UNIVERSITY OF HULL

INTRODUCTION

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

Examples of programme variants include:

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

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

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

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

Franchised	
Consortium	
Validated	✓

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

X304

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

8	**Awarding Institution**

University of Hull

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

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

	The management of HE at the College is overseen by the Scheme Management Board which is responsible for the development and oversight of the HE academic work of Craven College and will report on academic standards to the Principal and the Board of Governors.	
10	**Partner Institution Programme Leader's name and email** *Please identify one lead person per programme.*	
	Victoria Smith vsmith@craven-college.ac.uk	
11	**University Link Faculty and Academic Unit** *Please state the primary link faculty and academic unit at the University of Hull*	
	Faculty of Arts, Cultures and Education, School of Education	
12	**University Link Faculty Academic Contact** *Please provide a contact name, title, address, email and telephone number*	
	TBC	
13	**Locations of delivery** *Using the relevant programme identifiers (a, b, c etc.), please indicate the locations of delivery of each programme.*	

Hull	
Off campus UK	
Off campus overseas	
Online	
Other (please specify) Craven College	a, b

14	**Types of Study** *Please place the relevant programme identifiers (a, b, c etc.) against each type of study.*	

Full-time	a, b
Part-time	a, b

15	**Modes of study** *Please place the relevant programme identifiers (a, b, c etc.) against each mode of study.*	

On campus/blended	a, b
Blended (face-to-face & online)	x
Distance-taught (online only)	
Distance-taught (flying faculty)	
Off-campus delivery	
Other (please specify)	

16	**Duration** *Using the relevant programme identifiers (a, b, c etc.), please indicate the total number of years that students will be registered on each programme and its variants e.g. 3 years full-time, 6 years part-time.* *For apprenticeships, please also indicate the total apprenticeship programme duration for clarity – e.g. 36 months for underpinning award, total programme duration of 40 months including End Point Assessment (EPA)*
	a. 2 years full time b. 3 years part time
17	**Trimesters** *Please place the relevant programme identifiers (a, b, c etc.) against each trimester to be used.*
	<table><tr><td>Trimester 1 – T1</td><td>a, b</td></tr><tr><td>Trimester 2 – T2</td><td>a, b</td></tr><tr><td>Trimester 3 – T3</td><td></td></tr></table>
18	**Number of weeks per academic year** *Using the relevant programme identifiers (a, b, c etc.), please indicate the number of weeks per trimester each programme and variant will use and the total number of weeks per academic year.*
	a & b: T1: 14 teaching weeks, plus an induction week T2: 14 teaching weeks, plus a careers week
19	**Balance of credits across trimesters** *Using the relevant programme identifiers (a, b, c etc.), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per trimester.*
	Modules of study are each 20 credits a: FT study T1: 60 credits T2: 60 credits b: PT study T1: 40 credits T2: 40 credits
20	**Classification weighting** *Using the relevant programme identifiers (a, b, c etc.), please indicate the classification weighting for each programme and variant, e.g. 30:70 (Diploma:Honours).*
	a & b: 100% level 5
21	**Progression arrangements for Integrated Masters and/or Preliminary Stage** *Using the relevant programme identifiers (a, b, c etc.), please indicate the point at which students can step on/off the Integrated Masters and what rules govern this (e.g. students must achieve a minimum of 60% at Level 5 to progress onto the Integrated Masters).*

	N/A
22	**Professional, Statutory or Regulatory Bodies** *Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate.*
	The programme has sector endorsement from SEFDEY Professional Association recognising that it "meets the needs of employers". Reflections on the 12 Core Learning Outcomes to be demonstrated in the workplace by Foundation Degree students, introduced by SEFDEY, form a significant aspect of the tutorial programme. Level 4 & 5 students collect comments about their reflections and workplace practice from their employer and course tutor twice each year.
23	**Relevant Subject Benchmark Statements** *State those subject benchmarks that are most relevant to the programmes and have been drawn upon in its design. It may be appropriate to use more than one QAA Subject Benchmark Statement, in which case give details. In those cases where no subject benchmarks apply, not applicable should be entered as opposed to omitting the section or leaving it blank. QAA subject benchmark statements exist for Honours degrees in most disciplines, and for Masters degrees in a small number of disciplines.*
	Foundation Degree Characteristics Statement Department for Education Early Years Workforce Strategy 2017 QAA Subject Benchmark Statement: Early Childhood Studies 2019
24	**Other references used in designing the programmes** *e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.*
	The requirements for sector endorsement from Sector Endorsed Foundation Degree in Early Years Professional Association. Informal feedback is gained from employers during work place visits and employers are invited to forum hosted by the College each year.
25	**Anticipated student numbers** *Please indicate using the relevant programme identifiers (a, b, c etc.) the anticipated cohort numbers for the first three years' intake onto each programme.*

