University of Bedfordshire

Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

Section 1 - General Course Information	
Course Title	MA Education (Early Years)
Qualification	MA
Intermediate Qualification(s)	Postgraduate diploma Postgraduate certificate
Awarding Institution	University of Bedfordshire
Location of Delivery	AB
Mode(s) of Study and Duration	Part time course over 3-5 years
Core Teaching Pattern	Trimesters
FHEQ Level	7
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	
PSRB Renewal Date	
University of Bedfordshire Employability accreditation	
Route Code (SITS)	MAEEYABP
Subject Community	Education
UCAS Course Code	
Relevant External Benchmarking	QAA Framework for Higher Education Qualifications, level 7, 2014 http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf Reference to Master's Degree Characteristics Statement (QAA., 2015) http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf

Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

Course Structure

The Units which make up the course are set out below. There are 3 compulsory units. The students have the opportunity to study 2 optional units, from a range of units across the postgraduate portfolio.

Unit Code	Level	Credits	Unit Name	Core or option
	7	30	**Early Years Education and Care**	**Core**
	7	30	**Enhancing Practice in Educational Settings**	**Option**
	7	30	**Analysing policy: children's voice**	**Option**
	7	30	**Research Methods in the workplace**	**Core**
	7	60	**Dissertation in Education (Early Years)**	**Core**

The units above set out the recommended pathway of study for this course. Other optional units available include: educational leadership in context, leading change in education, meeting diverse needs, exploring coaching and mentoring.

Why study this course

This course enhances your knowledge, skills and understandings of early years of education and can be tailored to develop and extend your knowledge and interests in a range of broad areas of study. The course will enable you to develop breadth of understanding with the opportunity to examine how specific themes such as partnership working and/or inclusive education contribute to practice contexts in Early Years Education and Care, with the opportunity to begin to explore leadership and management issues within early years settings.

The part-time MA Education (Early Years) will allow you to gain further knowledge and understanding in areas of working with children in a wide variety of local authority or social care settings as well as in nurseries and schools. This course will be particularly relevant to qualified teachers who now lead early years' classes encompassing two years old provision as part of the government drive for two year old funding. For those already in work the part-time route will support promotion to leadership and management roles. The MA Education (Early Years) award will enable students to progress to doctoral study in specific specialist areas.

Studying on this course will enable you to apply your own area of interest or practice to specific areas of study and to develop in the direction which interests you. The core unit focuses directly on the unique child and how development can be considered via a range of different lenses such as involvement and wellbeing (Laevers, 1997), Schema, (Athey, 2007), and how it can be supported via potentiating environments (Claxton and Carr, 2004) and through adult pedagogic strategies (Pascal and Bertram, 1997), You will be able to learn through a variety of ways including workshops, seminars, online learning and through tutorial support. For those not working in educational settings, e.g. full-time home and international students, you will be given the opportunity to attend work settings to support your learning. International students will be provided with additional support in the first term of study with additional group sessions and tutorials. For part-time students, this blended learning course will allow you to work around your work commitments with a combination of face-to-face sessions as well as online support and activities.

The course is underpinned by staff research and capitalises on the expertise in education, equality and social justice in our Institute for Educational Research (IRED). Over 50% of IRED publications have been rated as world-leading or internationally excellent (Research Excellence Framework (REF) 2014).

Course Summary – Educational Aims

This course aims to further develop professional knowledge, understandings in Early Years Education and Care, applicable to a wide range of practice-based settings. For all students this will require you to undertake observations in work-place practice, and advice and support from tutors will be provided to facilitate assessment and learning on the course. You will study with other professionals from a range of educational organisations including schools, local authority organisations, the lifelong learning sector and universities. The course is available for part time study, giving students access to a range of optional units with broad themes that allows individuals to focus on specific areas of study within the units in order to personalise these appropriate to their interests and needs. In this way you will be able to make a deeper, more specialist analysis in one particular core theme, or appropriate to one area of your own practice or experience.

Alongside the taught units, you will study Research Methods in the workplace in preparation for your dissertation.

The MA Education (Early Years) aims to:

- Increase awareness of and access to a range of academic ideas and research findings in early years, to promote evidence-based practice

- Promote personalisation of broad themes to meet the needs and interests of early years students while providing a focused line of study

- Promote vocationally relevant and varied assessment formats with a negotiated focus to support individual and organisational needs in an early years context

- Promote engagement with key issues in education, involving critical examination of a wide range of key education sources and texts, leading to the identification and justification of recommendations for further action.

