

## Programme Specification

Programme Summary Information			
<b>1</b>	<b>Programme Title</b>		Childhood and Society Studies/Childhood and Society Studies with Early Childhood Graduate Practitioner Competencies
<b>2</b>	<b>University of Sunderland Course Code</b>	BCHSCSTTFT BCHSCSTTPT	<b>UCAS Code</b> X410
<b>3</b>	<b>Awarding Institution</b>		University of Sunderland
<b>4</b>	<b>Teaching Institution(s)</b> (if different from point 3)		
<b>5</b>	<b>Professional Statutory or Regulatory Body (PSRB)</b> (if applicable)		N/A

<b>6</b>	<b>Programme Description</b>		
	<p><b>Overview</b> This programme offers an academic experience for those people who are engaged in paid or voluntary work, or have existing experience in either the education sector (e.g. Childminding, Nursery Practitioner), within education sectors (e.g. Teaching Assistants) as well as community based initiatives (e.g. Practitioner in the Voluntary Sector). It is the intention of the programme team to extend students' knowledge and understanding of the content and context of education and care for children, appropriate to early years, schooling and community based sectors. The range of modules builds upon the existing knowledge and understanding students bring to the programme, having successfully completed for example a Foundation Degree Programme, and enables students to apply specific concepts inherent in the module content to their employment sector.</p> <p><b>What's covered in the course?</b> Common to all modules is the broad view taken of education and care, including government initiatives, local policies and practice exercised within PVI's, Local Authority and at practice level. For example, the content of the Leading Practice for Children and Young People module moves beyond the consideration of individual children and asks students to consider the impact educational policy has with its implications for leadership and management. Similarly, Education and Society considers the relationship between the needs of society and the structure of the education system and how this influences the provision for children's learning.</p> <p>It is expected that students will continue with their employment and the curriculum recognises this by provoking students to reflect and consider how a broad curriculum meets the needs of children. Through the option modules Creative Teaching and Thinking students will develop their understanding of how children learn within their workplace context across relevant stages and locations of learning, and this will be applied to technological issues within the Children, Young People and Digital Learning module, whilst the option module Foundation Years module expands current debate within and across this area for children 0-8 years. With the Foundation Years: Early Childhood Graduate Practitioner Competencies module this explores the graduate competencies expected at this level within the early years sector.</p>		

	<p>In addition, to enable students to develop their academic interests they are required to engage in an extended piece of work (CHS301 Work-based Research Project) which will enable students to demonstrate their ability to analyse and critically consider in-depth an aspect of education.</p> <p>Students will bring a considerable amount of understanding of the education or early year's provision to this programme and the intention of the curriculum is to extend that understanding through a range modules. For those students who join the programme without employment, they will be required to give an assurance that they have a work placement which they use a basis for particular module requirements.</p> <p><b>Where will I study?</b> Sir Tom Cowie Campus at St Peter's Campus, Sunderland.</p>
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<b>7</b>	<b>Programme Awards</b>		
<b>7a</b>	<b>Name of Final Award</b>	<b>Level</b>	<b>Credits Awarded</b>
	Bachelor of Arts with Honours	6	120
<b>7b</b>	<b>Exit Awards and Credit Awarded</b>		
	Bachelor of Arts	6	60

<b>8</b>	<b>Programme Specific Regulations</b>
	Yes: Document attached

<b>9a</b>		
	<b>Mode(s) of Study</b>	<b>Location/Campus</b>
	Full time	Sunderland
	Part time	Sunderland
		<b>Duration of Study</b>
		1 year
		2 years

<b>9b</b>	
Is this programme delivered at a <a href="#">Transnational (TNE) partner</a> ?	No
Is this programme delivered at <a href="#">UK Further Education Colleges</a> ?	No