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

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

T1 – 2021	a, b
T2 – 2021	
T3 – 2021	

B	**PROGRAMME DESIGN** *Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a, b, c etc.) allocated in section A2 of this form.*
28	**Programme Rationale and Overview** *Provide a brief introduction to and rationale for the programmes, identifying the distinctive/salient features and the 'big ideas' that thread through their design. Please identify three to five high level 'big ideas' articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in social science, to becoming an emergent social scientist, or leaving with a degree in design to becoming an emergent designer?*

The programme is a 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 FdA is ideal for those already in practice and seeking to further a career in the field of childcare and education.

The programme has two themes: the development, care and education of children from 0-7 and the personal and professional development of practitioners, the key aspects being the understanding of child development and children's learning. The course integrates academic and work-based learning through close collaboration between employers and programme providers enabling students to develop the skills and knowledge relevant to employment in early years.

The programme will appeal to both those with experience and those intending to gain experience of working with young children in a setting, through work related learning. The programme will support those who wish to develop a range of skills and knowledge, enabling them to become effective early years practitioners and those seeking continuing professional development. Key throughout is the development of research skills and reflective practice including consideration, reflection and discussion of current changes in the sector, for example the changes in the curriculum. This intends to provide pathways for lifelong learning and the opportunity to progress to other qualifications. Students may wish to progress to other top-up degrees such as Education Studies, in order to develop their knowledge beyond the early years, or to consider careers in social work, speech and language, special needs and support. Students might also choose to select an area of expertise at this point and progress to further education in child psychology or play work.

The programme meets the needs of local people, some of whom have returned to education after some years out, and do not want to study at university full time due to family commitments, work commitments or financial concerns. Studying in smaller groups in comparison to a university, provides support for those who may not yet confident in their own learning abilities. The staff team have relevant sector experience

	and continuously engage in relevant CPD to refresh and enhance knowledge which enables them to provide a high level of guidance to students.
29	**Programme Aims** *As a guide, you should have four to six programme aims.* *Please remember to include any additional programme aims for the programme variants listed on this form using the identifiers allocated in section A1 of this form.*
	• To develop skills, knowledge and understanding relevant to practitioners working with children • To develop practitioners academic knowledge, understanding and skills of critical evaluation and reflection using a range of different data and sources, in a way which supports the development of their vocational and professional skills. • To encourage practitioners to consider the effect of current and emerging policy, guidance and initiatives such as the Early Years Foundation Stage and the Primary National Curriculum on their practice, to enable them to take a principled approach to their work with children • To develop knowledgeable and reflective practitioners for the early years sector who can be leaders in implementing change and ideas that support the early years sector
30	**Programme Outcomes** *As a guide you should have six to eight programme outcomes.* *Please remember to include any additional programme outcomes for the programme variants listed on this form using the identifiers (a, b, c etc.) allocated in the Award section. Where relevant, please cross-reference your programme outcomes to the relevant QAA subject benchmark statements and professional, statutory and regulatory body requirements.* *Programme outcomes reflect the overall expectations of student learning for a full programme award. Consideration must also be given in their design to the expectations of student learning at each programme stage. At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.* *Reference: University of Hull Learning Outcomes Tool*

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

POs	Programme Outcome Text	Programme/ Variant Identifier
PO1	Demonstrate understanding of the underlying concepts, theories and principles of child development and learning	a, b
PO2	Evaluate significant, current and emerging underpinning sector policies, issues, principles, values and research in regard to babies, young children and childhood	a, b
PO3	Demonstrate an in-depth knowledge and awareness of the skills for different pedagogical approaches in the development of the curriculum and pedagogy for young	a, b

		children, taking into account young children's health and emotional well-being	
	PO4	Reflect on aspects of child development and learning, and apply this to workplace practice in order to develop recommendations for improvement	a, b
	PO5	Conduct research projects involving children and adults in an ethical manner and complete all aspects of the research process	a, b
	PO6	Analyse and interpret sector issues from different perspectives	a, b
	PO7	Communicate ideas and arguments effectively in speech and writing, using visual and ICT media as tools where appropriate	a, b
	PO8	Improve own performance through critical self-reflection	a, b

31	**Learning and Teaching Approach**
	Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching, but should provide an explanation as to how you will teach and students will learn and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed pedagogic approach is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to learning and teaching (disciplinary pedagogies) that will underpin the educational experience of the programmes and will support the types of students that you are expecting to attract.

