



UNIVERSITY
CENTRE
WESTON

Student Course Handbook

**Foundation Degree in Education Studies:
Early Years**

University Centre Weston

in partnership with

Bath Spa University

UCAS code: X310

This handbook is published for students studying at University Centre Weston on the above programme and is available in a range of alternative formats on request.

Version 1.0

Contents

1. INTRODUCTION.....	2
WELCOME	2
PURPOSE OF THE HANDBOOK	2
2. COURSE CONTENT	3
COURSE DISTINCTIVENESS	3
COURSE STRUCTURE.....	6
3. COURSE AIMS	8
ETHICAL PRACTICE	8
INTERIM AWARDS	9
PROGRESSING ONTO HONOURS DEGREE	9
5. LEARNING ENVIRONMENT	11
LEARNING AND TEACHING METHODS.....	11
WORK-BASED LEARNING	12
QUALITY MONITORING AND EVALUATION.....	14
EXTERNAL EXAMINERS	15
EXTERNAL REFERENCES	15
6. EMPLOYABILITY.....	16
CAREER OPPORTUNITIES	16
7. MODULE DESCRIPTORS	19
8. APPENDICES	I
APPENDIX I. SAMPLE ASSESSMENT REPORT FORM.....	I
APPENDIX II: MARKING CRITERIA	IV
APPENDIX III: RESEARCH AND ETHICS	VII
APPENDIX IV - BATH SPA UNIVERSITY RESEARCH ETHICS APPROVAL FORM	XIII

1. Introduction

Welcome

Welcome to the Foundation Degree in Early Years. This course is offered in partnership between Bath Spa University and University Centre Weston. You are a registered student at Bath Spa University and at University Centre Weston and you have access to services on both sites.

As a current practitioner you will be able to use your experience to reflect upon issues within the sector.

What past students say about the experience of completing this Foundation Degree:

'Undertaking the Early Years Foundation Degree has enabled me develop both personally and professionally in my role as Nursery Nurse. The course lecturers provide plenty of support and encouragement, whilst helping me to learn the necessary academic skills required each year. I have learned to critically reflect upon my practice with children and as a team player, alongside broadening my practical skills and enthusiasm for quality childcare and education. I thoroughly enjoyed the course and would positively recommend it to anyone interested becoming a more reflective and knowledgeable practitioner or leader. '

Purpose of the Handbook

This handbook gives you essential background information that will be of help in your studies on the FdA Early Years programme. It provides links to the definitive data sources wherever possible. The handbook can be accessed via your Microsoft Office 365 account:

www.office.com

Please note that the electronic version will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

For **module information** please see the respective Module Handbook.

Course Content

Major, Joint, Minor or Specialised	Specialised
Delivered at	University Centre Weston
Faculty	Service Sectors
Campus	Wintergardens
Final award	FdA Early Years
Intermediate awards available	Certificate of Higher Education
UCAS code	X310
Details of professional body accreditation	Foundation Degree in Early Years Professional Association
Relevant QAA Benchmark statements	Education Studies Early Childhood Studies Foundation Degree Characteristics Statement
Date specification last updated	May 2016

Course Distinctiveness

The role of professionals in early years was examined by Professor Cathy Nutbrown who indicated in her interim report (2012) that well-trained practitioners with reliable qualifications are crucial to quality provision, but there is often insufficient time for students to study the theory underpinning practice. This degree will provide this background to prepare you for a successful contribution to the early years sector.

This Foundation Degree was developed as part of the government initiative to improve standards and status within the early years sector. The course has a proven track record, with students achieving high standards in practical and theoretical work.

Our extensive experience working with practitioners in fulltime employment enables us to take a flexible and supportive approach to meeting the needs of our work-based students. The students' workplace is used as a resource

for the student to reflect upon practice and collect information to use in portfolios.

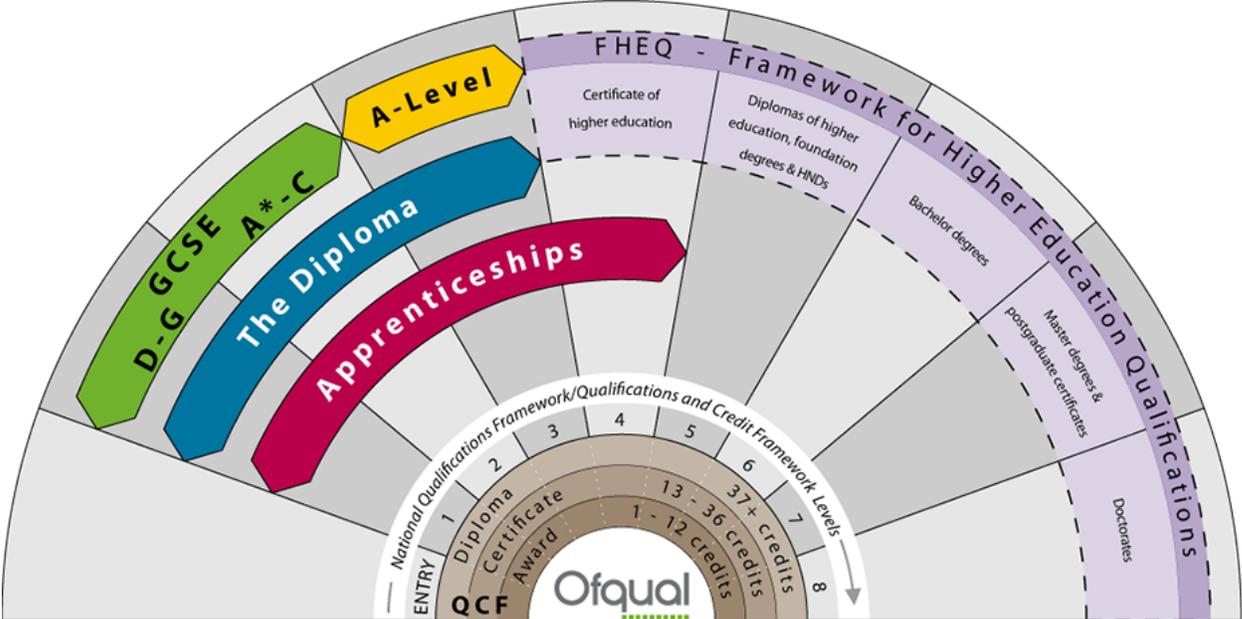
Students are effectively supported when preparing for assignments and develop a reflective approach to their work with young children.

A Foundation degree is a distinctive form of award with a strong vocational element and is designed to enable you to relate theory to practice in the workplace. It is equivalent in academic terms to the first two years of an Honours degree, but in addition it will enhance your professional practice. It is for this reason that your practice in your early years workplace is assessed.

The course offers a balance of theoretical perspectives and practical application. For instance, the status of children in society is considered, alongside discussions of how practitioners use the voice of the child. Principles underpinning safeguarding and the historical origins of these principles are considered alongside current safeguarding practice. As current practitioners, all the students can bring examples and strategies to discussions and compare practice. Students study reflective practice which is a powerful tool for professional and personal development.

In the final year of the course the research module, will provide you with the opportunity to carry out a piece of research on a topic of your own choosing. Your topic will be connected to your professional interests.

If you successfully gain all the credits necessary to gain the Foundation Degree, you can apply for progression to the third year to gain a full Honours Degree in Early Years Education, as illustrated in the diagram below



(UK's National Qualifications Framework).

Course requirements

It is essential that you are currently working with young children during the course as many of the assignments require contact with children and their families. This requirement currently stands at a minimum of two days or twelve hours per week, with substantial contact with children and some engagement with planning and assessment. If you have any concerns about your current work or a change of role please contact the programme leader for advice.

Course Structure

Year 1 – Level 4

Module Title	Code, including credits
Introduction to Early Child Development	ED4801-20
Making Learning Visible	ED4502-40
Reflective Practice in Action	ED4803-20
Supporting Young Children’s Holistic Health and Wellbeing	ED4804-40

Year 2 – level 5

Module title	Code, including credits
The Child, Family and Society	ED5801-40
Contesting Childhood	ED5802-20
Positionality, Diversity and Inclusion	ED5803-20
Research in Early Childhood	ED5804-40

All programmes at University Centre Weston are delivered as a collection of modules, which build on each other to form a complete programme of study. Each module carries a credit rating, defining how much study time it takes to complete. Notionally, 1 credit equates to 10 hours study time (so 10 credits = 100 study hours). “Study hours” includes lectures, seminars, tutorials, group work, independent study and research – in fact, any time that contributes to your learning on the module.

Course team

The people below are staff who have specific responsibilities for your course.

Programme Coordinator

The Programme Coordinator is responsible for the effective day to day delivery of the course. They have overall responsibility for the assessment of modules and the implementation of teaching and assessment procedures within the course. Please contact your Programme Coordinator if you have any questions regarding the delivery of the course.

Personal Tutor

At the start of the course you will be allocated a Personal Tutor. Your Personal Tutor's overall role is to ensure that you receive adequate guidance. They act as a first point of contact and responsible person from whom you can obtain general academic and pastoral support. You should contact your tutor if you are ill or unable attend for a session. If you need to make an appointment to see your personal tutor you can do this by approaching them personally, e-mailing, phoning or leaving a message on their voicemail.

Module Leader

Taught modules on the *insert course title* course have a designated module leader who has responsibility for the effective delivery of the module. Module Leaders are indicated on each module descriptor at the end of this handbook.

Link Tutor

Each programme has an identified link tutor from its validating partner University whose role it is to support the Weston team. The link tutor for your programme is:

Viki Bennett	01225 875861	v.bennett@bathspa.ac.uk
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2. Course Aims

Through the Foundation degree in Early Years you will

1. develop appropriate knowledge and understanding of the care and education of babies and young children in early years settings;
2. develop the professional and practical skills and competencies which are required in order to work at Foundation degree level in early years settings;
3. develop understanding of, and critical engagement with, the regulatory and legislative framework for early years in order to understand government's agenda and strategies as they relate to young children and their families;
4. demonstrate appropriate values concerned with anti-discriminatory practice, equality of opportunity and inclusivity in early childhood education and care;
5. understand and work in partnership with colleagues, other professionals and parents;
6. develop as a reflective practitioner and be able to apply theory in your practice;
7. understand and apply the principles of evidence-based practice in early childhood education and care;
8. gain a suitable basis for progression onto an Honours Degree course and to QTS via an appropriate ITT course such as a Primary PGCE or Early Years Teacher Status (EYT).

Ethical practice

Ethical practice is concerned with ensuring that all actions involving children could be considered as doing good. This includes doing no harm, making sure that informed consent is sought, and enabling the voice of the child to be heard.

