# Foundation Degree in Supporting Children's Development and Learning (FD Ed)

# For students entering Part 1 in 2006

#### UCAS code:

Awarding Institution: University of Reading Teaching Institutions: (linked to pathways offered) Newbury College Relevant QAA subject benchmarking group(s): Faculty of Education and Social Sciences Programme length: 2 years Date of specification: October 2006 Programme Director: Kriss Turner Programme Adviser: TBA Board of Studies: Board for Foundation Degree in Development and Learning Accreditation:

## 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 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 evidencebased practice and continual professional development activities.

## **Programme content**

Part 1 (three terms) Compulsory modules			Credits	Level
CO	Mod Code			
	ED1FSS Academic Skills for Work – based learning		10	С
	ED1FRP	Reflective Practice	10	С
	ED1FLD	How Children Learn and Develop 1	20	С
	ED1FLC	The Legal Context	20	С
	ED1FSC	The Social Context	20	С
	ED1FPE	Promoting a Positive Environment	20	С
Op	tional module	25:		
1	Mod Code	Module Title		
	ED1FSD	Supporting Care and Development (0-3)	20	С
	ED1FSF	Supporting Foundation Stage Practice	20	С
	ED1FSP	Supporting Playwork Practice (4-8)	20	С
*	ED1FST	How teaching assistants support learning and development	20	С

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

<b>Part 2 (three te</b> <i>Compulsory mod</i>		Credits	Level
Mod Code Module Title			
ED2FLD	How Children Learn and Develop 2		Ι
ED2FAE	Assessment and Evaluation of Learning and Development	20	Ι
ED2FIS	Issues of Inclusion and Special Needs	20	Ι
ED2FRM	Research Methods for Developing Professional Practice	20	Ι
ED2FSK	Extending Subject Knowledge and Expertise in Information Communication Technology	10	Ι
Optional module	25:		
Mod Code	Module Title		
ED2FOD	Planning and Assessing for Intellectual and Language Development for Children Under 3	20	Ι
ED2FOS	Supporting Development of a Positive Sense of Self in Children Under 3	10	Ι
ED2FFL	Communication, Language, Literacy and Creative Development in the Foundation Stage	10	Ι
ED2FFM	Mathematics in the Foundation Stage	10	Ι
ED2FFK	Knowledge and Understanding of the World in the Foundation Stage	10	Ι
ED2FEP	Evaluating Playwork	10	Ι

	ED2FIP	The Importance of Play	10	Ι
*	ED2FPL	Progress in Communication, Language, Literacy and	10	Ι
		Creativity		
*	ED2FPM	Progress in Mathematics	10	Ι
*	ED2FPS	Progress in Science	10	Ι
*	C 1 1 1 1		<b>D1</b>	11

\* Students studying at Newbury 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 or in particular subjects. It is assumed that students at Newbury will normally follow the grey route in the diagram below.

Students will be able to follow the Higher Level Teachers Assistant training. Independent assessors will undertake assessment of this and students need to apply to their LEA in the first instance. Selected options in year one will not have implications for options in year 2.

