

**Programme Specification for the Foundation Degree in
Learning and Development Early Years to Adolescence (0 – 19)**

**This document applies to students who commence the programme in or after
September 2017**

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| 1. | Awarding institution/body | University of Worcester |
| 2. | Teaching institution | Somerset Centre for Integrated Learning |
| 3. | Programme accredited by | NA |
| 4. | Final award | FdA |
| 5. | Programme title | Learning and Development from Early Years to Adolescence (0 – 19) |
| 6. | Linked Honours Degree progression route/s | BA(Hons) Professional Practice |
| 7. | Mode and/or site of delivery | Standard taught programme, SCIL Somerset |
| 8. | Mode of attendance | Full time, work based learning programme, including personal research, and individual and group study with a day per week face to face tutored sessions which may be taught either day-time during the week or evenings and some weekends |
| 9. | UCAS Code | L530 |
| 10 | Subject Benchmark statement and/or professional body statement | <p>Early Childhood (QAA, 2014) http://www.qaa.ac.uk/en/Publications/Documents/SBS-early-childhood-studies-14.pdf</p> <p>Education Studies (QAA, 2015) http://www.qaa.ac.uk/en/Publications/Documents/SBS-education-studies-15.pdf</p> <p>Youth and Community Work (QAA, 2016) http://www.qaa.ac.uk/en/Publications/Documents/SBS-Youth-and-Community-Work-consultation-16.pdf</p> |
| 11. | Date of Programme Specification preparation/ revision | July 2016 August 2017 - AQU amendments |

12. Educational aims of the programme

The Foundation Degree in Learning and Development Early Years to Adolescence (0 – 19) (FDEA) aims to provide staff working in the children and young people’s workforce, who do not necessarily want to become teachers, an opportunity to gain an accredited qualification at level 4 and 5. It will also enable a progression route to a degree. These staff would typically work in early years, early help, childminding, children’s, children’s residential care, foster carers, youth workers, uniformed organisations children and family support workers. They could be paid or voluntary but would need to have work base to support their learning journey.

- provide practitioners with the opportunity to build on existing knowledge and experience and to further develop professional understanding, research and communication skills and values relevant to work in children’s services;
- enable practitioners to understand the key issues within relevant and up-to-date legislation

and other national initiatives for developing children's services and to deepen understanding of inter-agency working and children's services structures;

- enrich students' learning experiences by utilising employers' perceptions and ideas when carrying out work-based tasks and reflecting upon these in journals.
- enable practitioners working with children and young people to identify and develop the application of employment-related skills through work-related tasks;
- enable practitioners reflect, to identify and acknowledge personal, academic and professional development needs and identify appropriate strategies and timelines for personal development in working with children and young people;
- foster lifelong learning through the development of critical reflection on practice to develop key skills to prepare for further study and/or employment and skills for continual practice based inquiry to support practical and professional development;
- enable practitioners to develop the values, skills, knowledge and understanding to create a multiagency ethos, developing the practice of collaborative working across children and young people's services.

13. Intended learning outcomes and learning, teaching and assessment methods

| | Learning Outcome | Module Code | Examples of learning, teaching and assessment methods used: |
|---|---|--------------------|---|
| Knowledge and Understanding | <i>On successful completion of the course, students will be able to:</i> Develop as a reflective practitioner, utilising the frameworks for personal, professional and academic learning. | FDEA 1002 2001 | <ol style="list-style-type: none"> 1. Setting agendas and producing action plans; 2. Individual and group presentations; 3. Tutor-led and visiting speaker-led workshops; 4. Directed study and set reading; 5. Interactive tutor-led workshops; |
| | Compare and critically evaluate selected theories relating to the causes of, and motivation for, behaviours in children and young people that impact on learning and development. | FDEA 1005 2007 | |
| | Apply methods of enquiry in the critical evaluation of practice based issues to inform and improve practice. | FDEA 1010 2012 | |
| Cognitive and intellectual skills: | <i>On successful completion of the course, students will be able to:</i> Facilitate opportunities to promote the development of group and team work skills that underpin multiagency working. | FDEA 1003 2006 | |
| Practical skills relevant to employment: | <i>On successful completion of the course, students will be able to:</i> Recognise, understand and evaluate legislation relating to key roles and responsibilities in education/care settings of adults working with children and young people within the context of an integrated children's service. | FDEA 1008 2003 | |
| | Communicate information, arguments, | FDEA | |

