PART TWO   PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	N/A
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available eg BSc/DipHe/CertHE	Cert HE Childhood Studies FdA Childhood Studies: Families and Young Children FdA Childhood Studies: Play FdA Childhood Studies: Early Years Education BA Childhood Studies (level 6) BA (Hons) Childhood Studies (level 6)
Award title	FdA Childhood Studies: Families and Young Children FdA Childhood Studies: Play FdA Childhood Studies: Early Years Education BA (Hons) Childhood Studies (level 6)
JACS 2 code	X310
UCAS code (available from Admissions)	N/A
Relevant QAA subject benchmark statement/s	QAA Early Childhood Studies Benchmarks
Other external and internal reference points used to inform the programme outcomes	Framework for HE Qualifications Foundation Degree Benchmarks
Mode/s of study *(p/t, f/t, distance learning)*	FdA – Part-time E-learning BA (Hons) – Part-time E-learning or Blended Learning
Language of study	English
Date at which the programme specification was written or revised	April 2013

Criteria for admission to the programme

UK based students

Foundation Degree
The following entry requirements apply to the FdA Childhood Studies: (all routes)

A successful interview (in person or by telephone/Skype) is required whereby the following areas will be checked/discussed

- Level 3 qualification (or equivalent 120 UCAS points) in a related subject.
- 2 years recent experience working within the children's workforce.
- Current employment (paid or voluntary) of at least 10 hrs per week within the children's workforce.
- Direct entry to level 5 will be considered where a student can APL the equivalent of 120 level 4 HE credits in a subject directly related to childhood studies.
- Exception may be made (at the discretion of the Programme Leader) to the above entry requirements for experienced practitioners (5+ years) who do not hold formal qualifications but can evidence personal development through attending training courses or other CPD.
- Disclosure and Barring Service (DBS) Check or Enhanced CRB Disclosure (accepted from current employment)
- Confirmation of internet connection.

Students wishing to progress directly from the FdA to the BA (Hons) level 6 top-up should note:
- GCSE English grade C or an equivalent gained through an Access to HE course is required if a student wishes to progress to the BA (Hons) level 6 top-up.
- Exception may be made for students achieving an overall FdA Merit profile or above at level 5 and do not intend to pursue a career in teaching (see * below).

Bachelors Degree

- A completed FdA in a subject closely aligned to Childhood Studies gained from Glyndŵr University.
- An equivalent FdA in a subject closely aligned to Childhood Studies gained from a UK University.
Or
- A total of 240 HE credits (level 4/5) in a subject closely aligned to Childhood Studies gained from either Glyndŵr University or another UK University.
And
- Where students have not studied a research module at level 5 in their prior study they will be required to undertake a 20 credit level 5 research skills module before proceeding to level 6.
- GCSE English grade C or an equivalent gained through an Access to HE course*
- Successful Interview – in person or by telephone/Skype

- Confirmation of internet connection.

* Please note students who wish to progress from the BA (Hons) to a PGCE in teaching will require GCSE in English, Maths and Science or equivalent gained from an Access to H.E. route. Students are encouraged to contact their local PGCE provider for details of grade requirements as these are subject to change.

International Students

Entrance accepted on to the **FdA Childhood Studies: Early Years Education** and **BA (Hons) Childhood Studies** only (further routes may be made available at a later date).

Foundation Degree

- Minimum English Language Ability of IELTS 6.0
- Proof of qualification at an equivalent level 3 standard of which at least part must have relevance to working with children
- 2 years recent experience of working within the children's workforce
- A written (translated) statement from an employer confirming current and continued employment in the children's workforce
- A written (translated) statement from an employer attesting to the student's character and suitability for working with children.
- Successful Interview – by telephone or Skype
- Confirmation of access to internet connection capable of accessing the University VLE

Bachelor Degree

- Completion of a Glyndŵr University Foundation Degree in Childhood Studies

Or

- Completion of an equivalent level 4/5 qualification. (Full transcript required)

And

- Where students have not studied a research module at level 5 in their prior study they will be required to undertake a 20 credit level 5 research skills module before proceeding to level 6.
- Minimum English Language Ability of IELTS 6.0
- Successful Interview – by telephone or Skype
- Confirmation of access to internet connection capable of accessing the University VLE

Advanced Standing – Appendix 1

Advanced standing for entry to the BA (Hons) Childhood Studies (level 6 top-up) is in place for the following Glyndŵr University qualifications

FdA The Learning and Development of Babies and Young Children
FdA Early Childhood Care and Education
FdA Childhood Studies: Families and Young Children
FdA Childhood Studies: Play
FdA Childhood Studies: Early Years Education

These programmes will be used as a benchmark for the APL of non Glyndŵr University foundation degree programmes.

Aims of the programme

This programme specification covers a suite of programmes consisting:

FdA Childhood Studies: Families and Young Children
FdA Childhood Studies: Play
FdA Childhood Studies: Early Years Education

BA (Hons) Childhood Studies (level 6 top-up)

At the core of all the above programmes sits the subject discipline of Childhood Studies which brings together a range of topics from education, psychology and sociology.

Foundation Degrees

The underpinning core of Childhood Studies aims to enable students to:

- Gain a historical and contemporary understanding of the key sociological impacts on the family and child.
- Develop a theoretical understanding of historical and contemporary views of child development and explore the relevant links between theory and practice.
- Explore the role of safeguarding on children and society including the impact on policy, provision, practice and legislation.
- Enhance understanding of the role of play and how this may be influenced by environment, attitudes and values.
- Explore the meaning, influence and purpose of the Early Years Curricula.
- Understand the concept of the family and child within the structures of society, including education, health, social care and law and policy.
- Develop key study skills to be successful at H.E study.
- Understand the role of the practitioner researcher and develop appropriate research skills.

In addition specific aims can be identified for the following programmes:

FdA Childhood Studies: Families and Young Children

- Explore the nature of key relationships within early years practice.
- Gain a historical and contemporary understanding of how children's health and well-being is viewed including the influence of the environment and professional support.

FdA Childhood Studies: Play

- Understand the impact of the role of playwork and explore direct and indirect intervention.
- Explore space and place in relation to children's play.

FdA Childhood Studies: Early Years Education

- Explore the concept of learning dispositions including how they can be supported

through the curriculum, environment and relationships.
- Understand the construction and delivery of early years curricula in terms of core content

Bachelor Degree

BA (Hons) Childhood Studies (level 6)

- Critically interpret and evaluate contemporary discourses of childhood as a lens through which to explore contemporary debate.
- Critically explore and compare international perspectives on childhood.
- Develop and understand the role of independent study as a route to becoming a lifelong learner.
- Critically analyse the role of children's well-being through a lens of psychopathology.
- Critically reflect on the role of research within childhood studies and undertake a research project.
- Critically analyse the provision for risk, resilience and well-being in children's play.
- Critically examine the role of diversity and equality within childhood provision.

