

# Programme specification

## 1. Overview/ factual information

Programme/award title(s)	Foundation Degree in Young Children's Learning & Development Certificate of Higher Education in Young Children's Learning & Development
Teaching Institution	Craven College
Awarding Institution	The Open University (OU)
Date of first OU validation	2013
Date of latest OU (re)validation	2018
Next revalidation	
Credit points for the award	240
UCAS Code	X304
Programme start date	September 2018
Underpinning QAA subject benchmark(s)	<a href="#">QAA Early Childhood Studies 2014</a>
Other external and internal reference points used to inform programme outcomes	<a href="#">Foundation Degree qualification benchmark (2010)</a> SEEC Credit Level Descriptors for Higher Education (2016) <a href="#">Department for Education (2017) Statutory Framework for the Early Years Foundation Stage</a>
Professional/statutory recognition	Sector Endorsed (SEFDEY Professional Association, 2017)
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	Full-time and Part-time
Duration of the programme for each mode of study	FT 2 years, PT 3 years
Dual accreditation (if applicable)	
Date of production/revision of this specification	Version 1 / February 2018 The information contained here is believed correct at the time of distribution. The college reserves the right to make changes (with approval from The Open University) that result from on-going monitoring and evaluation

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students' handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives
<ul style="list-style-type: none"> <li>• The programme aims to develop skills, knowledge and understanding relevant to learners working with children</li> <li>• The programme aims to develop the student's academic knowledge, understanding and skills of critical evaluation, using a range of different data and sources, but in a way which supports the development of their vocational and professional skills. The programme will encourage the students to consider the effect of current and emerging policy, guidance and initiatives such as the Early Years Foundation Stage and the Primary National Curriculum have on their practice, to enable them to take a principled approach to their work with children</li> <li>• The design and delivery of the Foundation Degree is informed by the QAA subject benchmark statement for Early Childhood Studies (2014) and the Foundation Degree qualification benchmark. The SEEC Credit Level Descriptors for Higher Education (2010) were also utilised to develop the learning outcomes</li> <li>• In addition, the requirements for sector endorsement from Sector Endorsed Foundation Degree in Early Years Professional Association were considered</li> </ul>

2.2 Relationship to other programmes and awards
<p><b>(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)</b></p>
<p>The programme will allow students to progress to the BA (Hons) Young Children's Learning and Development Top-up at Craven College or a similar level 6 qualification in other institutions.</p>

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place
<p>Level 4: Promoting Safe Working Practices, Health &amp; Wellbeing  Level 5: Working Collaboratively with Parents &amp; Professionals  Level 5: Equality, Diversity &amp; Inclusion</p>

2.4 List of all exit awards
<p>Certificate of Higher Education in Young Children's Learning &amp; Development</p>

### 3. Programme structure and learning outcomes

<b><u>Programme Structure - LEVEL 4 Full-time Year 1</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Personal and Professional Development	20			Yes	1
Theories of Children's Play & Learning	20			Yes	1
Introduction to Research Methods	20			Yes	1
Promoting Safe Working Practices, Health & Wellbeing	20			Yes	2
The Developing Child	20			Yes	2
Learning Journeys	20			Yes	2

<b><u>Programme Structure - LEVEL 4 Part-time Year 1</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Personal & Professional Development	20			Yes	1
Theories of Children's Play & Learning	20			Yes	1
Promoting Safe Working Practices, Health & Wellbeing	20			Yes	2
The Developing Child	20			Yes	2

<b><u>Programme Structure - LEVEL 4 Part-time Year 2 (Semester 1)</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Learning Journeys	20			Yes	1
Introduction to Research Methods	20			Yes	1

Intended learning outcomes at Level 4 are listed below:

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1(4):</b> Demonstrate understanding of the underlying concepts, theories and principles of child development and learning</p> <p><b>A2(4):</b> Demonstrate current and historical understanding of sector issues involved in supporting children's learning and development from different perspectives</p> <p><b>A3(4):</b> Explain significant, current and emerging underpinning sector policies, principles, values and research in regard to babies, young children and childhood</p> <p><b>A4(4):</b> Demonstrate knowledge and awareness of the skills for different pedagogical approaches in the development of the curriculum and pedagogy for young children taking into account young children's health and emotional well-being</p>	<p>The teaching is delivered through lectures, seminars, presentations and tutorials. Students' learning is supported through discussion, presentations, individual and group tasks, independent reading and writing. Reflection on workplace practice linked to policies, theories and initiatives develops the students' knowledge and understanding about children's learning and development.</p> <p>Assessments include written tasks (for example essays, reports, portfolios, audits and an open book exam) and presentation tasks.</p>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1(4):</b> Demonstrate a knowledge of sector issues</p> <p><b>B2(4):</b> Identify problems and conduct research in context</p> <p><b>B3(4):</b> Demonstrate knowledge of child development and learning and apply this to workplace practice in order to develop recommendations</p>	<p>Teaching includes the presentation of different theoretical interpretations and published reports concerning sector issues. Students engage in the debates about the relative merits of alternative views through discussion and in written tasks. Investigations and research are undertaken by students in the workplace in order to provide an appropriate context for their</p>

3B. Cognitive skills	
	learning. Students are provided with opportunities to apply the skills of analysis to workplace policy and practice and to develop recommendations.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>C1(4):</b> Work professionally within statutory and regulatory requirements to support children's individual development and learning</p> <p><b>C2(4):</b> Embrace an anti-bias approach, inclusivity and integrated practice with understanding</p> <p><b>C3(4):</b> Work effectively within teams and within the wider context supporting children and their families</p> <p><b>C4(4):</b> Implement the cycle of quality (observe, assess and plan) to promote children's development</p> <p><b>C5(4):</b> Conduct research projects involving children and adults in an ethical manner and complete all aspects of the research process</p>	<p>All students work or complete work related hours in a setting with children, for example nurseries, primary schools or children's centres, in order to develop their practical and professional skills following statutory and regulatory requirements. Visits are made by the tutor for level 4 and 5 of study to ensure a close working relationship between the workplace supervisor and the college tutors. This enables the student to develop their workplace skills and consider the implementation of legislation and recognised effective practice. Reflections on the twelve Core Learning Outcomes (SEFDEY) are completed by students during the Foundation Degree.</p> <p>Several modules include investigations based in the workplace including consideration of policies, audits and the collection of data for research projects. Students learn how to conduct research projects in an ethical manner and what it means to embrace an anti-bias approach, inclusivity and integrated practice. There are opportunities for students to compare the approach taken in the workplace to those offered in other settings through visits and discussions focused on sharing good practice and professional development.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>D1(4):</b> Plan and manage both time and tasks effectively in an academic and a professional context through working independently</p> <p><b>D2(4):</b> Utilise information in order to problem solve and explain decisions made considering the context</p> <p><b>D3(4):</b> Communicate ideas and arguments effectively in speech and writing, using visual and ICT media as tools where appropriate</p> <p><b>D4(4):</b> Demonstrate awareness of how own attitudes, values and behaviour impact on work with others</p> <p><b>D5(4):</b> Improve own performance through self-reflection</p>	<p>Teaching of study skills is embeded throughout the programme to enable the students to become effective in their time management and to develop academic reading and writing skills. The discussion of set readings and sector issues supports the development of anaysis and evaluation. Through completing assignment tasks students identify problems, make recommendations and consider effective team working. Techniques of reflection are taught and used by students to meet the requirements of modules particularly in relation to own practice including consideration of the impact of own attitudes, values and behaviour on others. The importance of effective communication is emphasised in both written and presentation tasks.</p>

[Certificate of Higher Education in Young Children's Learning and Development / 120 credit points]

<b><u>Programme Structure - LEVEL 5 Full-time Year 2</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Equality, Diversity & Inclusion	20			Yes	1
Early Years Education & Beyond	20			Yes	1
Children's Rights	20			Yes	1
Supporting Young Children's Language & Communication	20			Yes	2
Working Collaboratively with Parents, Carers & Professionals	20			Yes	2
Practitioner Research	20			Yes	2

