



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	University of the West of England, Bristol	
Teaching Institution	Stroud College	
Delivery Location	Stroud College	
Faculty responsible for programme	Faculty of Art, Creative Industries and Education	
Department responsible for programme	Education	
Modular Scheme Title	Education Modular	
Professional Statutory or Regulatory Body Links	None	
Highest Award Title	Foundation Degree Early Years	
Default Award Title	Dip HE Education	
Interim Award Titles	Cert HE Early Years Certificate	
UWE Progression Route	BA(Hons) in Professional Practice EYPS BA(Hons) Early Childhood Studies	
Mode(s) of Delivery	Full time	
Codes	UCAS:	JACS:
	ISIS2: X31U	HESA: X320
Relevant QAA Subject Benchmark Statements	Education	
CAP Approval Date	2 May 2012	
Valid from Date	September 2012	
Valid until Date	September 2018	
Version	3	

Part 2: Educational Aims of the Programme

--

Part 2: Educational Aims of the Programme

This programme has been developed to deliver the specialist knowledge and skills required in practice whilst recognising the existing skills and abilities of the early years practitioner. It is underpinned by broad based academic, flexible learning and comprises a balance between theory and practice designed to meet the development needs of the individual employee and current and changing needs and expectations of the service. Flexibility, widening access and equality of opportunity has been key to the development of this programme to provide a basis for all students to achieve their full potential through academic and work based learning. This course includes flexible pathways, achieved through mapping, into and through programmes with accredited qualifications, identified competencies and skills which meet the current requirements and National Occupational Standards in addition to the changing needs and expectations of the early years sector. The programme provides a coherent and relevant programme of study that enhances the appropriate knowledge and understanding required for the care and education of children 0-5 years. The compulsory and core modules in the programme of study have been mapped to the present requirements 'Core Learning Outcomes specific to Early Years'; future requirements 'Common Core Outcomes specific to Early Years' and the Standards for Early Years Professional Status (EYPS). Successful candidates may graduate with a nationally recognised higher education qualification.

The overall aims for the programme are to:

- provide a coherent and relevant programme of study that enhances the professional skills and competences required of a practitioner in an early years setting;
- provide participants with rigorous study of educational processes and perspectives, embedded within their cultural, political and societal context;
- locate study and professional practice within an understanding of the significance of educational values and ethics, alongside a commitment to social justice;
- provide access to opportunities and awards for a group of learners who may hitherto have not been able to access higher education;
- make full use of the opportunities and experiences in the workplace;
- provide a recognizable programme for progression to QTS via an appropriate ITT programme.

And with specific regard to Foundation Degree in Early Years :

- deliver the professional and practical skills and competences which are required to work as a practitioner aiming to achieve EYPS in Early Years Care and Education across the Early years age range 0-5 years
- ensure that students demonstrate within their practice that they have adopted appropriate value and belief systems for Early Years Play and Learning
- ensure that students demonstrate values relating to anti-discriminatory practice, equality of opportunity and inclusive practice
- develop students' self-awareness and reflection in their relationships with other people and the environment in which they work
- develop the ability to understand and apply the principles of evidence based practice
- provide an appropriate understanding of the regulatory and legislative framework for early

Part 2: Educational Aims of the Programme

years and prepare the student to work within this framework

- develop the personal and transferable skills necessary to perform as practitioners aiming to achieve EYPS. These skills include communication, application of number, ICT, team work and problem solving
- provide participants with rigorous study of educational processes and perspectives, embedded within their cultural, political and societal context;
- locate study and professional practice within an understanding of the significance of educational values and ethics, alongside a commitment to social justice;
- make full use of the opportunities and experiences in the workplace.