Entry requirements

Standard entry requirements for UK students – http://www.beds.ac.uk/howtoapply/admissions/making-your-application
Students from the European Union - http://www.beds.ac.uk/international/international-applications/how-to-apply and https://www.beds.ac.uk/howtoapply/eu/english if English is not your first language
International students - http://www.beds.ac.uk/howtoapply/international/apply and
https://www.beds.ac.uk/international/international-applications/english if your first language is not English

PSRB details

None

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Use your knowledge and expertise in early years education to support the wider development and effectiveness of educational practice in context either in their own working organisation or in future work contexts.

- Confidently promote a research led culture in existing or future work related settings.

- Use their skills and knowledge flexibly to develop creative and innovative approaches to teaching and learning in the early years.

Higher Education Achievement Report - Additional Information

Learning and Teaching

The MA award of 180 credits represents 1800 hours of study. Each unit will be delivered through a combination of taught sessions around key topics, with each session supported by guided reading. Course delivery is planned to provide a balance of tutor input and student centred learning appropriate to this level of study. Central to all specialist units is the teaching of conceptual ideas followed by the opportunity for you

to choose to specialise in one of three areas of study, to negotiate your learning route and to apply this to the assessment tasks. The taught sessions will use a variety of learning approaches, including seminar sessions, small group work, practical and theoretical exercises, student presentations and formal lectures. Key tutor led strategies include lectures, seminars, tutorials, workshops and research supervision. Strategies to encourage autonomous learning include preparation and research for seminars, oral presentations (group and individual), and written assessments. Face-to-face sessions make full use of your peer group and promote reciprocal learning as much as possible. Course participants are encouraged to draw on their own experiences and contexts and where relevant to present for discussion material they have prepared

All units utilise our VLE, BREO, as appropriate. This means that you will need to become familiar with the use of the university VLE, BREO, to develop your e-learning knowledge and skills. Guided and self-directed learning is a key component of this course. You are encouraged to take the initiative and responsibility in managing your learning, identifying problems and resolving them. Up to date materials related to current legislation and guidance documents related to policy, current affairs, new initiatives and organisations involved in international development are continually added to the unit web pages to ensure currency and relevance of resources to support your studies

Autonomous learning is a key component of this course. The course requires you to draw upon complex material and engage with texts appropriate to the challenge of Masters Level work (for example research journal articles and government policy documents) and meet the QAA descriptors of the attributes of a graduate at Master's Level.

Developing your employability

We aim to integrate examples from practice, up to date case studies and projects focussed on particular developments throughout the course. The course is designed to help you engage with study and critique key issues in education as well as to be able to identify and justify recommendations for further action. For existing professionals, a master's level qualification will enhance your chances for promotion and for employment in other contexts. Master's study can be a very beneficial form of Continuous Professional Development, which all educators are expected to engage in, to maintain knowledge and understanding of contemporary issues and new policies/resources. A master's qualification supports promotion to senior positions in the field of education, particularly if you have taken units which focus on leadership issues within the course. As a master's graduate, therefore, you will have the confidence, knowledge and critical skills to prepare and present a strong application to senior posts in the field of education.

Department (s)

Department of Education and English Language

Assessment

Each unit in this course has its own assessment. Wherever possible, the specific focus of assignments is negotiated individually between the unit tutor and the student, within the parameters of the unit, in order to ensure that the assignment meets your personal and professional needs. The course provides you with a carefully planned and coherent sequence of learning opportunities that facilitate your development through formative and summative assessments.

At this level the expectations, in terms of the quality of work produced, are high and you will need to take active control of your learning. At Master's level the expectation is that you are an autonomous and confident learner, that you will undertake assessments that are challenging and require mature argument developed from sustained research, and that you will demonstrate fluent and cogent presentation. You are encouraged in their assessments to draw upon an extensive range of sources to demonstrate a deep theoretical understanding and the ability to apply that to current issues and contexts.

The assessments test the ability to construct a reasoned, sustained and coherent argument, and to articulate it fluently, in a range of contexts. You are required to demonstrate an appropriate level of research, of independent argument, and to reference in an appropriate and accurate manner.

