University of the West of England, BRISTOL

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England, Bristol
Teaching Institution	South Gloucestershire and Stroud College
Delivery Location	South Gloucestershire and Stroud College, Stroud Campus
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	FdA Early Years
Default Award Title	Dip HE Education
Fall-back Award Title	Dip HE Education
Interim Award Titles	Cert HE Early Years Certificate
UWE Progression Route	BA (Hons) Education in Professional Practice EYPS / EYTS BA (Hons) Early Childhood Studies
Mode(s) of Delivery	Full time
Codes	**UCAS:** **JACS:** **ISIS2: X31U** **HESA:**
Relevant QAA Subject Benchmark Statements	Education QAA Guidance on Foundation Degrees
CAP Approval Date	
Valid from	September 2013
Valid until Date	September 2019
Version	3.1

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 or Early Years Teacher Status (EYTS) 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 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 or EYTS. These skills include communication, application of number, ICT, team work and problem solving

- provide participants with rigorous study of educational processes and perspectives, embedded

Part 2: Educational Aims of the Programme

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.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Students following this programme are expected to be in an early years practice setting. This setting will be anywhere where early years educational and developmental processes take place – informal or formal – and could include for example primary, special schools, private nurseries, children's centres, voluntary or community based organizations such as playgroups, after-school clubs and play work, as well as home-based child carers and child minders. These contexts will enable them to use and apply their knowledge and skills as acquired during their course of study and to reflect upon their practice in the workplace to develop it further. Students will be required to pass a Professional Practice module detailing their experiences across the programme in relation to the supporting of learners in practice. Students will be required to reflect and evaluate their skills and knowledge of educational and developmental support in their work setting.

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 or Early Years Teachers (as and when Early Years Teacher Status replaces Early Years Professional Status) 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 or Teachers 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 or EYTS. 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 eight Standards for EYPS and their sub clauses:
1. Support the healthy growth and development of children from birth to the age of five;
2. Work directly with children and in partnership with their families to facilitate learning and support development;
3. Safeguard and promote the welfare of children;
4. Set high expectations which inspire, motivate and challenge every child;
5. Make use of observation and assessment to meet the individual needs of every child;
6. Plan provision taking account of the needs of every child;
7. Fulfil wider professional responsibilities by promoting positive partnership working to support the child; and,
8. Lead practice and foster a culture of continuous improvement.

At the time of writing, the proposed eight Standards for EYTS are:
1. Set high expectations which inspire, motivate and challenge all children
2. Promote good progress and outcomes by children
3. Demonstrate good knowledge of early learning and EYFS
4. Plan education and care taking into account the needs of all children

5. Adapt education and care to respond to the strengths and needs of all children
6. Make accurate and productive use of assessment
7. Safeguard and promote the welfare of children, and provide a safe learning environment
8. Fulfil wider professional responsibilities

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
   9. how to organise the content to maximise learning, motivation, development and participation of children
   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
   11. how to evaluate learning and play materials, resources and environments to maximise learning, development and involvement
   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
   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
   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
   15. a range of contextual factors surrounding policy, including sociological and environmental, that have influence upon the role of the early years professional or early years teacher
   16. how their work impacts upon wider educational / social care policy and practice, recognising the limits of their own knowledge

B) Intellectual Skills:
   As a result of this programme, students will be able to:
   1. use and organise coherently, relevant ideas and perspectives to interpret and/or explore the area of study;
   2. compare and contrast some methods and techniques for obtaining data and solving problems;

3. select appropriate techniques to critically evaluate the relevance and significance of data collected in identifying and resolving problems;
4. apply underlying concepts and principles in a range of contexts;
5. use reflection in the learning process to develop personal theories and refine professional practice;
6. discuss how ethical issues can be addressed in their area of study.

C) Subject, Professional and Practical Skills:
As a result of this programme, students will be able to:
1. demonstrate the experience, knowledge and skills that underpin good Early Years Care and Education both evidence based and reflective.
2. carry out effectively and efficiently the roles expected of an early years professional in an early years setting
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
4. manage sessions with groups of children taking account of their individual needs
5. demonstrate a thorough understanding of difference and diversity, recognising individual needs as well as developing tolerance and understanding of others
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
7. manage and organise their own time, resources, records and information to support decision making

D) Transferable Skills and Other Attributes:
As a result of this programme, students will be able to:
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

