UNIVERSITY OF HULL

INTRODUCTION

Identifiers (e.g. a, b, c etc.) should be used throughout this document to indicate programme variants which will be advertised independently on UCAS. Pathways within programmes that do not constitute a unique award do not need to be identified formally in this way. Please note that part-time variants should always be given a separate identifier.

Examples of programme variants include:

a. BSc Computer Science (full-time) – *single honours degree*
b. BSc Computer Science (Part-time) – *single honours variant*
c. BSc Computer Science with a Year in Industry – *single honours variant*
d. BSc Computer Science with a Year Abroad – *single honours variant*
e. BSc Computer Science with a Foundation Year – *single honours variant*
f. BSc Computer Science (Games Development) – *single honours with pathway*
g. BSc Computer Science (Games Development) with a Foundation Year – *single honours with pathway with variant*
h. MEng Computer Science – *integrated masters*
i. MEng Computer Science (Games Development) – *integrated masters with pathway*
j. Diploma Computer Studies – *named exit award*
k. Diploma Computer Studies – *named exit award*
l. BSc Computer Science (Apprenticeship) – *apprenticeship variant to existing approved programme or new academic award created specifically for an apprenticeship*

A	GENERAL INFORMATION
1	**Partner institution** *Please state the name of the partner institution.*
	Craven College
2	**Programme awards and titles** *State the full list of proposed awards and titles for the programmes and all of their variants using indicators (e.g. a,b,c etc.) to identify each one. If a stage end award title must be different to the final award title, then please include details of this here.* *Note that for an Apprenticeship, this form relates specifically to the approval of the underpinning award only. You will be required to complete Annexe 1 in addition to details the overall Apprenticeship 'programme'.*
	a. BA Young Children's Learning & Development Top-up (full time) b. BA Young Children's Learning & Development Top-up (part time)
3	**Cluster to which the programmes and their variants belong** *If new, please state NEW. For existing clusters please state the rationale for inclusion.*
	New
4	**Type of programmes** *Please place the relevant programme identifiers (a, b, c etc.) against each programme type below.*

UG Single honours		
Integrated Masters		
PG Cert		
PG Dip		
Taught Masters		
Apprenticeship/Work Based Learning		
Dual Award		
Foundation Degree		*Please indicate articulation routes:*
Honours Stage (Top-up)	a, b	
Other		*Please detail:*
Is this programme being used to underpin a Higher/Degree Apprenticeship	N	*Please ensure that Annexe 1 is completed*

5	**Validation category**
	Please tick to indicate whether this is a Franchised, Consortium or Validated (set of) programmes.

Franchised	
Consortium	
Validated	✔

6	**UCAS codes**
	If known, please include the UCAS code for these programmes.

X305

7	**HECoS codes**
	If known, please include the appropriate HECoS codes for the programmes.

8	**Awarding Institution**

University of Hull

9	**Partner Institution Academic Areas**
	State the academic units/ subject areas that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes.

This course is delivered by staff in the Caring Professions Department.
The central HE Team are responsible for ensuring compliance with HE policies and maintenance of academic standards, and consistency of operational activities across the College.

	The management of HE at the College is overseen by the Scheme Management Board which is responsible for the development and oversight of the HE academic work of Craven College and will report on academic standards to the Principal and the Board of Governors.
10	**Partner Institution Programme Leader's name and email** *Please identify one lead person per programme.*
	Victoria Smith vsmith@craven-college.ac.uk
11	**University Link Faculty and Academic Unit** *Please state the primary link faculty and academic unit at the University of Hull*
	Faculty of Arts, Cultures and Education, School of Education
12	**University Link Faculty Academic Contact** *Please provide a contact name, title, address, email and telephone number*
	TBC
13	**Locations of delivery** *Using the relevant programme identifiers (a, b, c etc.), please indicate the locations of delivery of each programme.*
	<table><tr><td>Hull</td><td></td></tr><tr><td>Off campus UK</td><td></td></tr><tr><td>Off campus overseas</td><td></td></tr><tr><td>Online</td><td></td></tr><tr><td>Other (please specify) Craven College</td><td>a, b</td></tr></table>
14	**Types of Study** *Please place the relevant programme identifiers (a, b, c etc.) against each type of study.*
	<table><tr><td>Full-time</td><td>a, b</td></tr><tr><td>Part-time</td><td>a, b</td></tr></table>
15	**Modes of study** *Please place the relevant programme identifiers (a, b, c etc.) against each mode of study.*
	<table><tr><td>On campus/blended</td><td>a, b</td></tr><tr><td>Blended (face-to-face & online)</td><td></td></tr><tr><td>Distance-taught (online only)</td><td></td></tr><tr><td>Distance-taught (flying faculty)</td><td></td></tr><tr><td>Off-campus delivery</td><td></td></tr><tr><td>Other (please specify)</td><td></td></tr></table>