| | | | |
|----------------------------------|--|----------------------|---|
| | and analysis in a variety of forms, to specialist and non-specialist audiences | 1001 2006 | 6. Practice/work-based enquiry; |
| | Value individual differences, promote equal opportunity in practice, respect difference and diversity and demonstrate inclusive practice; | FDEA 1003 2003 | 7. Peer group study; |
| | Develop effective use of ICT skills which support practitioners to develop their academic and work-related skills being able to; communicate in print, engage in research and make multimedia presentations. | FDEA 1010 2012 | 8. Analysis of reflective journal entries; |
| | | | 9. Self-directed, computer mediated learning tasks; |
| Transferable/ key skills: | <i>On successful completion of the course, students will be able to:</i> | | |
| | Reflect upon and identify necessary key skills for employability across the sector and progression to other qualifications | FDEA 1001 2005 | 10. Individual tutorials with tutors; |
| | Within the context of reflexive learning, identify targets for future personal, professional and academic learning | FDEA 1001 2001 | 11. Written assignments; |
| | | | 12. E- Learning and support. |

14. Assessment strategy

The primary purpose of the assessment strategies used in FDEA is to improve learning.

All modules except for FDEA1002 and FDEA2001 are assessed in the following way:

a. Formal (summative) assignments, which include a critical review of module learning outcomes; and b. Informal (formative) tasks which include work-based tasks. Formal assessments are those which have a summative role in contributing to the final grade for the module. Informal assessments have a more formative purpose and do not carry a grade contributing to the final mark or grade for the module. Informal assessment can include peer-assessment and self-assessment as well as tutor-assessment, and may include evaluation of the effectiveness of the learning process carried out while the module is in progress.

FDEA1002 and FDEA 2001 are reflective journals which cover auditing of needs, reflection on professional development and reformulation of targets for each module across level 4 and level 5 respectively.

Progression in assessment is planned across level 4 and level 5, through differently weighted mark schemes with greater demand for critical reflection being required at level 5. Each level is marked against generic grade descriptors in the following areas:

- Focus of assignment and knowledge and understanding;
- Critical approach to reading;
- Analysis, argument and reflection;

- Ability to relate theory to practice;
- Clarity of written work and development of academic writing style;
- Structure and academic conventions.

The course operates under the Taught Courses Regulatory Framework (TCRF) which sets out the full regulations for passing modules, grading of modules, retrieving failed modules, progressing from one year to the next, requirements for awards, and how the degree is classified.

15. Programme structures and requirements

| Module Code | Module Title | Mandatory or optional | Credits |
|----------------|--|-----------------------|---------|
| Level 4 | | | |
| FDEA 1001 | Introduction to Study Skills | Mandatory | 15 |
| FDEA 1002 | Developing as a reflective practitioner. | Mandatory | 15 |
| FDEA 1003 | Safeguarding emotional health and well-being of Early Years and Adolescence (0-19 years) | Mandatory | 15 |
| FDEA 1005/1006 | Introduction to the learning and development of Early Years and Adolescence (0-19 years) | Mandatory | 30 |
| FDEA 1008 | Enabling environments: characteristics of effective learning. | Mandatory | 15 |
| FDEA 1010 | Practice-based enquiry | Mandatory | 30 |
| Level 5 | | | |
| FDEA 2001 | Being a Reflective Thinker and Learner | Mandatory | 15 |
| FDEA 2003 | Supporting the social and emotional development and learning of children and young people (0-19 years) | Mandatory | 30 |
| FDEA 2005 | Exploring quality provision | Mandatory | 15 |
| FDEA 2006 | Meeting individual children's needs | Mandatory | 15 |
| FDEA 2007 | Promoting Positive Learning Behaviours | Mandatory | 15 |
| FDEA 2012 | Practice-based enquiry | Mandatory | 30 |

Students need to complete 120 credits at each level of the course and demonstrate competence in all the intended learning outcomes and key skills areas at the appropriate level. The FDEA is a full time course, delivery takes place on one day a week. The majority of the modules are assessed with some element of work related learning and it is a requirement of the course that students will be in a relevant work environment, either as a paid member of staff or on a voluntary basis to enable them to relate their studies practice. This will include an expectation that the students carry out an observation visit to at least one other agency than their own catering to another age range. This would be documented within their reflective journal and may be linked to other assignments i.e. FDEA 2006.