# DIAGRAM OF THE STRUCTURE OF THE DEGREE

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) ED1FLC The Seciel 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 ED1FSF ED1FSP ED1FST
ED1FST							
Supporting	Supporting	Supporting	How Teaching				
care and	Foundation	Playwork	Assistants				
development	Stage practice	practice for 4 –	support learning				
of children		8 year olds	and development				
aged 0-3	(20 credits)	, , , , , , , , , , , , , , , , , , ,	1				
-		(20 credits)	(20 credits)				
(20 credits)							
WO							
	5 core module	es (90 credits)					
ED2FLD How Child	5 core module	· /					
	Iren Learn and Develop	(20 credits)	t (20 credits)				
ED2FAE Assessmer	Iren Learn and Develop at and evaluation of lear	(20 credits) ning and development	t (20 credits)				
ED2FAE Assessmer ED2FIS Issues of in	Iren Learn and Develop	(20 credits) ning and development ls (20 credits)					
ED2FAE Assessmer ED2FIS Issues of in ED2FRM Research	Iren Learn and Develop at and evaluation of lear clusion and special need	(20 credits) ning and development (20 credits) Professional Practice	e (20 credits)				
ED2FAE Assessmer ED2FIS Issues of in ED2FRM Research	Iren Learn and Develop at and evaluation of lear clusion and special need methods for Developing	(20 credits) ning and development (20 credits) Professional Practice	e (20 credits)				
ED2FAE Assessmer ED2FIS Issues of in ED2FRM Research ED2FSK Extending	Iren Learn and Develop at and evaluation of lear clusion and special need methods for Developing subject knowledge and	(20 credits) ning and development (20 credits) Professional Practice expertise in ICT (10	e (20 credits) credits)				
ED2FAE Assessmer ED2FIS Issues of in ED2FRM Research ED2FSK Extending Select 30 credits	Iren Learn and Develop It and evaluation of learn clusion and special need methods for Developing subject knowledge and s from options: Follow c	(20 credits) ning and development (20 credits) Professional Practice expertise in ICT (10 oloured pathway for s	e (20 credits) credits) sector endorsement				
ED2FAE Assessmer ED2FIS Issues of in ED2FRM Research ED2FSK Extending Select 30 credits ED2FOD	Iren Learn and Develop at and evaluation of learn clusion and special need methods for Developing subject knowledge and s from options: Follow c ED2FFL	(20 credits) ning and development (20 credits) Professional Practice expertise in ICT (10 oloured pathway for s ED2FEP	e (20 credits) credits) sector endorsement ED2FPL Progress				
ED2FAE Assessmer ED2FIS Issues of in ED2FRM Research ED2FSK Extending Select 30 credits ED2FOD Planning and	Iren Learn and Develop it and evaluation of lear clusion and special need methods for Developing subject knowledge and from options: Follow c ED2FFL Communication,	(20 credits) ning and development (20 credits) Professional Practice expertise in ICT (10 oloured pathway for s ED2FEP Evaluating	e (20 credits) credits) sector endorsement ED2FPL Progress in				
ED2FAE Assessmer ED2FIS Issues of in ED2FRM Research ED2FSK Extending Select 30 credits ED2FOD Planning and assessing for	Iren Learn and Develop It and evaluation of lear clusion and special need methods for Developing subject knowledge and from options: Follow c ED2FFL Communication, language, literacy	(20 credits) ning and development (20 credits) Professional Practice expertise in ICT (10 oloured pathway for s ED2FEP Evaluating playwork	e (20 credits) credits) sector endorsement ED2FPL Progress in communication,				
ED2FAE Assessmer ED2FIS Issues of in ED2FRM Research ED2FSK Extending Select 30 credits ED2FOD Planning and assessing for intellectual and	tren Learn and Develop at and evaluation of learn clusion and special need methods for Developing subject knowledge and from options: Follow c ED2FFL Communication, language, literacy and creative	(20 credits) ning and development (20 credits) Professional Practice expertise in ICT (10 oloured pathway for s ED2FEP Evaluating playwork with 4 – 8	e (20 credits) credits) sector endorsement ED2FPL Progress in communication, language, literacy				
ED2FAE Assessmer ED2FIS Issues of in ED2FRM Research ED2FSK Extending Select 30 credits ED2FOD Planning and assessing for intellectual and language	tren Learn and Develop at and evaluation of learn clusion and special need methods for Developing subject knowledge and from options: Follow c ED2FFL Communication, language, literacy and creative development in the	(20 credits) ning and development (20 credits) Professional Practice expertise in ICT (10 oloured pathway for s ED2FEP Evaluating playwork with 4 – 8 year olds	e (20 credits) credits) sector endorsement ED2FPL Progress in communication, language, literacy and creativity.				
ED2FAE Assessmer ED2FIS Issues of in ED2FRM Research ED2FSK Extending Select 30 credits ED2FOD Planning and assessing for intellectual and language development for	tren Learn and Develop at and evaluation of learn clusion and special need methods for Developing subject knowledge and from options: Follow c ED2FFL Communication, language, literacy and creative development in the Foundation Stage	(20 credits) ning and development (20 credits) Professional Practice expertise in ICT (10 oloured pathway for s ED2FEP Evaluating playwork with 4 – 8	e (20 credits) credits) sector endorsement ED2FPL Progress in communication, language, literacy				