Distinctive features of the programmes

Context

The discipline of Childhood Studies exists with a period of change and development across the children's workforce. There has been a strengthening of the emphasis placed on both childhood poverty and children's rights to play and a review of early years education.

The Child Poverty Act 2010 has influenced both strategy and funding in an attempt to reach the most vulnerable families and children. In Wales, Flying Start has received an injection of funding to increase its work with families and children under 4 years of age during 2012 and the UK government has emphasised its commitment to children's health, parental involvement, learning activities and quality early years education as a means to tackling child poverty.

The latest General Comment released in March 2013 by the United Nations Committee on the Rights of the Child articulates a need to address children's rights to play at national and local policy and planning levels.

These key issues do not exist in isolation and the purpose of the Childhood Studies suite of programmes is to examine the fundamental issues, theories and research which exist alongside the major developments in Government strategy.

Distinctive features

International Approach – International students are welcome to join both the FdA Childhood Studies: Early Years Education route and the BA (Hons) Childhood Studies (level 6 top-up). International students joining the programme will bring their own policy context to be examined in light of underpinning theory and research and provide a valuable

comparative stance and debate relating to the social, economic, cultural, technological and global context of contemporary childhood.

Flexible Delivery – The 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.

Blended Delivery – The BA (Hons) Childhood Studies (level 6 top-up) is offered to students either as an online only course or blended delivery. The blended option is available for students who are able to travel to University and attended a 2 hr classroom session per week in addition to studying online.

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.

Feedback – High quality feedback is provided to students studying online to enhance their overall achievement. Students will be provided with written feedback for each piece of work and have an opportunity to discuss this feedback with 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.

The programme team is experienced at working online with students and understands the challenge of combining study with family and work commitments. The team has a wealth of subject experience based in their ongoing links to the children's workforce. Current areas of research include a children's play project, public child law, well-being, quality of day care provision, the outdoor environment and creativity. The Team's Play Specialist has strong links to Play Wales and undertakes a number of projects, evaluations and talks in collaboration with the organisation.

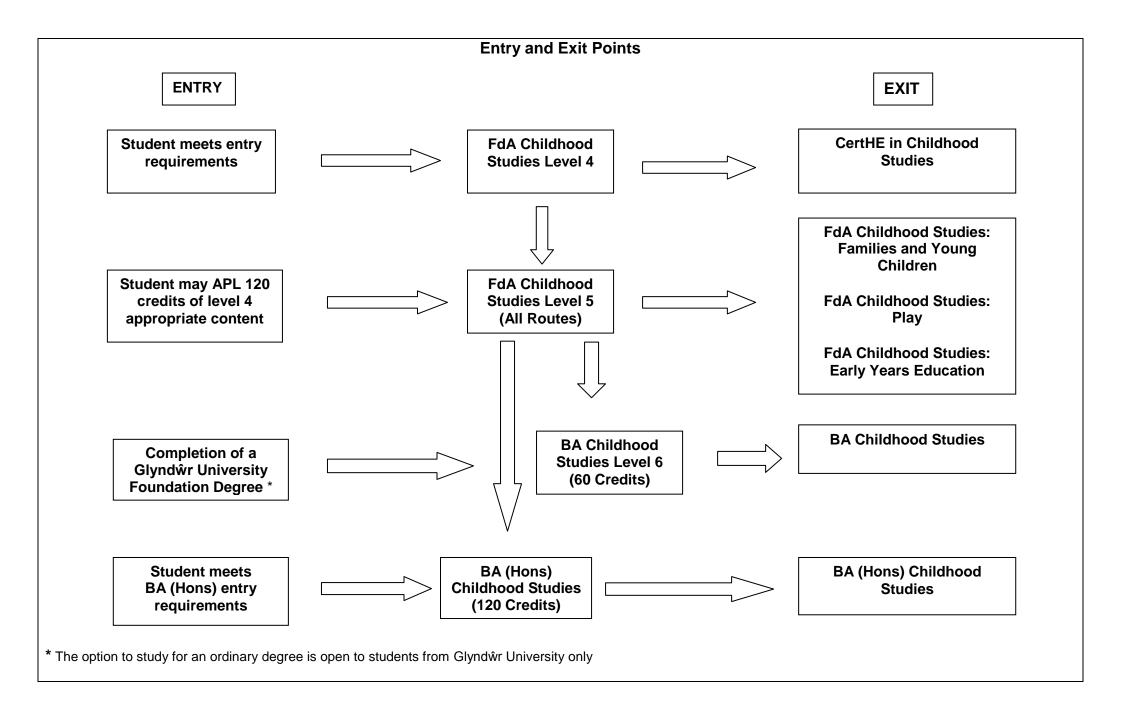## Programme structures and requirements, levels, modules, credits and awards

Foundation Degrees - The FdAs will run part-time over two calendar years. Each level will run across 3 trimesters from September to July.

	Week	FdA Level 4 – Weekly Study Hours 4 Hours	FdA Level 4 – 2 Hours		FdA Level 5 (all routes) – Weekly Study Hours 4 Hours	FdA Level 5 – 2 hours
Sept	9	**Understanding the Child and Childhood** **40 Credit Core Module** **15 weeks @ 4hrs per week = 60 hrs**	Academic and professional Skills for practitioners 40 Credit Core Module 30 weeks @ 2hrs per week = 60 hrs		**Working with Children and Families in Society** **40 Credit Core Module** **15 weeks @ 4hrs per week = 60 hrs**	Exploring Research Skills 20 Credit Core Module 15 weeks @ 2 hrs per week = 30 hrs
Tri 1	10					
	11					
	12					
	13					
	14					
	15					
	16					
	17					
	18					
	19					
	20					
	21					
	22					
	23					
	24					
	25					
	26					
Tri 2	27					
	28					
	29	**Safeguarding Children** **20 credit Core Module** **7.5 weeks @ 4 hrs per week = 30 hrs**			**Route Specific Module 1** **20 Credit Core Module** **7.5 weeks @ 4hrs per week = 30 hrs**	Research in Practice 20 Credit Core Module 15 weeks @ 2 hrs per week = 30 hrs
	30					
	31					
	32					
	33					
	34					
	35					
	36					
	37					
	38					
	39					
	40	**Understanding the Playing Child Or Understanding Early Years Curricula** **20 Credit Option 7.5 weeks = 30hrs**			**Route Specific Module 2** **20 Credit Core Module** **7.5 weeks @ 4hrs per week = 30 hrs**	
	41					
	42					
	43					
	44					
Tri 3	45					
	46					
	47					
	48					
	49					
	50					

BA (Hons) Childhood Studies - The BA (Hons) Childhood Studies can be run over one or two years part-time. Students must choose either option 1 or 2 at enrolment and transfer between the options will not be permitted.