16	**Duration**
	Using the relevant programme identifiers (a, b, c etc.), please indicate the total number of years that students will be registered on each programme and its variants e.g. 3 years full-time, 6 years part-time.
	For apprenticeships, please also indicate the total apprenticeship programme duration for clarity – e.g. 36 months for underpinning award, total programme duration of 40 months including End Point Assessment (EPA)
	a. 1 year full time b. 2 years part time
17	**Trimesters**
	Please place the relevant programme identifiers (a, b, c etc.) against each trimester to be used.

Trimester 1 – T1	a, b
Trimester 2 – T2	a, b
Trimester 3 – T3	

18	**Number of weeks per academic year**
	Using the relevant programme identifiers (a, b, c etc.), please indicate the number of weeks per trimester each programme and variant will use and the total number of weeks per academic year.
	a & b: T1: 14 teaching weeks, plus an induction week T2: 14 teaching weeks, plus a careers week
19	**Balance of credits across trimesters**
	Using the relevant programme identifiers (a, b, c etc.), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per trimester.
	Modules of study are each 20 credits, other than the Dissertation module which is 40 credits a: FT study T1: 60 credits (students begin study of the Dissertation module) T2: 60 credits b: PT study T1: 20 credits T2: 40 credits T3: 20 credits T4: 40 credits
20	**Classification weighting**
	Using the relevant programme identifiers (a, b, c etc.), please indicate the classification weighting for each programme and variant, e.g. 30:70 (Diploma:Honours).
	a & b: 100% level 6
21	**Progression arrangements for Integrated Masters and/or Preliminary Stage**
	Using the relevant programme identifiers (a, b, c etc.), please indicate the point at which students can step on/off the Integrated Masters and what rules govern this (e.g. students must achieve a minimum of 60% at Level 5 to progress onto the Integrated Masters).

	N/A
22	**Professional, Statutory or Regulatory Bodies** *Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate.*
23	**Relevant Subject Benchmark Statements** *State those subject benchmarks that are most relevant to the programmes and have been drawn upon in its design. It may be appropriate to use more than one QAA Subject Benchmark Statement, in which case give details. In those cases where no subject benchmarks apply, not applicable should be entered as opposed to omitting the section or leaving it blank. QAA subject benchmark statements exist for Honours degrees in most disciplines, and for Masters degrees in a small number of disciplines.*
	QAA Early Childhood Studies 2019 Department for Education Statutory Framework for the Early Years Foundation Stage (March 2021)
24	**Other references used in designing the programmes** *e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.*
	This course seeks to provide local students the opportunity to Top-Up their Foundation Degree to a full Honours Degree. Links with the sector are utilised to engage with prospective students and the progression routes are highlighted.
25	**Anticipated student numbers** *Please indicate using the relevant programme identifiers (a, b, c etc.) the anticipated cohort numbers for the first three years' intake onto each programme.*

Identifiers	First intake		Second intake		Third intake	
	Home/EU	Overseas	Home/EU	Overseas	Home/EU	Overseas
a and b combined	8	N/A	10	N/A	12	N/A

26	**Minimum number of students** *Please indicate the minimum number of students required for this programme(s) in order to allow for the use of optional modules within the programme design.*
	8 (a and b combined)
27	**Programme cohort start dates** *Using the relevant programme identifiers (a, b, c etc.), please indicate the cohort start dates for each programme and variant.*