ED2FAE Assessmer ED2FIS Issues of in ED2FRM Research ED2FSK Extending Select 30 credits ED2FOD Planning and assessing for intellectual and language development for children under	tren Learn and Develop at and evaluation of learn clusion and special need methods for Developing subject knowledge and from options: Follow c ED2FFL Communication, language, literacy and creative development in the	(20 credits) ning and development (20 credits) Professional Practice expertise in ICT (10 oloured pathway for s ED2FEP Evaluating playwork with 4 – 8 year olds	e (20 credits) credits) sector endorsement ED2FPL Progress in communication, language, literacy and creativity.				
ED2FAE Assessmer ED2FIS Issues of in ED2FRM Research ED2FSK Extending Select 30 credits ED2FOD Planning and assessing for intellectual and language development for children under three	tren Learn and Develop at and evaluation of learn clusion and special need methods for Developing subject knowledge and from options: Follow c ED2FFL Communication, language, literacy and creative development in the Foundation Stage	(20 credits) ning and development (20 credits) Professional Practice expertise in ICT (10 oloured pathway for s ED2FEP Evaluating playwork with 4 – 8 year olds	e (20 credits) credits) sector endorsement ED2FPL Progress in communication, language, literacy and creativity.				
ED2FAE Assessmer ED2FIS Issues of in ED2FRM Research ED2FSK Extending Select 30 credits ED2FOD Planning and assessing for intellectual and language development for children under	tren Learn and Develop at and evaluation of learn clusion and special need methods for Developing subject knowledge and from options: Follow c ED2FFL Communication, language, literacy and creative development in the Foundation Stage (10 credits)	(20 credits) ning and development (20 credits) Professional Practice expertise in ICT (10 of oloured pathway for s ED2FEP Evaluating playwork with 4 – 8 year olds (10 credits)	e (20 credits) credits) sector endorsement ED2FPL Progress in communication, language, literacy and creativity. (10 credits)				
ED2FAE Assessmer ED2FIS Issues of in ED2FRM Research ED2FSK Extending Select 30 credits ED2FOD Planning and assessing for intellectual and language development for children under three (20 credits)	Iren Learn and Develop It and evaluation of learn clusion and special need methods for Developing subject knowledge and from options: Follow c ED2FFL Communication, language, literacy and creative development in the Foundation Stage (10 credits) ED2FFM	(20 credits) ning and development (20 credits) Professional Practice expertise in ICT (10) oloured pathway for s ED2FEP Evaluating playwork with 4 – 8 year olds (10 credits) ED2FIP	e (20 credits) credits) sector endorsement ED2FPL Progress in communication, language, literacy and creativity. (10 credits) ED2FPM				
ED2FAE Assessmer ED2FIS Issues of in ED2FRM Research ED2FSK Extending Select 30 credits ED2FOD Planning and assessing for intellectual and language development for children under three (20 credits) ED2FOS	Iren Learn and Develop It and evaluation of learn clusion and special need methods for Developing subject knowledge and from options: Follow c ED2FFL Communication, language, literacy and creative development in the Foundation Stage (10 credits) ED2FFM Mathematics in the	(20 credits) ning and development (20 credits) Professional Practice expertise in ICT (10) oloured pathway for s ED2FEP Evaluating playwork with 4 – 8 year olds (10 credits) ED2FIP The	e (20 credits) credits) sector endorsement ED2FPL Progress in communication, language, literacy and creativity. (10 credits) ED2FPM Progress in				
ED2FAE Assessmer ED2FIS Issues of in ED2FRM Research ED2FSK Extending Select 30 credits ED2FOD Planning and assessing for intellectual and language development for children under three (20 credits) ED2FOS Supporting	Iren Learn and Develop It and evaluation of learn clusion and special need methods for Developing subject knowledge and from options: Follow c ED2FFL Communication, language, literacy and creative development in the Foundation Stage (10 credits) ED2FFM Mathematics in the Foundation Stage (10 credits)	(20 credits) ning and development (20 credits) Professional Practice expertise in ICT (10 oloured pathway for s ED2FEP Evaluating playwork with 4 – 8 year olds (10 credits) ED2FIP The Importance of	<ul> <li>(20 credits) credits)</li> <li>sector endorsement</li> <li>ED2FPL Progress in communication, language, literacy and creativity. (10 credits)</li> <li>ED2FPM Progress in Mathematics (10 credits)</li> </ul>				