Option 1 – 1 Year part-time			
	Week	Weekly Study Hours	
		6 Hours	3 Hours
Sept	9	**Key Debates in Childhood Today**	
Tri 1	10		
	11		
	12	**20 Credit Core Module**	
	13		
	14		
	15	**7 weeks @6 hrs per week = 42 hrs**	
	16		
	17		
	18	Assessment Week	
	19	**Psychology : Well-being in Childhood**	
	20		
	21		
	22	**20 Credit Core Module**	
	23		
	24		
	25	**7 weeks @6 hrs per week = 42 hrs**	
	26		
Tri 2	27		
	28		
	29	Assessment Week	
	30	**International Perspectives on Childhood**	
	31		
	32		
	33		
	34	**20 Credit Core Module**	
	35		
	36		
	37	**7 weeks @6 hrs per week = 42 hrs**	
	38		
	39		
	40	Assessment Week	
	41	**Providing for Risk....**	
	42		
	43	**Or**	
	44	**Equality and Diversity**	
Tri 3	45		
	46		
	47	**20 Credit Option**	
	48	**7 weeks = 42 hrs**	
	49	Assessment Week	
	50		

(3 Hours column, Option 1: Research Project 40 Credit Core Module 28 weeks @ 3hrs per week = 84 hrs*)*

Option 2 – 2 Years part-time			
	Week	Year 1	Year 2
		6 Hours	3 Hours
Sept	9	**Key Debates in Childhood Today**	
Tri 1	10		
	11		
	12	**20 Credit Core Module**	
	13		
	14		
	15	**7 weeks @6 hrs per week = 42 hrs**	
	16		
	17		
	18	Assessment Week	
	19	**Psychology : Well-being in Childhood**	
	20		
	21		
	22	**20 Credit Core Module**	
	23		
	24		
	25	**7 weeks @6 hrs per week = 42 hrs**	
	26		
Tri 2	27		
	28		
	29	Assessment Week	
	30	**International Perspectives on Childhood**	
	31		
	32		
	33		
	34	**20 Credit Core Module**	
	35		
	36		
	37	**7 weeks @6 hrs per week = 42 hrs**	
	38		
	39		
	40	Assessment Week	
	41	**Providing for Risk....**	
	42		
	43	**Or**	
	44	**Equality and Diversity**	
Tri 3	45		
	46		
	47	**20 Credit Option**	
	48	**7 weeks = 42 hrs**	
	49	Assessment Week	
	50		

(Year 2 / 3 Hours column, Option 2: Research Project 40 Credit Core Module 28 weeks @ 3hrs per week = 84 hrs*)*

Entry and Exit Points

| ENTRY | | EXIT |

Student meets entry requirements → **FdA Childhood Studies Level 4** → **CertHE in Childhood Studies**

Student may APL 120 credits of level 4 appropriate content → **FdA Childhood Studies Level 5 (All Routes)** → **FdA Childhood Studies: Families and Young Children**

FdA Childhood Studies: Play

FdA Childhood Studies: Early Years Education

Completion of a Glyndŵr University Foundation Degree * → **BA Childhood Studies Level 6 (60 Credits)** → **BA Childhood Studies**

Student meets BA (Hons) entry requirements → **BA (Hons) Childhood Studies (120 Credits)** → **BA (Hons) Childhood Studies**

* The option to study for an ordinary degree is open to students from Glyndŵr University only

Programme Overview

This suite of programmes has been designed with the underlying premise that students need a solid grounding in 'Childhood Studies' upon which to build future knowledge and practice. For the purpose of these programmes 'Childhood Studies' means developing an understanding and competency in the fields of sociology, psychology and education.

The qualifications on offer in this suite of programmes are:

Certificate of Higher Education in Childhood Studies
FdA Childhood Studies: Families and Young Children
FdA Childhood Studies: Play
FdA Childhood Studies: Early Years Education
BA Childhood Studies (Level 6) – Glyndŵr University Students Only
BA (Hons) Childhood Studies (level 6)

Foundation Degree

Level 4 of the FdA is a generic year studied by all students undertaking the foundation degree. It is at this level the students gain the fundamental basics on which the remainder of the programmes are built. Key to level 4 is a sociological understanding of childhood, child development, safeguarding children and academic and professional skills development. Dependent on a student's professional role or personal interest they then have an opportunity to complete an optional module based in play or education.

Level 5 offers students three core modules which further builds upon their sociological understanding of childhood and introduces them to research skills. The students then have a chance to specialise according to their professional role or personal interest.
These specialisms are described by the route titles.

Families and Young Children – this route is predominantly for professionals working with children under the age of 5 in non-maintained settings. It is also the preferred route for professionals working in a 'family' context where building relationships and understanding health and well-being is key to practice.

Play – this route is intended for professionals working with children of all ages in a play context. It is particularly suitable for playworkers, however there is growing emphasis for all professionals working with children to be trained in play. This route will help students to explore key areas including the role of the playworker and places and spaces for play.

Early Years Education – this route is suitable for all practitioners working with children in an education context. It specifically looks at children in the 3 to 8 age range however the modules which look at a child's dispositions towards learning and the core curriculum can be applied to children of all ages.

Within the FdA there is a strong emphasis on linking theory to practice. Students will be supported at all stages of their study to consider the academic content in the light of professional practice.

Foundation Degree – Level 4

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 around child development, safeguarding, play and curriculum. Throughout the module students are expected to develop key academic and professional development skills.

Level 4 consists of 100 credits core with a 20 credit option.

The Academic and Professional Skills for Practitioners Module (40 credits) runs alongside the other modules (80 credits) so students can develop key skills within the context of developing knowledge and understanding. For example the students study essay writing skills at the point they write their first essay.

Foundation Degree – Level 5

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 the role of family and child within society and the external factors which will influence the engagement of the professional within provision. Students will then study their chosen route to develop key aspects of childhood studies within modules which have a direct relevance to their personal and professional development.

Level 5 consists of 80 credits core and 40 credits specific to their chosen route.

40 credits at level 5 are used to develop research skills as they would apply to a professional working within the children's workforce. Students are supported to develop key research skills and a clear understanding of research ethics before applying these skills to their chosen profession.

Bachelors Degree

Students who wish to study the level 6 top-up are welcome to join the programme having studied an FdA delivered at Glyndŵr university or an equivelant FdA or level 4/5 academic programme at another university based in the UK or abroad.

The basis of the level 6 programme is to extend students' academic study by considering key contemporary issues in Childhood Studies. Students will be encouraged to develop independent study skills and become a lifelong learner in their professional context.

