

Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	FdA Children's Development and Learning
Teaching Institution	York College
Awarding Institution	The Open University (OU)
Date of first OU validation	March 2021
Date of latest OU (re)validation	March 2021
Next revalidation	March 2025
Credit points for the award	240
UCAS Code	4T9B
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2020
Underpinning QAA subject benchmark(s)	Early Childhood Studies (November 2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	SEEC Credit Level Descriptors (2016) Characteristics Statement for Foundation Degrees (February 2020)
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full time
Duration of the programme for each mode of study	2 years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	March 2021

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

The Foundation Degree in Children's Development and Learning has been developed to encourage engagement with professional development for individuals working in the Childhood education Sector. Through the specialist modules students will develop the skills necessary to work in a challenging and rewarding sector.

This programme will develop student's skills and understanding of Early Years settings, child development and related theoretical concepts, the importance of play and learning, inclusive practice, safeguarding children and leading practice, giving the students the wide range of skills, they need to find or progress in employment, or progress to further study.

This programme is aimed at attracting a wide cross-section of individuals into higher education, both younger learners on completion of a Level 3 qualification and adults who have relevant work experience, including in a voluntary capacity.

Informed by the commitment of the College to widening access to the programme whilst ensuring appropriate academic standards, the guiding principle underpinning the admission process is that the individuals are selected on the basis of their capability to benefit from, make a positive contribution to, and successfully complete their programme of study.

Work based learning and work-related learning are fundamental to the programme and learning will be based on real life settings, allowing learners to apply their work based practical experience.

- To understand developments and activities in a variety of early years settings and primary schools.
- To understand the wider social and economic environment in which early years settings and primary schools operate and the influences on them.
- To understand learning and education theorists and link theory to practice.
- To value inclusivity through shared expertise and demonstration of good practice.
- To use transferrable and interpersonal skills within an early year's environment and/or primary school and communicate in an effective and professional manner within a variety of settings.
- To reflect on their own learning and performance in an academic and work-based setting in order to advise career aspirations within the early year's sector and primary schools.

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2.2 Relationship to other programmes and awards

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

Upon completion of the programme you will be eligible to progress onto the BA (Hons) Leading Children's Development and Learning at York College or other appropriate Level 6 / Top Up at an alternative institution.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

All modules contain a work-based or work-related learning element which is identified in the module specifications. Specifically, two modules provide focussed work-related learning activities. They are

Professional and Academic Competence – 30 credits at Level 5

Health and Well-being – 30 credits at Level 5

2.4 List of all exit awards

Certificate of Higher Education Children's Development and Learning

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure - LEVEL 4					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Professional and Academic Competence	30	None		No	1
Legal and Professional Aspects	30			No	1
Promoting Inclusive Practice	30			No	2
Learning and Developing	30			No	2

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Compare different approaches to learning and the value of differentiated learning and the importance of planning for the individual needs of children</p> <p>A2 Outline and illustrate the physical, cognitive, social, emotional, moral and spiritual development of children</p> <p>A3 Explain the application of Legal and Professional responsibilities on the Childcare setting</p>	<p>The teaching, learning and assessment practice is designed to enable progress through the programme levels. Group and individual tasks will develop understanding of academic writing and reflective practice at level 4 whilst developing knowledge of learning and development in the early years.</p> <p>Effective links are made between the knowledge base of the curriculum, research and individual practice. To stretch critical skills activities are devised which include peer feedback, group work, seminar papers and presentations. Guest speakers join groups where appropriate. Reflective practice is a large part of the degree which allows you to use creative thinking for the benefit of your practice and setting.</p> <p>Appropriate delivery through technologies is used to enhance learning particularly the use of blackboard which most staff use as part of their delivery. Through the VLE (Blackboard) you can access lecture notes, presentations, additional reading and links to appropriate web-based resources. Modules are assessed using a range of methods including essays, reports, seminar papers, activity plans, presentations, observations, reflective accounts and portfolios of evidence, each of which requires the demonstration of knowledge and understanding.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Reflect on different influences and approaches to learning, development, and practice, including inclusion and ethical considerations, and the use of reflection to support learning and professional development and responsibilities</p> <p>B2 Demonstrate the impact of external influences on the Childcare setting</p>	<p>Cognitive skills will also draw on a range of learning and teaching methods appropriate to the demands of the module. These include: interactive teaching sessions which involve the use of lecture / seminar activities, research and scholarship and formative feedback.</p> <p>Skills will be assessed through written and oral evaluations of work.</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Apply theory to the assessment of children's development and learning</p> <p>C2 Demonstrate an awareness of professional roles, responsibilities and ethical issues in supporting children and families in safeguarding children, including multi-agency and inter-agency working</p> <p>C3 Demonstrate the application of an appropriate range of skills, techniques and methods of practice common to the childcare / education sector</p>	<p>Interactive teaching sessions and activities allow for the development of practical and professional skills.</p> <p>Assessment methods will be appropriate to the particular module and include tutor assessment written work and presentations. The use of portfolios in particular allow students to demonstrate and reflect on many of these skills and their development</p> <p>All work is linked to a method for evaluating the work and demonstrating understanding of the underlying theories. Students have to demonstrate the application of theory in their practice.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1 Consider own skills (academic and professional) using self-assessment and analysis techniques	The delivery method throughout enable students to assess and develop their skills through a range of activities both in and out of the classroom environment

