Programme specification

1. Overview/ factual information

Programme/award title(s)	FD Children's Care, Learning and Development
Teaching Institution	Leeds City College
Awarding Institution	The Open University (OU)
Date of latest OU validation	
Next revalidation	November 2021
Credit points for the award	240
UCAS Code	L521
Programme start date	September 2017
Underpinning QAA subject benchmark(s)	Early Childhood Studies 2007 (ISBN 978 1 84482 776 3) 2007 FD Qualification Benchmarks 2010.
Other external and internal reference points used to inform programme outcomes	National Occupational Standards- To reflect the suite of NOS for Children's Care, Learning and Development. QAA Subject benchmarks for Early Childhood Studies 2014.
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	2 years full time and part time
Dual accreditation (if applicable)	
Date of production/revision of this specification	February 2017

2.1 Educational aims and objectives

The overall aims of the programme are to:

- Develop a range of technical, professional, vocational, employability, transferable and key skills for those working or entering the childcare and education workforce (0-8 years), appropriate to the level of the award.
- Develop lifelong, independent and reflective learners.
- Enhance the employability and career prospects of learners within the childcare and education sector.
- Produce capable and well-rounded graduates who will contribute to the childcare and education skill base of the local economy and region.
- Prepare suitably qualified and knowledgeable graduates with the ability to work towards the changing requirements for Early Years Practitioners.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The Foundation Degree Children's Care, Learning and Development forms the first two years of the undergraduate degree. Students can exit the award at level 4 with a Certificate in Higher Education or complete the full Foundation Degree. On completion of the FD Children's Care, Learning and Development, or the FD Supporting Teaching and Learning, with an average grade of 55%, students have the opportunity to progress onto the BA (Hons) Children and Young People's Care and Education top up.
All students have an induction onto the FD programmes and again onto the Top up award.

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Critically appraise a range of relevant and conflicting theories, concepts and principles relating to care, development and education. **A2** Critically analyse key values and principles associated with personal and professional development in relation to childcare and education in the private, public and voluntary sectors. **A3** Analyse, evaluate and interpret a wide range of data, including observations, in order to relate key principles to childcare and education. **A4** Analyse and appraise childcare and education principles when communicating with children, parents/carers, colleagues and other relevant professional agencies.	The assessments within the programme have been designed with the demanding role of supporting children and young people through their development and learning in contemporary society. The assessment process is an essential element of the programme design and utilises a variety of methods to support and enhance the module design and structure. Some modules are linked to allow the application of theory to practice to be assessed. This builds employability skills of the workforce. ● Observation and planning for children and young people's learning is a basic skill that is required for the professionals working in this field alongside effective communication skills with a range of people. Students will be encouraged to make links between what they observe in practice and the supporting theory about children's learning and development. ● Case studies enable the students to look holistically at a case and evaluate interventions and initiatives designed to raise the achievement of children and young people. They can then plan and make suggestions for implementing and improving individual plans for children and young people. ● Presentations develop students' confidence in speaking to others. It enables students to share research and findings with each other and develop this best practice within their workplace. This provides confidence in speaking about a given topic which is an essential requirement for many interview processes. ● Students will take part in discussions, seminars, peer review and evaluations on an on-going basis. They are encouraged to share good practice from their work placement opportunities with their peers in group work, discussions and seminar groups. There are opportunities to share these with their mentors and colleagues at work and reflect upon their learning. These build the reflective and reflexive practitioner

skills that are essential components of those supporting children's development and learning. Over the course of the study programme these skills will enable the students to develop their levels of responsibility and autonomy working within the required levels of supervision for the job role involved.
● Formative feedback is integral to the teaching, learning and assessment strategy of the course.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Analyse the impact of the application of new knowledge and understanding to ethical work practices within the childcare and education sector. **B2** Critically evaluate and discuss the application of theory to key childcare principles and values. **B3** Use research critically and effectively to develop own practice in the childcare and education sector.	The assessments within the programme have been designed with the demanding role of supporting children and young people through their development and learning in contemporary society. The assessment process is an essential element of the programme design using a variety of methods to support and enhance the module design and structure. Some modules are linked to allow application of theory to practice to be assessed; this builds employability skills of the workforce. ● Observation and planning for children and young people's learning is a basic skill that is required for the professionals working in this field alongside effective communication skills with a range of people. Students will be encouraged to make links between what they observe in practice and the supporting theory about children's learning and development. ● Case studies enable the students to look holistically at a case and evaluate interventions and initiatives deigned to raise the achievement of children and young people. They can then plan and make suggestions for implementing and improving individual plans for children and young people. ● Presentations develop student's confidence in speaking to others. It enables students to share research and findings with each other and develop this best practice within their workplace. This provides confidence in speaking about a given topic which is an essential requirement for many interview processes. ● Students will take part in discussions, seminars, peer review and evaluations on an