It is therefore vital that **all of your assignments and practice on this course demonstrate good ethical practice.** This especially applies to work-based assignments where you will need to consider how your work might impact on others. **All assignments involving a practical or research element need to be preceded by an ethical approval form that is approved by the module leader, and the gathering of information cannot begin until this form is approved.**

Should a submitted assignment be deemed by the marker as showing an element of unethical practice, they will request the assignment be modified before dissemination, in order to remove the potential for harm. In certain assignments where ethics are a part of the requirement, it is possible to fail the assignment on grounds of poor ethical consideration.

You must act according to good ethical practice at all times and ensure that when requested the ethical approval form is completed prior to the work.

For further information on ethics, please see the Bath Spa University Ethical Guidance.

Interim Awards

Students who do not complete the course but successfully achieve at least 120 credits will be eligible to receive the interim award of a Certificate of Higher Education. **It is worth noting that the Certificate of Higher Education does not include the level 3 'full and relevant' licence to practice; this is only achieved on completion of the full degree.**

Progressing onto Honours Degree

You can 'top-up' your FdA degree to a BA (Honours) degree at University Centre Weston through an additional year of study.

To be eligible for progression you must have gained 240 credits, 120 credits at Level 4 and 120 credits at Level 5. The deadline for applications is usually on or before 1st May in the final year of Foundation Degree studies.

Your tutor will arrange a meeting with the Course Leader at University Centre Weston to discuss the modules on offer on the top-up degree and answer any questions that you may have.

4. Learning Environment

Learning and Teaching Methods

University Centre Weston has a Learning and Teaching Strategy for Higher Education, which underpins our approach.

We intend that the learning programme should be both stimulating and demanding, and should lead you through progressive stages of development towards increasingly complex and open-ended tasks, increasingly sophisticated application of intellectual/conceptual and personal (transferable) skills, and increasingly independent study.

A variety of learning methods will be used, which might include

- Lectures
- Seminars
- Experiential learning
- Reflective learning
- Skills practice
- Group work and group discussions
- Workshops
- Case studies
- Student presentations
- Information and communications technology (ICT) based activities
- Visiting speakers/expert practitioners will be used during the programme

University Centre Weston actively encourages the development of technology enhanced learning and you will find staff utilising new teaching methods to enhance your learning experience.

Online course materials

The majority of the material and information you need will be available via the relevant Virtual Learning Environment (VLE) for your programme, which

will be Microsoft Office 365. Your lecturers will explain how to use the VLE in more detail during induction.

Office365 is free to download for students from www.office.com. You will need to sign in using your UCW email address and select "Work or School Account" (not Personal Account) when presented with these options. Select "Install Office365" to download the applications. Office365 is compatible with most devices, including PCs, Macs, smart phones, iPads and tablets.

Remember, the Office365 applications are free for students, so don't click on the "Buy Office365" button by mistake.

Work-based Learning

There will be taught sessions in UCW for 7 hours per week. These will include lectures, seminars, visits, workshops and tutorials. In addition, some studies will be undertaken in your work setting, with tutorial support from your UCW lecturer. For some learning in the workplace you will be helped by UCW to identify a mentor. The mentor will provide guidance and support for you and will also be asked to provide evidence for your reflective practice modules. You will also usually be visited in your work placement by your UCW tutor at least twice per year for guidance and assessment.

Role of the mentor

In your workplace you will receive guidance from your mentor. The functions of a mentor might be provided in the workplace or by someone in the learning support system. A mentor handbook is provided for all mentors; this details what is required from the mentor, an explanation of the learning outcomes for all work-based modules as well as an explanation of the assessment for the modules. Mentors will:

- Provide professional support, guidance and training in early years practice through discussion, support and relevant advice.
- Advise and support good ethical practice throughout the course
- Contribute to the reflective element of the award by undertaking observations of the student and holding critical discussions, authenticating their practice and encouraging reflection on practice.

- Offer strategies for professional development (not just survival!). Strategies will vary depending upon each individual work place situation, and could include time for reflection on practice, time to complete directed activities, communication with other early years practitioners, visits to other settings and networking through group meetings or via e-mail.

As part of the assessment process you will be expected to produce records of one observation and one professional discussion by the mentor, plus two observations by a course tutor. Please refer to the module handbooks for further details.

5. How is Quality Assured?

Quality monitoring and evaluation

The programme you are studying was approved by Bath Spa University. As part of the approval process it was assured that

- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements; and
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This was done through a process of programme approval which involves consulting academic experts including subject specialists from other institutions and industry.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards)
- statistical information (considering issues such as the pass rate)
- student feedback including the National Student Survey (NSS)

Drawing on this and other information, programme teams undertake an annual monitoring process, in accordance with the University's quality policy.

Once every six years an in-depth review of the subject area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the Programme Committee

This course has a Programme Committee comprising all relevant teaching staff, student representatives and others who make a contribution towards its effective operation (e.g. library/technician staff). The Programme Committee has responsibilities for the quality of the programme and plays a critical role in the University's quality assurance procedures.

External examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme; and
- To ensure fairness and equity.

The external examiner for your programme:

Name	Role in institution	Name of institution
Dr Evgenia Theodotou	Senior lecturer	University of East London

External references

The following methods are used for gaining the views of other interested parties:

- Feedback from current and former students
- Discussions with employers
- The national SEFDEY network
- The national ECS Degree Network
- North Somerset Council early years team

6. Employability

Career Opportunities

On completion of this award:

- You can be recognised within the early years sector as a practitioner with a high level of skills and knowledge, dependent on meeting the industry requirements for other qualifications. Where appropriate you can progress to a senior or managerial position.
- You may seek to progress onto a third year of a degree course. You will be invited to apply for Year 3 (Honours) of the BA (Honours) Early Years Education at UCW or at Bath Spa University. You will need to demonstrate a sufficient academic standard in the Foundation Degree to progress.

On completion of the BA Honours degree you can;

- Seek to gain Early Years Teacher Status (EYT) by following one of the EYT pathways designated by the National College for Teaching and Leadership.
[government information about EYT](#)
- apply for a place on an Initial Teacher Education (ITE) course. To apply for an ITE course you will need GCSE Grade C or equivalent in English and Mathematics and Science, a good undergraduate degree (ideally, 2.1 or above) and to have passed the National Skills Tests in English and Maths. [Get into Teaching](#)
- study for a Masters in a related subject

Other possible career and professional pathways for you on completion of the Foundation degree include:

- promotion
- child protection or children's rights
- local community projects
- family support
- social work

Relevant web information:

[Bath Spa University careers support](#)

Or, contact the UCW careers consultant Zoe Miller in the Welfare office

Exit requirements

In order to work in the early years' sector it is now compulsory to hold level 2 Maths and English Language. Please check that you hold these qualifications, and if not it is strongly recommended that you consider completing them during the course. In addition, any post-graduate course such as PGCE or EYT also require GCSE's in Maths, English and Science. Employers also require a Paediatric First Aid certificate, although it is usual to expect new employees to complete training shortly after starting.

Bath Spa Graduate Attributes

1. Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams
2. Will be able to understand and manage complexity, diversity and change
3. Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners
4. Will be digitally literate: able to work at the interface of creativity and technology

5. Will be internationally networked: either by studying abroad for part of their programme, or studying alongside students from overseas
6. Will be creative thinkers, doers and makers
7. Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy
8. Will be ethically aware: prepared for citizenship in a local, national and global context

7. Module Descriptors

Module Outlines

YEAR 1

Module code	ED4801-20
Module title	Introduction to Early Child Development
Subject field	Education
Pathway(s)	Foundation degree Early Years
Level	4
UK credits	20
ECTS credits	10 or 20
Core or Compulsory or Optional	Core
Acceptable for	Foundation degree Early Years
Excluded combinations	None
Class contact time: total hours	52
Independent study time: total hours	148
Duration of the module	26 weeks over three terms
Main campus location	University Campus Weston, Knightstone campus
Module co-ordinator	Viki Bennett
Additional costs involved	
Brief description and aims of module	
<p>This module is concerned with child development pre and from birth to 8 years. It aims to enhance your understanding of the physical, communication and language development of babies, toddlers and young children.</p> <p>You will explore the critical period of the early years in the context of lifelong development alongside the fundamental concept of the unique child. The content of the module will enable you develop a secure understanding of holistic development and of the importance of taking an holistic approach to support babies and young children's development. There will be a focus on theoretical perspectives of early childhood studies and links will be made to pedagogy and practice, and the early years curriculum.</p>	
Outline syllabus	
<p>This module will:</p> <ul style="list-style-type: none"> • Explore how babies and toddlers develop physically, including brain development; through lectures, practical activities, seminar discussions, learning sets and reading. 	

<ul style="list-style-type: none"> • Consider how thought, communication and language develops, and the adult's role in supporting this through work based experiences, practical activities in workplace and classroom, seminar discussions, lectures and reading. • Encourage students to make connections between theory and practice and promote a sound knowledge of ethical considerations throughout 	
Teaching and learning activities	
Seminar discussions, lectures and reading Video analysis of children playing, learning and communicating Visits from specialist speakers Holistic analysis Analysing observations from practice Document analysis and interrogation - current policy and practice guidance	
Intended learning outcomes	<i>How assessed</i>
<i>By successful completion of the module, you will be able to demonstrate the following:</i>	
Knowledge: students will understand:	S1
1. Theories and principles related to child development including physiological and psychological perspectives.	
2. The curriculum framework for early years with a focus on the prime areas of learning.	S1 and S2
Skills: students will be able to:	S2
a) Constructively critique theories, practice and research in the area of child development.	S1 and 2
b) Communicate ideas and research findings by written means.	
c) Demonstrate understanding of ethical considerations	
d) Demonstrate appropriate use of ICT.	
Assessment and feedback	
<i>Formative exercises and tasks:</i>	
<ul style="list-style-type: none"> • Students will share practical experiences as well as ideas from wider reading in small and large group discussions. • They will be required to problem solve through responding to, clarifying and asking probing questions. • They will listen carefully and provide critically reflective feedback, challenging and debating different viewpoints and perspectives, considering ethics throughout. • Group poster/mini presentation • Students will participate in a range of practical activities and concrete tasks. • Individual and group tutorials will support assessment literacy and application of concepts. • Tutor and mentor observations will consolidate the application of theory into practice. 	
<i>Summative assessments:</i>	Weighting %