<b><u>Programme Structure - LEVEL 5 Part-time Year 2 (semester 2)</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Supporting Young Children's Language & Communication	20			Yes	2
Equality, Diversity & Inclusion	20			Yes	2

<b><u>Programme Structure - LEVEL 5 Part-time Year 1</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Early Years Education & Beyond	20			Yes	1
Children's Rights	20			Yes	1
Working Collaboratively with Parents, Carers & Professionals	20			Yes	2
Practitioner Research	20			Yes	2

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>A1(5):</b> Demonstrate a critical understanding of the underlying concepts, theories and principles of child development and learning</p> <p><b>A2(5):</b> Analyse current and historical understanding of sector issues involved in supporting children's learning and development from different perspectives</p> <p><b>A3(5):</b> Evaluate significant, current and emerging underpinning sector policies, principles, values and research in regard to babies, young children and childhood</p> <p><b>A4(5):</b> Demonstrate an in-depth knowledge and awareness of the skills for different pedagogical approaches in the development of the curriculum and pedagogy for young children, taking into account young children's health and emotional well-being</p>	<p>The teaching is delivered through lectures, seminars, presentations and tutorials. Students' learning is supported through discussion, presentations, individual and group tasks, independent reading and writing. Reflection on workplace practice linked to policies, theories and initiatives develops the students' knowledge and understanding about children's learning and development.</p> <p>Assessments include written tasks (for example essays, reports, portfolios, audits and an open book exam) and presentation tasks.</p>



3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>B1(5):</b> Analyse and interpret sector issues from different perspectives</p> <p><b>B2(5):</b> Evaluate problems and conduct in-depth research in context</p> <p><b>B3(5):</b> Reflect on aspects of child development and learning and apply this to workplace practice in order to develop recommendations</p>	<p>Teaching includes the presentation of different theoretical interpretations and published reports concerning sector issues. Students engage in the debates about the relative merits of alternative views through discussion and in written tasks. Investigations and research are undertaken by students in the workplace in order to provide an appropriate context for their learning. Students are provided with opportunities to apply the skills of analysis to workplace policy and practice and to develop recommendations.</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>C1(5):</b> Work professionally within statutory and regulatory requirements to support children's individual development and learning</p> <p><b>C2(5):</b> Embrace an anti-bias approach, inclusivity and integrated practice with understanding</p> <p><b>C3(5):</b> Work effectively within teams and within the wider context supporting children and their families</p> <p><b>C4(5):</b> Implement the cycle of quality (observe, assess, plan and evaluate) to promote children's development</p> <p><b>C5(5):</b> Conduct in-depth research projects involving children and adults in an ethical manner and complete all aspects of the research process</p>	<p>All students work or complete work related hours in a setting with children, for example nurseries, primary schools or children's centres, in order to develop their practical and professional skills following statutory and regulatory requirements. Visits are made by the tutor for level 4 and 5 of study to ensure a close working relationship between the workplace supervisor and the college tutors. This enables the student to develop their workplace skills and consider the implementation of legislation and recognised effective practice. Reflections on the twelve Core Learning Outcomes (SEFDEY) are completed by students during the Foundation Degree.</p> <p>Several modules include investigations based in the workplace including consideration of policies, audits and the collection of</p>

3C. Practical and professional skills	
	data for research projects. Students learn how to conduct research projects in an ethical manner and what it means to embrace an anti-bias approach, inclusivity and integrated practice. There are opportunities for students to compare the approach taken in the workplace to those offered in other settings through visits and discussions focused on sharing good practice and professional development.
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>D1(5):</b> Plan and manage both time and tasks effectively in an academic and a professional context through working independently or collaboratively</p> <p><b>D2(5):</b> Evaluate information in order to problem solve and explain decisions made considering the context</p> <p><b>D3(5):</b> Communicate ideas, arguments and analysis effectively in speech and writing, using visual and ICT media as tools where appropriate</p> <p><b>D4(5):</b> Demonstrate a critical awareness of how own attitudes, values and behaviour impact on work with others</p> <p><b>D5(5):</b> Improve own performance through critical self-reflection</p>	<p>Teaching of study skills is embeded throughout the programme to enable the students to become effective in their time management and to develop academic reading and writing skills. The discussion of set readings and sector issues supports the development of anaysis and evaluation. Through completing assigment tasks students identify problems, make recommendations and consider effective team working. Techniques of reflection are taught and used by students to meet the requirements of modules particularly in relation to own practice including consideration of the impact of own attitudes, values and behaviour on others. The importance of effective communication is emphasised in both written and presentation tasks.</p>

