Foundation Degree in Early Years Development and Learning (FD Ed)

For students entering Part 1 in 2005   **UCAS code:**

Awarding Institution**: University of Reading**
Teaching Institutions: (linked to pathways offered) **Berkshire College of Agriculture**
Relevant QAA subject benchmarking group(s):
Faculty of Education and Social Sciences   Programme length: **2 years**
Date of specification: **11.04.05**
Programme Director: **Kriss Turner**
Programme Adviser: TBA
Board of Studies: **Board for Foundation Degree in Development and Learning**
Accreditation: **DfES Sector Endorsement**

Summary of programme aims

The Foundation Degree (FD) provides a model of vocational higher education based on close collaboration between employers and providers of higher education. The course will furnish candidates with the knowledge, skills and understanding to progress in their chosen career within related childcare or education. Many students will become Senior Practitioners or Higher Level Teachers Assistants as a result of this programme. It provides an appropriate base for progression to honours and QTS, if required.

The aims of the FD are to develop:
- the knowledge and critical understanding of child care and learning principles and the way in which these have developed
- the ability to apply underlying concepts and principles to the work context and to argue their effectiveness
- a knowledge of the main methods of enquiry and to use a range of established techniques to initiate and undertake critical analysis of information
- an ability to critically evaluate the appropriateness of different approaches and to apply these to the work context
- an understanding of how limited personal knowledge can influence analyses and interpretations
- effective synthesis and communication of information, arguments and analysis in a variety of forms to specialist and non-specialist audiences
- a desire to improve knowledge, skills and understanding throughout students' professional lives

Transferable skills

There are a number of generic transferable skills that all students are expected to have developed by the end of their degree programme. In following this programme, students will have the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem solving, team working and use of information technology.
Students will be able to:
• 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
• demonstrate appropriate critical thinking skills, including the ability to:
 • identify and summarise the main points in an argument
 • present and develop an argument, drawing upon appropriate evidence, literature and theory
 • analyse and synthesise research, theories and ideas from multiple sources

           • examine issues from a range of professional and theoretical perspectives
           • produce critical and evaluative responses to the content of the learning outcomes
• use ICT to support their own and children's development and learning
• work within a team and individually to complete relevant and agreed projects or tasks
• solve theoretical and practical problems that occur in the work place
• improve their own performance through critical self reflection, the implementation of evidence-based practice and continual professional development activities.

Programme content

Part 1 (three terms)		*Credits*	*Level*
Compulsory modules			
Mod Code	*Module Title*		
ED1FSS	Academic Skills for Work – based learning	10	C
ED1FRP	Reflective Practice	10	C
ED1FLD	How Children Learn and Develop 1	20	C
ED1FLC	The Legal Context	20	C
ED1FSC	The Social Context	20	C
ED1FPE	Promoting a Positive Environment	20	C

Optional modules:			
Mod Code	*Module Title*		
* ED1FSD	Supporting Care and Development (0-3)	20	C
ED1FSF	Supporting Foundation Stage Practice	20	C
ED1FSP	Supporting Playwork Practice (4-8)	20	C
ED1FST	How teaching assistants support learning and development	20	C

*   Students studying at BCA are normally required to take this option . Please consult the Programme Director to see if other options are feasible.

Part 2 (three terms)		*Credits*	*Level*
Compulsory modules			
Mod Code	*Module Title*		
ED2FLD	How Children Learn and Develop 2	20	I
ED2FAE	Assessment and Evaluation of Learning and Development	20	I
ED2FIS	Issues of Inclusion and Special Needs	20	I
ED2FRM	Research Methods for Developing Professional Practice	20	I
ED2FSK	Extending Subject Knowledge and Expertise in Information Communication Technology	10	I

Optional modules:			
Mod Code	*Module Title*		
* ED2FOD	Planning and Assessing for Intellectual and Language Development for Children Under 3	20	I
* ED2FOS	Supporting Development of a Positive Sense of Self in Children Under 3	10	I
ED2FFL	Communication, Language, Literacy and Creative Development in the Foundation Stage	10	I
ED2FFM	Mathematics in the Foundation Stage	10	I
ED2FFK	Knowledge and Understanding of the World in the Foundation Stage	10	I
ED2FEP	Evaluating Playwork	10	I

ED2FIP	The Importance of Play	10	I
ED2FPL	Progress in Communication, Language, Literacy and Creativity	10	I
ED2FPM	Progress in Mathematics	10	I
ED2FPS	Progress in Science	10	I

* Students studying at BCA are normally required to take this option. Please consult the Programme Director to see if other options are feasible.