<p>S1. Critique an article - 2000 words S2. Essay - 3000 words</p>	<p>40% 60%</p>
<p>Learning resources;</p> <p><i>University library print, electronic resources and Minerva:</i></p> <p>Boyd, D. and Bee, H. (2010) <i>The Growing Child</i>. London: Allyn & Bacon</p> <p>DfE (2014) <i>Statutory Framework for the Early Years Foundation Stage</i>. Cheshire: DfE</p> <p>Doherty, J. & Hughes, H. (2014) <i>Child Development: theory and practice 0-11</i>. 2nd Ed. Harlow: Pearson</p> <p>Early Education (2012) <i>Development Matters in the Early Years Foundation Stage (EYFS)</i>. London: Early Education</p> <p>Gerhardt, S. (2014) <i>Why Love Matters : How Affection Shapes a Baby's Brain</i>. 2nd Ed. London: Routledge</p> <p>Lightbown, P. M. and Spada, N. (2013) <i>How languages are learned</i>. 4th Ed. Oxford: Oxford University Press</p> <p>Sheridan, M. D (2011) <i>Play in Early Childhood: from birth to six years</i>. 3rd Ed. London: Routledge</p>	
<p>Preparation for the module;</p> <p>Take a moment to consider a child in your setting and what you know about her or him holistically – think about all areas of learning but also take account of the child's interests, competencies, needs, family life, physical health and well-being, friendships, preferred resources and play.</p>	

Module code	ED4502-40			
Module title	Making Learning Visible			
Subject field	Education			
Pathway(s)	Foundation degree Early Years			
Level	4			
UK credits	40			
ECTS credits	20			
Core or Compulsory or Optional	Core			
Acceptable for	Foundation degree Early Years			
Excluded combinations	None			
Class contact time: total hours	104			
Independent study time: total hours	296			
Duration of the module	26 weeks over three terms			
Main campus location	University Centre Weston, Knightstone campus			
Module co-ordinator	Viki Bennett			
Additional costs involved				
<p>Brief description and aims of module This module is designed to support you with developing reflection on a range of psychological perspectives underpinning how babies and young children learn and develop. You will consider how to evaluate meaningful learning through play opportunities indoors and out, and will explore the value of supporting creativity by making links to young children's physical and emotional well-being. You will be supported to use observation and analysis to evaluate and plan for children's interests in their learning, making strong connections to the early years' curriculum. You will be pay particular attention to how the voice of the child is actively heard in this process through using pedagogical approaches enabling you to tune into babies and young children.</p>				
<p>Outline syllabus. This module will:</p> <ul style="list-style-type: none"> • Identify historical and more recent educational approaches and psychological theories that explain how babies and child learn. • Introduce research that examines various perspectives on young children's play and learning opportunities. • Consider the value of observation and observational analysis and use this in the context of planning opportunities for babies and children. • Encourage students to make connections between theory and practice and promote a sound knowledge of ethical considerations. 				
<p>Teaching and learning activities You will attend UCW for taught sessions in both Semester 1 and 2 for this 40 credit module. Teaching and learning activities will include lectures, seminar presentations and discussions, action learning sets and practical activities. It is anticipated that as work based students you will contribute in an ongoing way to both small and whole class discussions, sharing your own knowledge and</p>				

<p>experiences as well as ideas from your independent reading. Ethical considerations are paramount as your assessed work will be rooted in independent research that you undertake in your settings. You should recognise that confidentiality needs to be maintained at all times in class debates.</p>	
<p>Intended learning outcomes <i>By successful completion of the module, you will be able to demonstrate the following:</i> Knowledge: students will understand: 1. Theories and perspectives relating to how babies and children learn through play, schemas and creativity linked to the early years' curriculum. 2. The value of play considering children's physical and emotional well-being in the context of learning linked with the early years' curriculum. 3. The importance of effective observation and analysis in planning for learning, paying particular attention to the voice of the child, linked with the early years' curriculum.</p> <p>Skills: students will be able to: a) Reflect and communicate in writing upon play and learning perspectives and theories. b) Detect and communicate patterns in play visually and orally using reading and research findings to identify children's learning. Demonstrate ethical considerations & possible use of ICT. c) Use a range of observation methods and justify their value in assessing and planning for children's learning informed by setting research and wider reading. Use of ICT & ethical considerations.</p>	<p><i>How assessed</i></p> <p>S1</p> <p>S2</p> <p>S2</p> <p>S1 & S2</p> <p>S1</p> <p>S2</p>
<p>Assessment and feedback <i>Formative exercises and tasks:</i></p> <ul style="list-style-type: none"> • Students will share practical experiences as well as ideas from wider reading in small and large group discussions. • They will be required to problem solve through responding to, clarifying and asking probing questions. • They will listen carefully and provide critically reflective feedback, challenging and debating different viewpoints and perspectives. • Students will participate in a range of practical activities and concrete tasks. • Individual and group tutorials will support assessment literacy and application of concepts. • Tutor and mentor observations will consolidate the application of theory into practice. 	
<p><i>Summative assessments:</i></p>	<p>Weighting%</p>

S1 Poster presentation (equivalent 4000 words)	40%
S2 Portfolio (5000 words plus 1000 equiv observations carried out in practice)	60%
<p>Learning resources :</p> <p>Broadhead, P., Howard, J. & Wood, E. (2010) <i>Play and Learning in the Early Years</i> London: Sage</p> <p>Bruce, T., Louis, S. & McCall, G. (2014) <i>Observing Young Children</i> London: Sage Publications Ltd.</p> <p>Dubiel, J. (2014) <i>Effective Assessment in the Early Years Foundation Stage</i> London: Sage Publications Ltd.</p> <p>Gray, C. & Macblain, S. (2012) <i>Learning Theories in Early Childhood</i> London: Sage Publications Ltd</p> <p>Department for Education (2014) <i>Early Years Foundation Stage</i> [online]</p> <p>Parker-Rees, R. & Leeson, C. (2015) <i>Early Childhood Studies. An introduction to the study of children's lives and children's worlds (4th ed.)</i> London: Learning Matters</p> <p>UCW Portal and VLE</p> <p>Laptops</p>	
<p>Preparatory work</p> <p>Read Stewart, N. (2011) <i>How Children Learn: The Characteristics of Effective Learning</i>. London: British Association for Early Childhood Education.</p> <p>Talk to your colleagues about how you include the 'child's voice' in your setting's observation and assessment processes and make a list of how you think you do this.</p>	

Module code	ED4803-20
Module title	Reflective Practice in Action
Subject field	Education
Pathway(s)	Foundation degree Early Years
Level	4
UK credits	20
ECTS credits	10
Core or Compulsory or Optional	Core
Acceptable for	Foundation degree Early Years
Excluded combinations	None
Class contact time: total hours	52
Independent study time: total hours	148
Duration of the module	26 weeks over three terms
Main campus location	University Centre Weston, Knightstone campus
Module co-ordinator	Viki Bennett
Additional costs involved	

<p>Brief description and aims of module This module immerses you in the process of reflective practice in your own setting. As a work based module you will use a reflective model to help evaluate various aspects of your practice and provision; creating conditions which enable babies and young children to flourish. You will identify how reflective practice leads to analysis, change and improvement both individually and collaboratively, using an inter-professional approach. This module begins with your own experiences as an early years practitioner, encouraging and enabling you to make strong connections between early childhood education and care theory and practice. You will ensure that ethical principles are demonstrated in relation to your area of study.</p>	
<p>Outline syllabus This module will:</p> <ul style="list-style-type: none"> • Enable students to gain an understanding of the value of reflective practice. • Introduce reflective practice through the use of relevant theoretical models for both individual and collaborative reflection. • Develop awareness of key ethical considerations for reflective practice in early years settings. 	
<p>Teaching and learning activities You will have some taught sessions to develop your understanding of the value of reflective practice and introduce you to theoretical models that will help promote effective reflection. You will be encouraged to consider how reflection supports the process of evaluation and change both individually and collaboratively. These sessions will involve seminar discussions, practical and reflective tasks, lectures.</p> <p>There will be one action learning set to support peer review of student’s responses to the module assessment. You will engage in a one to one formative feedback session with your tutor following your submission of a written task. You are able to request an additional individual tutorial with your tutor. You will be expected to be an independent learner, read widely out of class and use feedback to develop your skills, knowledge and understanding.</p> <p>This module is work based, which means you will draw on your experiences from your workplace and engage in a professional dialogue with your work based mentor to support your reflections and practice. You will be observed in your work place by your tutor and your mentor to support effective reflection and recognise in practice how evaluation can support the process of change. You will use action plans to consolidate your understanding of key development areas agreed with your tutor and mentor and use these to develop your practice.</p>	
<p>Intended learning outcomes <i>By successful completion of the module, you will be able to demonstrate the following:</i> Knowledge: students will understand: 1. The value of reflective practice for professional development.</p>	<p><i>How assessed</i></p> <p>S2 S1</p>

<p>2. The impact of evaluation in supporting analysis and change leading to improvements for babies, young children and their families.</p> <p>Skills: students will be able to:</p> <p>a) Constructively critique and use theoretical models of reflection.</p> <p>b) Communicate theoretical ideas linked to practice through visual presentation, oral discussion and the use of ICT.</p> <p>c) Use serious thought and constructive critical analysis in practice.</p> <p>d) Demonstrate an understanding of ethical considerations.</p>	<p>S1 S1</p> <p>S2 S1 & S2</p>
<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <ul style="list-style-type: none"> • Students will share practical experiences as well as ideas from wider reading in small and large group discussions. • They will be required to problem solve through responding to, clarifying and asking probing questions. • They will listen carefully and provide critically reflective feedback, challenging and debating different viewpoints and perspectives, considering ethics throughout. • Students will participate in a range of practical activities and concrete tasks. • Individual and group tutorials will support assessment literacy and application of concepts. • Tutor and mentor observations will consolidate the application of theory into practice. 	
<p><i>Summative assessments:</i></p> <p>S1. Seminar Presentation (10 minutes - equivalent 2000 words)</p> <p>S2. Reflective portfolio (3000 words)</p>	<p>Weighting%</p> <p>40%</p> <p>60%</p>
<p>Learning resources</p> <p>Arnold, C. (2012)(ed) <i>Improving your Reflective Practice Through Stories of Practitioner Research</i>. Abingdon: Routledge</p> <p>Hallet, E. (2013) <i>Becoming a Practitioner in the Early Years</i>. London: Sage.</p> <p>Lindon, J. (2012) <i>Reflective Practice and Early Years professionalism</i>. 2nd ed. Oxford: Hodder Education.</p> <p>Paige-Smith, A & Craft, A. (eds) (2011) <i>Developing Reflective Practice in the Early Years</i>. 2nd ed. Maidenhead: McGraw Hill/Open University Press.</p> <p>Reed, M. & Craft, A. (eds) (2010) <i>Reflective Practice in the Early Years</i>. London: Sage</p> <p>Hayes, C., Daly, J., Duncan, M., Gill, R. & Whitehouse, A. (2014) <i>Developing as a Reflective early Years Professional: A Thematic Approach</i>. Northwich: Critical Publishing Ltd.</p> <p>UCW Portal and VLE</p> <p>Laptops</p>	