A major part of studying at level 6 is the completion of a research project. Students will be supported in a key debates module to research a contemporary topic of interest to support their professional development. This topic can then be explored further and if appropriate developed in to a research project. Students will also study children's well-being through a lens of psychopathology before taking a look at Childhood in a global context. Students will produce a comparative study which will explore an area of childhood relevant to their current or potential professional career. Finally students will have the option to study either Equality and Diversity or Providing for Risk, Resilience and Well-being in Children's Play according to professional interest.

Bachelors Degree – Level 6

Level 6 modules have been developed to strengthen and challenge students' academic understanding and application of childhood studies. This will include developing independent study skills, comparative analysis and research. Students are asked to critically explore contemporary key debates, psychopathology, international perspectives, risk and resilience and diversity and equality.

Level 6 consists of 100 credits core with a 20 credit option to enable students to further expand a topic suitable to their own professional development.

40 credits at level 6 enable students to build upon the research skills studied at level 5 to complete a full research project.

Only students who have previously studied at Glyndŵr University are able to undertake an Ordinary Degree. They will engage with 60 credits of core modules, excluding the optional module and research project.

<u>Programme Delivery</u>

Both the FdA (all routes) and BA (Hons) level 6 will be delivered online using Glyndŵr'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 of 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 staff expertise) and have a chance to meet other students and members of staff.

These study days are non-compulsory and do not cover content key to achievement on the programmes. All study days are run subject to student numbers.

For students not able to attend the onsite study days an alternative will be offered using web conferencing software i.e. Adobe Connect (university license) with webcam to simulate the experience of personal contact.

Module Structure

Foundation Degrees

FdA Childhood Studies – Level 4					
Module	Understanding the Child and Childhood	Academic and Professional Skills for Practitioners	Safeguarding Children	Understanding the Playing Child	Understanding Early Years Curricula
Module Leader	Kate Wagner	Liz Sheen	Dave Lane	Ben Tawil	Liz Sheen
Credit	40 (Core)	40 (Core)	20 (Core)	20 (Optional)	20 (Optional)
Delivery	Online	Online	Online	Online	Online

FdA Childhood Studies – Level 5 (All Routes)			
Module	Working with Children and Families in Society	Exploring Research Skills	Research in Practice
Module Leader	Kate Wagner	Liz Sheen	Liz Sheen
Credit	40 (Core)	20 (Core)	20 (Core)
Delivery	Online	Online	Online

FdA Childhood Studies: Families and Young Children – Level 5		
Module	Relationships in Practice	Health and Well-being
Module Leader	Dave Lane	Gillian Danby
Credit	20 (Core)	20 (Core)
Delivery	Online	Online

FdA Childhood Studies: Play – Level 5		
Module	Playworking	Places for Play
Module Leader	Ben Tawil	Ben Tawil
Credit	20 (Core)	20 (Core)
Delivery	Online	Online

FdA Childhood Studies: Early Years Education – Level 5		
Module	Dispositions for Learning	Core Curriculum
Module Leader	Liz Sheen	Karen Southern
Credit	20 (Core)	20 (Core)
Delivery	Online	Online

Bachelor Degree

BA Childhood Studies – Level 6 (60 Credits)			
Module	Key Debates in Childhood Today	Psychology: Well-being in Childhood	International Perspectives on Childhood
Module Leader	Liz Sheen	Sahar Hamid	Kate Wagner
Credit	20 (Core)	20 (Core)	20 (Core)
Delivery	Online or Blended	Online or Blended	Online or Blended

BA (Hons) Childhood Studies – Level 6 (120 Credits)						
Module	Key Debates in Childhood Today	Psychology: Well-being in Childhood	International Perspectives on Childhood	Providing for Risk, Resilience and Well-being in Children's Play	Equality and Diversity	Research Project
Module Leader	Liz Sheen	Sahar Hamid	Kate Wagner	Ben Tawil	Kate Wagner	Liz Sheen
Credit	20 (Core)	20 (Core)	20 (Core)	20 (Optional)	20 (Optional)	40 (Core)
Delivery	Online or Blended	Online or Blended	Online or Blended	Online or Blended	Online or Blended	Online or Blended

Intended learning outcomes of the programme

Foundation Degrees

Level 4

On completion of Level Four, students will be able to:

A) Knowledge and Understanding

Students will be able to…

A1 Demonstrate an understanding of the role of the child and family within society.

A2 Understand and explore the ways in which children develop, learn and play.

A3 Demonstrate an understanding and awareness of the safeguarding system and its impact on and involvement of children and families.

A4 Show awareness of professional values and practice in terms of ethical considerations, equality of opportunity and respect for children, their families and communities.

B) Intellectual skills:

Students will be able to…

B1 Present a logical argument and draw appropriate conclusions.

B2 Demonstrate some 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.

B4 Appreciate and evaluate different viewpoints.

C) Subject and other skills:

Students will be able to…

C1 Communicate appropriately and effectively 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.

C3 Demonstrate appreciation of study skills by applying what is learned to workplace tasks and assessments.

D) Professional Skills and abilities and Employability Skills and abilities:

Students will be able to…

D1 Read and write appropriately for a range of audiences and reference their work effectively.

D2 Demonstrate autonomy and self-reliance.

D3 Reflect on the importance of effective team working and forming a community of practice.

D4 Understand the skills needed to take responsibility for time management and work deadlines.

Level 5

On completion of Level Five **(All Routes)**, students will be able to:

A) Knowledge and Understanding
Students will be able to…

A7 Critically reflect on the role of research in childhood studies and understand the need for research ethics.

A8 Analyse and understand the role of the child and family in relation to the structures of society.

B) Intellectual skills:
Students will be able to…

B1 Develop coherent, logical and relevant arguments, drawing appropriate conclusions.

B2 Demonstrate depth of analysis and independent thought.

B3 Take responsibility for monitoring and evaluating progress in their own learning and that of the group.

B4 Appreciate and evaluate different viewpoints and present justified argument.

C) Subject and other skills:
Students will be able to…

C1 Communicate appropriately, effectively and with judgement in a range of modes and media.

C2 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 appreciation of research methodology by applying what is learned to workplace tasks.

D) Professional Skills and abilities and Employability Skills and abilities:
Students will be able to…

D1 Read effectively and write appropriately for a range of audiences and reference their work effectively.

D2 Demonstrate autonomy, self-reliance and team work.

D3 Develop transferable graduate skills in communication and interpersonal relationships and written argument.

D4 Develop the skills needed to take responsibility for time management and work deadlines.

On completion of Level Five **(Families and Young Children Route)**, students will be able to:

A) Knowledge and Understanding

Students will be able to…

A1 Explore and understand the differing views in respect of children's health and well-being and how these apply to practice.

A2 Utilise an understanding of the nature and significance of relationships in early childhood practice.

On completion of Level Five **(Play Route)**, students will be able to:

A) Knowledge and Understanding

Students will be able to…

A3 Provide a rationale for the importance of space and place to the playing child and child development.