Progression requirements

In order to have satisfactorily completed the Part 1 of the degree a student shall normally be required to achieve an overall average in 120 credits taken in Part 1 of the pass mark and a mark of at least 30% in individual modules amounting to not less than 100 credits.

In order to pass the Foundation degree overall, students must Pass Part 1 and obtain an average of at least 40% in Part 2, and a mark of at least 30% in individual modules amounting to not less than 100 credits in both parts.
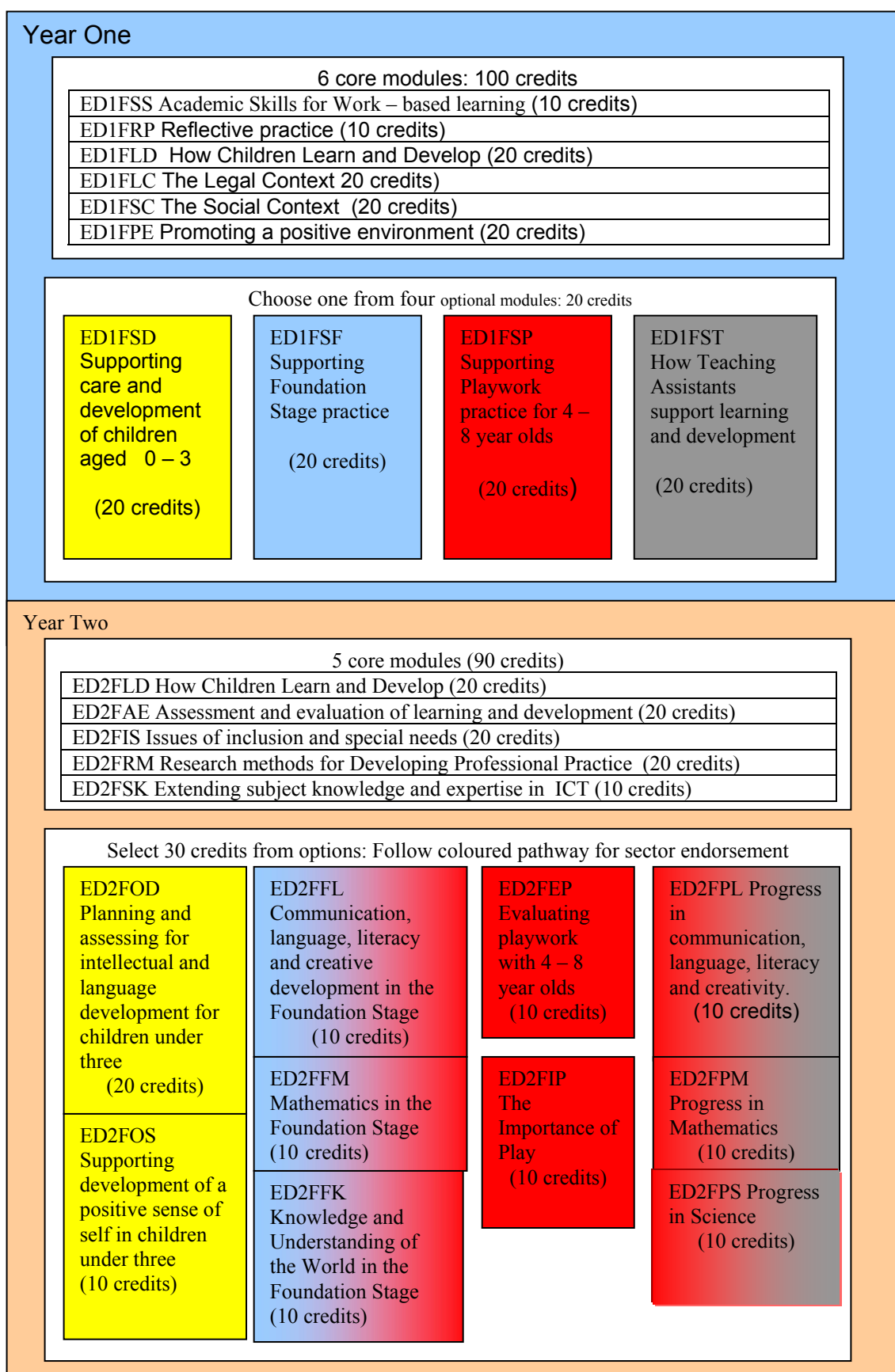
Summary of teaching and assessment

For the foundation degree the focus on skills and their application in the workplace, underpinned by academic knowledge and understanding, is critical. Work-based learning is central to the degree and students undertaking the course will need to be working in education or a child care setting. The student will select those optional modules that are best suited to their work context.