on-going basis. They are encouraged to share good practice from their work placement opportunities with their peers in group work, discussions and seminar groups. There are opportunities to share these with their mentors and colleagues at work and reflect upon their learning. These build the reflective and reflexive practitioner skills that are essential components of those supporting children's development and learning. Over the course of the study programme these skills will enable the students to develop their levels of responsibility and autonomy working within the required levels of supervision for the job role involved.

● Formative feedback is integral to the teaching, learning and assessment strategy of the course.

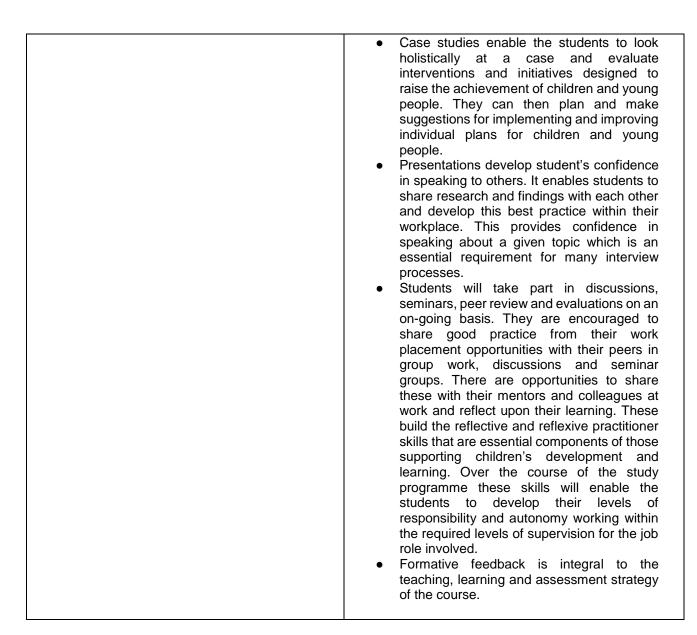| 3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Develop autonomy and independence within a childcare or education setting with limited need for supervision, whilst adhering to codes of confidentiality and ethical work practices. **C2** Reflect on personal value systems, development and practices and compare these with alternative systems in childcare and education. **C3** Critically evaluate practical situations in childcare and education using appropriate tools and methods in relation to the private, public and voluntary sectors.	The assessments within the programme have been designed with the demanding role of supporting children and young people through their development and learning in contemporary society. The assessment process is an essential element of the programme design using a variety of methods to support and enhance the module design and structure. Some modules are linked to allow application of theory to practice to be assessed; this builds employability skills of the workforce. ● Observation and planning for children and young people's learning is a basic skill that is required for the professionals working in this field alongside effective communication skills with a range of people. Students will be encouraged to make links between what they observe in practice and the supporting theory about children's learning and development. ● Case studies enable the students to look holistically at a case and evaluate interventions and initiatives deigned to raise the achievement of children and young people. They can then plan and make suggestions for implementing and improving individual plans for children and young people. ● Presentations develop student's confidence in speaking to others. It enables students to

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- Formative feedback is integral to the teaching, learning and assessment strategy of the course.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Communicate effectively with children, parents/carers, colleagues and other relevant professional agencies within the childcare and education sector. **D2** Demonstrate habits of critical reflection in own practice in childcare and education and begin to modify actions appropriately **D3** Demonstrate an effective contribution to team working.	The assessments within the programme have been designed with the demanding role of supporting children and young people through their development and learning in contemporary society. The assessment process is an essential element of the programme design using a variety of methods to support and enhance the module design and structure. Some modules are linked to allow application of theory to practice to be assessed; this builds employability skills of the workforce. - Observation and planning for children and young people's learning is a basic skill that is required for the professionals working in this field alongside effective communication skills with a range of people. Students will be encouraged to make links between what they observe in practice and the supporting theory about children's learning and development.