T1 – 2021	a, b
T2 – 2021	
T3 – 2021	

B	**PROGRAMME DESIGN** *Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a, b, c etc.) allocated in section A2 of this form.*
28	**Programme Rationale and Overview** *Provide a brief introduction to and rationale for the programmes, identifying the distinctive/salient features and the 'big ideas' that thread through their design. Please identify three to five high level 'big ideas' articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in social science, to becoming an emergent social scientist, or leaving with a degree in design to becoming an emergent designer?*
	The programme is a Bachelors Degree top-up course designed for those already in practice and seeking to further a career in the field of childcare and education such as early years leadership or management, teaching qualifications or further studies such as Masters degrees. The programme will support those who wish to develop a range of skills and knowledge to enable them to become more effective early years practitioners and those seeking management positions or continuing professional development. It intends to provide pathways for lifelong learning and the opportunity to progress to other qualifications such as Post Graduate Certificate of Education (PGCE), Early Years Teacher Status (EYTS) or Qualified Teacher Status (QTS) course. The Programme continues the two themes of the FdA in Young Children's Learning & Development: the development, care and education of children from 0-7 and the personal and professional development of practitioners, the key aspects being the understanding of child development and children's learning. The course integrates academic and work-based learning through close collaboration between employers and programme providers, enabling students to develop the skills and knowledge relevant to employment and management in early years. This is carried out by building on the skills from the FdA and seeks to add further depth to practitioner skills in reflection, creativity and working collaboratively, to prepare them for the fast-changing sector. Key throughout is the development of research skills and reflective practice and provides the opportunity to progress to a range of professions such as teacher training, child psychology, social work, policing, playwork and early years management. These skills further support the knowledge that practitioners require at leadership and management levels such as deep understanding of frameworks, legislations, polices and guidance that are required for the sector. The BA (Hons) top-up course meets the needs of local people who have returned to education after some years out, and do not want to study at university full time due to family commitments, work commitments or financial concerns. Studying in smaller groups in comparison to a university provides support for those who may not yet confident in their own learning abilities. Past students have progressed to teacher training through SCITT or PGCE, then to Masters degrees. Some have been given the confidence to become leaders and managers of settings and others have progressed to other professions for example police training and social work.
29	**Programme Aims** *As a guide, you should have four to six programme aims.* *Please remember to include any additional programme aims for the programme variants listed on this form using the identifiers allocated in section A1 of this form.*

	• Develop skills, knowledge and understanding relevant to practitioners working with children, such as reflection, creativity and working collaboratively. • Add depth to practitioner academic knowledge, understanding and skills of critical evaluation and reflection using a range of different data and sources, in a way which supports the development of their vocational, managerial and professional skills, to provide practitioners with the tools required to broaden their career opportunities • Encourage practitioners to consider the effect of current and emerging policy, guidance and initiatives, such as the Early Years Foundation Stage and the Primary National Curriculum on their practice, to enable them to take a principled approach to their work with children • Develop practitioner understanding of the importance of carrying out ethical action research within the early childhood sector
30	**Programme Outcomes** *As a guide you should have six to eight programme outcomes.* *Please remember to include any additional programme outcomes for the programme variants listed on this form using the identifiers (a, b, c etc.) allocated in the Award section. Where relevant, please cross-reference your programme outcomes to the relevant QAA subject benchmark statements and professional, statutory and regulatory body requirements.* *Programme outcomes reflect the overall expectations of student learning for a full programme award. Consideration must also be given in their design to the expectations of student learning at each programme stage. At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.* *Reference: University of Hull Learning Outcomes Tool*

On successful completion of this programme, students will be able to:

POs	Programme Outcome Text	Programme/ Variant Identifier
PO1	Critically appraise the underlying concepts, theories and pedagogical approaches, in order to develop an in-depth understanding of different curriculum for children from birth to seven years.	a, b
PO2	Reflect upon and critically evaluate current and historically significant sector issues, polices, principles, values and research, in regard to children from birth to seven years.	a, b
PO3	Critically evaluate and communicate ideas, arguments and analysis effectively, in order to problem solve and justify any decisions made using a range of media tools.	a, b
PO4	Conduct research projects involving children from birth to seven years in an ethical manner, completing all aspects of the research process and demonstrating an anti bias approach.	a, b