A4 Explore and examine playworking practice.

On completion of Level Five **(Early Years Education Route)**, students will be able to:

A) Knowledge and Understanding

Students will be able to…

A5 Explore the concept of learning dispositions in relation to early childhood practice including an analysis of the support provided by curriculum, environment and relationships.

A6 Examine the concept of curriculum and related core skills.

Bachelor Degree

Level 6

On completion of Level Six **(Ordinary)**, students will be able to:

A) Knowledge and Understanding

Students will be able to…

A1 Critically evaluate current childhood discourses and apply these as a lens through which to examine key debates.

A2 Critically explore the development of resilience enhancing factors and well-being in childhood through a lens of psychological study.

A3 Critically examine and compare global perspective of childhood.

B) Intellectual skills:

Students will be able to…

B1 Critically consider the purpose of independent study and apply effectively to academic practice.

B2 Engage in abstract conceptualisation and application.

B3 Reflect analytically on and apply problem solving skills to a range of situations.

C) Subject and other skills:

Students will be able to…

C1 Reflect critically on the effectiveness and suitability of communication for a range of purposes.

C2 Engage effectively in comparative analysis.

C3 Critically reflect and analyse the application of childhood studies to practice.

D) Professional Skills and abilities and Employability Skills and abilities:

Students will be able to…

D1 Demonstrate an ability to be critical in the choice of research materials and in the methods used to convey key information to a variety of audiences.

D2 Demonstrate achievement of transferable graduate skills in communication, interpersonal relationships and written argument.

On completion of Level Six **(Honours)**, students will be able to:

A) Knowledge and Understanding

Students will be able to…

A1 Critically evaluate current childhood discourses and apply these as a lens through which

to examine key debates.

A2 Critically explore the development of resilience enhancing factors and well-being in childhood through a lens of psychological study.

A3 Critically examine and compare global perspective of childhood.

A4 Critically analyse Diversity and Equality as it applies to childhood practice or evaluate the relationship between risk, resilience and well-being in children's play

A5 Reflect critically on the application of research to childhood practice.

B) Intellectual skills:

Students will be able to…

B1 Critically consider the purpose of independent study and apply effectively to academic practice.

B2 Engage in abstract conceptualisation and application.

B3 Reflect analytically on and apply problem solving skills to a range of situations.

B4 Demonstrate an effective range of research skills and a critical understanding of research ethics.

C) Subject and other skills:

Students will be able to…

C1 Reflect critically on the effectiveness and suitability of communication for a range of purposes.

C2 Engage effectively in comparative analysis.

C3 Critically reflect and analyse the application of childhood studies to practice.

C4 Demonstrate a clear understanding of the appropriateness and applicability of research to the children's workforce.

D) Professional Skills and abilities and Employability Skills and abilities:

Students will be able to…

D1 Demonstrate an ability to be critical in the choice of research materials and in the methods used to convey key information to a variety of audiences.

D2 Demonstrate achievement of transferable graduate skills in communication, interpersonal relationships and written argument.

Curriculum Matrix

Level 4

	Module Title	C/O*	Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills															
			A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
L4	Understanding the Child and Childhood	C	x	x	x	x	x	x		x	x	x	x		x	x		x
	Academic and Professional Skills for Practitioners	C				x	x	x	x	x	x	x	x		x	x	x	x
	Safeguarding Children	C	x		x	x	x	x		x	x	x	x		x	x		x
	Understanding the Playing Child	O		x		x	x	x		x	x	x	x		x	x	x	x
	Understanding Early Years Curricula	O		x		x	x	x		x	x	x	x		x	x	x	x

* C/0 = Core/Option

Level 5

L5	Module Title	C/O*	Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills																		
			A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4
	Working with Children and Families in Society	C								x	x	x	x	x	x	x		x	x	x	x
	Exploring Research Skills	C							x		x	x	x	x	x		x			x	x
	Research in Practice	C							x		x	x	x	x	x	x	x	x	x	x	x
FdA Childhood Studies: Families and Young Children																					
	Relationships in Practice	C		x							x	x	x	x	x	x		x	x	x	x
	Health and Well-being	C	x								x	x	x	x	x	x		x	x	x	x
FdA Childhood Studies: Play																					
	Playworking	C				x					x	x	x	x	x	x		x	x	x	x
	Places for Play	C			x						x	x	x	x	x	x		x	x	x	x
FdA Childhood Studies: Early Years Education																					
	Dispositions for Learning	C					x				x	x	x	x	x	x		x	x	x	x
	Core Curriculum	C						x			x	x	x	x	x	x		x	x	x	x

* C/0 = Core/Option

Level 6

L6	Module Title	C/O*	Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills														
			A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2
	Key Debates in Childhood Today	C	x				x	x	x	x		x		x	x	x	x
	Psychology in Childhood	C		x			x	x	x	x				x		x	x
	International Perspectives on Childhood	C			x		x	x	x	x		x	x	x		x	x
	Providing for Risk, Resilience and Well-being in Children's Play	O				x	x	x	x	x		x		x		x	x
	Diversity and Equality	O				x	x	x	x	x		x		x		x	x
	Research Project	C					x	x	x	x	x	x			x	x	x

* C/0 = Core/Option

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

These programmes take a spiral curriculum approach strengthening and deepening learners' knowledge and understanding of theoretical perspectives in Childhood Studies. This enables an understanding of the scope and detail of literature, policy and legislation within the field and fosters an understanding of the need to develop a mature and informed approach with regard to academic progress and personal and intellectual development.

Online Learning

The programmes offer a flexible and interactive e-learning experience using the University's virtual learning environment – Moodle.

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.

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 voiced-over 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.

Students studying the BA (Hons) top-up programme also have access to a blended learning route. This will consist of studying course materials online alongside the e-learning students and then entering the classroom once a week to engage in group discussions, sharing experiences and activity while e-learners will undertake a similar learning experience through chat forums, web-conferencing, and group wiki pages.

Work-based Learning – Foundation Degrees Only

Work-based learning is an integral part of the programmes, '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 programmes. 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.

Work-based learning for the foundation degrees will take the form of continuous employment within the children's workforce.

Work-based learning is an integral part of the foundation degree programmes and reflected in each programmes aims and outcomes.

Work-based Learning Management and Support

The relationship between the employee (as a student) undertaking a programme of study and their work-place is established through a Learning Agreement. The purpose of the Learning Agreement is to ensure that the employee has access to the learning opportunities and documentation they need to successfully complete their course. To oversee this requirement the setting is asked to provide their employee with a work-place mentor if required. The role of the work-place mentor will differ depending on the role and needs of the employee. As a minimum the work-place mentor should ensure the employee has access to the opportunities outlined in the Learning Agreement. However it is hoped that the work-place mentor will also provide the role of a critical friend.