Learning Outcomes:	Exploring Play in Early Childhood (UTTGPU-30-1)	Voice of the Learner (UTTGSY-30-1)	Working with Children (UTTGPV-30-1)	The Developing Child (UTTGPW-30-1)	Independent Study (UTLGA7-30-2)	Reflective Professional Practice (UTTGTA-30-2)	Responsibilities, leadership and professional futures (UTTGQ6-30-2)	The Early Years Foundation Stage Framework (UTTGSC-30-2)
A) 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	✓	✓	✓	✓	✓	✓	✓	✓
9. how to organise the content to maximise learning, motivation, development and participation of children	✓	✓	✓	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓	✓	✓	✓
11. how to evaluate learning and play materials, resources and environments to maximise learning, development and involvement	✓	✓	✓	✓	✓	✓	✓	✓

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	✓	✓	✓	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓	✓	✓	✓
15. a range of contextual factors surrounding policy, including sociological and environmental, that have influence upon the role of the early years professional or early years teacher	✓	✓	✓	✓	✓	✓	✓	✓
16. how their work impacts upon wider educational / social care policy and practice, recognising the limits of their own knowledge	✓	✓	✓	✓	✓	✓	✓	✓
B) Intellectual skills:								
1. use and organise coherently, relevant ideas and perspectives to interpret and/or explore the area of study;	✓	✓	✓	✓	✓	✓	✓	✓
2. compare and contrast some methods and techniques for obtaining data and solving problems;		✓	✓		✓			
3. select appropriate techniques to critically evaluate the relevance and significance of data collected in identifying and resolving problems;		✓	✓		✓			
4. apply underlying concepts and principles in a range of contexts;	✓	✓	✓	✓	✓	✓	✓	✓
5. use reflection in the learning process to develop personal theories and refine professional practice;	✓	✓	✓	✓	✓	✓	✓	✓
6. discuss how ethical issues can be addressed in their area of study.		✓	✓		✓			
C) Subject, Professional and Practical Skills:								
1. demonstrate the experience, knowledge and skills that underpin good Early Years Care and Education both evidence based and reflective.						✓		✓
2. carry out effectively and efficiently the roles expected of an early years professional or early years teacher in an early years setting						✓		
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		✓				✓		✓
4. manage sessions with groups of children taking account of their individual needs		✓				✓		✓

	1	2	3	4	5	6	7	8
5. demonstrate a thorough understanding of difference and diversity, recognising individual needs as well as developing tolerance and understanding of others		✓	✓			✓		✓
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		✓	✓			✓		✓
7. manage and organise their own time, resources, records and information to support decision making		✓	✓			✓		✓
D) Transferable skills and other attributes:								
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	✓	✓	✓	✓	✓	✓	✓	✓

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

The programme of study will be taught and assessed in South Gloucestershire and Stroud College (SGS) 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 *for* work, learning *at* work and learning *from* 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.

Students participating in the FdA Early Years are required to be in a workplace either in a paid capacity or as a volunteer, for a minimum time of 300 hours a year. This is supported through a work-based mentor alongside an academic tutor.

Effective partnership between such educational settings i.e. the college delivering the qualification and the Department of Education will be required. Current partnership arrangements and agreements as are in place for the training of teachers in the Department 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 (2010) 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. Participants on the FdA Early Years will be understood as 'work-based learners' as stated in the UWE Work Based Learning Policy (2010)

- *WBL is aimed at learners who are employed or in a recognised relationship with an external organisation/employer;*
- *Work-based learners may be undertaking paid or unpaid work in various forms including traditional employment, part-time or self employment, entrepreneurial activity or voluntary forms of engagement;*
- *WBL is primarily concerned with learning opportunities that are not contrived for study purposes but occur in the workplace or its contemporary equivalents, and arise from working. Thus work is the vehicle through which the curriculum is critically explored.*

Thus the programme provides opportunities for learning in and from workplaces, developing a critical reflection process on this learning. It will take every opportunity to enhance learners' skills, knowledge and understanding alongside increased critical self-awareness and insight into their own personal potential. This work-based approach to student learning forms a development within the area of continuing professional development for a group of early years practitioners currently operating in a variety of early years environments. Reflection and research into professional practice is encouraged throughout the programme. Research and enquiry tasks are 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. Personal development planning and progress may be used to aid reflection, progression and coherence in student learning.

The assessment for modules throughout the programme will draw upon the professional experience gained from the workplace setting. This programme seeks to develop practitioners who understand what they are doing and are able to engage in enhancing the educational and related processes with specific reference to how children develop and learn in their settings.