16. QAA and professional academic standards and quality

The Early Childhood Studies Subject Benchmark Statement (2014), and Framework for Higher Education Qualifications (FHEQ 2008) and Foundation Degree Characteristics Statement 2015 have been used as a framework within which this programme has been developed, and within which it will be implemented and monitored. The course is located at level 4 and 5 of the FHEQ.

The qualification benchmark statements defining the distinctive features of Foundation Degrees within the Framework for Higher Education Qualifications (FHEQ 2008) ensures that expectations placed on student performance are recorded in language appropriate to the levels on module outlines and that assessment of knowledge, understanding and skills of students is appropriate such as through moderation and standardisation practice. Feedback from external examiners will facilitate on-going evaluation of the expectations placed on students and the extent of their attainment.

Other documentation used to inform the design of the programme include:

- Social work: Code of Ethics for Social Work (British Association for Social Work 2012) www.basw.co.uk click on Code of Ethics.
- Youth Work: Staff and volunteers Code of Conduct www.youth-association.org
- Special Education Needs and Disability: SENDReforms@somerset.gov.uk
- www.somerset.gov.uk/education-learning-and-schools/school-life/special-educational-needs-sen/

17. Support for students

Individual Tutor support

Students will be provided with a Personal Academic Tutor whose role is to help them develop study skills and chart and improve learning throughout the course. Personal Academic Tutors may also act as module tutors. Students have access to at least one tutorial per term, which may include shared and group tutorials. Students are also encouraged to communicate with tutors using e-mail.

Curriculum design

The programme has been designed to support student's achievement through an emphasis on reflective practice which supports personal and professional development, theorisation of practice and its impact on quality improvement within settings. Competence in practice is developed and assessed throughout the course.

As students' progress through the programme and gain confidence, the module content will require more independence. The learning outcomes of the programme reflect a student-centred approach enabling students from diverse but relevant backgrounds to build on previous learning and experience.

Student Conferences

Once a year the learners are able to meet and be part of the wider dynamic and networking community via a conference that attracts significant participation. The conference is designed to support the modules currently being undertaken at all levels. This provides opportunity for collaborative research to be shared and allows attendees to be informed by other practitioners, eminent speakers identified as leaders in the field of learning and development, reinforcing our ethos of collaborative communities of practice. The conferences also provide a forum for learning about progression and career opportunities. There is an expectation that all students attend the conference.

Study skills

Study skills are identified and embedded within all modules.

Practice Based Learning

Practice based learning forms a significant proportion of the Foundation Degree. It is incorporated into taught modules and dedicated practice based learning modules. It is supported through a mixture of face-to-face delivery, e- learning, directed tasks and a reflective diary / journal. Deadlines will be set for the completion of tasks. Students have responsibility for organising their own time to meet deadlines. There is an expectation that students complete approximately 120 hours of work based learning a year which would be recorded in their reflective log. As mentioned previously there is an expectation they visit other settings. All work based learning will comply with professional and work based standards relevant to the agency and age range of the setting.

Peer Group Support

Learners are organised into cohort groups. Each group is responsible for writing and maintaining a learning community contract. Other methods of peer group support include e-mail communication, online conferencing and module based forums.

Progression

The BA in Professional Practice (Hons) Top Up (BAPP) is the identified progression route to full honours for this programme. *The BA Hons Integrated working for Children and Families* is also available and delivered at Worcester University.

Transition on to this programme is supported by Information and support for students:

- from the Partner Course Leader (in collaboration with the FD Course Leader);
- student handbooks, leaflets, Course Management Committee, Student Conference, Blackboard (VLE) and e mails.

SCIL provide other support through:

- An Induction Programme at the beginning of each academic year for new entrants;
- Student Services;
- Specialist support for disabled students via the Disability and Dyslexia Service;
- Student representatives;
- Careers;
- Learning Resources: Resources for Learning and UoW E-Library;
- The Foundation Degree conference.

Student support services provided by the University are 'Student Services' and the 'Disability and Dyslexia Services' (see the links below.)

