



Programme Specification

(please see the notes at the end of this document for a summary of uses of programme specifications)

Fields marked with * must be completed for the initial submission for Stage One approval to the Board of Studies and to the Academic Programmes Committee

GENERAL INFORMATION	
<i>Awarding Institution//Body</i>	University of Bath
<i>Teaching Institution*</i>	Partner Institution
<i>Licensed/Validated/Franchised (if appropriate)</i>	Licensed
<i>Programme accredited by (including date of accreditation)*</i>	N/A
<i>Programme approved by (including date & minute number of Senate)</i>	Validated programme approved by: H&SS Board of Studies: 28/4/04, M.694 QAC: 23/2/04, M.459(b); Senate: 16/6/04, M.11945 Transfer to franchise arrangement approved by: Standing Committee: 28/9/05, M.025 QAC: 31/10/05, M.561; Senate: 14/12/05, M.12259(3) New Programme Title and NFAAR compliant programme approved by DLTQC 07/12/11 Transfer date from Division for Lifelong Learning to Faculty of Humanities and Social Sciences: 1st October 2012.
<i>Final award</i>	Foundation Degree (FdA)
<i>Programme title*</i>	Foundation Degree in Early Years and Childhood Studies
<i>UCAS code (if applicable)</i>	N/A
<i>Subject Benchmark Statement*</i>	The programme has been developed taking account of the QAA Foundation Degree Qualification Benchmark statement and QAA Benchmark Statement – Early Childhood Studies, 2007.
<i>Intended level of completed programme (in line with FHEQ)*</i>	Level 5
<i>Duration of programme & mode of study*</i>	2 years full-time
<i>Date of Specification preparation/revision*</i>	July 2015
<i>Applicable to cohorts</i>	Full-time Sept 2015-16 cohort

*Synopsis and academic coherence of programme

The Foundation Degree was developed in response to the government's Sure Start strategy to increase the level of expertise in the Early Years sector. The programme is designed to meet the requirements for Senior Practitioners in Early Years Care and Education across the Early Years age range (0-8 years) and Teaching Assistants specialising in Early Years and primary school education (Foundation Stage, Key Stage 1 and Key Stage 2). It has been developed in conjunction with practitioners in Early Years Care and Education. The qualification will provide a sound academic and vocational base for further study on a relevant Honours Year, and it enables students to progress onto Early Years Professional Status courses. The programme supports learners through a range of teaching and learning strategies e.g. lectures, seminars, workshops, individual tutorial support, study skills workshops in the college, as well as through visits and mentorship in the work place. Work based learning will enhance opportunities to develop in depth application of theory to practice and enable learners to achieve both academic and vocational excellence.

*Educational aims of the programme

The programme aims to:

- Meet the changing needs of the child care and education sector.
- Develop knowledge of current practice, legislation and initiatives in the early years and primary school sectors.
- Ensure that students can demonstrate that they have adopted appropriate value and belief systems for their practice. These values must include those relating to anti-discriminatory practice, promoting equality of opportunity and ensuring inclusive practice.
- Provide opportunities for specialised study and reflection on practice relevant for those working or intending to work in the sector.
- Develop students' ability to understand and apply the principles of evidence-based reflective practice.
- Develop the personal and transferable skills critical to Senior Practitioners in Early Years Care and Education or school settings. These skills include professional practice, management, communication, team working and problem solving.
- To develop and accredit students' IT skills and encourage the application of these skills in practice with children and in the workplace.
- Provide a suitable basis for completion of further studies including the University of Bath degree in Early Years and Childhood Studies.

*Intended learning outcomes *(including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)*

Each unit will be taught using a combination of lecture, workshop/seminar and tutorial support. Information and learning technologies will be used to support learning and assessment. Work based learning will provide a central focus for application of theory to practice

Assessment on the Foundation Degree will be through unit-based assignments and assessments.