Work-place Learning Agreement

The Learning Agreement will provide information for the employer regarding the modules a student is studying. This is so the employer is aware of the topics for discussion and learning opportunities i.e. child observations their employee may wish to engage in. 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 or practitioners who hold the most senior role within their setting as permission will not be required to access learning opportunities.

A draft Learning Agreement is included in appendix 2

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.

The role of the Work-place Mentor

The role of the work-place mentor is that of enabler and critical friend. They are not required to assess the student or provide any written documentation. No formal training is required to undertake this role, although the programme leader will be happy to provide support and guidance if needed.

The mentor's role will typically involve:

- Enabling the student to access opportunities to carry out work-based study tasks i.e. observing a group of children they wouldn't normally work with.
- Enabling the student to access relevant documentation
- Supporting the student as a critical friend.
- Encouraging the exchange of ideas and experiences.

Peer Mentor

Peer mentors will be used when an employee is not in a position to identify a work-based mentor i.e. students who work alone or hold the most senior position within their setting or organisation. Peer mentors can be chosen by the student or can be chosen, with the support of the programme leader, from within the student cohort.

The role of the peer mentor will typically involve:
- Supporting the student as a critical friend.
- Exchanging ideas and experiences.
- Providing encouragement and a listening ear.

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

Assessment strategy used to enable outcomes to be achieved and demonstrated

<u>Foundation Degrees</u>

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 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.

All assessments 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
- Portfolio
- Project

Portfolios are used as a method of bring a number of shorter and varied tasks together in to one piece of work. A portfolio may consist of online quizzes, online discussions, written reflective tasks, wiki pages and short pieces of group work.

A project is used to donate pieces of work used to develop key skills as requested by employers these may include:

- Develop frameworks
- Write proposals
- Briefing papers
- Develop questionnaires and interviews
- Develop resources
- Team work

To enable students to make transition between level 3 studies and level 4 academic study an assessment word count of 3000 words per 20 credits or equivalent has been adopted. This will enable students to work within more manageable word counts to develop academic writing conventions.

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 an assessment word count of 4000 words per 20 credits or equivalent has been adopted.

Bachelor Degree

At level 6 students are encouraged to develop more graduate based skills. Therefore the assessment tasks are devised to reflect a number of higher level attributes.

Students will experience and engage in a different assessment type per module these being:

- Annotated Literature Review
- Essay
- Comparative Study
- Case Study

The skills gained from these assessment types should then form the underlying skill set required to undertake a research project.

All assessments at level 6 have a nominal 4000 word count. However to enable more scope for development the Research Project is 6000 words in total.

The following information applies to both the foundation degrees and the bachelor degree.

Criteria for Devising Assignments.

They will :
- be appropriate to undergraduate levels Four, Five and Six of the awards 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
- be manageable for a student studying on a part-time basis.

Assessment Handbook

At the beginning of each programme students are given access to an Assessment Handbook which outlines the learning outcomes and assessment tasks for each module. It also contains details of submission dates, details of the feedback process, key study skills and Harvard referencing guidance.

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 3 for an example).

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

Quality Assurance

Second marking offers tutors the opportunity to confirm their interpretation of the outcomes. Moderation procedures will ensure that there is comparability of assessment across the modules within the programme. External Examiners will sample work from all modules, enabling them to scrutinise the fairness of the marking and to make appropriate recommendations where necessary.

Assessment Table

Level	Module Title	HE Credit	Assessment	Weighting	Submission
4	ECS404 Understanding the Child and Childhood	40 Core	Essay	40%	December
			Portfolio	60%	February*
	ECS405 Academic and Professional Skills for Practitioners	40 Core	Essay	40%	June
			Portfolio	60%	April*
	ECS406 Safeguarding Children	20 Core	Report	100%	May
	ECS407 Understanding the Playing Child	20 Option	Group Project	100%	July
	ECS408 Understanding Early Years Curricula	20 Option	Group Project	100%	July
5	ECS504 Working with Children and Families in Society	40 Core	Portfolio	100%	February*
	ECS505 Exploring Research Skills	20 Core	Portfolio	100%	March*
	ECS506 Research in Practice	20 Core	Project	100%	June
	ECS507 Relationships in Practice	20 Core (Route 1)	Essay	100%	May
	ECS508 Health and Well-being	20 Core (Route 1)	Project	100%	July
	ECS512 Playworking	20 Core (Route 2)	Essay	100%	May
	ECS509 Places for Play	20 Core (Route 2)	Project	100%	July
	ECS510 Dispositions for Learning	20 Core (Route 3)	Essay	100%	May
	ECS511 Core Curriculum	20 Core (Route 3)	Project	100%	July

6	ECS604 Key Debates in Childhood Today	20 Core	Annotated Literature Review	100%	December
	PSY616 Psychology: Well-being in childhood	20 Core	Essay	100%	February
	ECS605 International Perspectives on Childhood	20 Core	Comparative Study	100%	May
	ECS607 Providing for Risk, Resilience and Well-being in Children's Play	20 Option (Hons)	Case Study	100%	July
	ECS606 Equality and Diversity	20 Option (Hons)	Case Study	100%	July
	ECS608 Research Project	40 Core (Hons)	Project	100%	May

* Portfolios consist of a number of tasks which will be formatively assessed throughout the duration of the module and summatively assessed in the month given.

Assessment regulations that apply to the programme

Regulations

Glyndŵr University's regulations for initial undergraduate modular degrees, diplomas, certificates and foundation degrees.

Borderline definition – Foundation Degrees

Only the following rounded marks will be regarded as "borderline":
59% Borderline Merit
69% Borderline Distinction

If a student's average score is borderline as defined above, the following criteria shall be used:
- At least 50% of the credits at level 5 (or above) fall within the higher classification.
- All level 5 modules must have been passed at the first attempt.

In considering borderline cases the Assessment Board shall raise the classification to the next level if **all** of the criteria are met.

An exit qualification (a Certificate of Higher Education) may be awarded to candidates who have obtained a minimum of 120 credits at level 4 or above but find themselves unable (or are not permitted) subsequently to complete the scheme.

Borderline definition – Bachelor Degree
Only the following rounded marks will be regarded as "borderline":

39% Borderline Class III
49% Borderline Class II(ii)
59% Borderline Class II(i)
69% Borderline Class I

 If a student's average score is borderline as defined above, the following criteria shall be used:

- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt
- The mark achieved for the research project is within the higher classification.

In considering borderline cases the Assessment Board shall raise the classification to the next level if **all** of the criteria are met.

Programme Management

The programme team has extensive experience in Childhood Studies both through academic study and engagement with the children's workforce. The Programme Leader has interest and experience in delivering programmes through e-learning and gained a PGC E-Learning: Theory and Practice in 2011.