<http://www.worcester.ac.uk/student-services/index.htm>

<http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>

18. Admissions

Admissions policy

The course seeks to recruit students from a range of educational and experiential backgrounds, including those with significant experience of working in settings, which support children and young people, and those who are progressing from vocational or academic courses at college or school.

A lack of formal qualifications is not necessarily a barrier to joining the course if students have relevant experience and commitment to learning. The course is committed to widening

participation. University of Worcester equal opportunity policies apply in relation to course admissions processes and selection criteria.

We welcome applicants who hold alternative qualifications/experience different to those shown in this section who can demonstrate the ability to benefit from the course and show their potential to complete the course successfully.

Although recent preparatory study at an appropriate level (e.g. Access to HE Diploma) is recommended, students may be considered on the basis of prior evidenced professional/work experience and/or other assessment procedures, and the assessment of personal suitability.

Students with relevant previous study at HND or degree level or extensive experience may be considered eligible for Recognition of Prior Learning. Entry may be possible to Year Two of the course, depending upon the qualifications or experience gained.

Entry requirements/Disclosure and Barring Service (DBS) requirements

The normal minimum entry requirement for Foundation Degree courses is the possession of 4 GCSEs (Grade C/4 or above) and 1 A Level (or equivalent Level 3 qualification).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>.

See [Admissions Policy](#) for other acceptable qualifications.

Further information or guidance is available from Registry Admissions Office (01905 855111) or from <http://www.worc.ac.uk/courses/howtoapply/476.html>.

In addition, all students need:

- Current police clearance to work with young children (DBS);
- A testimony / reference that supports the student's commitment and suitability for the course.

For mature students (i.e. 21 or over), without formal qualifications, a non-standard entry route is available.

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University web pages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University web pages or from the Registry Admissions Office (01905 855111). Information can be found in the prospectus or on the University web pages, available via this link: <http://www.worcester.ac.uk/journey/how-to-apply-entry-requirements.html>.

Admissions procedures

- All applicants complete the UCAS application form.
- Each application will be received by the University of Worcester and then SCIL.

Selection criteria for all modes of study and delivery Applicants':

- commitment to working with and for children young people and their families;
- commitment to personal development as evidenced in different ways such as work experience, previous study, and/or training courses, portfolio of professional achievements, performance assessments, personal interests, etc;
- suitability for working as part of a team within settings that support children, young people and families;
- literacy skills in relation to how these will enable them to fulfil the requirements of the course.

Applicants meeting the above criteria are invited to come along to a Selection Day,' which involves:

- an opportunity for applicants to fully understand the nature and requirements of the course and to be able to make an informed decision if offered a place on the programme;
- a group discussion activity;
- an written piece of work in response to an article which will be assessed for basic literacy skills (3 weeks' notice of article);
- IT Skills audit to identify strength and weakness and how these can be supported (details of this audit will be sent to students in an email before 'Selection Day').

Offers of places made are dependent on the ability of applicants to read and respond to academic reading and their ability to be able to articulate their ideas clearly.

Full-time applicants apply through UCAS code - L530.

It is a requirement of the course that all students undertaking the course will be in a relevant work environment in an OFSTED or CQC registered setting deemed good or outstanding is a course requirement, either as a paid member of staff or on a voluntary basis for a minimum of 2 days per week. This would normally be for 2 years. For some applicants this may require further discussion with the Course Leader at 'Selection Day.'

Recognition of Prior Learning

Students may request that previous qualifications or relevant work experience / practice be considered as a replacement for parts of the course. SCIL follows procedures set out by the University for Recognition of Prior Learning (RPL). Applicants who have completed 120 credits at Level 4 in a relevant subject may apply for RPL for the first year of the course and enter at Level 5. Those with modules from relevant courses at level 4 may apply for RPL for these. Application for RPL does not guarantee that it will be accepted. Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

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

There are various methods for evaluating and improving the quality and standards of teaching and learning. These include:

Moderation and standardisation; Module leaders manage moderation of assignments for their modules, at least 10% are internally moderated. This includes standardisation and moderation meetings, joint marking with new and experienced tutors, and specific third marking of scripts which present concerns. Module leaders sample high, middle and low marks, failures and specific issues such as concerns over cheating. All new and experienced tutors engage in standardisation sessions.