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

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

Several modules include investigations based in the workplace, including consideration of policies and audits and the collection of data for research projects. Students learn how to conduct research projects in an ethical manner, 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.

Students may be employed in the industry, if not, they will complete work related learning 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 during 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 study of the Foundation Degree. |

	Teaching of study skills is embedded throughout the programme to enable 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 analysis and evaluation. Through completing assignment tasks students identify problems, make recommendations, and consider effective team working. Techniques of reflection are taught and used by students to meet the requirements of modules, particularly in relation to own practice including consideration of the impact of own attitudes, values and behaviour on others. The importance of effective communication is emphasised in both written and presentation tasks. Teaching will be face to face where possible. Blended learning will occur when student's can not access College. Live lessons will be recorded as needed so students can look back on this information. No prerecording will take place. Online materials, such as presentations, notes, links to articles etc will be available on Microsoft Teams to support students independent learning. Communication and discussions using Teams posts is encouraged.
32	**Assessment Approach** *Please outline your proposed approach to assessment. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.*
	A range of assessment methods are used to ensure that academic, vocational and transferrable employability skills are developed and assessed. Assessments include work related portfolios and audits to support vocational practice, presentations that develop and assess verbal communication and essays, and research projects that develop the skills required for study at level 6 and beyond. Application of models of reflection are assessed at both levels, initially in relation to their own practice including consideration of the impact of own attitudes, values and behaviour on others, then building to wider reflections on child development and practice within and beyond their own settings. The majority of assessments relate to the workplace, and encourage students to apply underlying theory, identify problems and make recommendations. Research skills are assessed through research projects, these are guided at level 4 and become more independent at level 5. At level 4 the students study the module Introduction to Research Methods which is a guided piece of research based around adults in the sector. The research proposal is completed as a presentation, which is a less formal approach for the students. Research skills are further developed in the Practitioner Research module at level 5, where the students involve children in their research and complete a written research proposal. Students are required to submit Research Ethics Approval forms for these modules.
33	**Key Areas of Study** *Please describe the key topics and foci of study of the programmes proposed on this form. This information can potentially be used as a basis for additional programme marketing material, so please keep the target audience of students in mind.*
	Personal and Professional Development is taught to HE students across the College and develops academic research skills, academic writing and presentational skills, self-audit, action planning and reflection.

Theories of Children's Play & Learning gives students an overview of significant theories of play and learning and their place in current practice and increases knowledge of how theories of play and learning have shaped practice.

Introduction to Research Methods introduces students to research methods and enables them to carry out a small piece of guided research involving adults in the sector.

Promoting Safe Working Practices, Health & Wellbeing examines current practice with regard to statutory guidance for early years and enables students to discuss the importance and significance of child protection and safeguarding case studies in informing current practice.

The Developing Child provides a thorough understanding of a range of developmental research and theory related to child development.

Learning Journeys gives students a broad overview of the process of observing, assessing, planning and evaluating both the environment and the learning needs of the children in the workplace.

Equality, Diversity & Inclusion focusses on anti-bias practice, equality, diversity and inclusion in light of professional and statutory responsibilities in the workplace.

Early Years Education & Beyond provides a broad overview of curriculum guidance for the early years and the transition to early primary education.

Children's Rights provides students an overview of the historical and theoretical perspectives of children's rights.

Supporting Young Children's Language & Communication considers the central importance of language and communication to other areas of development.

Working Collaboratively with Parents, Carers & Professionals focusses on building partnerships with parents, carers and professionals. Students will become familiar with the statutory and regulatory requirements in relation to working with parents and carers to fully meet the needs of parents.