Study Centre
<p>Preparatory work Make a list of all the ways how you are able to reflect in your current setting both individually and with colleagues. Read Chapter 1 of Lindon, J. (2012) <i>Reflective Practice and Early Years Professionalism</i>. 2nd Edition. Oxford: Hodder Education.</p>

Module code	ED4804-40
Module title	Supporting Young Children's Holistic Health & Wellbeing
Subject field	Education
Pathway(s)	Foundation degree Early Years
Level	4
UK credits	40
ECTS credits	20
Core or Compulsory or Optional	Core
Acceptable for	Foundation degree Early Years
Excluded combinations	None
Class contact time: total hours	104
Independent study time: total hours	296
Duration of the module	26 weeks over three terms
Main campus location	University Centre Weston, Knightstone campus
Module co-ordinator	Viki Bennett
Additional costs involved	
<p>Brief description and aims of module This module will enable you to explore the importance of supporting young children's holistic health and well-being. You will consider issues relating to babies and young children's health, both nationally and globally, drawing on government policy, guidance and research. You will be introduced to and explore the importance of health promotion and will be able to consider your role as a practitioner in supporting young children and families to make healthy choices. This module will also include an introduction to safeguarding and will enable discussion around ethical considerations that may impact on children's health.</p>	
<p>Outline syllabus This module will:</p> <ul style="list-style-type: none"> • Introduce the concept of holistic health, factors that can impact on this and the resultant inequalities for babies and children, 	

<ul style="list-style-type: none"> • Consider current social, economic and political aspects of health both nationally and globally, • Consider the important role played by practitioners in supporting families to make healthy choices and develop foundations for healthy lifestyles • Promote discussion around ethical issues in practice • Provide an Introduction to the importance of safeguarding 	
<p>Teaching and learning activities</p> <p>Lectures and seminars will introduce key themes around the importance of supporting babies and children’s holistic health. You will be encouraged to take an active role in these through discussion, practical activities and action learning sets.</p> <p>Independent learning will be supported through set readings, your own research and reflective tasks in the workplace.</p> <p>Visiting speakers with specialist knowledge and expertise will be invited to enrich the programme.</p>	
<p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate the following:</i></p> <p>Knowledge: students will understand:</p> <ol style="list-style-type: none"> 1. Key aspects that support children’s holistic health and the social, economic and political factors that can impact on this. 2. The importance of making ethical decisions around children’s health and well-being. 3. The role played by practitioners in supporting families to make healthy choices. <p>Skills: students will be able to:</p> <ol style="list-style-type: none"> a) Critically explore the impact of the social, economic and political context on children’s health and well-being. b) Reflect upon the important role played by practitioners in supporting children’s health and well-being. c) Present information to others in appropriate forms. 	<p><i>How assessed</i></p> <p>S1</p> <p>S1</p> <p>S2</p> <p>S1</p> <p>S1</p> <p>S2</p>
<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <ul style="list-style-type: none"> • Students will be encouraged to research independently and present ideas in seminars as well as reflect on their own practice. • Individual and group tutorials and action learning sets will be utilised to support and monitor progress and support peer review of learning 	
<p><i>Summative assessments:</i></p> <p>S1. Portfolio (7000 words)</p> <p>S2. Market Stall (equivalent 3000 words)</p>	<p>Weighting%</p> <p>70%</p> <p>30%</p>

<p>Learning resources <i>University Library print, electronic resources and VLE</i> Dowling, M. (2014) <i>Young Children’s Personal, Social and Emotional Development</i> 4th ed London: Sage Naidoo, J. & Wills. J. (2015) <i>Health Studies: An Introduction</i> 3rd Edition London: Palgrave MacMillan Parker-Rees, R. & Leeson, C. (Eds) (2015) <i>Early Childhood Studies</i> 4th Edition London: Sage Rose, J., Gilbert, I. and Richards, V. (2016) <i>Health and Well-being in Early Childhood</i> London: Sage Trodd, L. (Ed) (2016) <i>The Early Years Handbook for Students and Practitioners</i> Abingdon: Routledge</p>
<p>Preparatory work</p> <p>Familiarize yourself with the importance of supporting young children’s health by exploring some websites from key organisations such as the World Health Organisation, UNICEF and the NHS.</p>

1	Module code	ED5801-40
2	Module title	The Child, Family & Society
3	Subject field	Education
4	Pathway(s)	Foundation degree Early Years
5	Level * delete as applicable:	5
6	UK credits	40
7	ECTS credits	20
8	Core or Compulsory or Optional	Core
9	Acceptable for	Foundation degree Early Years
10	Excluded combinations	None
11	Class contact time: total hours	104
12	Independent study time: total hours	296
13	Duration of the module	26 weeks over three terms
14	Main campus location	City of Bristol College, New College Swindon, Weston College
15	Module co-ordinator	Viki Bennett
16	Additional costs involved	n/a
17	Brief description and aims of module	<p>This module will enable you to focus on social policy in early childhood education and care. Historical and contemporary safeguarding policy will be explored, together with the skills required for working collaboratively to promote</p>

	<p>positive outcomes for children and their families. You will also consider how to work in effective partnerships with children’s families and understand reasons for this.</p> <p>The module will support you to develop the skills to:</p> <ol style="list-style-type: none"> 1) evaluate the significance of cultural, historical and contemporary features of guidance and legislation related to young children and their families; 2) evaluate approaches to leading and working collaboratively with others, and 3) produce critical arguments for improvements to multi-agency practices for young children, their families and for society.
18	<p>Outline syllabus</p> <p>This module will:</p> <ul style="list-style-type: none"> • Analyse the implications of safeguarding responsibilities when working with young children and their families. • Discuss the development of current legislation and the impact this has on early years settings. • Consider the development and significance of the multi-agency approach for safeguarding. • Investigate the diversity of families and the importance of developing strategies for working in partnership with parents/carers.
19	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Lectures and seminars will introduce you to key themes around the importance of working in partnership with families and other professionals. • You will be encouraged to take an active role through discussions, reflections and practical activities. • Independent learning will be supported through set readings, your research and reflective tasks. • Visiting speakers with specialist knowledge and expertise will be invited to enrich the programme.

20	<p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> 1. critical understanding of the multi-agency approach within early childhood education and care contexts. 2. knowledge of the diversity of families and critical understanding of strategies for working in partnership with parents within the community. 3. knowledge of integrated working and critical understanding of leading teams within early childhood education and care contexts. 4. knowledge and critical understanding of current legislation within social policy, and safeguarding responsibilities when working with young children and their families. 	<p><i>How assessed</i></p> <p>S1 and S2</p> <p>S1 and S2</p> <p>S1 and S2</p> <p>S1 and S2</p>
21	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i> You will share practical experiences as well as ideas from wider reading in small and large group discussions. You will be required to problem solve through responding to, clarifying and asking probing questions. You will listen carefully and provide critically reflective feedback, challenging and debating different viewpoints and perspectives, considering ethics throughout. Students will participate in a range of practical activities and written tasks. Individual and group tutorials will support your assessment literacy and application of concepts.</p>	
	<p><i>Summative assessments:</i></p> <p>S1 Workbook S2 Seen Theme</p>	<p>Weighting %</p> <p>50% 50%</p>
22	<p>Learning resources</p> <p>Corby, B., Shemmings, D. and Wilkins, D. (2012) <i>Child Abuse: an Evidence Base for Confident Practice</i> (4th ed) Buckingham: OUP</p> <p>Foley, P. and Rixon, A. (2014) <i>Changing Children's Services: Working and Learning Together</i> (2nd ed) Bristol: Policy Press in association with Open University</p>	

	<p>Gasper, M (2012) <i>Multi agency Working in the Early Years: Challenges and Opportunities</i>. London: Sage</p> <p>Lumsden, U (2018) <i>Child Protection in the Early Years: a Practical Guide</i>. London; Jessica Kingsley.</p> <p>MacNaughton,G. & Hughes,P. (2011) <i>Parents and Professions in Early Childhood Settings</i>. Maidenhead: McGraw-Hill.</p> <p>Parton, N. (2014) <i>The Politics of Child Protection: Contemporary Developments and Future Directions</i> New York: Palgrave Macmillan</p> <p>Pugh, G. and Duffy, B. (2014) <i>Contemporary Issues in the Early Years</i>. (6th ed) London: Sage</p> <p>Reid, J. and Burton, S. (eds) (2013) <i>Safeguarding and Protecting Children in the Early Years</i> Oxon: Routledge</p> <p>Trodd, L. (ed) (2016) <i>The Early Years Handbook for Students and Practitioners</i> Abingdon: Routledge.</p> <p>Wilson. T. (2016) <i>Working with Parents, Carers and Families in the Early Years: The Essential Guide</i>. Abingdon: Routledge.</p> <p>Websites:</p> <p>www.education.gov.uk</p> <p>www.childrenscommissioner.gov.uk</p> <p>www.early-education.org.uk</p> <p>www.foundationyears.org.uk</p> <p>www.swcpp.org.uk</p> <p>www.unicef.org</p> <p>www.victoria-climbie-inquiry.org.uk</p> <p>www.bristol-city.gov.uk</p> <p>www.nspcc.org.uk</p> <p>www.ncb.org.uk</p> <p>www.jrf.org.uk</p>
23	<p>Preparatory work</p> <p>In order to prepare for this module it is would be beneficial to read widely around the subject of families and collaborative working within the Early Years Sector; An accessible text would be: Whalley, M. and Arnold, C. and Orr, R. (eds), (2013) <i>Working with Families in Children’s Centres and Early Years Settings</i>, Oxon: Hodder Education</p>

Module code	ED5802-20			
Module title	Contesting Childhood			
Subject field	Education			
Pathway(s)	Foundation degree Early Years			
Level * delete as applicable:		5		
UK credits	20			

ECTS credits	10
Core or Compulsory or Optional	Core
Acceptable for	Foundation degree Early Years
Excluded combinations	None
Class contact time: total hours	52
Independent study time: total hours	148
Duration of the module	26 weeks over three terms
Main campus location	University Centre Weston, Knightstone campus
Module co-ordinator	Viki Bennett
Additional costs involved	
Brief description and aims of module	
<p>In this module you will focus on the contested nature of childhood from a wide range of contexts. You will investigate the development of young children's education, care and welfare services, highlighting key historical developments and sociological perspectives. You will consider a range of economic, political, legal and moral factors, with the underpinning theme of the evolving understandings and practices concerning the rights of the child. Through discussions, readings and reflection on current research, you will broaden your understanding of local, national and global issues relating to children and childhoods and children's rights.</p>	
Outline syllabus. This module will:	
<ul style="list-style-type: none"> • Analyse the historical and sociological perspectives in relation to the changing face of childhood, learn through lectures, seminar discussions and reading. • Examine the role of religion, the state, media and charitable institutions in shaping views of childhood, through lectures, practical activities, seminar discussions, learning sets and reading. • Debate the links between political and economic factors and their impact on the experiences of childhood both nationally and globally 	
Teaching and learning activities:	
<p>Lectures, seminar discussions and reading. Reflective discussions on own childhood memories and experiences Timelines of key historical dates and perspectives Confidence sheets regarding learning outcomes and skills Web quests to identify key articles/pieces of research Report back to the group on independent study topics</p>	
Intended learning outcomes	<i>How assessed</i>
<p><i>By successful completion of the module, you will be able to demonstrate the following:</i></p> <p>Knowledge: students will understand:</p> <p>1. The contested nature of childhood through differing historical and sociological perspectives.</p>	S1