	PO5	Work effectively within statutory and regulatory requirements, alone, with teams and within the wider context, to support children's individual development and learning.	a, b	
	PO6	Critically analyse knowledge of child development and learning to aid the self-reflection process, in order to build on own professional development.	a, b	
	PO7	Work professionally within current statutory and regulatory guidelines to promote Children's Rights and work effectively to support young children, their wider family unit and other practitioners	a, b	
	PO8	Reflect upon own attitudes, values, knowledge and behaviours and evaluate their impact on working with young children and on their own performance as a leader or manager.	a, b	
31	**Learning and Teaching Approach** *Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching, but should provide an explanation as to how you will teach and students will learn and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed pedagogic approach is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to learning and teaching (disciplinary pedagogies) that will underpin the educational experience of the programmes and will support the types of students that you are expecting to attract.*			

The teaching is delivered through lectures, seminars, presentations and tutorials. Students' learning is supported through discussion, presentations, individual and group tasks, independent reading and writing. Reflection on workplace practices linked to policies, theories and initiatives further develops the students' knowledge and understanding about children's learning and development.

Assessments include written tasks (for example essays, reports, portfolios and reflective journals) and presentation tasks.

Teaching includes the presentation of different theoretical interpretations and published reports concerning sector issues. Students engage in debates about the relative merits of alternative views through discussion and in written tasks. Investigations and research are undertaken by students in the workplace in order to provide an appropriate context for their learning. Students are provided with opportunities to apply the skills of critical analysis to workplace policy and practice, and to develop recommendations with justifications.

Modules include investigations based in the workplace, including consideration of policies, practice and the collection of data for research projects. Students consider how to conduct research projects in an ethical manner and what it means to embrace an anti-bias approach, inclusivity and integrated practice. There are opportunities for students to compare the approach taken in the workplace, to those offered in other settings, through visits and discussions focused on sharing good practice and professional development.

The teaching of level 6 study skills is embedded throughout the programme to enable the students to become more effective in their time management and to further develop academic reading and writing skills. The discussion of set readings and sector issues supports the development of critical analysis and evaluation. Through completing assignment tasks students identify problems, make recommendations and consider effective team working. Techniques of reflection are taught and used by students to meet the requirements of modules particularly in relation to own practice, including consideration of the impact

	of own attitudes, values and behaviour on others. The importance of effective communication is emphasised in both written and presentation tasks.
32	**Assessment Approach** *Please outline your proposed approach to assessment. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.*
	A range of assessment methods are used to ensure that academic, vocational and transferrable employability skills are developed and assessed. Assessments include work-based portfolios and audits to support vocational practice, presentations that develop and assess verbal communication, and essays, exams and research projects that develop the skills required for study at level 6 and beyond. Application of models of reflection are assessed at this level, initially in relation to their own practice including consideration of the impact of own attitudes, values and behaviour on others, then building to wider reflections on child development and practice within and beyond their own settings. The majority of assessments relate to the workplace, and encourage students to apply underlying theory, identify problems and make recommendations while reflecting on best practice. Research skills are assessed through the dissertation where students are supported to conduct a small scale study based on the learning and development of children from birth to seven years of age.
33	**Key Areas of Study** *Please describe the key topics and foci of study of the programmes proposed on this form. This information can potentially be used as a basis for additional programme marketing material, so please keep the target audience of students in mind.*
	The Reflective Practitioner module aims to develop the skills of an early years practitioner through reflective practice, with a focus on policy and provision for young children. It will include a visit to an alternative setting to enable comparisons to be made with their own practice. Children's Learning and Development: Theory & Practice will link theory to practice and build on previously acquired knowledge and skills to support children's learning and development. It will include observation, assessment and planning of children's learning in a chosen area of interest in the workplace. The Leadership & Management module will give students knowledge of a broad range of management and leadership theory enabling them to analyse what skills are required in leading a team forward. It will require students to reflect on a period of change in the workplace to assess skills developed. Working with Children & Families in Twenty-First Century England will give students an overview of how the role of the early years practitioner has developed historically, taking into account social policy and both national and international perspectives, to evaluate how it has impacted on current practice in the workplace. The Dissertation module is the opportunity for students to analyse in depth a current or emerging issue in the subject sector of interest to the student.

34	**Curriculum Structure**
	In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:
	• *Progression: how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy;*
	• *Coherence and Integrity: the overall coherence and intellectual integrity of the programmes and student experience.*
	Note: A diagrammatic structure is often helpful to establish the composition of a programme.