● Case studies enable the students to look holistically at a case and evaluate interventions and initiatives designed to raise the achievement of children and young people. They can then plan and make suggestions for implementing and improving individual plans for children and young people.
● Presentations develop student's confidence in speaking to others. It enables students to share research and findings with each other and develop this best practice within their workplace. This provides confidence in speaking about a given topic which is an essential requirement for many interview processes.
● Students will take part in discussions, seminars, peer review and evaluations on an on-going basis. They are encouraged to share good practice from their work placement opportunities with their peers in group work, discussions and seminar groups. There are opportunities to share these with their mentors and colleagues at work and reflect upon their learning. These build the reflective and reflexive practitioner skills that are essential components of those supporting children's development and learning. Over the course of the study programme these skills will enable the students to develop their levels of responsibility and autonomy working within the required levels of supervision for the job role involved.
● Formative feedback is integral to the teaching, learning and assessment strategy of the course.

Stage Outcomes at Level 4
Intended learning outcomes listed below.

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Describe, explain and use key theories, concepts and principles relating to care, development and education.	The assessments within the programme have been designed with the demanding role of supporting children and young people through their development and learning in contemporary society. The assessment process is an essential element of the programme design and utilises a variety of methods to support and enhance the module design and structure. Some modules are linked to allow the

A2 Apply knowledge of the relevant academic theory and principles underpinning skills development associated with personal and professional development in relation to childcare and education in the private, public and voluntary sectors.

A3 Select, assess, evaluate and interpret a range of data, including observations, in order to relate key principles to childcare and education.

A4 Discuss the underpinning principles when communicating with children, parents/carers, colleagues and other relevant professional agencies.

application of theory to practice to be assessed. This builds employability skills of the workforce.

- Observation and planning for children and young people's learning is a basic skill that is required for the professionals working in this field alongside effective communication skills with a range of people. Students will be encouraged to make links between what they observe in practice and the supporting theory about children's learning and development.
- Case studies enable the students to look holistically at a case and evaluate interventions and initiatives designed to raise the achievement of children and young people. They can then plan and make suggestions for implementing and improving individual plans for children and young people.
- Presentations develop students' confidence in speaking to others. It enables students to share research and findings with each other and develop this best practice within their workplace. This provides confidence in speaking about a given topic which is an essential requirement for many interview processes.
- Students will take part in discussions, seminars, peer review and evaluations on an on-going basis. They are encouraged to share good practice from their work placement opportunities with their peers in group work, discussions and seminar groups. There are opportunities to share these with their mentors and colleagues at work and reflect upon their learning. These build the reflective and reflexive practitioner skills that are essential components of those supporting children's development and learning. Over the course of the study programme these skills will enable the students to develop their levels of responsibility and autonomy working within the required levels of supervision for the job role involved.
- Formative feedback is integral to the teaching, learning and assessment strategy of the course.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Apply new knowledge and understanding to ethical work practices within the childcare and education sector. **B2** Describe and discuss the application of theory to key childcare principles and values. **B3** Use research to develop own practice in the childcare and education sector.	The assessments within the programme have been designed with the demanding role of supporting children and young people through their development and learning in contemporary society. The assessment process is an essential element of the programme design using a variety of methods to support and enhance the module design and structure. Some modules are linked to allow application of theory to practice to be assessed; this builds employability skills of the workforce. ● Observation and planning for children and young people's learning is a basic skill that is required for the professionals working in this field alongside effective communication skills with a range of people. Students will be encouraged to make links between what they observe in practice and the supporting theory about children's learning and development. ● Case studies enable the students to look holistically at a case and evaluate interventions and initiatives deigned to raise the achievement of children and young people. They can then plan and make suggestions for implementing and improving individual plans for children and young people. ● Presentations develop student's confidence in speaking to others. It enables students to share research and findings with each other and develop this best practice within their workplace. This provides confidence in speaking about a given topic which is an essential requirement for many interview processes. ● Students will take part in discussions, seminars, peer review and evaluations on an on-going basis. They are encouraged to share good practice from their work placement opportunities with their peers in group work, discussions and seminar groups. There are opportunities to share these with their mentors and colleagues at work and reflect upon their learning. These build the reflective and reflexive practitioner skills that are essential components of those supporting children's development and learning. Over the course of the study programme these skills will enable the students to develop their levels of responsibility and autonomy working within