<p>2. The similarities and differences between childhood experiences nationally and globally.</p> <p>Skills: students will be able to:</p> <p>a) Reflect upon a range of sociological, cultural, historical and economic perspectives and consider how these underpin understandings of childhood and children’s rights.</p> <p>b) Use communication skills necessary to debate, negotiate, persuade and challenge the ideas of others.</p>	<p>S2</p> <p>S1</p> <p>S2</p>
<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <ul style="list-style-type: none"> • Students will share practical experiences as well as ideas from wider reading in small and large group discussions. • Students will share their own learning to the group • They will be required to problem solve through responding to, clarifying and asking probing questions. • They will listen carefully and provide critically reflective feedback, challenging and debating different viewpoints and perspectives, considering ethics throughout. • Students will participate in a range of practical activities and concrete tasks. • Individual and group tutorials will support assessment literacy and application of concepts. 	
<p><i>Summative assessments:</i></p> <p>S1. Essay (3000 words)</p> <p>S2. Book review (2000 word equivalent)</p>	<p>Weighting%</p> <p>60%</p> <p>40%</p>
<p>Learning resources</p> <p>Edwards M (2015) <i>Global Childhoods</i>. Plymouth: Critical Publishing</p> <p>Equality and Human Rights Commission: Creating a fairer Britain [Online] http://www.equalityhumanrights.com/</p> <p>Georgeson, J. & Payler, J. (2013) <i>International Perspectives on Early Childhood Education and Care</i>. Maidenhead: Open University Press</p> <p>Moss, D. (2013) <i>Memories of Diverse Childhoods</i>. London: Bloomsbury</p> <p>Smith, R. (2010) <i>A Universal Child?</i> Basingstoke: Palgrave Macmillan</p> <p>UNICEF UK: For Every Child in Danger [Online] http://www.unicef.org.uk/</p> <p>Wright, H. (2014) <i>The Child in Society</i>. London: SAGE</p>	
<p>Preparatory work</p>	

Consider your own childhood and compare it to a young child you know – what are the differences? How has childhood changed? Read Corner, L. (2015) 'What is an ideal childhood?' [online] Available from: <http://www.theguardian.com/uk>

Module code	ED5803-20
Module title	Positionality, Diversity and Inclusion
Subject field	Education
Pathway(s)	Foundation degree Early Years
Level	5
UK credits	20
ECTS credits	10
Core or Compulsory or Optional	Core
Acceptable for	Foundation degree Early Years
Excluded combinations	None
Class contact time: total hours	52
Independent study time: total hours	148
Duration of the module	26 weeks over three terms
Main campus location	University Centre Weston, Knightstone campus
Module co-ordinator	Viki Bennett
Additional costs involved	
Brief description and aims of module	
<p>This module will enable you to explore, understand and reflect upon your own thoughts, opinions and any underlying prejudices in relation to supporting babies, young children and families. You will consider a range of protected characteristics, including children with bi-lingual and multi-lingual skills and will investigate culture, identity, rights and the voice of the child. There will be opportunities for you to share best practice in supporting and promoting these aspects from an anti-bias stance by working collaboratively with colleagues.</p>	
<p>Outline syllabus. This module will:</p> <ul style="list-style-type: none"> • Raise awareness of issues in relation to rights, diversity, equity and inclusion, through lectures, seminar discussions and reading. • Enable reflection on responses and reactions to these differences, the extent to, and ways in which, this could impact upon our work with children and their families, through student's work based experiences. • Consider how positionality, diversity and inclusion is supported by current local and government policy, through discussion, reading and research. 	
Teaching and learning activities	

<p>Lectures, seminar discussions and reading. Reflective discussions on personal responses to situations Confidence sheets and follow-up discussions regarding perceived ability to work in partnership with children / families with a range of protected characteristics Visits to or guest speakers from a range of settings Language immersion sessions to begin to empathise with those who are developing their English language skills.</p>	
<p>Intended learning outcomes By successful completion of the module, you will be able to demonstrate the following:</p> <p>Knowledge: students will understand:</p> <ol style="list-style-type: none"> 1. Perspectives and issues on positionality, diversity and inclusion. 2. How difference and diversity enriches society. 3. Inequalities in society and how to embrace an anti-bias approach. <p>Skills: students will be able to:</p> <ol style="list-style-type: none"> a) Critically examine their own positionality. b) Reflect upon and make changes to practice in order to engage in anti-discriminatory and inclusive practice, demonstrating ethical consideration. c) Reflect upon the use of appropriate equipment and resources that promote culture, identity, rights and voice of the child. 	<p>How assessed</p> <p>S2 S1 S1</p> <p>S2</p> <p>S1,S2</p> <p>S1</p>
<p>Assessment and feedback</p> <p>Formative exercises and tasks:</p> <ul style="list-style-type: none"> • Students will share practical experiences as well as ideas from wider reading in small and large group discussions. • They will be required to problem solve through responding to, clarifying and asking probing questions. • They will listen carefully and provide critically reflective feedback, challenging and debating different viewpoints and perspectives, considering ethics throughout. • Students will participate in a range of practical activities and concrete tasks. • Tutor and mentor observations will consolidate the application of theory into practice. 	
<p>Summative assessments:</p> <p>S1 Group presentation (equivalent 2500 words) S2 Reflective journal (2500 words)</p>	<p>Weighting%</p> <p>50% 50%</p>

<p>Learning resources University Library print, electronic resources and Minerva:</p> <p>Baldock, P. (2010) Understanding Cultural Diversity in the Early Years. London: SAGE</p> <p>Devarakonda, C. (2014) Diversity and Inclusion in Early Childhood. London: SAGE</p> <p>Envy, R. & Walters, R. (2013) Becoming a Practitioner in the Early Years. London: SAGE</p> <p>Knowles, G. and Lander, V. (2011) Diversity, Equality and Achievement in Education London: SAGE</p> <p>Nutbrown, C., Clough, P., & Atherton, F. (2013) Inclusion in the Early Years. 2nd Ed. London: SAGE</p> <p>Robinson, K. & Diaz, C. (2005) Diversity and Difference in Early Childhood Education: Issues for theory and practice Buckingham: OUP</p> <p>Rose, J. & Rogers, S. (2012) The Role of the Adult in Early Years Settings. Buckingham: OUP</p> <p>Siraj-Blatchford, I. & Clarke, P. (2000) Supporting Identity, Diversity and Language in the Early Years. Buckingham: OUP</p>
<p>Preparatory work Explore your ideas of inclusion and diversity by exploring materials found here; https://www.eyalliance.org.uk/equality-and-inclusive-practice</p>

1	Module code	ED5804-40
2	Module title	Research in Early Childhood
3	Subject field	Education
4	Pathway(s)	Foundation degree Early Years
5	Level * delete as applicable:	5
6	UK credits	40
7	ECTS credits	20
8	Core or Compulsory or Optional	Core
9	Acceptable for	Foundation degree Early Years
10	Excluded combinations	None
11	Class contact time: total hours	104
12	Independent study time: total hours	296

13	Duration of the module	26 weeks over three terms
14	Main campus location	New College Swindon, City of Bristol College, Weston College
15	Module co-ordinator	Viki Bennett
16	Additional costs involved	
17	Brief description and aims of module	
	<p>This module will introduce you to theoretical perspectives and a range of approaches to research in early childhood which will enable you to carry out a research project in your setting or early childhood context. You will be supported in this by a college tutor who will provide you with guidance on managing timescales and independent working. Whilst the precise topic for the research will be chosen by you, it will be discussed and approved by your tutor before you start the research process. Appropriate research skills and knowledge will be explored and analysed together with a consideration of ethical issues to enable you to conduct the research effectively. You will develop a contextual understanding of designing research in all the stages: question/hypothesis, rationale, literature review, methodology and methods, data gathering and analysis, conclusions and presenting your research. Through reading and investigation of a range of sources you will develop an in depth knowledge and understanding of your chosen early childhood topic. You will be able to use ICT as part of your research project.</p>	
18	Outline syllabus.	
	<p>This module will:</p> <ul style="list-style-type: none"> • Introduce you to the different types of early childhood research and to the key tools and processes • Develop your knowledge and understanding of the ways in which information is handled and presented in early childhood research. • Develop your capacity to work independently on a research project in an area of interest, with appropriate supervision. • Develop your use of ICT for research, information handling and presentation. 	
19	Teaching and learning activities	
	<p>Lectures and seminars will introduce you to the importance of research in early years and some of the key tools and processes when undertaking this. You will be supported to choose a topic for your own research and to consider how other authors have engaged with this through analysis of relevant journal articles. You will be supported to undertake your own project through one to one tutorials, action learning sets and formative assessment of draft work both by tutors and peers. Past students will be invited to discuss their projects and exemplars of past projects will also be made available.</p>	
20	Intended learning outcomes	How assessed
	<p><i>By successful completion of the module, you will be able to demonstrate the following:</i></p>	

	<p>Knowledge: students will understand:</p> <ol style="list-style-type: none"> 1. A range of research skills appropriate to early childhood research. 2. The main methods of enquiry when carrying out research in early childhood contexts. 3. That there are underlying values and ethical considerations which inform research. <p>Skills students will be able to:</p> <ol style="list-style-type: none"> a) Critically evaluate the appropriateness of different approaches when carrying out research in early childhood. b) Initiate, design and carry out an empirical study ethically involving a variety of methods of data collection. c) Analyse data and present and evaluate findings. d) Manage and organise their work time, resources, records and information to support independent decision making. 	<p>S2, and S3 S2 and S3 S1, S2 and S3</p> <p>S1, S2, S3</p> <p>S2</p> <p>S2 S2 and S3</p>
21	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>Students will use action learning sets and one to one tutorials to formulate an appropriate research question. A research proposal including ethical considerations will be formally assessed. Students will be encouraged to complete draft sections of the project for peer and tutor review and use action learning sets to develop ethics proposals and research methods such as questionnaires and interviews. Professional discussions with mentors in the workplace will also support the development of the project.</p> <p>F1 Research proposal</p>	
	<p><i>Summative assessments:</i></p> <p>S1 Ethics form S2 Final Proposal & Research Project S3 Poster and Reflective Presentation</p>	<p>Weighting</p> <p>Pass/Fail 75% 25%</p>
22	<p>Learning resources</p> <p><i>University Library print, electronic resources and VLE</i></p> <p>Bolshaw, P and Josephidou, J (2019) <i>Introducing Research in Early Childhood</i>. London: Sage</p> <p>Cohen, L. Manion, L. & Morrison, K. (2011) <i>Research Methods in Education</i>. 7th Edition London: Routledge Falmer</p> <p>Costley, C. Elliott, G. & Gibbs, P. (2010) <i>Doing Work Based Research</i>. London: Sage</p> <p>McNaughton, G. Rolfe, S. & Siraj Blatchford, I. (2010) <i>Doing Early Childhood Research</i> 2nd Edition. Maidenhead: OUP</p>	