On successful completion of the Foundation Degree in Early Years and Childhood Studies

programme it is expected that the students will / be able to:	
➤ Knowledge & Understanding:	<ul style="list-style-type: none"> • Have updated knowledge of significant and emerging theory and practice in Early Years Care and Primary Education, play and school-based value and belief systems, including those relating to anti-discriminatory practice and equality of opportunity. • Be aware of the factors contributing to children's learning and development including the role of play and the assessment of progress. • Have explored the regulatory and legislative framework for Early Years services and primary education, including; Early Years provision, Children and families, children's rights (child protection), and carer's responsibilities. • Understood the process of planning, development, implementation and evaluation of the curriculum and pedagogy for children, including those with special educational needs. • Have investigated ways to promote effective relationships between adult and child, adult and adult, worker and management, and between organisations and professionals including the importance of valuing diversity – roles, norms and cultural aspects.
➤ Intellectual Skills:	<ul style="list-style-type: none"> • Have accessed and reviewed knowledge, including literature, to underpin evidence-based practice and ways to use this knowledge. • Have critically analysed and synthesised research. Used theories and ideas from multiple sources, and produced appropriate evaluative responses. • Have evaluated the range of research methodologies and their application to Early Years and primary education contexts. • Have demonstrated appropriate critical thinking skills (i.e. present and develop an argument based on evidence from literature, theory and analysis).
➤ Professional Practical Skills:	<ul style="list-style-type: none"> • Have solved theoretical and practical problems that have occurred or are likely to occur, when carrying out the role of a Senior Practitioner within Early Years or working in support of a teacher. This includes decision-making and developing resources. • Have developed ICT skills to support the use of IT in Early Years and primary schools settings in both administrative and learning contexts. • Have managed self, self-evaluation and reflection, including awareness of the potential effect of personal attitudes, values and behaviour on work with children, parents, colleagues as a team within the organisation and on those with whom they need to work from outside their own organisation. • Have improved their own performance through critical self-

	<p>reflection, the implementation of evidence-based practice, and continual professional development activities.</p> <ul style="list-style-type: none"> • Have developed, implemented and evaluated specific plans and activities to meet individual needs of children. These should be designed to promote participation, and assess and enhance the intellectual/cognitive/personal/social/ emotional development of children.
<p>➤ Transferable/Key Skills:</p>	<ul style="list-style-type: none"> • 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 non-specific audiences. • Relate to, and interact effectively with, individuals and groups. • Manage tasks and time, identify and solve problems using information sources and utilise skills for own personal and career development. • Use ICT and technology to support own development and development of children's learning and implementation of the curriculum. • Develop and apply a range of skills and techniques to promote creative work.

Structure and content of the programme (including potential stopping off points)

The University credit framework conforms to the European Credit Transfer System. Candidates of the Foundation Degree must have achieved 120 ECTS credits, of which at least 60 must be at Level 5.

No "stopping off" points are provided and learners are required to pass all elements of the programme.

The programme will be studied full time over two years.

Details of work placements / work-based learning / industrial training / study abroad requirements

Work experience is integral to the programme with each student undertaking at least one day a week of work in a relevant setting over the duration of their studies. The work undertaken can be paid or voluntary. The work setting or service is expected to provide practice and mentor support.

Relevant settings include primary schools, nurseries, preschools, children's/family centres and Centres of Excellence in Early Years.

A mentor will be a requirement in order to support the learners' application of theory, develop their reflective practice and encourage personal development. A peripatetic mentor will be provided by the College for learners who do not have a suitable mentor in their workplace. The College will be responsible for appointing, training and supporting mentors. Teaching staff will visit the work-based learning environment to embed learning into practice.

