting with young children and/or families)</td>
<td>EEDST506 Intersectionality and Disabling Conditions</td>
<td>EEDST513 Sustainability and Environmental Education</td>
<td>EEDST513 Sustainability and Environmental Education</td>
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<tr>
<td>EEC503 Developing Communication in the Early Years.</td>
<td>EEC516 Placement for Practitioner Options</td>
<td>EEC511 Independent Study Module</td>
<td>PSYC204 Applied Topics in Health and Cognition</td>
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<tr>
<td>EEC603 Adults' Concepts of Childhood: Their Impact on the Past and Present Treatment of Children</td>
<td>EEC617 Enabling environments for young children's learning</td>
<td>EEDST604 Global Education:</td>
<td></td>
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<tr>
<td>EEC601 Research in Early Childhood Studies (40 credits, all year)</td>
<td>EEC611 Independent Study Module</td>
<td>EEDST615 Inclusive approaches to provision for disability</td>
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<tr>
<td>EEC614 Understanding Understanding</td>
<td>EEC618 Children and Risk</td>
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<tr>
<td>EEC615 Politics, Welfare and Society</td>
<td>EEDST616 Work-Based Learning</td>
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<td>EEC632 Early Years Business Management</td>
<td>EDST607 Drawing upon the Margins for Inclusion in Education and Society</td>
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<tr>
<td>EEC632 Early Years Business Management</td>
<td>EDST611 Eco-literacy</td>
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</table>
*Plymouth Plus modules:
EDU400PP Autism in the 21st century; research from a range of disciplines;
EDU402PP Knowing Inside Out: Learning outside Formal Education;
EDU403PP Philosophy into Practice: Enquiry, Reflection and Dialogue;
EDU405PP Global Futures