The suite of programmes will have a single Programme Leader to oversee the continuity of the programme and delivery from level 4 to level 6.

Programme Team

Role	Staff Member	Specialist Area
Academic Head	Phil Bassett	
Programme Leader	Liz Sheen	Learning Technology
Module Leaders	Ben Tawil	Children's Play
	Kate Wagner	Sociology of Childhood
	David Lane	Public Child Law & Safeguarding
	Gillian Danby	Health and Well-being
	Karen Southern	Family and Education
	Liz Sheen	Development of babies and young children
	Sahar Hamid (Psychology)	Psychology
Module Input*	Paula Hamilton	Education/Inclusive Practice
	Ruth Davies	Early Years Education
	Duane Chong	Creativity
	John Luker	Education

* Lecturers who have had an input into the design and development of the suite of programmes and who may teach occasionally on modules.

Quality Management Arrangements

Programme Team Meetings

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

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

Staff Student Consultative Committee (SSCC)

These meeting take place two times 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 SSCC. 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.

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 SSCC 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.

In addition there is ongoing contact between the Programme Leader and organisations within the children's workforce who provide funding for students. Progress reports are provided on a regular basis and the organisations provide welcome feedback on the validity of the programmes at annual funding review meetings.

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.

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.

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:

- The lived experiences and perceptions of participants of a children's play project (PhD study)
- The concept of child centeredness in decision making in public child law proceedings- perspectives of the judiciary (PhD study)
- Children's well-being in Education (PhD study)
- Quality provision in day care settings for children young people and families (PhD study)
- Children's learning in the outdoor environment (MEd study)
- Practitioner perceptions of creativity and its impact on children (ProfDoc study)
- Inclusion, Diversity and Children's Well-being (PhD study)

Ben Tawil led the team in developing a conference in 2011 - 'Children's Well-being in Wrexham - Provision, Participation and Protection' in collaboration with Wrexham Local Authority

Individual members of the team are also involved in a number of external projects including:

Play in schools evaluation toolkit. Wrexham Local Authority. 2012.
Play Sufficiency assessment. Wrexham Local Authority. 2012/13.
Regional Play project evaluation. Flintshire Local Authority. 2013.
Reflecting on research *in* practice: developing innovative support structures for students undertaking small-scale research projects in work settings.

Particular support for learning

Tutor Support

Academic and personal support, whether delivered in person or through the VLE, will be a central premise upon which these programmes are 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 whilst recognizing that we are not trained counselors. 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 Undergraduate School Office. All students will receive a Student Handbook at the commencement of their studies.

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 department of Childhood and Family studies 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.

Study Skills

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.

International Students Language Support

International students joining the programmes may need support in Academic English. The programme team will liaise with The Language Centre and direct students as required.

The Programme Leader has a qualification in Teaching English as a Second Language and has 10 years of experience of working with non-native speakers of English in an educational context.

Equality and Diversity

Glyndŵr University is committed to ensuring that everyone who has potential to achieve in higher education is given the chance to do so, irrespective of age, gender, disability, sexuality, race or social background. This is reflected in the fact that the University has the highest number of students from non-traditional backgrounds and those claiming Disabled Student Allowance in Wales (HESA performance indicators June 2008).

The programme team are committed to supporting equality and diversity. This can be seen through the integration of diversity and equality into the recruitment, selection and admission of students on to the programmes. Prospective students are given the opportunity to discuss individual needs during interview and with the Programme Leader once the studies have commenced. Reasonable adjustments will be made as far as possible and advice will be provided in line with individual requests and needs.

Modules have been designed to include a wide variety of learning materials to enable students to engage with the programme at a comfortable level.

Additional support will be offered to participants with additional learning needs arising from a disability and/or special learning differences. Where appropriate, specialist support is made available by staff within the Learning Support Suite. Study skills support will be provided by the programme team, together with specialists from the library and information centres when required. It will be the responsibility of the student to access these or other appropriate resources when advised to do so. Support can be accessed at a distance by telephone and through Skype.

Appendix 1 – Advanced Standing

A request is made that the following modules be accepted as advanced standing for entry to the BA (Hons) Childhood Studies (level 6 top-up)

FdA The learning and Development of Babies and Young Children

Module Code	Module Title
ECSF 401	Personal Learning and Development
ECSF 402	Child Development
ECSF 403	Positive Relationships
ECSF 404	Supporting Every Child and Inclusive Practice
ECSF 405	Developing the Childcare Environment
ECSF 406	Children's Health and Well-being

Module Code	Module Title
ECSF 501	Reflective Practice and Research Methods
ECSF 502	Safeguarding Children
ECSF 503	Exploring Attachment
ECSF 504	Play and Exploration
ECSF 505	Curricula for Learning and Development
ECSF 506	Provision to Meet Children's Needs

FdA Early Childhood, Care and Education

Module Code	Module Title
ECSF 407	Academic and Personal Development
ECSF 409	Observing, Planning and Assessing
ECSF 411	ICT in Early Childhood
ECSF 410	A Curriculum for Childhood
ECSF 408	Child Development in Early Childhood
ECSF 412	Exploring Relationships

Module Code	Module Title
ECSF 507	Research Methods
ECSF 502	Safeguarding Children
ECSF 508	Play in Early Childhood
ECSF 509	Inclusive Practice
ECSF 510	Developing Literacy & Numeracy
ECSF 506	Provision to Meet Children's Needs

Appendix 2 - Learning Agreement

This learning agreement indicates that a member of your staff/volunteer has enrolled on a Foundation Degree with Glyndŵr University. It will provide you with information on the areas of study your employee is engaged in and outline the type of learning opportunities and support they may require during their studies. There is no official requirement that you provide your employee with support however it will greatly improve their experience of studying and help them to develop as a practitioner.

General Details

Name of Programme	
Name of Student	
Name of workplace	
Name of Programme Leader	
University Contact Details	

Course Content

Whilst studying at Glyndŵr University the student will engage with the following modules.

Module Title	Brief overview of content

Work-place Support

It would help the student if a work-place mentor could be identified within the setting for the duration of the foundation degree. This person would act as a critical friend to the student and support them to access learning opportunities within the setting.
Learning opportunities may include but are not limited to:

- Access to policies, procedures and inspection reports needed for the effective running of the setting.
- Opportunities to observe children across the age range of the setting.
- Opportunities to discuss key issues with colleagues.

No official training is required to be a work-place mentor and there is no requirement to teach or assess the student.

Are you able to provide a work-place mentor? (Please Tick)	Yes ☐ (please provide details below) No ☐
Name of Work-place Mentor	
Signature	
Date	

Agreement

I confirm that: (name of employer)
acknowledges that the above named student is undertaking a Foundation Degree with Glyndŵr University.

Where possible the student will be provided with a work-place mentor for the duration of their studies, however where this is not possible they will still receive support to access the required learning opportunities.