[Foundation Degree in Young Children's Learning and Development / 120 credit points]

#### **4. Distinctive features of the programme structure**

- Where applicable, this section provides details on distinctive features such as:
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route

The programme is a foundation degree, following which students may progress on to the level 6 BA (Hons) Young Children's Learning & Development Top-up course at Craven College.

The programme will appeal to both those with experience and those intending to gain experience through work placements of working with young children in a setting. The programme will support those who wish to develop a range of skills and knowledge, to enable them to become more effective early years practitioners and those seeking continuing professional development. It intends to provide pathways for lifelong learning and the opportunity to progress to other qualifications.

A benefit of this programme, is that it integrates academic and work related learning through close collaboration between employers and programme providers, allowing the programme to equip students with the skills and knowledge relevant to their employment. The course will satisfy the needs of employees and employers, often leading to further opportunities in the workplace and promotion within their profession.

#### **5. Support for students and their learning**

Students have access to the College guidance, support and advice systems through the Student Support Services representatives. A sample handbook is available on the College website and following enrolment students access the actual handbook via MOODLE. When students begin the programme they receive information on the following:

- Course documents and reading lists
- Advice on using the electronic resources
- Information on admission and induction arrangements
- Information regarding Disabled Students' Allowance (DSA)
- Pastoral and welfare support
- Careers information and guidance
- Academic guidance and tutorial support
- Guidance on using MOODLE

Email and telephone contacts are circulated through the course handbook and are available on MOODLE.

All students will attend College at the beginning of their programme of study for Induction and to be familiarised with the course and its requirements. They will also experience a range of icebreaker and introduction techniques to forge group cohesion. Following this, students will normally attend the College

according to the course timetable. Students will also have the opportunity to meet the staff in the Learning Resource Centre and the Specialist Learning Support Centre.

Staff associated with the programme will negotiate and provide individual support through individual tutorials, meetings or other contact, which could also be carried out electronically.

## 6. Criteria for admission

- Level 3 qualification equivalent to 48 UCAS tariff points (formerly 120 UCAS Tariff Points), i.e. 2 A Levels or a Subsidiary Diploma

Students who have not previously worked with children as part of their level 3 qualification are required to complete the *Handbook for Students with No Previous Work Experience in the Early Years Sector*, in order to familiarise themselves with the *Statutory Framework for the Early Years Foundation Stage* and *Development Matters in the Early Years Foundation Stage*.

- English Language at GCSE grade C / 4 or equivalent

Students without the necessary qualifications but with relevant work experience are encouraged to apply. Students without English GCSE complete a written task to assess whether their written skills are of a suitable standard to enable them to start the HE programme. Students will be encouraged to prepare and take the Professional Skills Tests while still studying on the undergraduate programme, if they aspire to be an Early Years Teacher (with or without Qualified Teacher Status).

Students without GCSE English, maths and science are encouraged to enrol for GCSE courses to ensure that they can progress to their desired post-graduate qualification. Students are advised in the letter offering them a place on the course that GCSE English, maths and science are current requirements for entry to the proposed early years teacher qualification and for both QTS and PGCE courses for primary education.

### **Paid work or a placement working with children**

Students undertake 300 hours (approximately two days a week) working with young children for levels 4 and 5. Those students without paid work in the early years sector undertake work placements as described in the Placement Handbook for Students Without Paid Work in the Early Years Sector.

### **Students are required to have:**

- a current DBS check for their workplace, whether they are in paid work or on placement
- Two references

Those with relevant modules from compatible HNCs or Foundation degrees may be able to transfer credit.