ED2FAE Assessmer ED2FIS Issues of in ED2FRM Research ED2FSK Extending Select 30 credits ED2FOD Planning and assessing for intellectual and language development for children under three (20 credits) ED2FOS Supporting development of a	Iren Learn and Develop It and evaluation of learn clusion and special need methods for Developing subject knowledge and from options: Follow c ED2FFL Communication, language, literacy and creative development in the Foundation Stage (10 credits) ED2FFM Mathematics in the Foundation Stage (10 credits) ED2FFK	(20 credits) ning and development (20 credits) Professional Practice expertise in ICT (10 oloured pathway for s ED2FEP Evaluating playwork with 4 – 8 year olds (10 credits) ED2FIP The Importance of Play	<ul> <li>(20 credits) credits)</li> <li>sector endorsement</li> <li>ED2FPL Progress in communication, language, literacy and creativity. (10 credits)</li> <li>ED2FPM Progress in Mathematics (10 credits)</li> <li>ED2FPS Progress</li> </ul>				
ED2FAE Assessmer ED2FIS Issues of in ED2FRM Research ED2FSK Extending Select 30 credits ED2FOD Planning and assessing for intellectual and language development for children under three (20 credits) ED2FOS Supporting development of a positive sense of	Iren Learn and Develop         and evaluation of learn         clusion and special need         methods for Developing         subject knowledge and         strong options: Follow c         ED2FFL         Communication,         language, literacy         and creative         development in the         Foundation Stage         (10 credits)         ED2FFK         Knowledge and	(20 credits) ning and development (20 credits) Professional Practice expertise in ICT (10 oloured pathway for s ED2FEP Evaluating playwork with 4 – 8 year olds (10 credits) ED2FIP The Importance of Play	<ul> <li>(20 credits)</li> <li>credits)</li> <li>sector endorsement</li> <li>ED2FPL Progress in communication, language, literacy and creativity. (10 credits)</li> <li>ED2FPM Progress in Mathematics (10 credits)</li> <li>ED2FPS Progress in Science</li> </ul>				
ED2FAE Assessmer ED2FIS Issues of in ED2FRM Research ED2FSK Extending Select 30 credits ED2FOD Planning and assessing for intellectual and language development for children under three (20 credits) ED2FOS Supporting development of a positive sense of self in children	Iren Learn and Develop         at and evaluation of learn         clusion and special need         methods for Developing         subject knowledge and         strom options: Follow c         ED2FFL         Communication,         language, literacy         and creative         development in the         Foundation Stage         (10 credits)         ED2FFK         Knowledge and         Understanding of	(20 credits) ning and development (20 credits) Professional Practice expertise in ICT (10 oloured pathway for s ED2FEP Evaluating playwork with 4 – 8 year olds (10 credits) ED2FIP The Importance of Play	<ul> <li>(20 credits) credits)</li> <li>sector endorsement</li> <li>ED2FPL Progress in communication, language, literacy and creativity. (10 credits)</li> <li>ED2FPM Progress in Mathematics (10 credits)</li> <li>ED2FPS Progress</li> </ul>				
ED2FAE Assessmer ED2FIS Issues of in ED2FRM Research ED2FSK Extending Select 30 credits ED2FOD Planning and assessing for intellectual and language development for children under three (20 credits) ED2FOS Supporting development of a positive sense of self in children under three	Iren Learn and Develop         and evaluation of learn         clusion and special need         methods for Developing         subject knowledge and         strom options: Follow c         ED2FFL         Communication,         language, literacy         and creative         development in the         Foundation Stage         (10 credits)         ED2FFK         Mathematics in the         Foundation Stage         (10 credits)         ED2FFK         Knowledge and         Understanding of         the World in the	(20 credits) ning and development (20 credits) Professional Practice expertise in ICT (10 oloured pathway for s ED2FEP Evaluating playwork with 4 – 8 year olds (10 credits) ED2FIP The Importance of Play	<ul> <li>(20 credits)</li> <li>credits)</li> <li>sector endorsement</li> <li>ED2FPL Progress in communication, language, literacy and creativity. (10 credits)</li> <li>ED2FPM Progress in Mathematics (10 credits)</li> <li>ED2FPS Progress in Science</li> </ul>				
ED2FAE Assessmer ED2FIS Issues of in ED2FRM Research ED2FSK Extending Select 30 credits ED2FOD Planning and assessing for intellectual and language development for children under three (20 credits) ED2FOS Supporting development of a positive sense of self in children	Iren Learn and Develop         at and evaluation of learn         clusion and special need         methods for Developing         subject knowledge and         strom options: Follow c         ED2FFL         Communication,         language, literacy         and creative         development in the         Foundation Stage         (10 credits)         ED2FFK         Knowledge and         Understanding of	(20 credits) ning and development (20 credits) Professional Practice expertise in ICT (10 oloured pathway for s ED2FEP Evaluating playwork with 4 – 8 year olds (10 credits) ED2FIP The Importance of Play	<ul> <li>(20 credits)</li> <li>credits)</li> <li>sector endorsement</li> <li>ED2FPL Progress in communication, language, literacy and creativity. (10 credits)</li> <li>ED2FPM Progress in Mathematics (10 credits)</li> <li>ED2FPS Progress in Science</li> </ul>				