A certificate of higher education can be awarded if a student has completed 120 credits at Level 4]

<u>Programme Structure - LEVEL 5</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Children in Society	30	None		No	1
Health and Well-being	30			No	1
Social Policy and Childhood Education	30			No	2
Children's Play and Exploration	30			No	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>A1 Analyse the role of health promotion within the children's sector</p> <p>A2 Apply theory and practice to a range of contexts relevant to Child Development</p> <p>A3 Evaluate the impact of external factors on Children and the Early Years Sector</p>	<p>The teaching, learning and assessment practice is designed to enable progress through the programme levels. Group and individual tasks will develop understanding of academic writing and reflective practice at level 5 whilst developing knowledge of learning and development in the early years.</p> <p>Effective links are made between the knowledge base of the curriculum, research and individual practice. To stretch critical skills activities are devised which include peer feedback, group work, seminar papers and presentations. Guest speakers join groups where appropriate. Reflective practice is a large part</p>

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
	<p>of the degree which allows you to use creative thinking for the benefit of your practice and setting.</p> <p>Appropriate delivery through technologies is used to enhance learning particularly the use of blackboard which most staff use as part of their delivery. Through the VLE (Blackboard) you can access lecture notes, presentations, additional reading and links to appropriate web-based resources. Modules are assessed using a range of methods including essays, reports, seminar papers, activity plans, presentations, observations, reflective accounts and portfolios of evidence.</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Evaluate how the sector has developed over time and how this has manifested</p> <p>B2 Assess the key concepts of health and well-being and their impact upon working with children</p> <p>B3 Evaluate concepts, theoretical perspectives, ethical issues and findings of existing research, communicating these effectively</p>	<p>Cognitive skills will also draw on a range of learning and teaching methods appropriate to the demands of the module. These include: interactive teaching sessions which involve the use of lecture / seminar activities, research and scholarship and formative feedback.</p> <p>Skills will be assessed through written and oral evaluations of work.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Review the role of their own organisation in line with current policies, frameworks and influences on the sector</p> <p>C2 Explain the professional skills needed by practitioners in the children's sector in listening to and representing the voice of the child</p> <p>C3 Demonstrate a range of academic skills</p>	<p>Interactive teaching sessions and activities allow for the development of practical and professional skills.</p> <p>Assessment methods will be appropriate to the particular module and include tutor assessment written work and presentations. The use of portfolios in particular allow students to demonstrate and reflect on many of these skills and their development</p> <p>All work is linked to a method for evaluating the work and demonstrating understanding of the underlying theories. Students have to demonstrate the application of theory in their practice.</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Demonstrate the use of research and academic skills</p>	<p>The delivery method throughout enable students to assess and develop their skills through a range of activities both in and out of the classroom environment</p>

[Please insert here title(s) of exit award(s) at Level 5, if applicable]

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
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

- The programme is taught by staff with a wealth of practitioner and academic experience in a range of appropriate subject areas.
- The College maintains strong links with local and regional employers in order to ensure that both students and staff are kept up to date on current developments within the sector.
- You will gain from opportunities to discuss, reflect and evaluate on their practice through class discussions and assessment tasks.
- You will also have the opportunity to investigate practices and policies within the Children's sector and the application of learning and development theories.
- Access to a well-resourced learning centre with a range of books, journals and electronic sources at York College
- Access to supportive, well qualified staff.
- Opportunities to explore good practice with a range of guest speakers.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

Formative exercises are used to ensure that your experience of the programme is coherent and to direct the development of skills specific to individual modules. It is viewed that students' attendance is a key to their development throughout the programme. You will receive feedback

in relation to formative exercises, informally during tutorials and more formally where there are identified assessment points.