Signed:
(Manager/Headteacher/Other person authorised to sign)

Print Name:

Date:

Appendix 3 – Example of Rubric

Name:
Assignment title:

Module Title:

Grade	Knowledge and Understanding	Evidence Base	Intellectual Skills	Writing Skills and Presentation
70% + Distinction	Extended knowledge of subject area. Excellent understanding of recent debates and key issues in topic area. Ability to apply theory in a critical and thoughtful way.	Demonstrates the ability to justify and support ideas and facts with a range of sources which have been thoroughly analysed and understood. Demonstrates an ability to identify and evaluate a wide range of relevant material.	Develops coherent, logical and relevant arguments, drawing appropriate conclusions. Demonstrates depth of critical analysis and independent thought. Develops well constructed links between theory and practice where appropriate.	Uses a fluent structure. Clarity of expression is excellent with consistently accurate use of grammar, spelling and punctuation. Referencing is clear, relevant and consistently accurate using the Harvard system.
60-69% Merit	Excellent subject knowledge and understanding of key issues and debates in topic area. Evidence of a very good understanding of relevant theoretical material.	Demonstrates the ability to support ideas and facts with a range of clearly understood and appropriate sources. Demonstrates an ability to identify and competently use a range of supporting materials.	Provides a well developed argument. Demonstrates independent thought and some critical analysis. Clearly makes the link between theory and practice where appropriate.	Structure is logical with writing clearly expressed. Grammar, spelling and punctuation are essentially accurate. Referencing is relevant and mostly correct and consistent throughout using the Harvard system.

Grade	Knowledge and Understanding	Evidence Base	Intellectual Skills	Writing Skills and Presentation
50-59% **Pass**	Very good subject knowledge and understanding of key issues and debates in topic area. Evidence of understanding the theoretical material relevant to the assessment task.	Makes a good attempt to support ideas and facts with appropriate sources. Shows clear evidence of relevant reading.	Can provide some argument and analysis which goes beyond the presentation of facts. Engages in some critical thinking. Makes the link between theory and practice where appropriate.	Structure is coherent with a good attempt at writing style. Some minor errors in grammar and/or spelling and/or punctuation. Errors in Harvard referencing are evident but of a minor nature.
40- 49% **Pass**	Evidence of some understanding of appropriate theory, but lacking depth and application. Limited understanding of key issues and debates in topic area.	Uses some relevant evidence to support the ideas and facts presented. Shows some evidence of reading around the subject.	Can make and demonstrate a link between ideas and facts although this may be superficial or lack depth. Makes an attempt to link theory and practice where appropriate.	Assignment is understandable but some meaning may have been lost due to writing style. Grammar and/or spelling and/or punctuation is poor. Harvard referencing system is present but with considerable errors.

Grade	Knowledge and Understanding	Evidence Base	Intellectual Skills	Writing Skills and Presentation
0-39% Refer	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.	Uses limited or no evidence to support the ideas and facts presented. Shows little evidence of background reading or sources not acknowledged.	Writing is mainly descriptive throughout or heavily reliant on personal opinion and/or practice.	Understanding is difficult or writing is not relevant to the assignment topic. Consistently poor grammar and/or spelling and/or punctuation. Referencing does not resemble the Harvard system or is absent.
Additional Comments				
Total				

Tutor: **Date:** **Second Marked:** **Date:**

Appendix 4
FdA Childhood Studies (all routes)/BA (Hons) Childhood Studies 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 2007.

Subject Specific Skill	Level 4					Level 5									Level 6					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Reflect upon a range of philosophical, historical, psychological, sociological and health perspectives and consider how these underpin different understandings of children and childhood	x		x	x	x	x		x	x	x	x	x	x		x	x	x	x	x	
Apply multiple perspectives to early-childhood issues, recognising that ECS involves a range of research methods, theories, evidence and applications	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Integrate ideas and findings across the multiple perspectives in ECS and recognise distinctive ECS approaches to relevant issues	x		x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Demonstrate the ability to evaluate competing positions in relation to the construction of children and childhood by different subject disciplines, societal agents and time, place and culture	x					x									x		x			
Demonstrate the ability to constructively critique						x		x	x	x	x	x	x	x	x	x	x	x	x	x

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
theories and research in the area of child development																				
Demonstrate the knowledge and awareness of the skills needed for different pedagogical approaches, including: • *the formation and promotion of mutually respectful relationships with families, colleagues and other professionals* • *the necessary depth and strength of relationships with individual children, and the facilitation of the building of relationships with and between children in groups*	x				x		x	x	x		x			x	x		x	x	X	
Demonstrate the 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	x				x									x		X				
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				x					x		x	x				X		x		
Demonstrate the ability to lead, support and work collaboratively with others and an understanding of working effectively in teams	x		x	x	x	x		x	x	x	x	x		x	x	x	x	x		

with parents, carers and other professionals																				
Demonstrate an understanding of how to plan for meeting and promoting children's health, welfare and safety needs and the conditions that enable them to flourish			x					x		x					x		x	x		
Demonstrate the ability to produce critical arguments for improvements to multi-professional practices for children			x			x			x						x		x	x		
Use skills of observation and analysis in relation to aspects of children's lives	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Reflect upon the ethics of studying children and their families									x				x							x
Generate and explore hypotheses and research questions relating to early childhood in an ecological context									x				x							x
Carry out empirical studies ethically involving a variety of methods of data collection, including observation relating to early childhood in an ecological context									x				x							x
Analyse data relating to early childhood													x							x
Present and evaluate research findings in early childhood													x							x
Demonstrate the ability to act as an advocate for children and families																				
Demonstrate the ability to recognise and	x				x							x		x		x		x		

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
challenge inequalities in society, and to embrace an anti-bias curriculum																				
Demonstrate a critical understanding of the links between ethics, politics, culture and ideology in the lives of children and their families.	x				x									x		x				
Plan for and implement the curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of young children's health and emotional well-being										x										
Lead, support and work collaboratively with others and have an understanding of working effectively in teams with parents, carers and other professionals					x		x													
Meet and promote children's health, welfare and safety needs and the conditions that enable them to flourish.			x				x		x							x	x			

1) Understanding the Child and Childhood	11) Places for Play
2) Academic and Professional Skills for Practitioners	12) Dispositions for Learning
3) Safeguarding Children	13) Core Curriculum
4) Understanding the Playing Child	14) Research in Practice
5) Understanding Early Years Curricula	15) Key Debates in Childhood Today
6) Working with Children and Families in Society	16) Psychology: Well-being in Childhood
7) Exploring Research Skills	17) International Perspectives on Childhood
8) Relationships in Practice	18) Providing for Risk, Resilience and Well-being in Children's Play
9) Health and Well-being	19) Equality and Diversity
10) Playworking	20) Research Project