Teaching is organised in modules that typically involve lectures, work-based learning and practical work. Teaching will be delivered by colleges, in conjunction with employers, using a mixture of face to face teaching, web-based and distance learning methods, self-directed studies, project work and problem-based learning.

Students will take a combination of core and optional modules over 2 years. The optional modules enable students to specialise in an age range. It is assumed that students at BCA will follow the yellow route in the diagram below. In order to obtain sector – endorsement, they must work with children in early years settings or schools.

DIAGRAM OF THE STRUCTURE OF THE DEGREE

Year One

6 core modules: 100 credits

ED1FSS Academic Skills for Work – based learning (10 credits)

ED1FRP Reflective practice (10 credits)

ED1FLD How Children Learn and Develop (20 credits)

ED1FLC The Legal Context 20 credits)

ED1FSC The Social Context (20 credits)

ED1FPE Promoting a positive environment (20 credits)

Choose one from four optional modules: 20 credits

ED1FSD Supporting care and development of children aged 0 – 3 (20 credits)	ED1FSF Supporting Foundation Stage practice (20 credits)	ED1FSP Supporting Playwork practice for 4 – 8 year olds (20 credits)	ED1FST How Teaching Assistants support learning and development (20 credits)

Year Two

5 core modules (90 credits)

ED2FLD How Children Learn and Develop (20 credits)

ED2FAE Assessment and evaluation of learning and development (20 credits)

ED2FIS Issues of inclusion and special needs (20 credits)

ED2FRM Research methods for Developing Professional Practice (20 credits)

ED2FSK Extending subject knowledge and expertise in ICT (10 credits)

Select 30 credits from options: Follow coloured pathway for sector endorsement

ED2FOD Planning and assessing for intellectual and language development for children under three (20 credits)	ED2FFL Communication, language, literacy and creative development in the Foundation Stage (10 credits)	ED2FEP Evaluating playwork with 4 – 8 year olds (10 credits)	ED2FPL Progress in communication, language, literacy and creativity. (10 credits)
ED2FOS Supporting development of a positive sense of self in children under three (10 credits)	ED2FFM Mathematics in the Foundation Stage (10 credits)	ED2FIP The Importance of Play (10 credits)	ED2FPM Progress in Mathematics (10 credits)
	ED2FFK Knowledge and Understanding of the World in the Foundation Stage (10 credits)		ED2FPS Progress in Science (10 credits)

Students will be expected to follow the route offered by their College.

The assessment of the FD will be based on University approved assessments that will include a mixture of assignments. These will include formative assessments to feed into summative assessments, in-class exams, essays, evaluations of practice and other formats as demonstrated in the grid below.

In line with the nature of Foundation Degrees, assignments require students to link theory to practice in the work place. It is expected that descriptions and evaluations of practice will include references to relevant literature. Work – based learning will provide an essential contribution to achievement of the outcomes.

The employer will provide appropriate mentoring in conjunction with the college. This will include supported work - based assessment (WBA) that will contribute to the formal assessment of some modules, particularly within the options. The Institute of Education has experience in using mentors in the work – place.