The programme modules have been designed to build upon the skills and knowledge gained in the FdA Young Children's Learning & Development and prepares students for the next stage in their careers. The Reflective Practitioner module alongside the Dissertation provides students with the opportunity to build upon their own development needs through reflective practice, with a focus on policy and provision for young children. The Reflective Practitioner module is studied during semester one, alongside the Working with Children and Families in Twenty First Century England module, allowing students to build upon the knowledge and skills gained. Working with Children and Families in Twenty First Century England provides students with the historical knowledge of the role of the early years practitioner and how the sector has evolved, which then leads into the Leadership and Management module where students will be provided with a broad knowledge of the theory and practice involved within these roles. Children's Learning and Development: Theory and Practice is a module that provides students the opportunity to share their knowledge and skills with their peers in the sector, by creating a resource based on a topic of interest.

Full time

Level 6 modules	Semester
The Reflective Practitioner	1
Children's Learning and Development: Theory & Practice	2
Leadership & Management	2
Working with Children & Families in Twenty-First Century England	1
Dissertation	1 and 2

Part-time

Year 1	Semester
The reflective practitioner	1
Children's Learning and Development: Theory and Practice	1
Leadership and management	2
Year 2	Semester
Working with Children and families in the 21st century	1
Dissertation	1 and 2

35	**Compensation/Condonement rules**
	Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are core for each programme and variant (i.e. modules defined as core in the curriculum map).

	None
36	**Internationalisation** *'Internationalisation is a key feature of the UK HE agenda [and…] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society' (HEA, 2014). Please outline the programmes' approaches to internationalising the curriculum.*
	Students and practitioners within the early years sector can become very focused on their own practice and lack awareness that the system within the UK is not applied everywhere. Teaching within modules aims to introduce alternative international approaches to students, as well as an awareness of different cultures and attitudes to child development. This is enhanced by guest speakers with experience of early years education abroad, previous sessions have included Reggio Emilia and early years education in Hungary.
37	**Inclusivity** *Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine protected characteristics as outlined in the Equality Act 2010. All publicly funded educational institutions are required to meet the Single Equality Duty 2011.* *All University of Hull programmes should be inclusive by design. Inclusive teaching learning and assessment design facilitates the successful practice and application of the specific competencies of the module/programme, irrespective of a students' background or individual characteristics (as they are defined in the Equality Act). This is integral to our anticipatory duty to break down barriers to learning for students with protected characteristics and our obligation as a publicly funded institution to the Single Equality Act (2011)* *Inclusive curriculum attempts to break down structural inequality, it is decolonised (note decolonising curriculum works to the benefit of all students, including those underrepresented in HE), physically accessible, and allows for student feedback and opportunity to co-design curricula content and models of delivery. Where there is a part time pathway, please ensure the programme design is accessible, equal and inclusive for both full time and part time students.*
	The College aims to provides an inclusive learning environment and to provide equality of opportunity for all to access, succeed in and progress from higher education. Equality, Diversity and Inclusivity across the College is monitored by the Equality and Diversity Committee and actions and progress are summarised in the Equality, Diversity and Inclusivity Annual Report. At HE the College has an OfS Access and Participation Plan monitored and actioned by the College's Student Opportunity Monitoring Group and at course level within Progress Reviews. In addition to their academic teaching all HE students receive 1:1 tutorials and have access to the College Counselling service and 1:1 study skills support. either in person or via TEAMS The nature of the industry means that equality and inclusivity is considered throughout the curriculum. The make-up of the cohort, continuation and success rates are monitored and discussed at Progress Reviews and within the Annual Monitoring Reports.
38	**Employability** *Please outline the approach taken by the programmes to engage students in gaining employability skills.*
	All programmes are designed with a vocational focus and input from industry. All students have access to the College's Careers Team, HE Careers MOODLE and a dedicated cross-College HE careers focussed week.