<b>10</b>	<b>Entry Requirements</b>
	<p>The admission requirements for this programme as stated on the course page of the University of Sunderland website at <a href="https://www.sunderland.ac.uk/">https://www.sunderland.ac.uk/</a>, or found by searching for the course entry profile located on the <a href="#">UCAS website</a> are correct. YES</p> <p>This programme is suitable for students to enter with advanced standing (eg APL) YES</p> <p>Students wishing to register for the programme must have successfully completed a Foundation Degree in a relevant subject (such as Education and Care) or 240 HE Credits (120 HE stage 1 and 120 HE stage 2 credits) or equivalent of a recognised UK undergraduate award in a relevant subject. We will consider applications from applicants who do not hold one of the qualifications listed above but who have relevant experience or alternative qualifications. For applicants with a qualification other than the university's FdA Education and Care, they would also need to apply for <a href="#">Accreditation of Prior Learning (APL)</a></p> <p>Applicants will also require:</p>

	<ul style="list-style-type: none"> <li>• At least two years' experience of working or volunteering in the early years or education sectors</li> <li>• DBS Enhanced Disclosure</li> <li>• We also require three passes at GCSE grade C or above, which must include Mathematics and English Language, or a minimum of Level 2 Key Skills in Communication and Application of Number.</li> </ul>
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<b>11</b>	<b>Programme Learning Outcomes</b>
	By the end of <b>stage 3</b> of the programme successful students will be able to do the following:
<b>1</b>	analyse how the family, social, economic, political and cultural factors influence the educational achievement
<b>2</b>	critically consider the rights and needs of children and the role and responsibilities of their carers
<b>3</b>	present and analyse legislation relating to children and their education
<b>4</b>	develop transferable graduate skills
<b>5</b>	engage in investigation and research (for BA with Honours)
<b>6</b>	indicate major differences in children and critically consider responses to their circumstances
<b>7</b>	identify the development of the learning and thinking skills of children within the context of their education
<b>8</b>	detail the relationship between educational policy and practice.

<b>12. Programme Requirements</b>			
<i>There are optional modules on this programme Yes</i>			
<b>Level 6:</b>			
<i>In order to complete this programme a student must successfully complete all the following CORE modules (totalling 100 credits):</i>			
Module Code	Module Name	Credit Value	PLO(s) assessed
CHS301	Work Based Research Project	40	1, 2, 3, 4, 5, 6, 7, 8
CHS346	Equality and Diversity in Contemporary Society	20	1, 2, 3, 4, 5, 6, 7
CHS383	Leading Practice for Children and Young People	20	1, 2, 3, 4, 5, 6, 7
CHS387	Education and Society	20	1, 2, 3, 4, 5, 6, 7
<i>In order to complete this programme a student must successfully complete one Option module totalling 20 credits: Option modules available on this programme are as below: please note that there may be instances where not all options will be available.</i>			
Module Code	Module Name	Credit Value	PLO(s) assessed
CHS356	Creative Teaching and Thinking	20	1, 2, 3, 4, 5, 6, 7
CHS384	The Foundation Years	20	1, 2, 3, 4, 5, 6, 7
CHS386	Children, Young People and Digital Learning	20	1, 2, 3, 4, 5, 6, 7

CHS388*	The Foundation Years: Early Childhood Graduate Practitioner Competencies*	20	1, 2, 3, 4, 5, 6, 7, 8
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**\* Students select this optional module for the Early Childhood Graduate Practitioner Competencies degree route**

### 13. Employability

The programme contributes to the development of the following graduate attributes.