<b>7. Language of study</b>
English

<b>8. Information about non-OU standard assessment regulations (including PSRB requirements)</b>
N/A

<b>9. Methods for evaluating and improving the quality and standards of teaching and learning.</b>
<p>Evaluation of teaching and learning is assessed through peer observations, module evaluations, and students' responses to questionnaires, focus groups, and students' comments in HE Operational and course meetings.</p> <p>All teaching staff of more than 40 hours per year are required to have achieved a recognised teaching qualification in addition to their subject/sector qualifications/experience. Improvements are facilitated through group and individual staff development. There is a HE Staff Development Programme in addition to the College Staff Development Programme, both of which focus on raising standards in teaching and learning, as well as individual tutors' Continuing Professional Development. Improvements in teaching and learning are recorded in the College's annual monitoring report and any required improvements in an action plan. Monitoring plans are validated internally in addition to the scrutiny by the Open University and are reported to the Governors' Learning, Teaching &amp; Assessment Committee. The action plan is monitored during the year during the performance review which involves updating any improvements identified in-year.</p> <p>The Scheme Management Board is responsible for the development and oversight of the HE academic work of Craven College and will report on academic standards to the Principal and the Board of Governors.</p>

#### 10. Changes made to the programme since last (re)validation

- Level 4 Promoting Safe Working Practices, Health and Wellbeing includes consideration of children's health and wellbeing and the title has been altered from WRL1 Safe Working Practices to reflect the changes. The teaching for the module will consider health, obesity, dental health and case studies. The module has been divided into two tasks as discussed with Carla Solvason at the preliminary approval meeting.
- Level 4 module title change to Supporting Young Children's Language and Communication (previously Supporting Young Children's Learning and Communication). This more accurately reflects the module content with an emphasis on language and communication.
- Level 5 Children's Rights has been developed to include advocacy in the indicative content following training with Dr Gill Goodliff, academic reviewer from the OU 2014- 2017.
- Level 5 Working Collaboratively with Parents, Carers & Professionals Assessment is to become an audit 100% (no longer research as there are several research modules and some workplaces were not keen to involve their parents in research). The module title has been altered from WRL2 Working in the Wider Context to ensure that the focus is clear.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

## Annexe 1 - Curriculum map

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

		Programme outcomes																
Level	Study module/unit	A1(4)	A2(4)	A3(4)	A4(4)	B1(4)	B2(4)	B3(4)	C1(4)	C2(4)	C3(4)	C4(4)	C5(4)	D1(4)	D2(4)	D3(4)	D4(4)	D5(4)
4	Personal & Professional Development			✓			✓				■			✓	✓	✓	✓	✓
	Theories of Children's Play & Learning	✓	■	✓	✓	✓			■	■				■		✓		
	Promoting Safe Working Practices, Health & Wellbeing		✓	✓		■	✓		✓		■			■	■	■		
	The Developing Child	✓	✓	✓	✓			✓	✓	■		■		■		✓		
	Introduction to Research Methods		✓			■	✓	■					✓	✓		✓		
	Learning Journeys	■	■	✓	■	■			✓	■	■	✓		■		■		

		Programme outcomes																
Level	Study module/unit	A1(5)	A2(5)	A3(5)	A4(5)	B1(5)	B2(5)	B3(5)	C1(5)	C2(5)	C3(5)	C4(5)	C5(5)	D1(5)	D2(5)	D3(5)	D4(5)	D5(5)
5	Supporting Young Children's Language & Communication	✓	✓	✓	✓	☐		✓	✓	☐	☐	☐		☐	✓	✓		
	Early Years Education & Beyond		✓	✓	✓	✓				☐	☐	☐		☐		☐		
	Working Collaboratively with Parents, Carers & Professionals		✓	✓		✓			✓	☐	✓			☐		☐	✓	☐
	Equality, Diversity & Inclusion		✓	✓	✓	✓	☐	☐	✓	✓	☐			☐	✓	✓	☐	
	Practitioner Research		✓	✓	☐	☐	✓	✓	☐				✓	✓	✓	☐	☐	
	Children's Rights		✓	✓		✓			☐	☐	☐			☐	✓	✓	☐	