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, role-play, games, simulations, on-line materials, project work, group work, individual activity, in addition to work based learning.

Students will have access to the SGS Virtual Learning Environment (VLE), 'Moodle' and other on-line learning materials. Learning sessions will be delivered weekly through Moodle. 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. There is teaching and learning support through UWE online, the technical support team and Moodle.

Students will have access to certain facilities within the Department of Education at UWE which is located in a new building on Frenchay campus that is purpose built to meet the Department's teaching and learning requirements. 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 SGS library facilities.

On the FdA Early Years programme, teaching is a mix of scheduled, independent and work based learning. The hours of contact time will adhere to the policy at UWE Bristol for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of activities as described below with specific allocation identified within module specifications. On average it will be distributed as 6 hours face- to-face and Moodle contact + 5 hours work-related learning time + 2 hours electronic contact for a full time student.

In addition, a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated. Specific support is available to all students in developing and enhancing their study skills through contact with the Programme Manager, the module leader, library support, Technology Supported Learning – online study skills, VLE 'Moodle', Peer Assisted Learning (PAL), personal academic tutors allocated at the start of the programme and technical and resource support through the Education Resource Centre.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops, SGS VLE 'Moodle' on-line sessions and activities; work based learning. Scheduled sessions may vary slightly depending on the module specification.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module specification.

Placement learning will include a practice placement arranged by the student either paid or voluntary; students may also have opportunities to visit other early years and educational settings to broaden their experience and professional knowledge.

Students have access to the SGS Learning Mentors, Learning Matters and the Learner Services Manager who supports students in welfare matters. The University Student Advisers support SGS 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/SGS Student Handbook provides details of available financial support and of Student Welfare Services in both institutions. Details, including those regarding financial help are also available on the SGS website and through leaflets developed by SGS. Students on the programme are supported by a designated Programme Leader and a team of skilled tutors based at SGS. The Programme Leader and/or Head of Higher Education will provide advice about module choice and study pathways.

Description of any Distinctive Features

Students are work-based learners and as such the distinctive approach to teaching and learning throughout the programme relates to the development of reflective practice. Students are

encouraged to reflect upon their work contexts and make links with the wider concepts of educational theory and policy adhering to the Education Department statement of pedagogic principle (see Appendix 1). In this respect the programme bridges the academic learning environment with the work environment drawing the best learning opportunities and experiences from each context where relevant and enabling the student to develop in understanding of the educational process.

Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

Assessment Strategy
The programme models good practice and promotes a personal and intellectual understanding of assessment processes. All approaches to diagnostic, formative and summative assessment rely upon the students' capacity to draw upon their experience of the workplace. This practical professional experience whether paid or unpaid work is essential for success on this Foundation Degree. Formal assessment currently includes the following:

- a range of small scale enquiries based in the workplace
- reflective and evaluative accounts or audits of initiatives, interventions, specific practices that might take place in the workplace
- a range of module specific directed tasks to be undertaken within the workplace – some of which will form part of the summative assessment task
- creation of portfolios that evidence the experiences occurring in the workplace through completion of witness statements, observational reports, reports on practice, logs and journals, planning documents, etc
- written assignments, essays and prepared papers that involve reflection together with further reading to enhance insight to a specific topic area
- oral presentations and posters on module related topics which have the potential to be reproduced for use in the workplace

Each of the assessment points include stated assessment criteria which are drawn from the domains listed below. These form assessment criteria for several programmes within the Education Department but are particularly useful for the FdA programmes in that they encourage levels of reflection and enquiry around work place settings. The Assessment criteria can be found in Appendix 1 of this programme specification document.

Assessment Map

The programme encompasses a range of **assessment methods** including; essays, posters, presentations and written reports. These are detailed in the following assessment map:

Assessment Map for FDA EARLY YEARS

		8 minute individual presentation	Group presentation	Observation in workplace context	Portfolio of directed tasks	Written essay – title identified by module leader	Written reflective report	Report on small scale enquiry	Evaluation of work-based learning
Compulsory Modules Level 1	Exploring Play in Early Childhood (UTTGPU-30-1) A (25)	A (25)				B (75)			
	The Voice of the Learner (UTTGPY-30-1)	A (25)						B (75)	
	Working with Children: (UTTGPV-30-1)	A (25)							B (75)
	The Developing Child (UTTGPW-30-1)		A (25)			B (35)	B (40)		
Compulsory Modules Level 2	The Early Years Foundation Stage Framework (UTTGSC-30-2)					B (75)			
	Independent Study UTLGA7-30-2					A (100 %)			
	Responsibilities, leadership and professional futures (UTTGQ6-30-2)		A (25)			B (25)	B (25)		B (25)
	Reflective Professional Practice UTTGTA-30-2			A (25)			B (75)		