Through the assessments designed for individual units, you will practise and reinforce skills in researching, evaluating and synthesising materials with a critical eye; quantitative and qualitative data collection and handling, together with skills associated with conventional academic tasks. Unit assessment is based on specified learning outcomes and threshold standards.

The unit information forms state clearly the aims, objectives and learning outcomes of the unit, and delineate

the criteria of assessment for each outcome. The unit assessment feedback offers detailed comment to the student on the assessment piece.

The taught stage of the course (stage 1) requires you to pass 120 credits before progressing to stage 2, the 60 credit dissertation.

After Graduation

Bringing your subject knowledge from the areas you have studied, you will have gained knowledge and skills through this course that will make you a specialist in early years education. It will enhance your chances of gaining employment or promotion to senior posts and management positions in education settings across the developing early years sector. The qualification will have provided you with confidence to advise others in your workplace through the expertise you have gained in specific aspects of Education. For those who wish to develop further academically, a masters in early years education is an important prerequisite for further independent study at doctoral level.

Student Support during the course

During the course you are supported by the Course co-ordinator and unit co-ordinators. You will receive different support at different stages of the course. Regular tutorial sessions held throughout the period of study will support your academic, personal and professional development. Tutors are flexible and will work to provide support through appointments that fit your availability, during the day, during twilight hours. Meetings can be held face to face, on the phone, or via skype. You communicate with the community of learners and tutors through email and the course Virtual Learning Environment (VLE), BREO. It is expected that you will check both of these regularly.

On the course considerable emphasis is placed on our academic advisory and tutorial support systems, which we encourage you to use. You will have a named personal tutor for each unit (your unit co-ordinator) who will offer unit specific support. If you have any doubts about your ability to cope academically or personally with your studies we encourage you to discuss this with your personal tutor.

UoB Facilities and Resources

The university aims to ensure that all students have appropriate access to facilities and resources. To this end, the libraries in Bedford and in Luton are both open 24 hours a day, so that part-time students can access materials at a time convenient to them. Efforts are made by the academic and academic librarian staff that the required reading is available, both in the libraries, and electronically, through e-books, where possible. The reading list software, which is regularly updated, can be accessed through BREO gives students information about the availability of reading materials.

In addition to this, the university aims to provide facilities for food and drink to students attending university on the Bedford campus in the evening, through longer opening hours of the coffee shop and campus cafeteria.

You have access to a range of support services during your course. Information regarding these services is given during an Induction at the start of the course. This includes:

- registration and induction events;
- study skills at Masters Level;
- library induction;
- BREO induction, including advice on how BREO will be used to support blended learning
- academic referencing;

You are also supported through:

- specific and detailed formative feedback on an assessment by assessment basis to enable you to develop the quality of your work;
- the course VLE, BREO, which supports academic discussion with peers and tutors outside of the

classroom. Academic support is also available via BREO in the form of online tutorials;

- specialist support:
  - o Careers and Employability Services https://www.beds.ac.uk/student-experience2/studying-at-bedfordshire/student-services/careers
  - o Student Information Desk (SID) https://www.beds.ac.uk/student-experience2/studying-at-bedfordshire/student-services/sid
  - o Student Support: Health & Well Being, Student Engagement and Mitigation, Student Money Advice and Chaplaincy. https://www.beds.ac.uk/student-experience2/studying-at-bedfordshire/student-support
  - o Learning Resources: University Library and PAD (Professional & Academic Development) https://lrweb.beds.ac.uk/
  - o English Language Support for students whose first language is not English https://www.beds.ac.uk/international/international-student-support/communications-skills

Student Voice

There will be a student representative for each Postgraduate course and they will be invited to course meetings and provide the platform for student feedback and open dialogue, thus allowing for a two-way communication channel with members of the course team. Staff will also regularly give part-time students the opportunity to raise general issues at the start or end of taught sessions. The Bedfordshire Unit Survey will allow you to provide feedback for each unit studied. The findings from this are evaluated and acted upon. BREO will report on how feedback has made changes to be made in 'You said- we did'.

Accessibility and Key Features

The course is wholly inclusive and welcomes students with disabilities. During the application process disabled students are invited to the university to discuss their needs with the course co-ordinator, individual members of the academic staff, as well as staff from the Disability Advice Team. The course should not present any barriers to students with disabilities that cannot be overcome using the university's policy on support for students with disabilities. All applications identifying disabilities are followed up by letter or at interview to establish the level and type of support required.