Part 3: Learning Outcomes of the Programme

The main learning outcomes are based on the National Occupational Standards that underpin the Early Years NVQ/SVQ Level 4 Advanced Practice Award incorporating some additional standards at Level 3. Professional Practice is assessed against the standards for Early Years Professionals in the workplace, when a learner is carrying out the normal duties within an Early Years setting. The learning outcomes are statements that set out what Early Years Practitioners need to know, understand and be able to do. They cover working with babies and children from birth to five ranging from care through to development and fulfilment. The programme is designed to meet the current and changing needs of the sector towards achieving EYPS The module structure, professional and practical skills, knowledge and understanding, learning outcomes, key and transferable skills and core learning outcomes are also designed to meet the 'Surestart Core Common Outcomes' 'Early Years Foundation Stage (EYFS) Common Core Outcomes Specific to Early Years' and the Standards for EYPS in the six areas of:

- Knowledge and understanding: S1- S6
- Effective Practice: S7- S24
- Relationships with children: S25- S29
- Communicating and working in partnership with families and carers: S29-S32
- Teamwork and collaboration: S33-S36
- Professional development: S37-S39

Appendix 1 and 2 demonstrate how the educational aims of the programme specific to early years are met through the modules

Appendix 3 and 4 demonstrate how the knowledge and understanding learning outcomes are met through the modules In addition:

Appendix 5 and 6 demonstrate how current Surestart Sector endorsed Core Learning Outcomes may be achieved through the modules across both levels.

Appendix 7 and 8 demonstrate how the Common Core Outcomes for EYPS may be

achieved through the modules across both levels
Appendix 9 and 10 demonstrate how the Standards for EYPS may be achieved through the modules across both levels.

The award route provides opportunities for trainees to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A Knowledge and Understanding

As a result of this programme, students will have knowledge and understanding of:

1. significant current and emerging theories relating to children's learning, motivation, sociological perspectives psychological perspectives and philosophical dimensions within early years care and education
2. significant current and emerging theories relating to child development, including psychological, social and cultural perspectives
3. significant current and emerging theories relating to play, its importance and value in children's learning and development
4. assessment, methods of assessing children's performance and development and knowing how and when to assess children's learning and development
5. early years care and education, play and value and belief systems including those relating to anti-discriminatory practice, inclusion and equality of opportunity, social justice and other ethical perspectives in relation to policy and practice
6. the regulatory and legislative framework for Early Years services including those relating to provision; children; parents and families; the rights of children, parents and other relevant individuals; the protection and safety of children; data protection, confidentiality and security of information
7. how to assess and review literature to underpin evidence- based practice and how to use the knowledge within extended written projects, case studies, reports and reflective studies
8. planning, development, implementation and evaluation of the curriculum and pedagogy for children, including those with special educational needs

Teaching/learning methods and strategies:

Subject professional and practical skills are developed in a variety of ways using a diversity of approaches. The programme models good practice and promotes understanding of educational and related processes with specific reference to how children develop and learn. Strategies employed take into consideration a variety of preferred learning styles and include: lectures, seminars, tutorials, directed study, tasks including use of literature and reflective activities, research tasks, videos, case studies, videos and work based learning.

Support and teaching is provided through the UWE Online with further support from the technical support team and in year 1 through centre based support e.g. 'Moodle'. It is also intended that ICT will be addressed within the content of most modules for example UTTGAF-20-1

Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learned and to broaden his or her individual knowledge and understanding of the subject being investigated. Research and enquiry tasks are frequently used in modules to develop research skills and an active reading strategy is deployed to ensure that students learn how to access and utilise sources effectively. Personal Development Planning and Progress may be used to aid reflection, progression and coherence in student learning.

Assessment:

The programme models good practice and promotes a personal and intellectual understanding of assessment processes. Assessment is diagnostic, formative and summative, as appropriate. Strategies deployed include tutor-assessed group and individual written and oral assignments together with self-assessment and peer-assessment. Achievement of credit is gained through written assignments based on professional work -

<p>9. how to organise the content to maximise learning, motivation, development and participation of children</p> <p>10. how to make informed choices in selection of, how to organise activities, materials and resources that will enhance children's learning and development and maximise their choice and involvement</p> <p>11. how to evaluate learning and play materials, resources and environments to maximise learning, development and involvement</p> <p>12. managing self, self evaluation and reflection including the potential effect of personal attitudes, values and behaviour on work with children, parents, colleagues, other professionals and organisations</p> <p>13. roles, norms and cultural aspects to the role of the family in child development and learning; the role of the adult (including the students own professional role) in child development and learning</p> <p>14. interpersonal relationships and group working between adults and child; adult and adult; worker and management; organisation and organisation and own value positions compared to those of other professionals and organisations working in early years settings</p> <p>15. a range of contextual factors surrounding policy, including sociological and environmental, that have influence upon the role of the early years professional</p> <p>16. how their work impacts upon wider educational / social care policy and practice, recognising the limits of their own knowledge</p>	<p>reports, essays, portfolios of directed tasks, evaluations or reflective accounts and through oral or poster presentations.</p>
---	--