Practitioner Research provides the opportunity for students to build on their knowledge of the research process enabling them to prepare and carry out an ethical research project in an early years setting

34	**Curriculum Structure** *In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:* • *Progression: how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy;* • *Coherence and Integrity: the overall coherence and intellectual integrity of the programmes and student experience.* *Note: A diagrammatic structure is often helpful to establish the composition of a programme.*
	At level 4, modules focus on the development of the underlying academic skills and self-management skills including self-audit and reflection (Personal and Professional Development (PPD) and Introduction to Research Methods), that will be required to underpin further study. The Theories of Children's Play and Learning, The Developing Child and Learning Journeys introduce key models, theories and concepts and

Promoting Safe Working Practices, Health & Wellbeing is included at level 4, as it is essential that a practitioner should demonstrate this within their vocational practice.

At level 5, skills such as the research skills gained at level 4 are expanded and students are encouraged to work more independently and reflect on and evaluate the methods employed in the Practitioner Research module. Self-audits created in PPD are developed further when students analyse the professional skills required to work effectively such as in Working Collaboratively with Parents, Carers & Professionals.

Theoretical modules continue to develop knowledge and understanding, but also encourage students to look at practice beyond their own settings and to analyse, evaluate and compare the application of theory. For example, in Early Years Education & Beyond students look at different age ranges and practice beyond the UK.

In all modules, students will be encouraged to become independent learners. Scaffolding, formative tasks and guided reading are used, particularly in the first semester to support students, many of whom are returning to education after a break. Although still embedded at level 5, directed learning is gradually reduced to encourage independence.

Full time

Level 4 modules	Semester
Personal and Professional Development	1
Theories of Children's Play & Learning	1
Promoting Safe Working Practices, Health & Wellbeing	1
Introduction to Research Methods	2
The Developing Child	2
Learning Journeys	2
Level 5 modules	**Semester**
Equality, Diversity & Inclusion	1
Early Years Education & Beyond	1
Children's Rights	1
Supporting Young Children's Language & Communication	2
Working Collaboratively with Parents, Carers & Professionals	2
Practitioner Research	2

Part Time

Programme Structure - LEVEL 4 Part-time Year 1		
Modules	**Level**	**Semester**
Personal & Professional Development	4	1
Theories of Children's Play & Learning	4	1
Promoting Safe Working Practices, Health & Wellbeing	4	2
The Developing Child	4	2

Programme Structure - Part-time Year 2		
Modules	**Level**	**Semester**
Learning Journeys	4	1
Introduction to Research Methods	4	1
Working collaboratively with parents, carers and other professionals	5	2
Supporting Young children's language and communication	5	2

Programme Structure - Part-time Year 3		
Modules	**Level**	**Semester**
Equality, Diversity & Inclusion	5	1
Early Years Education & Beyond	5	1
Children's Rights	5	2
Practitioner Research	5	2

35	**Compensation/Condonement rules**
	Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are core for each programme and variant (i.e. modules defined as core in the curriculum map).
	None
36	**Internationalisation**
	'Internationalisation is a key feature of the UK HE agenda [and…] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society' (HEA, 2014). Please outline the programmes' approaches to internationalising the curriculum.
	Students and Practitioners within the Early Years sector can become very focused on their own practice and lack awareness that the system within the UK is not applied everywhere. Teaching within modules aims to introduce alternative international approaches to students, as well as an awareness of different cultures and attitudes to child development. This is enhanced by guest speakers with experience of Early Years education abroad, previous sessions have included Reggio Emilia and Early Years education in Hungary.
37	**Inclusivity**
	Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine protected characteristics as outlined in the Equality Act 2010. All publicly funded educational institutions are required to meet the Single Equality Duty 2011.
	All University of Hull programmes should be inclusive by design. Inclusive teaching learning and assessment design facilitates the successful practice and application of the specific competencies of the