OVERVIEW OF ASSESSMENTS FOR FDED

	AUTUMN	SPRING	SUMMER
YEAR ONE			
ED1FSS	Poster 50 Class exam 20	Audit 30	
ED1FRP		Review of lit 30 WBA 10	Essay/child study 60
ED1FLD	Annotated bibliography40	Evaluation of resource 60	
ED1FSC	Presentation 40 WBA10	Evaluation of activity 50	
ED1FLC		Essay/child protection 50	Resource file30 Open book exam 20
ED1FPE			Poster 40 Evaluation50 WBA 10
Options: Select one		WBA 10	WBA 10
ED1FSD		Pamphlet 40	Planning document 40
ED1FST		Pamphlet 40	Planning document 40
ED1FSF		Pamphlet 40	Planning document 40
ED1FSP		Pamphlet 40	Planning document 40
Total inYr 1	**4 assessments + 1 WBA**	**6 assessments + 2 WBA**	**6 assessments+ 2WBA**
YEAR TWO			
ED2FAE		Essay 50 WBA 10	Proforma design 40
ED2FSK		Use ICT to plan 50	Plan to use ICT 50
ED2FLD	Presentation 10 WBA 10		Project 80
ED2FIS	Resource 40	Presentation 50	WBA 10
ED2FRM	Evaluation of article 30	Project plan 70	
Options: Select1perterm	WBA 10	WBA 10	WBA 10
ED2FOD		Evaluation 20 Leaflet 20	Resource file 40
ED2FOS	Report 40 Evaluation 50		
ED2FFL	2 Evaluations 40 / 50		
ED2FFM			Game 40 Leaflet 50
ED2FFK		Design 40 Profile 50	
ED2FEP	2 Evaluations 40 / 50		
ED2FIP			Essay 40 Evaluation 50
ED2FPL		Annotation 40Evaluation50	
ED2FPM	Exercise50 Game 40		
ED2FPS			Leaflet 40 Eval 50
Total in Year 2	**5 assessments + 2 WBA**	**6 assessments + 2 WBA**	**5 assessments+2 WBA**

Admission requirements
Entrants to this programme are normally required to have obtained:
Grade C or better in English in GCSE (if EY Sector-Endorsement required)
Level 2 NQF in Maths and English (if following the HLTA training)
At least 2 years' experience of working in an institution within the sector, such as Early Years, Childcare, Playwork, TA or LSA. (Students will normally require 5 years in order to apply for HLTA status assessment.) Provision of a suitable reference on request.
NQF level 3 qualification in a work related area. Equivalent qualifications are acceptable. Those students who do not hold a level 3 qualification may discuss APEL (Accredited of Prior Experiential Learning) procedures with their intended institution of study.

Admissions Tutor: Teresa Wilson

Support for students and their learning
All students on this FD will be members of the University of Reading and able to use the facilities of the University. The University is currently reviewing the provision of learning resources for collaborative programmes and awaits its decision.
All of the college members have facilities that will be available to the FD students. This will include access to computers and a library. Student guidance and welfare support is provided by Personal Tutors, Careers Advisors, Disability Advisors, Study Advisors, Mentors in the work place and the Students' Union.

Career prospects
The expectation is that the majority of candidates successfully completing the course will continue to work in their settings or schools. They will often become Senior Practitioners

The routes will have implications for progression. Progression to honours is possible through following a BA (Hons) Childhood and Youth Studies at the Open University or a BEd at University of Reading.
Optional Routes:

Leading to Senior Practitioner in Early Years (0 – 3 year olds). Possible progression to BA (Hons) Early Childhood Studies (OU)

Leading to Senior Practitioner in the Foundation Stage (3 – 5 year olds). Possible progression to BA (Hons) Early Childhood Studies (OU) or BEd (University of Reading)

Leading to Senior Practitioner in Playwork (4 - 8 year olds). Possible progression to BA (Hons) Early Childhood Studies (OU) or Playwork management

Leading to Teaching Assistant. This route will provide training prior to application for assessment for Higher Level Teachers Assistant status. Progression to BEd (University of Reading)

If a student follows further study to honours and QTS, s/he could be appointed to a teaching post. The course will also provide an invaluable grounding for those candidates who wish to work in other educational fields, such as education officers for museums and theatres.

The FD provides a suitable basis for progression to QTS via the BEd or through an appropriate ITT programme, such as the Registered Teacher Programme (RTP) for those students who are able to secure a suitable teaching post or a PGCE or GTP programme once honours is achieved.

Acceptance on such a programme will depend upon the candidate holding appropriate qualifications, as set down by the TDA.

Opportunities for study abroad or for placements
This programme offers substantial work –based experience in schools or care settings and there will be opportunities to visit other placements. The programme assumes that students are working at least .5 in an educational or care setting. Most modules rely upon students applying theory to their practice and undertaking tasks related to college inputs.