	<p>Mukherji, P. & Albon, D. (2018) <i>Research Methods in Early Childhood: An Introductory Guide</i> 3rd Edition London: Sage</p> <p>Nolan, A., Macfarlane, K. & Cartmel, J. (2013) <i>Research in Early Childhood</i> London: Sage</p> <p>Roberts-Holmes, G. (2018) <i>Doing Your Early Years Research Project</i>. 4th Edition London: Sage</p> <p>Thomas, G. (2017) <i>How to do Your Research Project</i>. 3rd Edition London: Sage</p> <p>Trodd, L. (ed) (2016) <i>The Early Years Handbook for Students and Practitioners</i> Abingdon: Routledge</p> <p>Websites: British Education Research Association (BERA) www.bera.ac.uk National Foundation for Educational Research www.nfer.ac.uk National Children's Bureau www.ncb.org.uk</p>
23	<p>Preparatory work</p> <p>Consider possible topics for your research project based on your professional concerns and interests. Discuss these possibilities with your colleagues and mentor. Consider how researching these aspects might impact on your practice.</p>

8. Appendices

Appendix i. Sample Assessment Report Form



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WESTON

Education studies: Assessment Report Form

Part 1: To be completed by the student and submitted with each piece of assessed work.

Student Number		Module Code	
Short Title of Assignment			
Course/Marking Tutor		Date of Submission	
Word Countwords		

Student statement: *In submitting this assignment, I am confirming that I have read and understood the regulations for assessment, and I am aware of the seriousness with which the University regards unfair practice.*

Part 2 FEEDBACK: Your assignment has been assessed against the following criteria:

	F	D	C	B	A	A+
Criteria	Poor	Satisfactory	Sound	Good	Distinguished	Outstanding
Programme Level: Level 4: Knowledge of – Level 5 Critical Understanding – Level 6 Systematic Understanding						
1. Knowledge, understanding and interpretation of key concepts (Students are made aware of the key concepts in question through module content and the assignment instructions (rubric).)						
2. Reading and evaluation of relevant literature						

<p>(Students are expected to show that they have accessed a range of relevant texts in order to develop a depth of understanding and considered a topic from a variety of perspectives. Sources will include recommended module reading and material found by the student's own research. This may include multi-media texts, recordings and videos. Literature should be trustworthy and will usually come from credible academic sources. Students are also expected to show how they have interpreted sources appropriately (rather than misapplied/ misunderstood the literature))</p>						
<p>3. Ethical awareness and behaviour</p> <p>(Students need to demonstrate that the work submitted or presented is consistent with the values and practices of our academic community such as honesty, fairness, respect and equality. Students will need to discuss these ideas within seminars to ensure they are clear about the meaning of this criterion in the context of the assignment and university expectations (eg 'unfair practice'). In research-based assignments, an ethics approval process will also be followed and demonstrated.)</p>						
<p>4. Appropriate use of predefined ¹ academic conventions</p> <p>(Typical academic conventions shown in university work would be: correct and accurate referencing (ie Harvard); academic language; clear and coherent argumentation. In particular assignments, different or additional conventions may apply, such as when leading a workshop, writing a blog or contributing to a discussion forum. Your tutor will explain the conventions expected in each assignment.)</p>						
<p>Module/Assignment level - the following criteria are in 'constructive alignment' with intended learning outcomes (ILOs) of the module</p>						

1.						
2.						
Feedforward (Advice on how to improve and other comments and guidance)	General comments Strengths 1. 2. 3. Areas for development 1. 2. 3.					
	Date:	Marker name:	Mark (%)			
	Moderator name					
All marks are provisional until agreed at the end of year exam board.						

Appendix ii: Marking Criteria

A Guide to Assessment Criteria

The following assessment criteria have been adopted by the University for all module assessment items in the Undergraduate Modular Scheme. They will be amplified and/or refined by more specific criteria, which will be set out in your module/ programme documentation.

Grade	Indicative	Criterion
	Mark Range	
A	80-100	An outstanding first. Work of outstandingly high quality and originality.
	77 –79	An excellent first. Work, which fulfils all the criteria of the A, grade, but at an exceptional standard for the Level concerned. Substantial originality and insight, very few minor limitations.
	74 – 76 A	A good first Work of distinguished quality, which is based on extensive research and/or strong technical and creative competence. Clear and logical organisation; consistent scheme of references, used entirely appropriately. An authoritative grasp of concepts, methodology and content appropriate to the subject/discipline and to the assessment task will be demonstrated. There is clear evidence of originality and insight and an ability to sustain an argument and/or solve discipline-related problems, based on critical analysis and/or evaluation. The ability to synthesise material effectively and the potential for skilled innovation in thinking and practice will be evident.
	70 -73	A first. The qualities of an A grade but with more limitations. Work of very good quality which displays most, but not all, of the A grade characteristics for the Level concerned.
B	67 – 69	A high upper second Work, which clearly fulfils all the criteria of the B grade for the Level concerned, but shows greater insight and/or originality.
	64 - 66	A good upper second Work of good quality, which is based on a wide range of properly referenced sources and/or creative input, demonstrating a sound and above average Level of understanding of concepts, methodology and content appropriate to the

		subject/discipline and to the assessment task. There is clear evidence of critical judgement in selecting, ordering and analysing content to construct a sound argument based on responses which reveal occasional insight and/or originality. Ability to solve discipline-related problems will be effectively and consistently demonstrated. Draws on an appropriate range of properly referenced sources
	60 – 63	An upper second Work of good quality, which contains most, but not all, of the B grade characteristics for the Level concerned
C	57 – 59	A high lower second Work, which clearly fulfils all the criteria of the C grade for the Level concerned, but shows a greater degree of critical analysis and/or insight
	54 – 56	A good lower second Work of sound quality which is based on satisfactorily referenced sources and/or creative input and which demonstrates a grasp of relevant material and key concepts, together with ability to structure and organise arguments or materials effectively. The work may be rather standard, but will be mostly accurate, clearly communicated and provide some evidence of ability to engage in critical analysis and/or evaluation. There will be no serious omissions or irrelevancies. In dealing with solutions to technical problems, appropriate methods will be chosen. Coherent organisation in general with effective use of references and acknowledgement of sources.
	50 – 53	A lower second Work of sound quality, which contains most, but not all, of the C grade characteristics for the Level concerned.
D	47 – 49	A high third Work of a satisfactory standard demonstrating a reasonable Level of understanding, and competent organisation, but lacking sufficient analysis and independence to warrant a C grade at the Level concerned.
	44 – 46	A good third Work of satisfactory quality, which covers the basic subject matter adequately and is appropriately organised and presented, but which is primarily descriptive or derivative rather than analytical or creative. Study may be limited and narrowly focussed. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material or techniques, and/or in communication or other relevant key skills, so that the work may be flawed by some errors, omissions or irrelevancies. There will be some evidence of appropriate research and ability to construct an argument, but it may be narrowly focused. In dealing with solutions to technical problems, established and appropriate methods will generally be chosen, but these may be applied uncritically
	40 – 43	A third Work of bare pass standard demonstrating some familiarity with relevant subject matter and application of relevant academic capabilities, but only just meeting threshold standards in research, analysis, organisation, focus or other skills essential to the assessment task, and/or with significant errors or omissions.

F	30 – 39	A fail Work which indicates some evidence of engagement with the subject material and learning process, but which is essentially misinterpreted, misdirected, misunderstood or poorly organised and sketchy or otherwise just failing to meet threshold standards at the Level concerned.
	20-29	A clear fail Work which indicates little engagement with the subject material and learning process; which contains substantial errors or irrelevancies; which shows minimal evidence of planning and hardly any use of references and acknowledgement of sources; which clearly fails to meet threshold standards at the Level concerned
	10-19	A bad fail Work of poor quality, which is based on only minimal effort and/or contains little of relevance. It will offer hardly any evidence of familiarity with subject materials or skills appropriate to the discipline or task at the Level concerned.
	1-9	A very poor fail Some work submitted, but containing virtually nothing of any relevance, depth or merit.
	0	Nothing submitted, and extension not agreed before due date; or work containing nothing of any relevance or merit.
UP	0	Work failed due to unfair practice.

Appendix iii: Research and Ethics

Research and ethics (non-clinical) at Bath Spa University

Author - Dr Paul Davies

1. Background

1.1 This paper deals only with ethical considerations relating to non-clinical research.

1.2 Consideration of research ethics must take into account the legal framework. Relevant legislation includes The Data Protection Act 1984 (and subsequent), The Children's Act 1989 (and subsequent) and various 'privacy' laws. As the legal obligations relating to research ethics are not covered by any single Act, research organisations have generally responded to their obligations via policy documents, codes of practice or similar.

1.3 Many higher education institutes have developed a research ethics policy and mechanisms for formally agreeing the arrangements with respect to the gathering and storage of data in projects where ethical considerations justify it. This is usually separate from the formal agreement of the project as a viable project. Good practice, through Codes of Practice, has also been developed by a number of professional bodies, for example by the British Sociological Association and the British Psychological Society. Research active members of those organisations are obliged to adhere to these Codes of Practice *in addition to* any organisational codes.

1.4 This document proposes a way in which BSU deals with ethical issues related to non-clinical research. It seeks to ensure that research ethics are considered in *all* research projects undertaken, and to formally scrutinise and agree procedures relating to *individual* defined projects where it is appropriate to do so. It therefore outlines the issues that need consideration and proposes *Principles* (which must be adhered to by all who undertake research -defined fully in Appendix 1a), and *Procedures and Practice* (to be followed when specific approval is required – see below).