A range of academic tutorials will be offered to you, including group tutorials, email tutorials and individual tutorials, these are an opportunity to receive personal and specific advice and guidance. Tutorials are scheduled to occur at those points in the term when supervision and guidance are particularly necessary for progression. In addition, you may request tutorials from tutors if you need further support.

Support is also provided to those who have assessed needs in the form of additional tutorials with specialist tutors who liaise with the course team. The programme team are also aware of students' additional needs during lectures and make suitable adjustments, for example, ensuring those with voice recorders are sat appropriately and coloured handouts are provided if needed. Your needs are reviewed during tutorials and adjusted when required.

A range of formative assessment methods will be used to support your development and achievement. Feedback and feedforward will be provided on all formative and summative assessments

Personalised student support is a significant factor in the programme to ensure you feel you are supported as individuals, and ongoing student-staff contact is recognised as a key factor in student motivation and involvement. Developing a professional relationship with staff can enhance a student's experience. The use of a small academic programme team will help to develop this.

The following induction arrangements will be in place for new students: during enrolment students will be able to raise and support needs individually with the enroller before being provided access to Infozone who can provide information on financial support, loans, transport, housing and other issues. The Induction will ensure students are aware of Health & Safety guidance, Learner Support systems, use of the Learning Centre, appropriate use of ICT to ensure safety and security.

The **student programme handbook** is available electronically. This provides a detailed guide to the course and college services; the VLE and college intranet site also provide guidance on use of services and facilities.

Students will receive a module handbook during their induction, this handbook contains all of the information required to successfully complete each module. The handbook provides a flexible Scheme of Learning, a breakdown of the evidence required and reading list.

The Programme will identify students at risk of failure with regular performance reviews in 1:1 tutorials and discussion in course team meetings and will then support them through the pastoral programme which offers supervised study and additional support.

Programme staff work closely with Student Services staff to ensure that the information, advice and guidance needs of students are met, and to provide students with specific and targeted support. The services available through Student Services (InfoZone) are promoted to students during the induction and information is available through the Blackboard VLE and the College Intranet. The needs of students with more complex needs are met by the Personal Tutor working in conjunction with the specialist advisors based in the College.

All HE students are able to join the cross-college forum which organises activities, events and fund-raising activities. They are also able to access the college enrichment offer which includes a wide range of clubs and societies.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

- UCAS tariff points will have been gained from a recognised childcare qualification.
- Evidence of level 2 mathematics and English.
- You will have had relevant successful childcare experience whilst on your level 3 course.
- You are required to be employed in the children's workforce or to undertake a work placement to be able to complete some of the module assessments. Regular placement of a minimum of 7 hours per week is required for the first year of study at Level 4.
- You will have or obtain a current DBS check.
- No standard applications will be keenly considered where the applicant has a strong experiential background in working in the children's' sector.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

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

There are a number of approaches taken to evaluating and improving the quality and standards of teaching and learning

Module Evaluation – The module evaluation seeks to encourage students to reflect on their experience and provide feedback to module teams for any necessary changes to be made. A Module Evaluation Report (MER) is completed at the end of each module which incorporates performance data.

Programme Panel – the vehicle for student representatives to meet regularly with staff to discuss issues relating to the programme. The programme panel is an excellent forum for generating ideas to enhance the programme and student experience.

National Student Survey (NSS) – administered externally, this is the vehicle used nationally to garner feedback from students' viz. their programme and overall student experience. The results are analysed and discussed in programme teams where action plans are created and monitored via the PER.

Subject Assessment Panels (SAPs) and External Examiners feedback – extensive discussions take place at SAPs regarding module performance and student performance/progression. External examiner input to this process takes place, both before and during the SAP. External examiner reports are received on an annual basis and action plans are generated to address their feedback.

Programme Evaluation Reports (PER) – as part of the annual monitoring process, each programme is required to complete a (PER), which examines student performance, external examiners' feedback, student feedback etc.

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

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

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

Level	Study module/unit	Programme outcomes																															
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	
4	Professional and Academic Competence	✓	✓						✓										✓	✓						✓							
	Legal and Professional Aspects			✓						✓										✓	✓					✓							
	Promoting Inclusive Practice		✓	✓					✓	✓									✓	✓	✓					✓							
	Learning and Developing	✓	✓						✓										✓		✓					✓							

Level	Study module/unit	Programme outcomes																															
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	
5	Children in Society		✓	✓					✓		✓							✓		✓					✓								
	Health and Well-being	✓		✓						✓									✓	✓						✓							
	Social Policy and Childhood Education			✓					✓			✓					✓	✓								✓							
	Children's Play and Exploration		✓							✓	✓						✓	✓	✓							✓							

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.