Educational aims of the programme
• acquire knowledge and understanding required for the care and education of children
• develop the professional and practical skills and competences which are required to work in Early Years Care and Education (0-3), in Playwork or to support teachers and pupils in one or two key stages in school settings
• to demonstrate within practice the adoption of appropriate value and belief systems These values include those relating to anti-discriminatory practice, equality of opportunity and ensuring inclusive practice
• develop self-awareness and reflection, including the ability to evaluate the effect of practice on other people and in the work – based environment
• develop ability to understand and apply the principles of evidence-based practice
•demonstrate an appropriate understanding of the regulatory and legislative framework for the work based setting to work within this framework
• develop as reflective practitioners, with an understanding of the need for and commitment to lifelong learning
• develop the personal and transferable skills critical to practitioners in Early Years, playwork or school settings.

Programme Outcomes
Knowledge and Understanding

A. Knowledge and understanding of:
• the age-related expectations of children
•the aims, content and pedagogy of work based learning
•play, care and education value and belief systems, including those relating to anti-discriminatory practice and equality of opportunity
• the statutory frameworks and legal definitions relevant to their role.
• significant current and emerging theories and principles related to factors that can affect the way children learn and develop
• the cyclical process of planning, development, implementation and evaluation of provision
• difference and diversity, recognising individual needs whilst developing tolerance and understanding of others
• the potential effect of personal attitudes, values and behaviour on work with children,
parents and colleagues and other inter-professional relationships
• how ICT can be used to advance their own and children's development and learning
• a range of appropriate strategies to establish a purposeful environment and to promote good behaviour.
• how to acquire further knowledge, to contribute effectively and with confidence to the work in which they are involved

Teaching/learning methods and strategies
Acquisition of knowledge is promoted across the programme through lectures, tutorials, seminars, workshops, case studies, role-play exercises, IT-based exercises, guest lectures, work-based assignments and through individual consultation with academic staff, mentors and personal tutors.
The core modules from Part 1 focus on developing students' understanding of the general principles of supporting children. E.g. ED1FLD covers children's development 0-11 and the impact on learning. The optional module for Part 1 extends this and applies it to the selected route, such as ED1FSF for 3-5 year olds. Part 2 provides students with a significant range of choice, enabling them to deepen their understanding of a particular age range, context or subject area, according to their interests and career plans. For example, by selecting ED2FFL, ED2FFM and ED2FFK, a student will gain significant knowledge and understanding of the needs of Foundation Stage children across a wide range of curriculum areas. These packages provide opportunities for self-directed learning through problem solving and the examination of work - based problems.

Assessment
Feedback is initially given through formative assessed work. Most knowledge is tested through a combination of coursework and assessment of practice in work- based settings. There are a number of timed assessments in class.
A range of assessment methods is used, including essays, group projects, presentations, use of reflective diaries, portfolios of evidence of practice, tutorial & seminar papers and reports.

B. Intellectual skills – able to:	**Teaching/learning methods and strategies**
■ access and review literature to underpin evidence-based practice	The programme is designed to progressively develop students' intellectual skills and to enable them to progress to an honours route, if they wish.
■ use literature within extended written projects, case studies, reports and self-reflective studies	In Part1 the aim is to develop a range of fundamental skills to help students make the transition from work to university study. ED1FSS provides a range of outcomes that are reinforced through other modules. These skills are developed through lectures, tutorials, seminars, workshops, case studies, role-play exercises, IT-based exercises, visits to settings, guest lectures, work-based assignments, and through individual consultation with academic staff, colleagues at work, mentors and personal tutors.
■ assimilate, evaluate and analyse information	
■ critically reflect upon observations and first hand experience of the environment and practice in relation to work with children, parents and colleagues from within the organization and from other organizations	
■ identify key issues	
■ deal with complex issues both systematically and creatively	Students are involved in reflective evaluations of work – based activities with colleagues, tutors and mentors. They assimilate, evaluate and analyse observations and practice. Students contribute to presentations, written reports and assignments and lead seminars.
■ make informed judgements	
■ understand the complex matrix of factors that affect the process of teaching and learning	
■ have high expectations of all children, respecting their social, cultural, linguistic, religious and ethnic backgrounds and committed to raising their achievement.	In Part 2, each student undertakes a supervised, work-based piece of research, building upon Part 1 achievements.
	Assessment
	Feedback is initially given through formative assessed work. Intellectual skills are tested through a combination of coursework and assessment of practice in work- based settings. There are a number of timed assessments in class.
	A range of assessment methods is used in Part 1 and again in Part 2, including essays, group projects, presentations, use of reflective diaries, portfolios of evidence of practice, tutorial & seminar papers and reports.