Details of support available to students (e.g. induction programmes, programme information, resources)

Support will follow the arrangements made by the teaching institution, and detailed in their Programme Handbook. In particular, the following arrangements will apply:

- induction to the teaching institution, its services and facilities, and to the programme
- access to the institution's learning resources (Library, IT facilities etc.)
- access to the institution's central support services, including counselling, learning support, careers, financial guidance, etc.
- information on the units to be studied, including content, delivery and assessment
- a Programme Handbook, including details of the full assessment schedule and programme regulations
- personal tutorial system for the provision of academic and pastoral support

In addition, students will receive support from the University of Bath according to the partnership arrangement between the two institutions, including:
induction

- the allocation of a Link Academic Advisor from the University to the programme
- University of Bath Student Handbook, including details of the University's regulations

Admissions criteria (including arrangements for APL/APEL)

Applications are welcomed from candidates:

- with an accepted level 3 qualification. Please see the Wiltshire College website for further information
- without formal qualifications but who have a minimum of two years relevant work experience and are able to demonstrate that they have developed the necessary skills to succeed on the course. These candidates can apply through the AP(E)L procedures.

All applicants will normally also require passes (at grade C or above) in GCSE English or their level 2 equivalents.

Candidates will be required to:

- A satisfactory Disclosure and Barring Service (DBS) check
- Work in a relevant setting or have arranged a work-based learning environment in a relevant setting to comply with the work-based learning requirements outlined above in the "Details of work placements / work-based learning / industrial training / study abroad requirements" section.
- Achieve a successful selection interview.

Candidates with an NVQ Level 3 in Early Years or an NVQ Level 3 in Children's Care, Learning and Development will be guaranteed an interview subject to having the appropriate professional experience.

Students applying with non-UK based qualifications will be considered on an individual basis.

Where English is not the applicant's first language an IELTS score of 6 or TOEFL score of 580 (paper-based) or 237 (computer-based) or equivalent qualification, will normally be

required.

Students will be encouraged to submit evidence for AP(E)L where appropriate. This will be on an individual student basis and matched for currency and sufficiency.

Full details of the different routes into the qualification can be found at <http://www.bath.ac.uk/study/ug/prospectus/foundation/foundation-programmes/early-childhood-studies/index.html>

Suspension

For suspension of studies a formal request has to be made to the University either directly or via the Programme Leader at the partner institution communicating a valid reason for the need to suspend. This request will then be considered by the University. Suspension is for 12 months and allows students to return back to their study at the same point in the following academic year. In exceptional circumstances only, the University will consider a further suspension period of 12 months. Suspension beyond this point is not feasible.

Summary of assessment and progression regulations

This programme is compliant with NFA assessment regulations:
<http://www.bath.ac.uk/registry/nfa/index.htm>

Indicators of quality and standards (e.g. professional accreditation)

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:

1. A Quality Assurance Code of Practice, and associated regulations and policies:
<http://www.bath.ac.uk/quality/cop/statements.html>
2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:
Governance:
<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSGov.doc>
Review and Monitoring:
<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSRevMon.doc>
3. Staff development arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff. Further information:
<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSASD.doc>

Students are involved in many of these processes. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.

<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSStuVoice.doc>

A more detailed overview of the University's Quality Management framework is set out in this summary document:

<http://www.bath.ac.uk/quality/documents/approach-to-quality-management.pdf>

The University's management of its academic standards and quality is subject to external institutional review by the Quality Assurance Agency on a six year cycle. In its 2013 Institutional Review, the QAA confirmed that the University met its expectations for the management of standards, the quality of learning opportunities, and the enhancement of learning opportunities. The University was commended on its provision of information.

Sources of other information

- University of Bath website: www.bath.ac.uk
- Partner institution website: www.wiltshire.ac.uk
- Partner institution publicity (e.g. prospectus, course leaflet, open days)
- Partner institution programme handbook
- University of Bath student handbook

Appendix : Programme Description

Please read/use in conjunction with: <http://www.bath.ac.uk/registry/registry.bho/assessment/nfa-briefing-009.pdf>.