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.

	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	Essay/enna stady oo
ED1FSC	Presentation 40 WBA10	Evaluation of activity 50	
ED1FLC		Essay/child protection 50	Resource file30
LDITLC		Essay/enna protection 50	Open book exam 20
ED1FPE			Poster 40 Evaluation50
			WBA 10
	I		(12)1110
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

# **OVERVIEW OF ASSESSMENTS FOR FDED**

## **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: TBA

## 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 Higher Level Teachers Assistants.

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.

## 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 childrendevelop 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.

A. Knowledge and understanding of:	Teaching/learning methods and
• the age-related expectations of children	strategies
•the aims, content and pedagogy of work	Acquisition of knowledge is promoted
based learning	across the programme through lectures,
•play, care and education value and belief	tutorials, seminars, workshops, case
systems, including those relating to anti-	studies, role-play exercises, IT-based
discriminatory practice and equality	exercises, guest lectures, work-based
of opportunity	assignments and through individual
• the statutory frameworks and legal	consultation with academic staff, mentors
definitions relevant to their role.	and personal tutors.
• significant current and emerging	The core modules from Part 1 focus on
theories and principles related to factors	developing students' understanding of the
that can affect the way children learn and	general principles of supporting children.
develop	E.g. ED1FLD covers children's
• the cyclical process of planning,	development 0-11 and the impact on
development, implementation and	learning. The optional module for Part 1
evaluation of provision	extends this and applies it to the selected
• difference and diversity, recognising	route, such as ED1FSF for 3-5 year olds.
individual needs whilst developing	Part 2 provides students with a
tolerance and understanding of others	significant range of choice, enabling
• the potential effect of personal attitudes,	them to deepen their understanding of a
values and behaviour on work with	particular age range, context or subject
children,	area, according to their interests and
parents and colleagues and other inter-	career plans. For example, by selecting
professional relationships	ED2FFL, ED2FFM and ED2FFK, a
• how ICT can be used to advance their	student will gain significant knowledge
own and children's development and	and understanding of the needs of
learning	Foundation Stage children across a wide
• a range of appropriate strategies to	range of curriculum areas. These
establish a purposeful environment and to	packages provide opportunities for self-
promote good behaviour.	directed learning through problem
• how to acquire further knowledge, to	solving and the examination of work -
contribute effectively and with	based problems.
confidence to the work in which they are	A
involved	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.