The Disability Advice Team will discuss any issues students may have and can provide such services as: sign language interpreters, note takers, dyslexia screening/tuition, support materials for students with dyslexia and/or dyscalculia, and support with mobility on campus. They offer confidential advice and information about academic and personal issues, special arrangements/adjustments for some assessments/examinations, applying for the Disabled Students' Allowances (DSA) and buying suitable equipment.

The university disability policy can be viewed at http://www.beds.ac.uk/studentlife/student-support/health/disabilities/policy

Advice on the nature of specific disabilities and the reasonable adjustments which can be made to accommodate disabled students is available from the Disability Advice Team - see http://www.beds.ac.uk/studentlife/student-support/health/disabilities

Part-time Assessment Map

Unit Code																							Weeks									
	C/O	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	33/36	45
EDCX13-6	o				CW-Ess 20%									CW-Port 80%																	
EDCX16-6	o																			PR-Oral-30%									WR-I 70%		
EDCXX2-6	o			PR-Oral 20%		CW-OT 0%								CW-Ess 80%					PR-Oral 20%		CW-OT 0%								CW-CS 80%		
EDCXX7-6	o	CW-OT 10%															CW-OT 10%												PJ – Diss 90%		PJ – Diss 90%
EDCX14-6	o																														
EDCX12-6	o					PR-Oral 20%								CW-Ess 80%						PR-Oral 0%									CW-LR 100%		
EDC082-6	o						CW-Ref 0%								CW-Ess 100%																
EDCX15-6	o																		CW-OT 0%								PR-Oral 25%		CW-CS 75%		
EDCXX4-6	o													CW-OT 0%							PJ-Proj 60%								CW-CS 40%		

Temporary unit codes

EDCX15-6   Early Years Education and Care
EDCXX4-6   Analysing Policy: Children's Voice
EDCX13-6   Enhancing Practice in Educational Settings
EDCXX2-6   Research Methods in the Workplace
EDCXX7-6   Dissertation (Early Years)
EDCX12-6   Educational Leadership in Context
EDCX16-6   Leading change in Education
EDCX14-6-   Meeting Diverse Needs
EDC082-6   Exploring Coaching and Mentoring

Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

Course Learning Outcomes

Upon successful completion of the Masters in Education (Early Years)course, students should be able to:-

1. Critically review and analyse contemporary research and discourses within the field of Education with a particular focus on Early Years Education and care, using ideas at a high level of abstraction, to show new personal insight;

2. Demonstrate a deep and systematic understanding of specific theoretical perspectives, within a range of fields within education, and how these relate to current policy and practice;

3. Demonstrate a critical awareness of how different disciplines contribute to integrated approaches which lead to successful outcomes in Education and Care;

4. Flexibly and creatively apply knowledge within the field of education in familiar and unfamiliar contexts, synthesise ideas or information in innovative ways, and generate transformative solutions;

5. Develop adaptive skills, drawing upon and applying intercultural professional ideas and practices and those derived from national and international research to support change.

6. Be able to undertake a substantial investigation in education, to address significant areas of theory and/or practice;

7. Select appropriate methodological approaches and critically evaluate their effectiveness in a substantial investigation in education;

8. Undertake analysis of complex data and judge the appropriateness of the data and application to own practice;

Course-specific regulations

N/A

Teaching, Learning and Assessment

The MA Education (Early Years) course is designed to allow students to draw on complex material and engage with texts appropriate to a chosen area of study within a wider themed unit. The award of 180 credits represents 1800 hours of study. A large part of the study will be self-directed. All students will need to use the University VLE, BREO, to develop e-learning knowledge and skills. Independent learning is a key component of the course and students are encouraged to take responsibility for managing their learning, identifying problems and resolving them. Course delivery and student learning are carefully integrated through a balance of scheduled sessions: lectures, seminars, workshops, tutorials while at the same time expecting student engagement through directed tasks and self-initiated reading. Assessments have been designed to be varied and relevant to the units and may include preparation for presentations, video presentations, e-portfolio work and online learning. Workshops will support collaborative learning and discussion with key themes and ideas. Attendance at scheduled sessions is a fundamental part of the student learning process. Full-time students will be strongly encouraged to make early engagement with a chosen workplace setting in order to be able to relate their study to a context which is familiar to them. Assessments will require students to draw on observations from such engagement and will be an important part of the course.