Programme code	UHED-WFF10
Programme title	Foundation Degree in Early Years and Childhood Studies
Award type	Foundation Degree in Arts
Award title	FdA Early Years and Childhood Studies
Mode of Attendance	Full time
Length	2 Years
State if coexistent M-level programme	-
State any designated alternative programme(s)	-
Approving body and date of approval	PAPAC 25/01/12

Year 1 (for implementation with effect from Sept 2015)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes
2	1	All Year	LP10582	Understanding Child Development	C	12			
		Semester 1	LP10428	Introduction to HE Study Skills	C	6			
		Semester 1	LP10584	Working with Families, Communities and Professionals	C	6			
		Semester 1	LP10438	Personal Development Planning (Work-based Learning)	C	6			
		Year 1 Semester 1	LP10583	Children and Transitions	C	6			

Semester 2	LP10586	Introduction to Research Methods and Literature Reviews	C	12			
Semester 2	LP10585	Developing Quality Provision	C	6			
Semester 2	LP10587	Management Skills	C	6			

Year 2 (for implementation with effect from Sept 2016)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes
1	2	Semester AY	LP20612	Action Research	C	12			
		Semester 1	LP20613	Aspects of Child Health & Special Needs	C	6			
		Semester 1	LP20516	Developing Professional Skills	C	6			
		Semester 1	LP20614	Creative Learning and Pedagogy	C	12			
		Semester 2	LP20617	Safeguarding Children	C	6			
		Semester 2	LP20615	Early Years ICT	C	6			
		Semester 2	LP20616	Pedagogy and the Curriculum	C	12			

Assessment weightings and decision references

Stage	Weighting within programme	NFAAR decisions reference See: http://www.bath.ac.uk/registry/nfa/index.htm#nfaar-fd
Stage 1	50%	Main assessment: See associated assessment regulations Supplementary assessment: See associated assessment regulations
Stage 2	50%	Main assessment: See associated assessment regulations Supplementary assessment: See associated assessment regulations

NOTES

Programme Specifications are **definitive, formal and concise** descriptions of programmes that are comprehensible to a general audience and are intended to support external accountability. The University has committed to using programme specifications in the following ways:

Approval, Amendment and Review of Programmes

The University uses programme specifications in programme approval, amendment and review processes to ensure that the aims and intended learning outcomes of programmes are clear, and that the learning outcomes can be achieved and demonstrated. Further guidance on the content of programme specifications, including supporting common content on University quality and student support structures, is available from the Learning and Teaching Enhancement Office or from the LTEO website in the form of Guidance Notes, at

<http://www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/QA03-ProgSpecGuidance.pdf>

- **Programme approval:** Further information about the role of programme specifications in the process of programme approval is provided in QA3 Approval of New Programmes of Study Annex A. During approval of a new programme, this completed template should be forwarded with the draft programme proposal to the Registry prior to the submission of the proposal to the Faculty/School/Division Learning, Teaching and Quality Committee for full approval (see QA3 para 7.3). A copy of the final version of the programme specification should be signed by the Chair of the Programmes and Partnerships Approval Panel before the formal, final approval of Senate is sought. Once approved, the programme specification should be published on the University website.
- **Amendment of programmes:** When an intermediate or major amendment to a programme is made, an updated programme specification should be submitted as part of the approval process (see QA4 Amendments to Programmes of Study para 6.4). Amended versions of the programme specification must be signed by the Dean/Director of Faculty/School/Division. Once approved, the revised programme specification should be published on the University website.
- **Degree Scheme Review:** The programme specification forms part of the evidence for the periodic review of the aims and learning outcomes of a programme of study (see QA13 Degree Scheme Reviews, para 4.7).

Provision of Information to Students

Programme specifications are multi-stakeholder documents, which form one of the sources of programme information available to current and prospective students (For further information, see QA44 Programme Handbooks, Section 5). Directors of Studies are responsible for ensuring that the programme specification is up to date and coherent with the more detailed programme information provided in the prospectus and programme handbooks, and for ensuring that current programme specifications are published on the University website.

Programme descriptions (PD Forms for NFAAR for UG, PG, and non-NFA are available) should be appended to programme specifications and are intended to provide precise information for students and others on the stages of the programme, as required for the 'Structure and content of the programme' section of the main document.