	the required levels of supervision for the job role involved.
	● Formative feedback is integral to the teaching, learning and assessment strategy of the course.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Show a development towards working with limited autonomy within a childcare or education setting with direction and supervision, whilst adhering to confidentiality and ethical work practices. **C2** Reflect on personal value systems, development and practices in relation to working in childcare and education. **C3** Question concepts and practical situations encountered in childcare and education using appropriate tools and methods.	The assessments within the programme have been designed with the demanding role of supporting children and young people through their development and learning in contemporary society. The assessment process is an essential element of the programme design using a variety of methods to support and enhance the module design and structure. Some modules are linked to allow application of theory to practice to be assessed; this builds employability skills of the workforce. ● Observation and planning for children and young people's learning is a basic skill that is required for the professionals working in this field alongside effective communication skills with a range of people. Students will be encouraged to make links between what they observe in practice and the supporting theory about children's learning and development. ● Case studies enable the students to look holistically at a case and evaluate interventions and initiatives designed to raise the achievement of children and young people. They can then plan and make suggestions for implementing and improving individual plans for children and young people. ● Presentations develop student's confidence in speaking to others. It enables students to share research and findings with each other and develop this best practice within their workplace. This provides confidence in speaking about a given topic which is an essential requirement for many interview processes. ● Students will take part in discussions, seminars, peer review and evaluations on an on-going basis. They are encouraged to share good practice from their work placement opportunities with their peers in group work, discussions and seminar groups. There are opportunities to share these with their mentors and colleagues at

	work and reflect upon their learning. These build the reflective and reflexive practitioner skills that are essential components of those supporting children's development and learning. Over the course of the study programme these skills will enable the students to develop their levels of responsibility and autonomy working within the required levels of supervision for the job role involved.
	● Formative feedback is integral to the teaching, learning and assessment strategy of the course.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Develop communication skills with children, parents/carers, colleagues and other relevant professional agencies within the childcare and education sector. **D2** Identify and review own practice in childcare and education and begin to modify actions appropriately **D3** Demonstrate contribution to team working.	The assessments within the programme have been designed with the demanding role of supporting children and young people through their development and learning in contemporary society. The assessment process is an essential element of the programme design using a variety of methods to support and enhance the module design and structure. Some modules are linked to allow application of theory to practice to be assessed; this builds employability skills of the workforce. ● Observation and planning for children and young people's learning is a basic skill that is required for the professionals working in this field alongside effective communication skills with a range of people. Students will be encouraged to make links between what they observe in practice and the supporting theory about children's learning and development. ● Case studies enable the students to look holistically at a case and evaluate interventions and initiatives designed to raise the achievement of children and young people. They can then plan and make suggestions for implementing and improving individual plans for children and young people. ● Presentations develop student's confidence in speaking to others. It enables students to share research and findings with each other and develop this best practice within their workplace. This provides confidence in speaking about a given topic which is an

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	● Students will take part in discussions, seminars, peer review and evaluations on an on-going basis. They are encouraged to share good practice from their work placement opportunities with their peers in group work, discussions and seminar groups. There are opportunities to share these with their mentors and colleagues at work and reflect upon their learning. These build the reflective and reflexive practitioner skills that are essential components of those supporting children's development and learning. Over the course of the study programme these skills will enable the students to develop their levels of responsibility and autonomy working within the required levels of supervision for the job role involved.
	● Formative feedback is integral to the teaching, learning and assessment strategy of the course.

4. Programme Structure

Programme Structure - LEVEL 4				
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Compensatable**
Skills for Academic Development Supportive Learning Environments Supporting Holistic Development Supporting the Unique Child Safeguarding Children and Vulnerable People Practitioner Skills for the Professional Educator	20 20 20 20 20 20			Yes Yes Yes Yes No Yes

Semester 1 Weeks 1-15	Skills for Academic Development	Supportive Learning Environments	Supporting Holistic Development
Semester 2 Weeks 16-30	Practitioner Skills for the Professional Educator	Safeguarding Children and Vulnerable People	Supporting the Unique Child

If students are unable to continue onto level 5 but have been successful on level 4 with a minimum of 120 credits, they may request a Certificate of Higher Education from the award board.

Programme Structure - LEVEL 5				
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Compensatable**
The Influence of the Early Years on Learning Supporting Language Development Leadership and Management Research Informed Practice Social Policy and Families Developing Professional Practice	20 20 20 20 20			Yes Yes Yes Yes Yes Yes

			Learning in the Early Years

Semester 1 Weeks 1-15	Supporting Language Development	Developing Professional Practice	
Semester 2 Weeks 16-30	Research Informed Practice	Social Policy and Families	Leadership and Management

The Foundation Degree is awarded on successful completion of both level 4 and level 5 of the award.