B Intellectual Skills	
<p><i>As a result of this programme, students will be able to:</i></p> <p>1. use and organise coherently, relevant ideas and perspectives to interpret and/or explore the area of study;</p> <p>2. compare and contrast some methods and techniques for obtaining data and solving problems;</p>	<p>Teaching/learning methods and strategies Intellectual skills 1, 2 and 4 are developed through engagement in learning and teaching about professional and pedagogical knowledge. Strategies deployed cater for a variety of preferred learning styles and include: lectures; seminars; tutorials; directed study tasks including use of literature and reflective activities; research tasks; use of videos, case-studies, role-play, games and simulations; use of Virtual Learning Environment and on-line materials; project work;</p>

<p>3. select appropriate techniques to critically evaluate the relevance and significance of data collected in identifying and resolving problems;</p> <p>4. apply underlying concepts and principles in a range of contexts;</p> <p>5. use reflection in the learning process to develop personal theories and refine professional practice;</p> <p>6. discuss how ethical issues can be addressed in their area of study.</p>	<p>group work and individual activity. Students will be encouraged to reflect upon their own professional practice to meet 5, 3 and 6 through a work based learning approach.</p> <p>Assessment</p> <p>A variety of assessment methods are employed. All test the student's ability to demonstrate reflective skills and refine professional practice (5). These cover compilation of portfolios of directed tasks conducted within the workplace, evaluative reports on interventions initiated in the workplace together with library based research study to combine insights that relate theory and practice. (1, 2, 3 and 6) Assessment is diagnostic, formative and summative, as appropriate. The common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process. The matching of specific domains for assessment is defined within module specifications where appropriate. Assessment criteria are decided upon in relation to the approach taken by the participant in reaching the intended learning outcomes of the module which are mapped against the intended learning outcomes for the programme.</p>
---	---

C Subject, Professional and Practical Skills	
<p><i>As a result of this programme, students will be able to:</i></p> <p>1. demonstrate the experience, knowledge and skills that underpin good Early Years Care and Education both evidence based and reflective.</p> <p>2. carry out effectively and efficiently the roles expected of an early years professional in an early years setting</p> <p>3. design, implement, monitor and assess specific activities which support the individual development and learning of children and which meet the statutory and regulatory frameworks in consultation with other professionals where necessary</p> <p>4. manage sessions with groups of children taking account of their individual needs</p> <p>5. demonstrate a thorough understanding of difference and diversity, recognising individual needs as well as developing tolerance and understanding of others</p>	<p>Teaching/learning methods and strategies</p> <p>Professional and practical skills will be developed and enhanced within the work place and throughout the programme participants will be encouraged to reflect on professional practice during lectures, seminars, tutorials and workshops. Reflection and research into professional practice is encouraged throughout the programme. Research and enquiry tasks are frequently used in all modules to develop research skills and an active reading strategy is deployed to ensure that students learn how to access and utilise sources effectively. This includes the use of VLE and other on-line learning materials. Personal development planning and progress may be used to aid reflection, progression and coherence in student learning.</p> <p>Assessment</p> <p>The programme models good practice and promotes a personal and intellectual understanding of assessment processes. Assessment is diagnostic, formative and summative, as appropriate. Strategies deployed</p>


<p>6. manage and evaluate self, critically reflect on own practice in relation to work with children, parents, colleagues within the organisation and those with whom they need to work from outside the setting</p> <p>7. manage and organise their own time, resources, records and information to support decision making</p>	<p>include tutor-assessed group and individual written and oral assignments together with selfassessment and peer-assessment. Achievement of credit is gained through written assignments based on professional work - reports, essays, portfolios of directed tasks, evaluations or reflective accounts and through oral or poster presentations. There are professional practice modules within the programme at levels 1 and 2 (totalling 40 credits). These modules are designed to ensure that professional practice in the workplace is assessed in partnership between UWE Bristol School of Education and settings where participants are employed.</p>
--	---