<b>Professional</b>	<p>This programme allows students to incorporate their own vocational and professional experiences into their studies in order to explore the relationship between theory and practice. Students are required to have had a minimum of two years work or voluntary experience in a relevant setting prior to the programme.</p> <p>The skills gained will help students when applying for graduate and higher level jobs within the early years, education and care sectors. For example, Higher Level Teaching Assistant and Key Workers.</p> <p>Postgraduate studies in teaching and social work is a progression route for some students as a further career development route, as well as Master degree options at the University of Sunderland and elsewhere.</p> <p>This programme will provide learning opportunities to enable the students to acquire the knowledge and understanding, skills and aptitudes necessary to undertake research in the social sciences and to produce graduates who are capable of successfully undertaking and completing research projects. It will also provide a qualification, which fully meets the learning outcomes at level 6 in the National HE Qualifications Framework.</p> <p>The degree has two pathways. One is the academic pathway to achieve the BA (Hons) Childhood and Society Studies, which is an attractive route for practitioners in the early years, education and care sectors.</p> <p>The other pathway offers both the academic and early childhood graduate status through the BA (Hons) Childhood and Society Studies with Early Childhood Graduate Practitioner Competencies. This is an attractive option for those students engaged in early years, with the university being the only regional provider where these competencies can be completed. An Early Childhood Graduate Practitioner will have met nine competencies through assessed placement tasks, observations of practice and academic assignments. They will understand the importance of:</p> <ul style="list-style-type: none"> <li>• Advocating for young children’s rights and participation</li> <li>• Promoting holistic child development</li> </ul>
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	<ul style="list-style-type: none"> <li>• Working directly with young children, families and colleagues to promote health, well-being, safety and nurturing care</li> <li>• Observing, listening and planning for young children to support their well-being, early learning, progression and transitions</li> <li>• Safeguarding and Child Protection</li> <li>• Inclusive Practice</li> <li>• Partnership with parents and caregivers</li> <li>• Collaborating with others</li> <li>• Ongoing professional development.</li> </ul> <p>This programme will be registered and linked to the Department for Education website.</p>
<p><b>Adaptable</b></p>	<p>Adult learning principles underpin the strategy aimed at empowering students to make the most of their University experience and take responsibility for their learning. During the welcome and induction period and throughout the programme, students will be informed of the range of services, curricular and extra-curricular facilities that are available at the University. Students will be advised that, consistent with adult learning principles, they will be expected to be active and independent learners, taking responsibility for their own learning. Hence, they will note that lectures are kept to a minimum; the learning and teaching approaches that will be used are aimed at empowering, enabling and facilitating students to be independent learners, having the confidence and skills to take responsibility for their learning, demonstrating self-direction, sound time management skills in completing tasks/assignments, developing transferable skills, linking theory and practice in creative and innovative ways and critically evaluating, synthesising and applying new learning to critically reflect and problem solve.</p> <p>In addition, students will be informed that they will submit their assignments electronically through Turnitin, which impacts positively on students' learning as it provides feedback on originality. Students will be able to check their presentation of references/citations and their similarity scores.</p> <p>High quality students' support is an integral and key component of the learning and teaching strategy. Students will be informed of the full range of help and support that are available at programme, Faculty and University levels.</p> <p>Students will be informed that their active engagement in the delivery of the programme is crucial so that through feedback and representation, their views are heard and acted upon. This strategy will ensure that their needs/aspirations (realistic and reasonable) are being met and provide the Programme Team with valuable information to monitor and continue improving the quality of the programme.</p>

	<p>Students are required to demonstrate self-reflection and reflective practice where appropriate and to demonstrate reflexivity in relation to rigorous exploration of their beliefs and behaviours as individuals who critically analyse situations and theory. It is recognised that not all subjects lend themselves to this approach, but the programme as a whole will present many opportunities for students to demonstrate these skills.</p> <p>The programme uses a range of assessment methods designed to match the learning outcomes being assessed and to offer students different methods of demonstrating their learning. These include methods such as written assignments, presentations, reports, academic posters, portfolios and a dissertation. There will be a strong emphasis on independent and problem based learning, critical analysis and the integration of theory, knowledge and research. Students will be provided with feedback on their assignments to help them prepare later assessments. The aim of the assignment methods used is to enable students to become confident in their ability to be self-directed, innovative in tackling and solving problems and autonomous in designing, implementing and evaluating tasks.</p>
<p><b>Engaged</b></p>	<p>The Virtual Learning Environment (VLE) (Canvas) eLearning portal will play a significant role in the students' experience. Learning resources and material from class-based sessions will be available through the virtual classroom. Students will also be encouraged to communicate with each other and staff via the VLE.</p> <p>Learning technologies will be utilised within and outside the classroom. My Module Resources (MMR) will be used for every module on Canvas. Working closely with the Liaison Librarian for Social Science will ensure that students receive an initial library welcome/induction. This will be followed up by a further tailored skills session focused on the dissertation module to ensure that all students are aware of the full range of print and electronic library resources that are available to support their studies. As well as how to access and utilise the full range of resources and their associated platforms to support their learning throughout the course. In addition, the Programme handbook will emphasise the importance of having a good grasp of the University Library and attending the Library Skills sessions.</p> <p>My Module Resources (MMR) and Skills for Learning (S4L) are both available via the Library website and also embedded into every Canvas module.</p> <p>MMR enables seamless digital access to key reading lists and offers information about the availability of individual resources. Where possible, an electronic version of key resources (books, chapters, journal articles, scanned extracts) will be made available online to enable instant multi-user access to key module resources from anywhere with an internet connection.</p>