2. Definition of research subject to ethical considerations and definition of researchers included

2.1 For the purposes of this document research means all research that involves human participants as subjects undertaken as a part of formal University activity. The phrase 'human participants' refers to persons used in all types of research. Qualitative based research projects may include personal interviews, questionnaires, interviews, focus groups, observation of groups *etc.* Quantitative and experimental research may include questionnaires, surveys, trials *etc.*

2.2 Research included is that undertaken by:
Undergraduate students undertaking research as part (or all) of an undergraduate qualification
Directors of Studies and supervisors of students

All staff doing personal research, collaborative research with outside organisations, contract research and consultancy
All staff undertaking research with students or with other members of staff

3. Issues and Principles

3.1 All research involving human participants must consider the following issues from the inception of the research project. Researchers should be in a position to justify the decisions undertaken as a result of those considerations *should it be required*:

- the value of the research
- informed consent
- openness and honesty
- right to withdraw without penalty
- confidentiality and anonymity
- protection from harm
- briefing and debriefing
- reimbursements, payments and rewards
- suitability/experience of researcher
- ethics standards of external bodies and institutions
- reporting on ethical issues throughout
- research for clients/consultants
- intended dissemination

3.2 Some of the above issues require very careful consideration. All are discussed in detail in Appendix 1a where the *Principles* governing such considerations are laid out.

3.3 Ethically responsible conduct is part of the University's principles of good research practice (available as a separate document). It states that deliberate, reckless or negligent research misconduct may lead to disciplinary action via the University's disciplinary procedure. It is important to note that honest errors do not constitute misconduct.

4. Research for which approval is necessary

4.1 If the research project involves either:

- Deceptive research (defined below)
 - or
- Covert research where data are recorded in a manner in which anonymity of participants cannot be assured, or where when the research involves collection of sensitive personal material (including matters relating to behaviour), or where the participants are part of a vulnerable group (defined below);

approval must be sought through the procedures detailed below.

4.2 *Deceptive research* is that which is undertaken when the investigator deliberately conceals or significantly misrepresents his or herself, the true nature of the research, or any other significant aspect of the research (see Appendix 1b).

4.3 *Vulnerable group* includes any person(s) who may be precluded from giving *informed* consent. Note that this does not necessarily include all groups whose consent is given by parents or by those in *loco parentis*. It should additionally be noted that even in those circumstances the 'real' consent of those individuals under study should also be sought wherever possible (see Appendix 1a, informed consent).

4.4 Approval for research involving human participants not covered within the categories detailed in Section 4.1 should be sought through the school mechanisms agreed by AQSC on 6th October 2006. All projects must adhere to the *Principles*.

4.4.1 If there is any doubt as to whether a particular research project needs approval, advice should be sought from the relevant academic manager.

5. Procedures and Practice for approving research

5.1 Those projects requiring approval under 4 above will be required to seek such approval through the University's Research and Scholarship Committee. Advice on submitting projects requiring approval should be sought from the Chair of that Committee at an early stage in the formulation of the research proposal. Under no circumstances should such research be started prior to approval being given.

Appendix 1a - Principles

1. The value of the research

The value of the research, in terms of its original contribution to knowledge, should be made apparent to all involved wherever possible. Obviously in the case of deceptive or some covert research this does not apply to participants, but needs to be justified through the procedures outlined above.

2. Informed consent

Informed consent by individuals, guardians or individuals acting *in loco parentis* can be complicated (particularly when children are involved). Except in cases where free and informed consent is thought not to be warranted (ethically acceptable deceptive and some forms of covert research). The default position is that free and informed consent should normally be gained in writing from the participant(s) and/or their properly authorised representative(s). In exceptional cases there may be reasons why the participant(s) or representative(s) wish not to sign consent themselves. In such cases the researcher should record consent. Even where an authorised representative gives consent, the 'real' consent of the participant should also be obtained (see also right to withdraw).

The word *informed* is important. In order to be informed prior to consenting the participant should have an understanding of project aims, objectives, any potential

benefits or harm that may arise and likely outcome of the research (eg. policy documents, publications).

Consent given does not oblige the participant to carry on through the entire research as originally requested in any formal or legalistic sense. It should, however, be made clear to participants what commitment they are consenting to, and also that by consenting they are in effect consenting to carry through the agreement.

The secondary analysis of data through access from their 'gatekeepers' does not negate the researchers involved from considering issues relating to consent except where the gatekeeper can act in law as the consentor (eg. is a parent or guardian).

3. Openness and honesty

As a default research should be carried out in an honest and open manner, with participants fully and honestly informed about the research rationale, method(s) and outcomes (see informed consent above). Some types of research (deceptive and some forms of covert research) may be exceptions and must be agreed (see above).

4. Right to withdraw without penalty

It should be made apparent to all potential participants, as part of the informed consent process, that they are free to withdraw without penalty from the research project, even if they have received inducements or payments. They may also request that consent be withdrawn retrospectively and that any accrued data regarding them be destroyed.

Those whose consent has been given through a surrogate can themselves request to withdraw from the research, a request that must be honoured.

5. Confidentiality and anonymity

Privacy is normal practice in research and law. Confidentiality and anonymity becomes a real issue when data is recorded on computer (eg. named responses to questionnaires) or when named organisations are reported upon where individual roles cannot be hidden (eg. in action research projects). Data should be coded and stored in a manner that does not allow direct recognition of individuals within the stored data set(s) by anyone other than the researcher or research team. Data should not normally be shared with others without the consent of the subject or their surrogate. Plans to publish research should therefore be made clear at the outset. If it is suspected (due to the nature or context of the research work) that anonymity cannot be guaranteed even if data are coded etc. then this limitation should be made aware to the participants.

Those who court publicity or are active in the public-eye (speakers at public events, celebrities etc) are not considered subject to privacy/anonymity rights as outlined above.

6. Protection from harm

Researchers have a responsibility to ensure that the physical, social and psychological well-being of research participants is not affected in an adverse manner by the research. The relationship should be one of mutual respect and based, wherever possible, on trust. Undue risk is considered to be that above and beyond

risks run in the normal everyday life of the participant. Particular care is needed when the participants are from vulnerable and/or powerless groups. The responsibility for protection from harm does not necessarily end with the research project; it may extend to the life of the data set. Particular care needs to be taken when discussing the results of research projects with those *in loco parentis* or other consenting positions, since such discussion *may* prejudice attitudes toward the participants.

7. Briefing and debriefing

As well as being informed about the research, participants should be adequately briefed as to how the research is to be carried out from inception to dissemination (see informed consent above). Wherever possible participants should also receive information relating to the outcomes of the research. Sometimes, for example in some forms of laboratory controlled psychology research, debriefing may involve remedial action to negate post-participatory effects, for example where negative moods have been induced.

8. Reimbursements, payments and rewards

Any arrangements should be clearly articulated to participants, in writing wherever possible. If staged or progressive payments are involved these should be clearly articulated from the beginning. Withdrawal of the participant between stages does not negate the obligation to reimburse the participant for completed stages. Reimbursements, payments and rewards may not be used to induce participants to take undue risk.

9. Suitability/experience of researcher

Investigators should have the relevant academic/professional competence to carry out the research project. In particular they (meaning either an individual in terms of an individually-led project, or the 'team' in the case of joint research) should have experience of dealing with the ethical dimensions of the research.

10. Ethics standards of external bodies and institutions

Where external bodies and institutions (either those funding the research, or professional bodies to which the researcher belongs) have their own ethical codes these must be followed. If there is any conflict with BSU principles and procedures these should be identified as soon as possible and the relevant academic managers notified.

11. Reporting on ethical issues throughout

If there are interim reports, whether verbal or written, ethical issues should be acknowledged and discussed throughout.

12. Research for clients/consultants

Where it is necessary, ethical positions should be clarified with external clients and organisations prior to the research beginning. Agreement should preferably be in writing. It is particularly important to establish data ownership rights and rights to publish (on both sides), since this establishes future 'gatekeepers'. Care should be taken not to compromise the BSU ethics guidelines and/or professional codes.

13. Intended dissemination

Should be relayed to the participant as part of the consent process. Wherever possible summaries of research findings (preferably in non-technical language) should be relayed to participants.

Appendix 1b – definitions

Deceptive research Research in which the investigator deliberately misrepresents his/her self, the true nature of the research and/or any other significant characteristic. Deceptive research may be a necessity, though as part of the procedures established above the investigator(s) must justify why deception is required.

Covert research Research gathering information about participants (in whatever form) without the participant's knowledge or consent. Note that this is not always problematic, the gaining of 'naturalistic' data of 'normal' behaviour may not be unethical, unless it infringes on some of the principles outlined above. Covertly observing people at public meetings or events is also normally not considered unethical. Key issues of anonymity and/or recoding of sensitive data must still be considered.

Gatekeeper An individual or organisation that controls access to data, or has legal rights with respect to the giving of permission to obtain data. The consent of a gatekeeper does not, in itself, constitute informed consent on behalf of the participants unless the gatekeeper also acts in law as the consenting authority for the participant.

Appendix iv – Ethical approval form

Bath Spa University Research Ethics Form

Principles underpinning educational research at Bath Spa University

The UUK Concordat to Support research Integrity expects all those engaged with research have a duty to consider how the work they undertake, host or support impacts on the research community and on wider society. It does this through as expectation of the following commitments:

- Upholding the highest standards of rigour and integrity in all aspects of research.
- Ensuring that research is conducted according to appropriate ethical, legal and professional frameworks, obligations and standards.
- Supporting a research environment that is underpinned by a culture of integrity and based on good governance, best practice and support for the development of researchers.
- Committed to using transparent, timely, robust and fair processes to deal with allegations of research misconduct when they arise.
- Committed to working together to strengthen the integrity of research and to reviewing progress regularly and openly.

Responsibilities of those conducting research at Bath Spa University

Professional and Funding body requirements and guidelines emphasise the following:

- responsibilities to participants
- responsibilities to sponsors, clients and stakeholders in research
- responsibilities to the community of educational researchers
- responsibilities for publication and dissemination
- responsibilities for researchers' wellbeing and development.

Please note that in accordance with these principles and responsibilities:

1. As a general rule you must obtain **full and explicit consent from participants** for your research (e.g. BERA 2018, 9-17). Participants' rights not to consent to participate in research are extremely important. Participants' **rights to withdraw** from the research must be respected and acted upon whenever reasonably possible.

2. If you are involved in primary research, **you must observe participants' rights to anonymity** unless they expressly ask to have their real names used (e.g. BERA 2018, 21-22).
3. Please note that any relevant documentation (e.g. information sheets or consent forms if used) should be attached with your ethics form so that they can be reviewed.
4. If you are asked to resubmit your application following review, then you must submit a revised form with responses to the comments (please use track changes).

This form is divided into three Sections:

- **Section A** consists of an overview of the project and an ethical checklist. This should be completed by all staff and students undertaking research activity. If you answer Yes to any of the questions please complete Section B.
- **Section B** consists of the request to be permitted to undertake primary research. This section is not required for researchers who have answered NO to all questions in Section A i.e. those undertaking secondary research, that is to say research based on the analysis or reanalysis of materials demonstrably in the public domain
- **Section C** is the response of the Department to that request.