D Transferable Skills and Other Attributes	
<p><i>As a result of this programme, students will be able to</i></p> <ol style="list-style-type: none"> 1. communicate ideas, principles and theories, arguments and analysis effectively in speech and writing, using visual and ICT media as tools where appropriate, to specific and nonspecific audiences 2. demonstrate appropriate critical thinking skills including the ability to identify and summarise the main points of an argument; present and develop an argument drawing upon appropriate evidence, literature and theory; 3. analyse and synthesise research, theories and ideas from multiple sources; examine issues from a range of professional and theoretical perspectives; 4. use and develop their own mathematical and scientific skills and capabilities to ensure the efficient and effective delivery of mathematical and scientific skills to children required by the specific curriculum regulations for the age group involved 5. use ICT to support their own development and the learning and development of the children, making judgements on the merits and appropriateness of the resources 6. work within a team, interact effectively within a group giving and receiving information and ideas, modifying responses where appropriate, managing conflict and work individually to complete a relevant and agreed project and task 	<p>Teaching/learning methods and strategies</p> <p>These skills will be gained through the experiential nature of learning and teaching modelled in the School of Education. Strategies employed take into consideration a variety of preferred learning styles and include lectures; seminars; tutorials; directed study tasks including use of literature and reflective activities; use of videos; case studies; role-play; games and simulations. Group work projects and presentations, individual and group presentations are used to encourage the use of a variety of presentational modes. In particular research and enquiry tasks are frequently used in modules to develop research skills. The use of ICT is expected and promoted across all modules and participants are encouraged to make full use of the ICT facilities available to them in learning and teaching sessions alongside work-based use of ICT strategies and presentations. An active reading strategy is deployed to ensure that students learn how to access and utilise sources effectively.</p> <p>Assessment</p> <p>These skills and attributes will be assessed through tutor-assessed group and individual written and oral assignments together with selfassessment and peer-assessment, professional practice, portfolios of directed tasks, evaluations or reflective accounts and through presentations and debate. Assessment is diagnostic, formative and summative, as appropriate.</p>

<p>7. identify, define and solve theoretical and practical problems, flexibly and confidently, that have occurred, or are likely to occur, when carrying out the role in early years settings</p> <p>8. improve own performance through critical self reflection, the implementation of evidence-based practice, and continual professional development and evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement</p> <p>9. communicate effectively with children, and parents/carers and colleagues;</p>	
--	--

Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a **full time student**, including: level and credit requirements; interim award requirements; module diet, compulsory and optional modules.

ENTRY	Compulsory Modules	Optional Modules	Interim Awards
	<p>Year 1</p> <p>UTTGTKX-20-1 Professional Practice : developing a reflective approach in Early Years Settings</p> <p>Core modules UTTGM59-20-1 Perspectives on Play</p> <p>UTTGM3-20-1 Early Years Policy and Practice</p> <p>UTTGM6-20-1 Developing shared sustained thinking in Children</p> <p>UTTGTKY-20-1 Child Development</p> <p>UTTGM5-20-1 Developing Partnership with parents/carers, families and professionals to safeguard children</p>	<p>None</p>	<p>60 credits at level 1 for a Certificate</p>

	Compulsory Modules	Optional Modules	Interim Awards
Year 2	UTTGL3-20-2 Professional Practice : The role of an Early Years Professional Core modules UTTGSC-30-2 The Early Years Foundation Stage Framework UTTGKC-10-2 Independent Contemporary Educational Studies UTLGDD-20-2 Behaviour for Learning UTTGMA-20-2 Foundations for Children with additional educational needs	UTTGHK-20-2 Children Studied – An Introduction to Researching Children UTLGH3-20-2 Voice of the Learner	120 credits level 1 or above for a Cert of HE

Students on this award who are unable to achieve 40 credits for assessed work-based learning will be eligible to transfer to the Dip HE Education delivered at UWE.

Progression from the Foundation Degree into the BA Hons Education in Professional Practice, EYPS, BA Hons Early Childhood Studies can take place once the participants has achieved 240 credits (at least 120 of which are level 2). A further 120 credits at level 3 is required to attain the BA Hons Education in Professional Practice, BA Hons Early Childhood Studies

Part 5: Entry Requirements

Applicants must provide evidence which demonstrates to the University's satisfaction that they can benefit from study at levels 1 and 2 and are likely to achieve the required standard. Applicants will normally need to have completed two years work with children or young people in an educational setting and have achieved a qualification in English/literacy and mathematics /numeracy, equivalent to at least Level 2 of the National Qualifications Framework.