	module/programme, irrespective of a students' background or individual characteristics (as they are defined in the Equality Act). This is integral to our anticipatory duty to break down barriers to learning for students with protected characteristics and our obligation as a publicly funded institution to the Single Equality Act (2011) *Inclusive curriculum attempts to break down structural inequality, it is decolonised (note decolonising curriculum works to the benefit of all students, including those underrepresented in HE), physically accessible, and allows for student feedback and opportunity to co-design curricula content and models of delivery. Where there is a part time pathway, please ensure the programme design is accessible, equal and inclusive for both full time and part time students.*
	The College aims to provides an inclusive learning environment and to provide equality of opportunity for all to access, succeed in and progress from higher education. Equality, Diversity and Inclusivity across the College is monitored by the Equality and Diversity Committee and actions and progress are summarised in the Equality, Diversity and Inclusivity Annual Report. At HE the College has an OfS Access and Participation Plan monitored and actioned by the College's Student Opportunity Monitoring Group and at course level within Progress Reviews. In addition to their academic teaching all HE students receive 1:1 tutorials and have access to the College Counselling service and 1:1 study skills support. either in person or via TEAMS This particular programme attracts students with young children and requires students to work or undertake work related learning. In order to accommodate this requirement, timetabling is blocked to 1.5 days per week. The nature of the industry means that equality and inclusivity is considered throughout the curriculum. The make-up of the cohort, continuation and success rates are monitored and discussed at Progress Reviews and within the Annual Monitoring Reports.
38	**Employability** *Please outline the approach taken by the programmes to engage students in gaining employability skills.*
	All programmes are designed with a vocational focus and input from industry. All students have access to the College's Careers Team, HE Careers MOODLE and a dedicated cross-College HE careers focussed week. Employability skills are embedded within course programmes and the tutorial programme. All students on the programme are expected to undertake 300 hours working with young children whilst studying the Foundation Degree, which can be paid work or a placement working with children. Within teaching sessions and as part of formative and summative assessments, students are expected to reflect on, audit and develop their professional skills (this meets the requirements for Sector Endorsed Foundation Degree in Early Years Professional Association). Students will be offered the opportunity to study additional mathematics and English qualifications (if needed) whilst studying the undergraduate programme, if they aspire to be an Early Years Teacher (with or without Qualified Teacher Status).
39	**Student engagement in curriculum and pedagogic design** *Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.*
	All students are asked to complete an evaluation form on completion of a module of study and this includes suggestions for improvement. During the end of course focus groups students are asked about the course content, assessment and employability skills which are considered by the programme teams during the annual reporting process. In addition, students were surveyed in 2020, to gain an insight into their input into the development of the blended learning approach.

40	**Ethical issues and risk** *Programmes may deal with issues that are sensitive or involve ethical considerations. Our institutional duties of care extend to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate).*
	The programme team complete annual mandatory training on safeguarding, GDPR and wellbeing and will consider ethical issues within the module planning. Where discussions relating to ethical considerations and sensitive issues arise e.g. relating to a student's own experience or workplace, module staff will remind students that issues discussed within lectures are confidential and recordings will be turned off. At the start of each module, students are reminded of the ethical considerations, inclusivity, ethical practice and awareness of unconscious bias that are required for working within the sector. As developing professional practitioners, it is important to increase awareness and knowledge of these issues when working with young children and their families. All students involved in Research Projects will receive taught input and discuss ethical approaches to research and all students will be referred to the BERA (2018) Ethical Guidelines and be expected to complete a Research Ethics Approval form. The chair of the Scholarly Activity Group will consider and approve the Research Ethics Approval Forms. Should there be any concerns, the chair will return the Research Ethics Approval Form to the student for amendment and inform the tutor concerned. Students may not commence their research until approval has been given. Ethical concerns raised by Approval Forms will be taken to the Scholarly Activity Group for further discussion. All College facilities and activities are risked assessed. Any external visits are applied for using the central College visits procedure, these include risk assessments for the venue and the activities, no visit can be undertaken without approval. All research projects have to be approved by a tutor and risk assessment forms completed with the student where appropriate.
41	**Sensitive issues and safeguarding** *Universities develop and deliver programmes which deal with issues that may be sensitive or require students to explore issues which may be potentially controversial, for example relating to child abuse, sexual violence, radicalisation and terrorism. As with research, our institutional duty of care extends to all involved in learning and teaching and all related activities which staff and students may engage with. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed to ensure a safe environment is maintained for all concerned.*
	All staff are required to complete mandatory annual safeguarding training. Sensitive information regarding work related learning are frequently discussed and the boundaries and expectations are established with the students at the start of the academic year. All students present must to give their permission for a session to be recorded, and recordings are stopped if confidentiality issues arise. With written reports, the students receive input on the use of photographs, staff and children are not identified by name. Completed work is only used for assessment purposes. Safeguarding requirements as a practitioner are embedded throughout and issues around work place behaviours and discussions around the dual role as employee and student are discussed at induction and through the tutorial programme.
42	**Other information/programme special features**