SECTION A – to be completed by all researchers

Name of applicant:	
Student ID no. (if PGR student)	
Programme of Study (if student)	

Date of submission of application:	
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Supervisor name and department name:
Title of research project:

1. Brief overview OF THE STUDY: Describe the aims and purposes of the research proposed. Outline the research questions and methods to be used and list the main types of research participants you intend to collect data from.

RESEARCH ETHICS CHECKLIST

Please confirm you have consulted the guidelines of a professional association relevant to your discipline (i.e. BERA, BSA or BPS) in completing this checklist (please consult your supervisor if necessary)

Please confirm that you and your supervisor (if appropriate) have discussed research ethics and safety issues

Researchers should answer each question below by ticking the appropriate box:

	Yes	No
1. Will the research involve gathering personal information on identifiable living individuals?	<input type="checkbox"/>	<input type="checkbox"/>
2. Will the research involve gathering confidential information of any kind (i.e. information not currently in the public domain)?	<input type="checkbox"/>	<input type="checkbox"/>
3. Will the research involve participants who are particularly vulnerable or unable to give informed consent (e.g. children, adults with learning difficulties)?	<input type="checkbox"/>	<input type="checkbox"/>
4. Will the research require the cooperation of a “gatekeeper,” e.g. an authority figure who has the power to grant access to groups and individuals possibly without their informed consent?	<input type="checkbox"/>	<input type="checkbox"/>
5. Will participants be remunerated in some form for the information they are asked to provide (e.g. being paid for interviews)?	<input type="checkbox"/>	<input type="checkbox"/>
6. Could the research cause harm to subjects or have negative consequences for them that exceed those experienced in everyday life?	<input type="checkbox"/>	<input type="checkbox"/>
7. To the best of the researcher’s knowledge, will the research raise any issues which should be the subject of ethical consideration and/or review?	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the research entail potential security or health and safety risks to the researcher that exceed those experienced in everyday life?	<input type="checkbox"/>	<input type="checkbox"/>

9. It is suggested that research reports are made available publicly upon completion to participants. Do you or your supervisor feel that, for any reasons whatsoever, access to your final report may need to be restricted?	<input type="checkbox"/>	<input type="checkbox"/>
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If you have ticked **NO** to all questions, please sign below:

Researcher signature	Date
Supervisor signature (if researcher is student)	Date

If you ticked **Yes** to any of the questions in section A, please fill in the relevant sections in **Section B** and sign at the end of that section.

SECTION B - To be completed by researchers having answered Yes to any of the previous questions in Section A

<p>1. RECRUITMENT/SELECTION PROCEDURES: How will study participants be selected? What information will be provided about the study so that participants can make an informed decision. Is there any sense in which participants might feel 'obliged' to participate?</p>
<ul style="list-style-type: none"> ● Information provided to participants must consist of a brief factual account of the study aims and data collection methods so that participants can make an informed decision, if necessary following further discussion with the researcher. ● The approach taken to requesting consent must be sufficiently separate from the provision of information. As a general rule researchers will use information sheets and consent forms, although there may be cases in which this is not appropriate. ● If you are considering using social media to recruit and select participants please read the BERA 2018 guidelines on this topic and/or the ESRC guidance on internet-mediated research (link on p.11 of the BERA 2018 guidelines) and/or access the resources that can be found on the Research Office intranet site (https://thehub.bathspa.ac.uk/services/research-and-graduate-affairs/research-support/integrity-and-ethics)
<p>2. VULNERABLE INDIVIDUALS: Specify whether the research will include vulnerable groups, including children, vulnerable adults or others. If so, please explain what will</p>

<p>be done to facilitate their participation and reduce possible harm to them. If working with people with disabilities, please explain how you will provide any special support that they may need, for instance, in relation to communication or to access to the interview site.</p>
<ul style="list-style-type: none">● Consider if there are any particular issues for children, babies, vulnerable adults, English as a Second Language (ESL) speakers, refugees and other potentially vulnerable participants? How will you ensure your research approach takes account of vulnerabilities?
<p>3. INFORMED CONSENT: Please explain your approach to how consent is to be obtained, including from parents, carers and children as appropriate. As a general rule a consent form should be used, unless this is not appropriate (if so please explain why). A copy of the proposed consent form, written in simple, non-technical language intelligible to your participants should be attached with this form. Participants' entitlement to withdraw consent should be explained on the consent form used.</p>
<ul style="list-style-type: none">● Please explain clearly how children are asked for assent to participate● Information should be provided to participants outlining rationale for study● Consider how information will be provided to parents, and how consent will be requested from parents if appropriate.● As a general rule consent should be explicit. Participants should opt-in not opt-out● Participants' right to withdraw must be respected and acted upon whenever reasonably possible. If participants' data is no longer identifiable and cannot be disaggregated as data analysis is already at an advanced stage then full withdrawal of all data may not be possible.
<p>4. PARTICIPANTS IN DEPENDENT RELATIONSHIPS: Specify whether participants will include students or others in a dependent relationship (this could affect their ability to decline to participate). For example, they may be children in a class you are teaching or working with. How will you ensure that participants feel able not to consent to the research or to withdraw?</p>

- Carefully consider whether potential participants can give unrestrained informed consent and how to reassure potential participants that non-participation is acceptable and will be fully respected (see BERA 2018 guidelines pages 9-13 on consent)

5. PARTICIPANTS WHO YOU WORK WITH OR FOR: Explain how you have considered relationships with colleagues who you work with or managers you work for as part of this research (if appropriate).

- Carefully consider any particular issues of conducting research with staff in place of work. How will you deal with these? How will you ensure that your role as a researcher is clear to colleagues? Will you only be conducting the research at specific times in the workplace? If so how will you make this clear to colleagues and/or managers?

6. CONFIDENTIALITY: Please state who will have access to the data and which measures will be adopted to maintain the confidentiality of research participants. Will the data be anonymised and if so in what ways?

- Explain how you will achieve anonymity if appropriate eg. using pseudonyms
- Ensure that any documentation relating to the research maintains confidentiality and anonymity when appropriate. Consider how participants might be identified with reference to any information you might provide.
- Consider checking the data you have collected from research participants is factually accurate. As a general rule, It is considered good practice to allow participants to review their contributions before analysis.
- Consider whether participants have a right to read the final report, in addition to having the right to view any data that concerns them.

<p>7. PROTECTION OF RESEARCHER (Applicant): Please state briefly any precautions being taken to protect your health and safety if appropriate. Is there anything about the environment in which you will be researching that requires you to take extra precautions? Do you have any health condition that might give you serious problems during your fieldwork?</p>
<ul style="list-style-type: none">● Ensure you are competent to conduct the research, including all research methods you plan to use● Consider any potential risks in the environments and contexts you are researching in. Please consult BERA 2018 guidelines (pages 35-36)
<p>8. ANTICIPATED USE OF RESEARCH DATA: Do you anticipate using your data beyond your research project, e.g. for publishing articles or in a report for your organisation? If so, please state</p>
<ul style="list-style-type: none">● You must carefully consider how you use data relating to your research project. As a general rule data (and particularly any personal data) should be destroyed following completion of the research project.● However, you should consider if there is a secondary use of the research data, and how this will be handled appropriately considering your responsibilities to participants and to your organisation (if appropriate). Will it be necessary to request further consent from participants?● Wherever possible, and where appropriate, data should be anonymised and uploaded to BathSpaData
<p>9. DATA PROTECTION AND MANAGEMENT: How do you intend to store your data? Have you thought carefully about archiving methods and where to keep confidential information? What data protection procedures will you follow to ensure the anonymity of your participants at all times? Please ensure you are aware of the GDPR guidelines.</p>
<ul style="list-style-type: none">● Consider how will you store and subsequently destroy data. Data must be stored securely. Use password protection and data encryption; avoid portable storage devices; anonymise records and avoid transferring data by email (please see BERA 2018 guidelines, page 25).● Consider how personal data will be processed in accordance with GDPR guidelines. Researchers must have participants' explicit permission to disclose personal

information to third parties. Please read the BERA 2018 guidelines on privacy and data storage (pages 21-24 and page 16). All citizens are entitled to know how and why their data is being stored, how data will be used and to whom it will be made available.

- Please explain your procedure for dealing with disclosure (consider pages 25-26 of BERA 2018), and information that you may come across regarding illegal or harmful activities.

10. FEEDBACK TO PARTICIPANTS: Will the data or findings of this research be made available to participants or to others? If so, specify the form and timescale for feedback – e.g. an electronic copy of your thesis or report. What commitments will be made to participants regarding feedback? How will these obligations be verified?

- How do you plan to disseminate your findings to participants? It might be appropriate to give a copy to the school or setting in which you have done the research. Alternatively, it might not be appropriate on ethical grounds (for example if you have interviewed Teaching Assistants on their perspectives of school support it might break confidentiality to give a copy to the Head teacher . Please consider your responsibilities for dissemination (BERA 2018, pages 32-35), and discuss with your supervisor what is appropriate for your project (as appropriate).

Guidance and support, and templates for supporting documentation (including consent forms and information sheets), can be found on the UK Data service site at: <https://www.ukdataservice.ac.uk/manage-data/legal-ethical/consent-data-sharing/consent-forms>

Please note that the information sheet should make it clear to participants that the title of the research may evolve and change contingent on the final findings of the research.

DURATION OF PROJECT	
START DATE	

END DATE	
-----------------	--

Researcher Signature	Date

Document checklist for submission

<p>I have completed and include relevant documents with this form, which may include:</p> <p>Information sheet <input type="checkbox"/></p> <p>Consent form <input type="checkbox"/></p> <p>Interview schedule <input type="checkbox"/></p> <p>Observation schedule <input type="checkbox"/></p> <p>Survey <input type="checkbox"/></p> <p>Systematic literature review format <input type="checkbox"/></p>

SECTION C – Review and Decision

Ethics Committee use only:

Decision on ethics form

Pass	You can now start your research	
Conditional pass	You can start your research when you meet the following conditions:	
Redraft the form and resubmit	Please reconsider your approach to ethics and make changes taking account of the following comments (which may be provided separately by email). Then resubmit the form.	
Reject in current form	Please reconsider your research project in its entirety as the issues raised require a thorough re-examination of your research approach (please see comments send separately by email)	
Refer to University Ethics Committee	The University Ethics Committee will examine the issues raised in your ethics form. Please await further guidance.	

Ethics Peer Review College member signature		
UEC Chair signature (if referred is required)		

Please note that if necessary the University Ethics Committee or Ethics Peer Review College members may be asked to make further comments on this application, and these will be made in the box below:

Further notes from the University Ethics Committee or Chair or EPRC members	
Signature and role	Date