This evidence will normally take the form of:

- five subjects at GCSE / O level standard
- two subjects at GCE Advanced level supported by three subjects at GCSE at Grade C or above
- BTEC National Diploma

Part 5: Entry Requirements

- GNVQ Level III
- Validated Access Course
- European or International Baccalaureate
- Evidence of experiential learning not previously assessed by or contributing to the awards of other institutions or bodies which is open to scrutiny and where necessary assessment. Such evidence may take the form of reports which the candidate has prepared as part of their professional duties

Students who do not meet the minimum academic entry requirements but have significant life and/or work experience will be considered on the basis of evidence of personal, professional and educational experience which indicate an applicant's ability to meet the demands of a Foundation Degree. We give such applicants every opportunity to show that they have the motivation and ability to succeed in their chosen programme of study.

Part 6: Assessment

a) University Academic Regulations and Procedures

Assessment Map

The programme encompasses a range of **assessment methods** including; essays and other written assignments as part of portfolios of work; vivas, presentations and displays of work. All modules are designed to be assessed both rigorously, and in line with the need for flexibility as Standards for Teaching change. Reasonable adjustments can also be made for disabled students within the module specifications. Methods of assessment are detailed in the following assessment map:

Assessment Map for BA (Hons) Primary Education (ITE)

	Online test	Practical Skills Assessment	Oral assessment (viva) and/or presentation	Written Assignment	Display of work	Dissertation	Portfolio
Compulsory Modules Level 1							
Compulsory Modules Level 2							

Part 6: Assessment										
Compulsory Modules Level 3										

Part 7: Student Learning
<p>Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated</p> <p>The programme of study will be taught and assessed in Stroud College and other centres of learning in the region where relevant and appropriate. All participants will on entry to the programme be based in early years settings throughout their programme. Thus the programme provides opportunities for learning <i>for</i> work, learning <i>at</i> work and learning <i>from</i> work. Such work based learning takes every opportunity to draw out the experience of the workplace by enhancing participants skills in evaluation and enquiry, underpinned by the professional knowledge required to work within early years settings.</p> <p>Effective partnership between such educational settings i.e. the college delivering the qualification and the School of Education will be required. Current partnership arrangements and agreements as are in place for the training of teachers in the School of Education and schools will be drawn upon. This work based approach to student learning is mindful of the UWE Bristol Policy on Work-Based Learning (2003) and as such forms a development within the area of continuing professional development for a group of educationalists currently operating in colleges. It is intended that the programme of contact time will be delivered one day per week, or equivalent, thus minimising time spent away from the workplace.</p> <p>Prior professional experience</p> <p>Participants may wish to gain credit for previous achievements through the process of AEL (Accreditation of Experiential Learning) and Accredited Learning (AL) in line with the university procedures. The programme of study is intended to be responsive to individual training needs and this is offered through a range of strategies. On entry to the programme, details are sought of individual's experience that could be accredited. Students are encouraged to discuss their individual learning needs with their module leader and/or programme leader to ensure they are able to access appropriate support for their study needs.</p> <p>Learning Resources</p> <p>All teaching and assessment will take place in Stroud College Gloucestershire (SCG) but students will have access to certain facilities within the School of Education at UWE which is located in a new building on the Frenchay campus that is purpose built to meet the School's teaching and learning requirements. The building enjoys a range of ICT suites supported by and located next to the Faculty based centre for ICT. Students will have access to the University library facilities and a specific collection of education resources which may support workplace learning on site at UWE Bristol. Students will have access to SCG library facilities</p> <p>Virtual Learning Environment</p> <p>Students will have access to the Stroud College Gloucestershire (SCG) virtual learning environment – MOODLE. It is intended to make a link through to the UWEonline system in order to enable students to gain access to both VLEs. Tutors will be supported in servicing both environments. It is intended that students will make use of PODCASTS and Real Time Chat to deliver learning sessions weekly, served by module tutors.</p> <p>Pastoral Care</p> <p>Students have access to the SCG Student Advisers working to the Customer Services Manager who</p>