	Employability skills are embedded within course programmes and at L6 management skills are introduced to build on the vocational skills developed on the FD. The course design allows students to develop the wider skills needed to enhance employability for example tasks allow them to propose a change within a setting which exposes them to the skills required to lead and manage a setting or a team of practitioners. In the module Children's Learning and Development: Theory and Practice the student produces a resource based on a chosen topic to support other practitioners within the setting. This enables the student to display their skills in training and delivery which may not be seen in the day to day running of the setting. Further to this, students have the opportunity to signpost and support others practitioners in their continuous professional development by utilising the wider reading skills they will develop during the course.
39	**Student engagement in curriculum and pedagogic design** *Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.*
	All students are asked to complete an evaluation form on completion of a module of study and this includes suggestions for improvement. The team discuss these suggestions and create a "you said, we did" document. This process has led to minor changes such as in the delivery of teaching to larger changes such as the method of assessment. During the end of course focus groups students are asked about the course content, assessment and employability skills which are considered by the programme teams during the annual reporting process. In addition, students were surveyed in 2020, to gain an insight into their input into the development of the blended learning approach.
40	**Ethical issues and risk** *Programmes may deal with issues that are sensitive or involve ethical considerations. Our institutional duties of care extend to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate).*
	The programme team complete annual mandatory training on safeguarding, GDPR and wellbeing and will consider ethical issues within the module planning. Where discussions relating to ethical considerations and sensitive issues arise e.g. relating to a student's own experience or workplace, module staff will remind students that issues discussed within lectures are confidential and recordings will be turned off. All dissertation students will receive taught input and have taught sessions that discuss ethical approaches to research. All students will be referred to the BERA (2018) Ethical Guidelines and be expected to complete a Research Ethics Approval form. The chair of the Scholarly Activity Group will consider and approve the Research Ethics Approval Forms. Should there be any concerns, the chair will return the Research Ethics Approval Form to the student for amendment and inform the tutor concerned. Students may not commence their research until approval has been given. Ethical concerns raised by Approval Forms will be taken to the Scholarly Activity Group for further discussion. All College facilities and activities are risked assessed. Any external visits are applied for using the central College visits procedure, these include risk assessments for the venue and the activities, no visit can be undertaken without approval. All research projects have to be approved by a tutor and risk assessment forms completed with the student where appropriate.

41	**Sensitive issues and safeguarding**
	Universities develop and deliver programmes which deal with issues that may be sensitive or require students to explore issues which may be potentially controversial, for example relating to child abuse, sexual violence, radicalisation and terrorism. As with research, our institutional duty of care extends to all involved in learning and teaching and all related activities which staff and students may engage with. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed to ensure a safe environment is maintained for all concerned.
	All staff are required to complete mandatory annual safeguarding training. Sensitive information regarding work placements is frequently discussed and the boundaries and expectations are established with the students at the start of the academic year. All students present must to give their permission for a session to be recorded, and recordings are stopped if confidentiality issues arise. With written reports, the students receive input on the use of photographs and work placements, staff and children are not identified by name. Completed work is only used for assessment purposes. Safeguarding requirements as a practitioner are embedded throughout and issues around work place behaviours and discussions around the dual role as employee and student are discussed.
42	**Other information/programme special features**
	Please provide any other information about these programmes not included above. This may include information about field trips and their arrangements, special opportunities on offer for students (e.g. forest schools qualifications) and specific student support arrangements associated with these programmes.
	The programme is ideal for those already in practice and seeking to further a career or move into management in the field of childcare and education. Students will be encouraged to consider their qualities, interpersonal skills and areas for personal development, which has helped many of our students gain workplace promotions. The programme may also appeal to those wishing to apply to a Post Graduate Certificate of Education (PGCE) or Qualified Teacher Status (QTS) course, or a Masters degree course. A benefit of this programme is that it integrates academic and work related learning, through close collaboration between employers and programme providers, allowing students to gain a valuable network of contacts through College study. Previous students have attended the Early Years Forum which has been developed to provide a regional focus for sharing good practice and interpretation of policy changes in a sector that is subject to continual government initiatives.
C	**RECRUITMENT AND ADMISSIONS INFORMATION**
43	**Proposed marketing strategies**
	Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.
	Marketing material to be distributed through the network of employers already linked to the College through FE student placements and HE employment.
44	**Academic entry requirements**
	Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariff.
	• Completion of the FdA Young Children's Learning & Development at Craven College • Criteria for admission at level 6 for external applicants Students with full level 5 qualifications in a relevant subject area are encouraged to apply. Applicants external to Craven College will be required to provide evidence of their level 5 qualification, including