C. Practical skills – able to:	**Teaching/learning methods and strategies**
• design, implement, monitor and assess effective activities which support the individual development and learning of children and which meet the statutory and regulatory requirements, in consultation with other professionals where necessary • promote and support the inclusion of all, recognising and responding effectively to equal opportunities issues as they arise, including challenging stereotyped views, bullying or harassment, following relevant policies and procedures • manage, organise and evaluate their own time, resources, records and information to support decision making • build and maintain successful relationships • improve their own practice, including through observation, evaluation and discussion with colleagues • interest and motivate children to progress • select and prepare resources and activities that meet the diversity of children's needs and interests and support inclusion. • contribute to the planning of opportunities for children to develop and learn in a range of contexts • monitor children's' responses to activities and modify approach accordingly • monitor children's participation and progress, giving constructive support • maintain and analyse records of progress. • communicate effectively and sensitively with children to support them • use effective behaviour management strategies • organise and manage safely the activities, the physical space and resources •use common ICT tools	Practical skills are developed through linking theory to work placements. This is supported by a mixture of lectures, tutorials, seminars, workshops, case studies, role-play exercises, IT-based exercises, guest lectures, work-based assignments and through individual consultation with academic staff, mentors and personal tutors The aim of Part 1 is to develop, in stages, a range of fundamental skills to help students to improve their work – based practice and to move to reflective practice. For example, ED1FPE encourages students to consider the range of practical skills that promote a positive environment. The options in Part 2 apply and extend the skills developed in the option in Part 1 and in other modules into more specialised contexts. For example, ED1FST looks at general support for children over 5, whereas ED2FPL develops the practical skills of teaching language and literacy to older children. In Part 2, the research based project focus on those skills related to the student's choice of specialist package and so develops the appropriate practical skills. Many modules require students to prepare resources to support their practice and guide students to write in plain English. All students attend sessions on career development and effective applications. Trainees are encouraged to visit other settings for observation and evaluation. **Assessment** Students are assessed through a combination of coursework and assessment of practice in work- based settings. Students are assessed in relation to their chosen route and receive formal assessment of their practice through a system of mentoring. Assessment methods, including essays, group projects, presentations, reports, use of reflective diaries, timed assessments, portfolios of evidence of practice, tutorial and seminar papers, all relate theory to practice.

D. Transferable skills – able to:

• 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;

• demonstrate appropriate critical thinking skills, including the ability to:

- Identify and summarise the main points in an argument;
- Present and develop an argument, drawing upon appropriate evidence, literature and theory;
- Analyse and synthesise research, theories and ideas from multiple sources
- Examine issues from a range of professional and theoretical perspectives;
- Produce critical and evaluative responses to planned outcomes

• use ICT to support their own development, and the learning and development of children;

• work within a team and individually to complete a relevant and agreed project or task

• solve theoretical and practical problems that occur

• improve their own performance through critical self reflection, the implementation of evidence-based practice and continued professional development activities.

• demonstrate and promote the positive values, attitudes and behaviour they expect

Teaching/learning methods and strategies

The teaching and acquisition of these transferable skills is firmly embedded in the programme. As a work-based degree, there is particular emphasis on the acquisition and personal development of a wide range of transferable skills.

For example, communication skills are taught in ED1FSS, but are also considered in ED1FPE, ED1FLD and ED1FSC and these are also deployed in the group presentations, individual reports and work – based experiences.

A care and education culture permeates the programme fed by module content and the intended learning outcomes, staff (and student) links with practice, lectures by visiting practitioners, visits to other settings and the analysis of video material.

The use of ICT is embedded throughout the programme, although there is particular emphasis in the inputs of ED1FSS and ED2FSK.

Oral presentations, team work and career planning are included in modules and in meetings with a personal tutor.

Time management and use of library resources are essential for effective completion of a degree whilst working; advice is given in pre-programme documentation, induction week and ED1FSS.

The programme's strategy on career management incorporates the use Careers Advisory Services incorporating a taught session and / or on-line learning material There is a timetable to prepare students for progression to honours, a QTS programme and / or career development.

Assessment

As a result of this 'pervasive' approach to transferable skills, students' performance is assessed across the full range of skills throughout the programme on a module-by-module basis through coursework when feedback is provided.

Written feedback from mentors and tutors and some written assignments and reports reflect these skills.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if 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 each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.