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:

level and credit requirements
interim award requirements
module diet, including compulsory and optional modules

ENTRY

		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	Exploring Play in Early Childhood (UTTGPU-30-1)	None	60 credits at Level 1 for a Certificate Early Years
		The Voice of the Learner (UTTGSY-30-1)		
		Working with Children: (UTTGPV-30-1)		
		The Developing Child (UTTGPW-30-1)		
				Other requirements:

		Compulsory Modules	Optional Modules	Interim Awards
	Year 2	Reflective Professional Practice (UTTGTA-30-2)	None	120 credits level 1 or above for a Cert of HE
		Responsibilities, leadership and professional futures (UTTGQ6-30-2)		
		The Early Years Foundation Stage Framework (UTTGSC-30-2)		
		Independent Study (UTLGA7-30-2)		Other requirements:

GRADUATION

Part 7: 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 had two years experience of working in an educational setting which may have been with children, young people or adults 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:
- English Functional Skills (2012)   Numeracy Functional Skills (2012)
- Key Skills: Literacy level 2   Key Skills Numeracy level 2
- Cambridge ESOL qualification level 2
- Skills for Life level 2 does not expect written work so if this qualification is presented tutors are recommended to require evidence of skills in written work
- 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
- 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

We welcome applications from those who do not have the entry requirements outlined. The University will consider applications on the basis of evidence of personal, professional and educational experience which indicate an applicant's ability to meet the demands of a degree. We like to give such applicants every opportunity to show that they have the motivation and ability to succeed in their chosen programme of study however we would always require evidence of an equivalence to the minimum required academic or professionally accredited study.

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 like to give such applicants every opportunity to show that they have the motivation and ability to succeed in their chosen programme of study.

Candidates not currently working in an early years setting will have a preliminary interview to gauge suitability for the course and ability to engage in professional work. Students must, by the beginning of the course, either be in full time work or have the minimum equivalent to a minimum of 300 hours per year.

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

QAA subject benchmark statements
QAA Benchmark statements for Foundation Degrees have been drawn upon in the writing of this programme specification
QAA (2007) Education Studies benchmark statements have also been considered 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.

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 Work Based Learning Policy (2010)
- UWE Assessment Regulations 2012-13
- Department of Education : Statement of Pedagogic Principle
- Department of Education Guidance for Assessment
- 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
- UWE Employability strategy
- UWE Health and Safety Standards policy

External organizations publications considered
In designing this programme, the University and SGS 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 (2012)
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 against them to demonstrate congruence with the programme

Standards for Early Years Professional Status (2012) 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

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

Students past and present, employers, UWE services have been consulted as demonstrated in the Design Consultation Document.

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.

Appendices:
Appendix 1   Assessment Criteria
Appendix 2   Statement of Pedagogic Principle

Appendix 1

Department of Education

ASSESSMENT CRITERIA
A: Conceptual Domain (Core for every assessment)
L1   The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.
L2   The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.

B: Literature Domain
L1   The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.
L2   The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.

C: Contextual Domain
L1   The assignment demonstrates that the student has an awareness of contextual factors (eg personal, locational, historical, political etc) influencing the area of study.
L2   The assignment demonstrates that the student can differentiate contextual factors (eg personal, locational, historical, political etc) influencing the area of study.

D: Research Domain
L1   The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded.
L2   The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded and showing that they can discuss the suitability of alternative approaches.

E: Ethical Domain
L1   The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study.
L2   The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study and can discuss how these relate to practical cases.

F: Values Domain
L1   The assignment demonstrates that the student can clearly identify and articulate their own value position and where relevant, the value position of others in relation to the area of study.
L2   The assignment demonstrates that the student can clearly identify and articulate their own value position and where relevant, compare it with the value position of others in relation to the area of study.

G: Action Domain

L1   The assignment demonstrates that the student has awareness of a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.

L2   The assignment demonstrates that the student can identify and articulate a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.

H: Negotiated Domain

In addition to criteria specified under domains A-F, we accept the possibility of tutor and student negotiating an appropriate assessment criterion, to encompass specific elements of significance not addressed through the existing criteria. With tutors new to the programme it is important that such negotiated criteria are approved by the relevant Award Manager.