	Please provide any other information about these programmes not included above. This may include information about field trips and their arrangements, special opportunities on offer for students (e.g. forest schools qualifications) and specific student support arrangements associated with these programmes.
	The Young Children's Learning & Development FdA has sector endorsement from SEFDEY Professional Association recognising that it "meets the needs of employers". The programme is ideal for those already in practice and seeking to further a career in the field of childcare and education. For practitioners qualified at level 3 with post qualifying experience of working with children, this course can offer the opportunity to develop practice with young children alongside academic studies. Students will be encouraged to consider their qualities, interpersonal skills and areas for personal development, which has helped many of our students gain workplace promotions. Students will gain a valuable network of contacts through College study and may attend the Early Years Forum which has been developed to provide a regional focus for sharing good practice and interpretation of policy changes in a sector that is subject to continual government initiatives. This includes industry relevant guest speakers and past student success stories.
C	**RECRUITMENT AND ADMISSIONS INFORMATION**
43	**Proposed marketing strategies** *Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.*
	Marketing material to be distributed through the network of employers already linked to the College through FE placements and HE student work settings.
44	**Academic entry requirements** *Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariff.*
	• Level 3 qualification equivalent to 48 UCAS tariff points • English Language at GCSE grade C / 4 or equivalent Students without English GCSE may be considered and will be required to complete a written task to assess whether their written skills are of a suitable standard to enable them to start the HE programme • Clear Enhanced DBS check and subscribed to the update service for the duration of the course. This is the responsibility of the student Students without the necessary qualifications but with relevant work experience are encouraged to apply. Those with relevant modules from compatible HNCs or Foundation degrees may be able to transfer credit on successful completion of the APL/APEL application process.
	Other entry requirements *e.g. relevant IELTS score, Disclosure and Barring Service etc.*
	Students are required to have a current DBS check for their workplace, whether they are in paid work or on placement.

	Students will undertake 300 hours (approximately two days a week) working with young children whilst studying the Foundation Degree. Those students without relevant paid work in the early years sector will be required to secure a placement, the College is able to assist with this process.
D	**IMPLEMENTATION STRATEGY**
46	**Implications for other areas of the Partner Institution** *Using the relevant programme identifiers (a,b,c etc.), please indicate any requirements that may impact on other areas of the partner institution. Please discuss these with the relevant service area before completing this form.*
	Estates: Library: Admissions: Careers: Visa Compliance: Other (*Please specify*): N/A this course has been delivered by the College since 2013. No additional costs, other than the annual updating of resources.
47	**Existing programmes/students affected by this proposal** *Please state here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, please attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes.*
	Existing students will be consulted about the change of validating partner, no changes to the programme have been proposed.
E	**POST PROGRAMME OPPORTUNITIES**
48	**Progression opportunities to further academic or professional programmes** *Please list progression opportunities in your own or other institutions. If none exists, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?*
	The programme is a Foundation Degree, following which students may progress on to the level 6 BA Young Children's Learning & Development Top-up course at Craven College.
49	**Employment opportunities** *Please state areas of employment that graduates of these programmes will typically enter. You may wish to contact the careers team for guidance in this area. You may also wish to refer to Destinations of Leavers in Higher Education (DELHE) data.*
	The majority of students studying this course are already employed in the industry. Completion of the course provides the opportunity to progress into management within the sector.

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

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

F1 UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS

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

Module Title	Level	Credit	Assessment Method (e.g. exam, essay, presentation)	P/V	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Certificate Stage												
T1												
Personal and Professional Development	4	20	Presentation Report	a,b							✔	✔
Theories of Children's Play & Learning	4	20	Poster Essay	a,b	✔		✔			✔	✔	
Introduction to Research Methods	4	20	Research Proposal Research Report	a,b		✔			✔		✔	
T2												
Promoting Safe Working Practices, Health & Wellbeing	4	20	Case Study Presentation	a,b		✔						
The Developing Child	4	20	Booklet Practical activity	a,b	✔	✔	✔	✔				
Learning Journeys	4	20	Report	a,b				✔				
Diploma Stage												
T1												
Equality, Diversity & Inclusion	5	20	Report Presentation 25%	a,b		✔	✔			✔	✔	
Early Years Education & Beyond	5	20	Report 100%	a,b		✔	✔			✔		
Children's Rights	5	20	Essay 75% Presentation 25%	a,b		✔				✔	✔	
T2												
Supporting Young Children's Language & Communication	5	20	Essay 75% Presentation 25%	a,b	✔			✔			✔	
Working Collaboratively with Parents, Carers & Professionals	5	20	Work place audit 100%	a,b		✔				✔		✔
Practitioner Research	5	20	25% Research Proposal 75% Research report	a,b				✔	✔			✔