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		
•	access and review literature to	strategies		
	underpin evidence-based practice	The programme is designed to		
•	use literature within extended written	progressively develop students'		
	projects, case studies, reports and	intellectual skills and to enable them to		
	self-reflective studies	progress to an honours route, if they		
•	assimilate, evaluate and analyse	wish.		
	information	In Part1 the aim is to develop a range of		
•	critically reflect upon observations	fundamental skills to help students make		
	and first hand experience of the	the transition from work to university		
	environment and practice in relation	study. ED1FSS provides a range of		
	to work with children, parents and	outcomes that are reinforced through		
	colleagues from within the	other modules. These skills are		
	organization and from other	developed through lectures, tutorials,		
	organizations	seminars, workshops, case studies, role-		
-	identify key issues	play exercises, IT-based exercises, visits		
•	deal with complex issues both	to settings, guest lectures, work-based		
	systematically and creatively	assignments, and through individual		
	make informed judgements	consultation with academic staff,		
	understand the complex matrix of	colleagues at work, mentors and personal		
	factors that affect the process of	tutors.		
_	teaching and learning	Students are involved in reflective		
-	have high expectations of all children,	evaluations of work – based activities		
	respecting their social, cultural,	with colleagues, tutors and mentors. They assimilate, evaluate and analyse		
	linguistic, religious and ethnic backgrounds and committed to	observations and practice. Students		
	raising their achievement.	contribute to presentations, written		
	ruising their deme vement.	reports and assignments and lead		
		seminars.		
		In Part 2, each student undertakes a		
		supervised, work-based piece of research,		
		building upon Part 1 achievements.		
		ounding upon ruit ruomovements.		
		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		
• design, implement, monitor and assess	strategies		
effective activities which support the	Practical skills are developed through		
individual development and learning of	linking theory to work placements. This		
children and which meet the statutory and	is supported by a mixture of lectures,		
regulatory requirements, in consultation	tutorials, seminars, workshops, case		
with other professionals where necessary	studies, role-play exercises, IT-based		
• promote and support the inclusion of	exercises, guest lectures, work-based		
all, recognising and responding	assignments and through individual		
effectively to equal opportunities issues	consultation with academic staff, mentors		
as they arise,	and personal tutors		
including challenging stereotyped views,	The aim of Part 1 is to develop, in stages,		
bullying or harassment, following	a range of fundamental skills to help		
relevant policies and procedures	students to improve their work – based		
• manage, organise and evaluate their	practice and to move to reflective		
own time, resources, records and	practice. For example, ED1FPE		
information	encourages students to consider the range		
to support decision making	of practical skills that promote a positive		
• build and maintain successful	environment.		
relationships	The options in Part 2 apply and extend		
• improve their own practice, including	the skills developed in the option in Part		
through observation, evaluation and	1 and in other modules into more		
discussion with colleagues	specialised contexts. For example,		
• interest and motivate children to	ED1FST looks at general support for		
progress	children over 5, whereas ED2FPL		
• select and prepare resources and	develops the practical skills of teaching		
activities that meet the diversity of	language and literacy to older children.		
children's needs and interests and support	In Part 2, the research based project focus		
inclusion.	on those skills related to the student's		
• contribute to the planning of	choice of specialist package and so		
opportunities for children to develop and	develops the appropriate practical skills.		
learn in a range of contexts	Many modules require students to		
• monitor children's' responses to	prepare resources to support their		
activities and modify approach	practice and guide students to write in		
accordingly	plain English.		
• monitor children's participation and	All students attend sessions on career		
progress, giving constructive support	development and effective applications.		
• maintain and analyse records of	Trainees are encouraged to visit other		
progress.	settings for observation and evaluation.		
• communicate effectively and sensitively	Assessment		
with children to support them	Students are assessed through a		
• use effective behaviour management	combination of coursework and		
strategies	assessment of practice in work- based		
• organise and manage safely the	settings. Students are assessed in relation		
activities, the physical space and	to their chosen route and receive formal		
resources	assessment of their practice through a		
•use common ICT tools	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		
	nractica		

practice.

D. Treeseforchie al-20. al-1- tax	Tracking (largering and largering)
<b>D. Transferable skills</b> – able to:	Teaching/learning methods and
• communicate ideas, principles and	strategies
theories, arguments and analysis	The teaching and acquisition of these
effectively in speech and writing, using -	transferable skills is firmly embedded in
visual and ICT media as tools where	the programme. As a work-based degree,
appropriate, to specific and non specific	there is particular emphasis on the
audiences;	acquisition and personal development of
demonstrate appropriate critical	a wide range of transferable skills.
thinking skills, including the ability to:	For example, communication skills are
• Identify and summarise the main	taught in ED1FSS, but are also
points in an argument;	considered in ED1FPE, ED1FLD and
• Present and develop an argument,	ED1FSC and these are also deployed in
drawing upon appropriate	the group presentations, individual
evidence, literature and theory;	reports and work – based experiences.
• Analyse and synthesise research,	A care and education culture permeates
theories and ideas from multiple	the programme fed by module content
sources	and the intended learning outcomes, staff
• Examine issues from a range of	(and student) links with practice, lectures
professional and theoretical	by visiting practitioners, visits to other
perspectives;	settings and the analysis of video
• Produce critical and evaluative	material.
responses to planned outcomes	The use of ICT is embedded throughout
• use ICT to support their own	the programme, although there is
development, and the learning and	particular emphasis in the inputs of
development of children;	ED1FSS and ED2FSK.
• work within a team and individually to	Oral presentations, team work and career
complete a relevant and agreed project or	planning are included in modules and in
task	meetings with a personal tutor.
• solve theoretical and practical problems	Time management and use of library
that occur	resources are essential for effective
• improve their own performance through	completion of a degree whilst working;
critical self reflection, the	advice is given in pre-programme
implementation of evidence-based	documentation, induction week and
practice and continued professional	ED1FSS.
development activities.	The programme's strategy on career
• demonstrate and promote the positive	management incorporates the use Careers
values, attitudes and behaviour they	Advisory Services incorporating a taught
expect	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.