	modules studied and learning outcomes, to ensure that the student's prior learning is compatible with this course.
	Other entry requirements *e.g. relevant IELTS score, Disclosure and Barring Service etc.*
	None
D	**IMPLEMENTATION STRATEGY**
46	**Implications for other areas of the Partner Institution** *Using the relevant programme identifiers (a,b,c etc.), please indicate any requirements that may impact on other areas of the partner institution. Please discuss these with the relevant service area before completing this form.*
	<table><tr><td>Estates:</td><td></td></tr><tr><td>Library:</td><td></td></tr><tr><td>Admissions:</td><td></td></tr><tr><td>Careers:</td><td></td></tr><tr><td>Visa Compliance:</td><td></td></tr><tr><td>Other (*Please specify*):</td><td></td></tr></table> N/A this course has been delivered by the College since 2013. No additional costs, other than the annual updating of resources.
47	**Existing programmes/students affected by this proposal** *Please state here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, please attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes.*
	N/A
E	**POST PROGRAMME OPPORTUNITIES**
48	**Progression opportunities to further academic or professional programmes** *Please list progression opportunities in your own or other institutions. If none exists, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?*
	Upon successful completion of the BA (Hons) in Young Children's Learning & Development, students may apply to a Post Graduate Certificate of Education (PGCE) or Qualified Teacher Status (QTS) course, or a Masters degree course at other institutions.
49	**Employment opportunities** *Please state areas of employment that graduates of these programmes will typically enter. You may wish to contact the careers team for guidance in this area. You may also wish to refer to Destinations of Leavers in Higher Education (DELHE) data.*
	The majority of students studying this course are already employed in the industry. Completion of the course provides the opportunity to progress into leadership and management within the sector or related industries. Many students choose to continue their studies alongside working in their current roles where possible.

F	**CURRICULUM MAPS**
	Please create curriculum maps which detail the programmes/variants that you are validating. Each map should begin with the title of the programme/variant and the relevant programme identifiers.
	*In **Columns 1-3**, please list all programme modules taught at each stage, the level at which they are taught and the modular credit value.*
	*In **Column 4**, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.*
	*In **Column 5**, please indicate against each of the programmes and pathways listed on this form which modules are Core (Co), Compulsory (Cm)or Optional (Op) **
	*In **Column 6**, please identify which modules contribute to the achievement of programme learning outcomes*
	*__*Definitions:__*
	CORE module - this is a module that is fundamental to the degree programme and must be studied. It cannot be compensated or condoned.
	COMPULSORY module - this is a module which must be studied to successfully complete a particular degree programme. It can be compensated or condoned, subject to regulations.
	OPTIONAL module - this is a module that a student may choose to study as part of their degree programme.
	ELECTIVE module – this is a module that a student may choose to study as part of their degree programme. It cannot be compensated or condoned.
	Note:
	• *There should be no optional modules at Level 4 (unless an exemption request has been approved by EPC).*
	• *Optionality should be minimised throughout the programme.*
	• *Faculty Education and Student Experience Committee (FESEC) is the final arbitrator of any disagreements regarding the level of optionality in a programme.*
	• *Levels of optionality should be clearly linked to the number of students taking the module.*

KEY:	
P/V= Programme or Variant	*PO = Programme Outcome*
PW = Pathway	*T1,2,3 = Trimester 1,2,3*
Co = Core Module	*Cm = Compulsory Module*
Op = Optional Module	*El = Elective Module*

F1	UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS

Programme/Variant Titles and Identifiers: BA Young Children's Learning & Development
a,b

1	2	3	4	5		6							
Module Title	Level	Credit	Assessment Method *(e.g. exam, essay, presentation)*	P/V	PW1	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Honours Stage													
T1													
The Reflective Practitioner	6	20	Reflective journal	a,b			X		X		X	X	
Children's Learning and Development: Theory & Practice	6	20	Portfolio	a,b		X		X			X	X	
T2													
Leadership & Management	6	20	Literature review Presentation	a,b			X		X	X		X	X
Working with Children & Families in Twenty-First Century England	6	20	Essay	a,b		X	X						X
Dissertation	6	40	Academic Poster Presentation Research Report,	a,b					X		X		