Skills for Learning is a collection of e-learning resources, available online which enable students to independently develop their academic skills, an essential part of successful study both at university and for future employability. Academic skills include understanding academic language, questioning and thinking, finding and evaluating information, critical thinking, working with others and research skills. Learning materials include guides, videos and activities developed by Skills for Learning and released under the terms of a Creative Commons licence.

The teaching and learning methodologies are designed to encourage, over the duration of the programme, a greater independence within students for taking responsibility for their own learning. The balance of lectures and workshops, the varying uses of the VLE (including self-assessment exercises and asynchronous debates) and the incorporation of self-directed study into the modules all contribute to the development of independent learners. In addition, extra-curricular activities such as opportunities to attend university hosted public lectures and guest speaker's programmes encourage students to engage in activities which, although not assessed, contribute directly to their learning and to their career prospects.

Students will have access via the VLE to the Programme Handbook, including the aims and outcomes, and to all the modules which contain their aims and outcomes, so that they understand what they have to achieve to successfully complete them. The assessment methods used consist of both formative and summative elements; they are linked to the learning outcomes, which in turn inform the detailed feedback that students will receive.

The School of Social Sciences has a very good reputation with external examiners and with students for its fair and rigorous approach to assessment and constructive feedback, the latter is given through Turnitin. The same principle will be upheld in this programme.

Cohort identity will be addressed at the very beginning of the programme during the welcome and induction period. Throughout the programme students will be provided with opportunities to be part of the community of learning and develop networks, learn together with each other and staff, sharing knowledge, solving problems and exchanging ideas and frustrations. The VLE, as an interactive tool, will play a significant role in the development of the community of learning. Moreover, students will appoint their representatives who will ensure that their views, as a cohort, are heard and acted upon. Moreover, cohort identity will be further strengthened by students dealing with an identified staff member who will be the Programme Leader and with the

	<p>Programme Team who consist of academic, administrative and library staff.</p> <p>Staff involved in the delivery of this programme are fully supportive and committed to the Research Informed Curriculum. They are experienced practitioners and many are engaged in research activities through the Faculty's Centre for Applied Social Science (CASS). Staff will integrate relevant and recent research into sessions in order to enable students to have a critical understanding of the relationship between theory, research and practice, as well as exposing them to research informed teaching.</p> <p>The principle of Assessment for Learning (AfL) will underpin the assessment strategy. The ethos is that assessment is an educative process, designed to facilitate the student's personal, academic and professional development. The assessments have also been designed to ensure that there is a manageable and even spread in terms of workload. The assessment strategy is designed to reflect the range of module learning outcomes and includes the full range of approaches. The strategy is also designed to enable students to demonstrate their ability to apply their knowledge and understanding of the core research competencies, outlined in the Economic and Social Research Council (2009) Post Graduate and Training Guidelines <a href="https://esrc.ukri.org/skills-and-careers/doctoral-training/postgraduate-training-guidelines/">https://esrc.ukri.org/skills-and-careers/doctoral-training/postgraduate-training-guidelines/</a> to inform their research skills. Students will develop knowledge and critical understanding of research methodologies, write research proposals, critique existing research studies both generally and specifically, analyse quantitative and qualitative data, and develop and implement a small scale research study as the basis of their dissertation.</p> <p>Formative assessment is utilised throughout the programme and will take place through the adoption of a range of approaches which are detailed in the module descriptors, indicatively these approaches may include: group work, observations, individual or group presentations, student conferences, round table debates, blog/journal activities, discussion board questions and feedback, peer review, question and answer sessions, debriefing exercises, Socratic seminars, role play, progression tests, assignment discussion, case study activity and theory/practice related discussions.</p> <p>Summative assessment will be conducted for each module. The marking criteria will be followed throughout assessments. All assignments are designed to test students' understanding of theory and applied perspectives and their ability to use this appropriately to critically analyse and evaluate current practice and research.</p>
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**14. Additional Costs: Are there any additional costs on top of the fees?**