The final dissertation (or project report) is a piece of work situated in an aspect of early years provision that helps you to explore and research a given subject of interest. It is likely that some engagement with a workplace will be required in order to observe or reflect on an aspect of practice. This can be a private,

voluntary, independent or maintained early years setting, including childminders.

Additional Academic Information

Peer-assisted learning (PAL)

Not applicable at level 7 but we do encourage peer support and collaboration where appropriate

Initial Assessment

None

Improving students' learning

In order to ensure that you have a positive learning experience you will be expected to engage in a range of lectures, workshops and tutorials, as well as a range of assessments such as portfolios, reports, and research projects, to ensure that you accumulate all the skills necessary to engage efficiently within the area of the course.

Academic Integrity

At the beginning of the course, and then at regular intervals during the delivery of the units, in advance of each assessment students are reminded of the correct protocols of formal referencing of texts using Harvard conventions. In addition you are provided with models of correct referencing through material uploaded on the unit web pages on BREO. Plagiarism is explained very clearly at the introductory session, and students are required to submit assessments through Turnitin to check for the degree of text that has been reproduced from other sources.

Ethical issues related to your research are also a topic introduced and discussed in advance of undertaking any primary data collection and again as part of the dissertation process.

HEAR implementation

Not Applicable

Internationalisation

The course takes into account international conceptions of early years education, and students will have the opportunity to explore how early years policy and practice can vary from country to country. All part-time units attempt to give global overviews and to track contemporary international research and debates in their field.

Sustainability

The role of early years educators in being able to support a sustainable education system will be explored as a topic across units.

Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

Faculty	Education and Sport
Portfolio	Education and English Language Postgraduate Portfolio
Department/School/Division	Education and English Language
Course Coordinator	Cathal Butler
Version Number	1/16
Approved by (cf Quality Handbook ch.2)	University Approval Panel
Date of approval (dd/mm/yyyy)	**24/02/2016**
Implementation start-date of this version (plus any identified end-date)	10/2016

Form completed by:

Name: Julie Beams, Stephanie Davydaitis and Abigail Gosling   Date: …12/2015..……….

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: …………………………………………………   Date: …..………

Course Updates		
Date (dd/mm/yyyy)	**Nature of Update**	**FTQSC Minute Ref:**

Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	MA Education (Early Years)
Qualification	*MA*
Route Code (SITS)	MAEEYABF
Faculty	Education and Sport
Department/School/Division	Education and English Language
Version Number	1/16

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	EDCX15-6	EDCxx4-6	EDCX13-6	EDCXX2-6	EDCXX7-6	EDCX12-6	EDC16-6	EDCX14-6	EDC082-6						
Level	7	7	7	7	7	7	7	7	7						
Credits	30	30	30	30	60	30	30	30	30						
Core or option	Core	Option	Option	Core	Core	Option	Option	Option	Option						
Course Learning Outcome (number)		Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome														
1	LO1	LO1	LO1	LO2	LO1	LO1	LO1	LO1	LO1						
2	LO1	LO1	LO1		LO1	LO1	LO1	LO1	LO1						
3	LO2	LO1	LO2			LO2	LO1	LO2	LO1						
4	LO2	LO1	LO2	LO1		LO2	LO2	LO2	LO2						
5		LO1	LO2		LO1	LO2	LO2	LO2	LO2						
6		LO1		LO2		LO2	LO2								
7		LO2		LO1	LO2										
8		LO2		LO1	LO2										

EDCX15-6   Early Years Education and Care
EDCXX4-6   Partnership working
EDCX13-6   Enhancing Practice in Educational Settings
EDCXX2-6   Research Methods in the Workplace
EDCXX7-6   Dissertation (Special Educational Needs)
EDCX12-6   Educational Leadership in Context
EDCX16-6   Leading on change in Education
EDCX14-6-   Meeting Diverse Needs
EDC082-6   Exploring Coaching and Mentoring

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title		MA Education (Early Years)								

FHEQ Descriptor for a higher education qualification	FHEQ Level 7	Course Learning Outcome(s)								
		1	2	3	4	5	6	7	8	
a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice		X	X							
a comprehensive understanding of techniques applicable to their own research or advanced scholarship				X	X	X	X	X		
originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline					X	X	X	X	X	
Conceptual understanding that enables the student:										
- to evaluate critically current research and advanced scholarship in the discipline		X	X	X						
- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses					X		X	X	X	
Typically, holders of the qualification will be able to:										
- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences					X	X		X	X	
demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level					X	X	X			
- continue to advance their knowledge and understanding, and to develop new skills to a high level.						X	X	X	X	
And holders will have: the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable situations - - the independent learning ability required for continuing professional development.			X		X	X	x		X	

The format of the following mapping tables may be adjusted.