Students studying on the foundation degree full time will attend college for 2 days per week and work placement for a minimum of 10-12 hours per week throughout their study. Full time students will also have increased contact time per module, tutorial and study support sessions on their timetable.
Students studying the foundation degree part time will attend college for 1 afternoon and evening per week and need to be employed in a relevant workplace throughout their study. Tutorial sessions will be booked on an individual basis.
All modules are delivered in either semester 1 or semester 2. The modules build upon each other and the placement experience. Both part time and full time students will follow the same pattern of study.

Children's Care Learning and Development - Level 5
Face to Face delivery - Semester 1 - Learning in the Early Years & Developing Professional Practice / Semester 2 - Social Policy and Families & Research Informed Practice

Virtual Delivery - Semester 1 - Supporting Language Development / Semester 2 - Leadership & Management.

5. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules**

where in the programme structure students must make a choice of pathway/route

- The teaching team have considerable experience of working professionally within various areas of the childcare and education sector. This can ensure employability skills are at the core of the delivery.
- The programme has been designed with an integrated work based focus. All students are expected to attend a suitable work placement (paid or voluntary) for at least 10-12 hours a week on an on-going basis throughout their studies. An emphasis on the balance between academic studies and work placement projects, enable students to succeed within employment with appropriate transferable skills and make the links between theory and practice.
- We have built good relationships and links with employers and work experience placements on the FD Children's Care, Learning and Development this has proven to lead to employment opportunities.
- Each placement setting will have allocated workplace mentors to support students in their practical studies. These mentors attend biannual meetings at college and have a mentor handbook. Mentors do not assess students in the workplace but offer support and guidance and ensure confidentiality is maintained and consent is gained.
- All students are selected by an application and interview process to ensure suitability and to confirm that they can fulfil the work placement requirement.
- Non- traditional learners who are in work and come as part time students achieve well on the programme and are able to apply theory to practice and improve practice in their setting. Many have been supported into full degrees and promotion opportunities at work.
- Students on the full time course on voluntary work placements have regularly been employed in their settings within the first year.
- Current students who have been interviewed for the top up degree have said how the course has met their needs and improved their practitioner skills and knowledge.
- We have many employers; some who have been previous students on our FD and BA programmes; encourage their staff to study with us. We believe this is a testament to the success and relevance of our course.
- We facilitate the sharing of good practice from student's work placement opportunities with their peers in group work, discussions and seminar groups.
- We have included more technology enhanced learning into our teaching and learning strategy, we purchase a Chromebook for each student on the course which they can keep. This enables them to access the resources on Google classroom and supports the teaching and learning methods.
- We use voice feedback on some modules which the students have commented favourably on.
- We use SWIVL to enable us to record sessions and share these with students via Google classroom. We use this device to record and share presentations, information about assessments etc.

6. Support for students and their learning

- Tailored induction support begins before students arrive with the admissions team, and is reinforced at the detailed induction programme.

- All candidates are interviewed to ensure that the course is suitable for them and they are aware of its content and requirements for work related experience.

- A robust communications system functions to give students access to lecturers and management; this includes e-mail, the Google classrooms and notice boards.

- We aim to have an open door policy for supporting students; however, we encourage students to make an appointment if they wish to discuss anything which may take time.

- All necessary information about the programme is provided by means of the course handbook, module handbooks and the Google classrooms.

- Each student is allocated a tutor for regular tutorials and academic study support. This is implemented in the first term and continued throughout the two years of study. Full time students have timetabled academic support sessions on their timetable.

- Part time students are supported whilst in college, via email or telephone contact if needed. All students have a named contact for pastoral care.

- There is an extensive range of learning resources in the Library, supported by specialist staff who provide bespoke study skills sessions for students.

- Students are required to be in a suitable place of work or undertake ongoing work experience in a suitable setting. This enables the transference of academic and practical skills to develop a breadth of knowledge and experience.

- Students whilst undertaking work experience will be encouraged to have a workplace mentor to offer support relating to their practice. Workplace mentors are not expected to offer support in relation to academic studies. Workplace mentors will be asked periodically to comment on the students' progress and work related experience. If students are unable to have a mentor in the workplace they can use a critical friend in this role, if this were not possible the teaching team would support them with an alternative arrangement.

7. Criteria for admission

The award adopts Leeds City College's admissions policy and criteria.
This course has minimum entry requirements of 1 x E in a relevant A level or a pass in BTEC National Diploma/Certificate or another vocational level 3 qualification, together with a GCSE at grade C in English. However, candidates receiving this minimum offer would need to demonstrate experience in and commitment to their chosen Foundation Degree subject.

A typical offer is likely to be 2 x D at A level, or a Merit profile in a relevant BTEC National Diploma/Certificate, together with a number of GCSE grades at C or above including English.