Appendix 2

Statement of Pedagogic Principle

Relationship of pedagogic principle to Department of Education mission

Our statement of pedagogic principle has been developed to maintain and enhance the quality of all of the Department programmes. It is based on a commitment to partnership with teachers and learners in a variety of workplaces and especially with schools, colleges, the rest of the university, and the wider academic and international community.

Basic to our pedagogic principle is enquiry into, and improvement of, the educational experience and achievement of all learners, informed by a commitment to inclusivity, expanding opportunity, equality, internationalism and social justice.

We are concerned to research our pedagogic principle and practice in order to develop ourselves to be able to make a difference to students' experience of becoming, and developing as, professionals; through these students, we are concerned to make a difference to the clients (pupils, students, patients etc) with whom they work.

The goals of our pedagogic principle

The goals of our pedagogic principle are to:

- place the lived experience of the workplace at the core of professional learning;
- enable students to relate this lived experience to other vital learning experiences provided by the university;
- facilitate skilled, justifiable and ethical actions;
- develop critical analysis of orthodoxies, and generate new ways of conceptualising issues and questions;
- provide a conceptual basis for the particular roles of the university tutors and the other practitioners who work with our students, identifying and respecting the unique yet interdependent contribution of each;
- help us to comply with external requirements on our courses in ways that are congruent with our underlying values and beliefs;
- give coherence to our work in ITE, CPD and research;
- give meaning to the notion of professional wisdom.

The reflective process

Our pedagogic principle achieves these goals by making an intellectually demanding statement of what it means to be a reflective practitioner within a moral framework. We argue that this reflective practice calls for, and develops:

- open-mindedness about one's actions and their effects, taking account of evidence about, and from learners, colleagues and managers;
- responsibility, taking account of long-term effects as well as immediate outcomes;
- whole-heartedness, which involves a honest examination of one's values and actions;
- a realistic approach, which is informed by the characteristics of the particular context in which the student is working.

Reflection is therefore a demanding intellectual process in which plans, actions, and evaluations are informed by a wide range of criteria including:

- the general context (including the values of the societies within which the professional is operating, the current legal context, and historical insights);
- the specific context (including the attitudes of learners, colleagues and managers, institutional policies, values and ethos, the characteristics of the learners, recent institutional history);
- personal values;
- theories (including espoused theories providing philosophical, sociological, psychological insights, insights from specific pieces of research, insights from professional literature such as specific teaching schemes etc) and personal implicit theories (including pedagogical knowledge and craft knowledge premised on the lived experience of the learning environment).

When new actions are planned, taken and evaluated against this framework, new thinking, as well as new actions, emerge.

These basic ideas can be summarised in the following diagram:
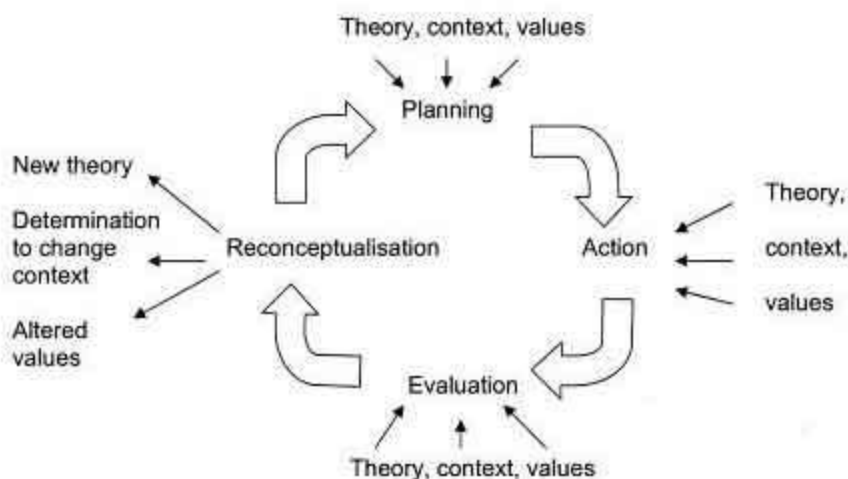
This model recognises that professional decisions are contextually based, but it also recognises the professional's responsibility to question, and seek to influence, aspects of any given context.

The complexity of the decision-making and the contradictory nature of messages from different theories can often only be resolved by reference to values. In this sense the model never reduces the teacher to technician nor teaching to the automated operation of a decision-making matrix.

The model can be used over different timescales and with different emphasis at different stages of professional development, from novice to expert.