Part 7: Student Learning

supports students in welfare matters. The University Student Advisers support SCG students with regard to regulatory matters and matters related to late work and extenuating circumstances. Students will have access to the University central Career Development Unit providing advice on enhancing their professional pathways and career progression. The University / SCG Student Handbook provides details of available financial support and of Student Welfare Services in both institutions. SCG has developed leaflets explaining routes to financial support. Students on the programme are supported by a designated Programme Leader, and a team of skilled tutors based at SCG. The Programme Leader and/or Head of Higher Education will provide advice about module choice and study pathways.

Part 8: Reference Points and Benchmarks

Description of how the following reference points and benchmarks have been used in the design of the programme:

QAA subject benchmark statements

The programme is informed by the QAA (2007) benchmarks for Education Studies as demonstrated in the Learning Outcomes in Section 3 of this specification.

SEEC credit level descriptors

The SEEC level descriptors (2010) for HE Level M and Level 3 have been used to inform the programme and module level learning outcomes.

Professional benchmarks

The programme is compliant with the requirements for Initial Teacher Training and makes explicit reference to the professional Teachers' Standards (current version new and valid from September 2012).

The programme is informed with reference to the personal and professional conduct requirements of the professional Teachers' Standards, effectively replacing the former General Teaching Council's (GTC*, disbanded April 2011, see below) Code of Conduct.

*From 1 April 2012, the Teaching Agency (TA), a new executive agency of the Department for Education (DfE), will be the body responsible for the following activities in England: #

- The award of Qualified Teacher Status (QTS)
- The issue of induction certificates
- Hearing induction appeals
- The regulation of the teaching profession

The Education Act 2011 confirms that all GTC sanctions will remain in force following the GTC's closure with the exception of reprimands.

University strategies and policies

A wide range of University policies have informed the programme specification and design, including:

- UWE ITE Strategy (2012)
- UWE Charter (commitment to outstanding student experience)
- UWE Learning, teaching and assessment strategy, including new Department of Education Assessment policy
- UWE E-learning policy (under development: new Technology Enhanced Learning policy)
- UWE Professional suitability policy and procedure (2012) (and Equality Act 2010)
- UWE Safe-guarding policy

Part 8: Reference Points and Benchmarks

- UWE Employability strategy
- UWE Health and Safety Standards policy

Staff research interests/projects

Staff teaching on the BA (Hons) Primary ITE Programme are engaged in research and knowledge exchange which informs the programme content and delivery, including:

- Young Children Learning Rights: observing the implementation of UNICEF's Rights Respecting Schools Award in 2 Bristol early years settings
- Human Learning in a Social Context
- The development of subjects within the primary curriculum; social construction of knowledge
- Primary education: learning, teaching and curriculum development
- History of education; growth of national education system; international comparisons in history of pedagogy
- Enhanced and strategic partnership relationships between Universities and schools
- Developing models of ITT partnership, including Teaching Schools
- The impact of ITT on raising achievement in schools
- School improvement in schools in challenge and academies
- Community engagement of specialist schools and academies
- Widening participation and raising achievement in disadvantaged contexts
- Student voice and student participation

In designing this programme, the University and Stroud College have drawn upon the following external reference points

1. The QAA Foundation degree qualifications benchmarks
2. The QAA Guidelines for preparing programme specifications.
3. The QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland.
4. The QAA Benchmark Statement for Education Studies
5. UWE's Work based Learning Policy.
6. Every Child Matters 2005 Common Core Skills and Knowledge for the Children's Workforce
7. Standards for Early Years Professional Status (2007)
8. Surestart sector endorsed common core skills

The QAA foundation degree qualifications benchmarks features of a qualification at this Intermediate level, its purpose, general characteristics and generic outcomes. In particular the following characteristics of the foundation degree have been considered, employer involvement, accessibility, progression, flexibility, partnership, assessment and monitoring/review.

The QAA Guidelines for preparing programme specifications are not intended to be prescriptive but do offer a framework around which to write the programmes specifications. In many instances there are differences between these guidelines and exemplar specifications provided by UWE. This specification attempts to form a working amalgamation of the two.

The QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland describes the attributes and skills expected of graduates. Care has been taken to equate the level of individual modules, the programme of study at each year and the level of the Foundation Degree to the criteria in the Framework for Higher Education Qualifications (FHEQ).

The QAA Benchmark Statement for Education Studies is demonstrated in Section 3 of this specification.

Every Child Matters 2005 Common Core Skills and Knowledge for the Children's Workforce areas within this document have been identified and the core and compulsory modules have been mapped

Part 8: Reference Points and Benchmarks

against them to demonstrate congruence with the programme

Standards for Early Years Professional Status (2007) these standards have been identified and learning outcomes for the core and compulsory modules have been mapped against them to demonstrate how this foundation degree can support participants in working towards gaining EYPS following successful completion of a degree.

Surestart Sector Endorsed Common Core Skills have also been mapped against the core and compulsory modules to demonstrate how this foundation degree supports workers in building professionally relevant skills

UWE / SCG CONTEXT

Other UWE Bristol policies for example the Racial Equality Action Plan (REAP) and the implications of the Disability Discrimination Act (1995) and the Special Education Needs and Disability Act (2001) are taken into account through the design of this programme and may serve to encourage a wide range of students to apply for inclusion on the programme. The programme has been developed in the context of the University Learning and Teaching policies and explicitly meets the requirements set out therein. The focus on an approach to pedagogy, underpinned by values and based on evidence is commensurate with the approach to learning and teaching set out in the School of Education's Statement of Pedagogic Principle.

Career development role for early years practitioners

The programme aims to provide professionals already working in educational settings opportunities to gain a degree and have the potential to progress to one of the two following routes:

- BA Hons Early Childhood Studies
- BA Hons Education in Professional Practice

Following the attainment of a degree participants may then wish to go on to

- Qualified Teacher Status Early Years or Primary if so desired. If participants wish to progress to QTS they should be reminded that they also require GCSE/O levels in English and Mathematics and Science and be able to offer 2 national curriculum subjects
- EYPS

Demand for the programme

There are national expectations for all those working in early years settings so through advertising and marketing it is hoped to recruit numbers for this programme. This also provides a progression route for those completing the Children's Centre Leadership Development programme in Stroud College. Existing Level 3 students employed or working as volunteers in local early years settings have expressed interest in enrolment for the course. Individual enquiries have been made to the college regarding enrolment on the course

Liaison with employers

Close working relationship has been developed with the local authority and local providers of early years Provision

Work based learning Policy

Teaching and learning approaches will follow principles as outlined the UWE Bristol Work based learning policy.

Students brief cameos

Charlie is an 18 year old student who left school with GCSE qualifications and is currently working within the non-maintained sector. She has been taking a level 3 course as part of work development training and now wishes to continue her studies in higher education.

Part 8: Reference Points and Benchmarks

Christina is a thirty eight year old parent employed in a non-maintained early years setting. She left school with no formal qualifications and worked in the setting as a volunteer parent on a rota basis. Having been offered employment at the setting, she then trained, through workforce development, to achieve childcare qualifications at level 2 and 3. She now wishes to manage the setting and needs to gain a HE qualification in line with new national policy initiatives.

Staff Development

Staff development events take place at SCG in July and September 2007 where tutors will be encouraged to develop a range of knowledge and skills to support them in the teaching on this Foundation Degree.

Management of Standards and Quality Assurance

A member of SCG Programme Team will attend termly Programme Advisory Meetings (PAC) at the University to enable them to gain information about factors such as - external examiner feedback; success rates and progression of students through the programme; provide regular feedback about the teaching and learning on the programme; develop and enhance the teaching and learning on the programme; and most importantly enhance the student experience. Programme Team meetings will take place each term in SCG, informed by factors such as student progression and destination data; complaints complements and suggestions from students; teaching and learning observations; feedback from SCG Academic Board. The Programme Team Meetings will take reports to and from each other across UWE / SCG. Standards for Quality Assurance will be managed in accordance with the University's agreement with the College. Moderation of student work will be completed through liaison between module leaders from SCG and UWE following initial first marking by SCG and second marking by UWE Faculty of Education.

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 he/she 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 individual modules can be found in module specifications, available on the University's website.