International qualifications will be assessed against these criteria. Speakers of other languages will need to possess an IELTS band score of 6.0 (with no-less than 5.5 in any one element) or a recognised English Level 2 qualification.

Students for part time study are required to hold a relevant level 3 childcare qualification and will need to be working in the childcare and education sector in a suitable placement. Full time

students will need approx. 10-12 hours a week, voluntary or paid placement in a suitable setting on-going throughout their study.

All students will be interviewed prior to selection on the course and have the opportunity to discuss placement requirements.

APEL may be possible depending on qualifications and experience.

Students will also be required to complete the Disclosure and Barring Service process. (DBS) prior to commencement of placement.

If a student's DBS status alters during the time studying on the course they must notify their programme manager immediately.

8. Language of study

The course is delivered and assessed in English

9. Information about assessment regulations

In each level of the award there are non-compensatable modules that are linked to successful completion and conduct during work related learning.

At level 4 the non-compensatable modules are Safeguarding Children and Vulnerable People and Practitioner Skills for the Professional Educator and at level 5 -Developing Professional Practice.

10. Methods for evaluating and improving the quality and standards of teaching and learning.

In addition to the Annual Programme Monitoring process the following mechanisms are in operation:

- Peer review

- Annual Planning

- Peer Observation

- Student module reviews

- Students voice sampled through happy sheets

- Tutor module reviews

- Enrolment and induction reviews

- Course Committee meetings

- Pathway Committee meetings

- Student Pathway meeting

- Cross college quality and enhancement committee meeting

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing ( ) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	D1	D2	D3
4	Skills for Academic Development													
	Supportive Learning Environments													
	Supporting Holistic Development													
	Safeguarding Children and Vulnerable People													
	Practitioner Skills for the Professional Educator													
	Supporting the Unique Child													

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	D1	D2	D3
5	The Influence of the Early Years on Learning													
	Supporting Language Development													
	Leadership and Management													
	Research Informed Practice													
	Social Policy and Families													
	Developing Professional Practice													

ASSESSMENT CHART

Appendix C Assessment Schedule

Module Name	Formative Assessment Type and Week of Completion	Summative Assessment Type and Week of Submission
Module Name – LEVEL 4		
Skills for Academic Development	Formative assessment will be on-going tutor support in providing feedback on classroom tasks.	Programme assessments n/a for 2021-2022
Supportive Learning Environments	Formative assessment will take place with on-going seminar activities about the themes for the module.	Programme assessments n/a for 2021-2022
Supporting Holistic Development	Formative assessment will be undertaken through feedback/comments on draft observations prior to assessed work.	Programme assessments n/a for 2021-2022
Safeguarding Children and Vulnerable People	Formative assessment will take place with on-going tutorials and target setting for personal development plan.	Programme assessments n/a for 2021-2022
Practitioner Skills for the Professional Educator	Discussions of case studies and serious case reviews in class based activities will enable formative feedback to take place.	Programme assessments n/a for 2021-2022
Supporting the Unique Child	Published case studies will be used as formative feedback and class based discussion.	Programme assessments n/a for 2021-2022
Module Name – LEVEL 5		
Learning in the Early Years	Formative assessment will take place on an on-going basis using case studies and seminar discussions.	1. Report (2,500 words) **-** 60% Submission:06.12.21 2. Poster Presentation (15 mins) **-** 40% Submission: 10.01.22
Supporting Language Development	Students will take part in small group seminars as part of formative feedback prior to their presentations.	1. Demonstration - 40% (15 mins) Submission: w/c 22.11.21 2.Report (2,500 words) - 60% Submission: w/c 3.1.22
Leadership and Management	Formative feedback will take place through case studies and class based activities.	1. Report (4,000 words) **-** 100% Submission: w/c 16.05.22

Research Informed Practice	Formative assessment will take place on an on-going basis using class based activities	1. Work related Project (3,500 words) - 80% Submission: w/c 02.05.22 2. Personal Reflection (500 words) 20% Submission: w/c 23.05.22
Social Policy and Families	Formative assessment – demonstrations and feedback of activities to peers.	1. Presentation (10 mins) - 30% Submission: w/c 14.03.22 2. Report (3,000 words) - 70% Submission: w/c 09.05.22
Developing Professional Practice	Group discussion and feedback will be an integral part of formative assessment of this module.	1. Reflective Account (3,000 words) - 70% Submission: w/c 13.12.21 2. Personal Development Plan-- 30% Submission: w/c 17.3.22