Qualification Characteristic	*Masters Degree Characteristics (QAA, 2015)*	Evidence *How the course takes account of relevant qualification characteristics documents*
Masters degrees: are usually predominantly composed of structured learning opportunities (are 'taught'). Frequently at least a third of the programme is devoted to a research project, leading to a dissertation or the production of other output such as an artefact, performance or musical composition		This is a part time course. 21-24 scheduled hours are delivered per 30 credit taught unit. All students take a dissertation, which involves conducting an independent piece of research.
They include research methods training, which may be provided in a range of different ways (e.g. through content modules)		The unit research methods in the workplace provides a formal grounding for conducting substantial research at M level. The philosophies and practicalities of conducting research is routinely touched on across all units, which often require some small scale research for assessment purposes.
Other awards, such as postgraduate certificate and postgraduate diploma, will often be offered as stages in the progression to a specialised/advanced study master's degree to facilitate continuing professional development at different stages of a professional career.		There is an expectation that a student will apply to take a full MA. However, credits from certificates (level 7) will be applied in line with University regulations.
In England, Wales and Northern Ireland a master's degree will have a typical minimum of 180 credits, of which at least 150 will be at master's level on the FHEQ.		180 credits – full MA award

Annex D: Equality Impact Assessments of Courses and Units

Introduction

As a widening participation institution, equality and diversity considerations are important in all aspects of our approach to teaching and learning. They are a theme within CRe8, embedded in our approach to teaching (in the minimum teaching expectations) and feature in staff induction and development. This annex sets out expectations in relation to the approval of courses and units and the need to undertake appropriate Equality Impact Assessments (EIA).

Equality Impact Assessments

The following apply.

- *All courses and all units should have an associated EIA (see forms below).*

- *EIAs may cover multiple courses but individual EIAs are required for each unit.*

- *EIAs will be undertaken as courses come forward for approval or review (there is no requirement to go back and undertake more detailed EIAs, in line with this policy, than was previously required).*

Further guidance

Guidance from the Equalities Challenge Unit (ECU) available at http://www.ecu.ac.uk/publications/disability-legislation-practical-guidance-for-academic-staff-revised/
Equality and Human Rights Commission: Guidance for providers of further and higher education www.equalityhumanrights.com/advice-and-guidance/further-and-higher-educationproviders-guidance
Equality Challenge Unit (2010) Disability legislation: practical guidance for academic staff (revised) www.ecu.ac.uk/publications/disability-legislation-practical-guidancefor-academic-staff-revised
Higher Education Academy (2010) Inclusive Learning and Teaching in Higher Education www.heacademy.ac.uk/resources/detail/inclusion/LTsummit_final_report
Higher Education Academy and Equality Challenge Unit: Ethnicity, Gender and Degree Attainment www.heacademy.ac.uk/resources/detail/inclusion/Ethnicity/ethnicity
Higher Education Academy and UK Council for International Student Affairs:
Inclusive assessment in Higher Education a Resource for change available at http://www1.plymouth.ac.uk/disability/Documents/Space%20toolkit.pdf
JISC TechDis: Teaching Inclusively Using Technology www.jisctechdis.ac.uk/pages/detail/online_resources/Teaching_Inclusively_Using_Technology
Teachability project: Creating accessible information about courses or programmes of study for disabled students www.teachability.strath.ac.uk/chapter_1/tableofcontents1.html

Teaching International Students Project www.heacademy.ac.uk/teaching-international-students

Course Equality Impact Assessment		
Course Title	**MA Education (Early years)**	
Question	**Y/N**	**Anticipatory adjustments/actions**
1. Will the promotion of the course be open and inclusive in terms of language, images and location?	Y	
2. Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc. If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place.	N	
3. Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics[1]? If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place	N	
4. If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	N/A	
5. Are the course learning outcomes and Graduate Impact Statements framed in a non-discriminatory way?	Y	
6. Does the course handbook make appropriate reference to the support of disabled students?	Y	

[1] Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.