List any additional costs the students will have to meet and whether this is optional (eg an optional field trip) or essential (eg buying a lab coat). Give an estimation of the approximate cost which may be a range. This information should be replicated in the Module Guide and will be published on the course page. Please note for Apprenticeships, there should be no additional costs to students.

No, but all students buy some study materials such as books and provide their own basic study materials	√
Yes (optional). All students buy some study materials such as books and provide their own basic study materials. In addition there are some additional costs for optional activities associated with the programme (see above)	
Yes (essential). All students buy some study materials such as books and provide their own basic study materials. In addition there are some essential additional costs associated with the programme (see above)	

### 15. Version Control

**Programme Specifications are checked annually and updated when changes are made to the programme.**

Version Number		Date	Details of change	Author
V1	Document created	17/02/2020	Details transferred to new template and updated	Michael Elsy

## **PART B - PROGRAMME REGULATION/S**

**Name of programme:** Childhood and Society Studies/*Childhood and Society Studies with Early Childhood Graduate Practitioner Competencies*

**Title of final award:** BA Honours Childhood and Society Studies with Early Graduate Practitioners Competencies

**Interim awards<sup>1</sup>:** Ordinary degree in Childhood and Society Studies. *The BA Honours in Childhood and Society Studies is awarded to students who gain a degree under the University's progression regulations but do not meet the additional progression requirements specified below to meet (Professional, Statutory and Regulatory Body (PSRB) requirements. This is facilitated through the transfer of students from competency route to the non-competency route in the case of failure of the competency assessment at each stage*

**Accreditation:** BA with Honours with Early Childhood Graduate Practitioner Competencies is endorsed from 2019 by the Department for Education.

**University Regulation** (please state the relevant University Regulation): 4.2.1. *The overall pass mark for each module is 40%. To pass a module a student must also have submitted work for each element of assessment.*

**Regulations apply to students commencing their studies from** (please state the date / intake that these regulations will apply to students for each Stage):

<b>Regulations apply to students</b>	<b>Date the regulations apply</b>	<b>Intakes affected</b>
Stage 3	September 2019	2019/20

### **Stage 3**

#### **Optional modules**

*Choose modules to the value of 20 credits from the following list:*

Code	Title	Credits
CHS 388	<i>The Foundation Years: Early Childhood Graduate Practitioner Competencies</i>	20

**\*Students to transfer to module below if pass is not achieved for CHS 388**

Code	Title	Credits
CHS 384	<i>The Foundation Years</i>	20

#### **Progression Regulations**

*To meet the requirements of the Early Childhood Graduate Practitioner Competencies the following restrictions have been approved by Academic Board on the provisions of the university regulations:*

*Students must pass all core modules on the BA Honours Childhood and Society Studies, and must achieve an overall pass in the academic elements of assessment in modules CHS388 and pass both Competency assessments in order to pass the module.*

<sup>1</sup> Same as main award unless agreed otherwise at validation – eg to meet PSRB requirements