External examiners: The University engages external examiners who scrutinise a sample to ensure that academic standards are comparable with similar courses at other institutions, 15% of all assignments marked are externally moderated by the external examiner. All marks are provisional until confirmed by an Examination Board. This course will have an interim Examination Board in March and the final Examination Board in September.

The Course Management Committee: a course management committee meeting is held twice yearly comprising of:

- SCIL Higher Education Manager;
- SCIL Course Leader/Lead tutor;
- University of Worcester Link Tutor;
- SCIL Project Manager;
- Senior Admin Assistant and Registry Administrator;
- Cohort Leaders and Module Leaders where relevant.

- Student representative

Roles of this committee include:

- to review the evaluations of the course and propose improvement and further developments;
- to review the effectiveness of delivery models;
- to evaluate the impact of the course overall;
- to advise on the strategic direction of the course.

The student representative has an important role to play in this committee providing one of the ways to facilitate student feedback, which contributes directly to course improvement. Other channels for collecting student feedback are described below.

The student voice: Students are involved in feeding back their views and opinions at various times during the course. This feedback is a very important aspect of the quality assurance of the course and contributes directly to the actions taken to improve further the quality and standards of teaching and learning.

Tutor meetings: the whole tutor group will meet once a term to review and evaluate the programme. At this meeting tutors will pay close attention to the programme action plan and reports written by external examiners. Tutors are responsible for peer observations of other module delivers, their own CPD and expected to report back about these to the tutor meetings. In addition to this, tutors meet twice yearly for CPD opportunities as a wider organisational tutor team.

Management board: the management board meets termly and will comprise of the course leader, HE manager, project manager, a tutor and employer representatives. The purpose of the management board is to evaluate progress and feedback employer perceptions.

Annual evaluation report: evaluation and action points from the above scrutiny of the programme will feed into the enhancement plans which forms part of the annual evaluation report.

20. Regulation of assessment

This course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to re-sit failed assessment items for any module that is awarded a fail grade.

- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

| Award | Requirement |
|-------------------------------|---|
| CertHE | 120 credits at Level 4 or higher |
| Foundation Degree FdA/FdSc | 120 credits at Level 4 and 120 credits at Level 5 |

These awards are not classified.

21. Indicators of quality and standards

SCIL are experienced at delivering a comparable Foundation Degree, Foundation Degree in Teaching and Learning (FDTL). External examiner reports confirm that FdA standards are appropriate for study at Level 4/5 and are in line with standards experienced elsewhere, they have praised the very high quality of formative feedback given to students. Foundation Degrees remain a sought after qualification for those wishing to progress in areas of work with children, young people and their families. A large number of students progress on to the BA in Professional Practice (Hons) Top Up (BAPP) which has also received praiseworthy reports from external examiners.

SCIL underwent a Partnership Review with the university of Worcester in March 2016 The review confirmed that confidence can be placed in the soundness of SCIL's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The review highlighted several aspects of good practice, including quality of the support given to students on the programme.

22. Graduate destinations, employability and links with employers

Career opportunities

Historically the children and young people's work force have a level 2 or 3 qualification. Employers are increasingly looking for staff with a level 4 or 5; completion of the FDEA would meet these needs. Successful completion could lead to career progression such as: supervisors, managers/leaders and specialists in their chosen workforce area. A qualification that can be multi agency and inter-disciplinary would support this notion and be attractive to funders. Graduates of this programme could also go on to complete a specialist degree for example BA in Professional Practice, Youth Work, Early Years or Social Work.

Destinations

The FDEA will make a significant contribution to the workforce planning of Early Help, nurseries, Fostering services, youth work, local authorities and related agencies. It will contribute to the promotion of inter-agency and inter-disciplinary working

Links with employers

This is undertaken via provider bi-annual networking events, cluster groups/community learning partnerships (CLPs), working parties, teaching schools and conferences.

Employers are asking for a one stop shop of development and progression training opportunities for them to understand and share with staff.

Training and Development plans for staff CPD have been designed to show progression opportunities for training and CPD up to Masters Level for all staff. We have specialists who can support employers in the children and young people's workforce with bespoke training and development audits/training plans for staff.

Somerset recognises that we have a professional transient children and young people's workforce. Our staff may start working as a classroom assistant and then move to working with children in a pupil referral unit or become foster carers. Childminders have gone on to become assistant social workers this flexibility is important to our joint working arrangements across health, social, childcare and education services.