

Programme Specification

Foundation Degree Arts Children and Young People
Pathway;
Special Education Needs and Disabilities (SEND)
Teaching Assistant
Early Years
Early Years with Practitioner Status

Valid from: Sept 2019

Programme Code: L591



SECTION ONE: GENERAL INFORMATION

Programme Title

Foundation Degree Arts Children and Young People
Foundation Degree Arts Children and Young People (SEND)
Foundation Degree Arts Children and Young People (Teaching Assistant)
Foundation Degree Arts Children and Young People (Early Years)
Foundation Degree Arts Children and Young People (Early Years with Practitioner Status)

Award titles

Foundation Degree Arts Children and Young People
Foundation Degree Arts Children and Young People (SEND)
Foundation Degree Arts Children and Young People (Teaching Assistant)
Foundation Degree Arts Children and Young People (Early Years)
Foundation Degree Arts Children and Young People (Early Years with Practitioner Status)

Interim awards (L4)

Certificate of Higher Education Children and Young People
Certificate of Higher Education Children and Young People (SEND)
Certificate of Higher Education Children and Young People (Teaching Assistant)
Certificate of Higher Education Children and Young People (Early Years)

Mode of Study

The Foundation Degree Arts Children and Young People can be delivered full time or part time. Modules will be delivered through work-based learning by collaborative partner colleges.

Programme start date/review date

Start date: September 2019
Period of Validation: continuous

Awarding Institution

University of Derby

College Managing the Programme

The Foundation Degree Arts Children and Young People sits within the Institute of Education, within the College of Arts, Humanities and Education.

Institution(s) Delivering the Programme

Barnet Southgate College
Birmingham Metropolitan College
Buxton and Leek College (Buxton Campus)
Buxton and Leek College (Leek Campus)
Cheshire College – South and West
Chesterfield College
Derby College

London College UCK
Loughborough College
Preston's College
Stephenson College
Vision West Nottinghamshire College

Relevant external subject benchmark statement(s)

QAA Foundation Degree Qualification Benchmark (2015)

All programmes leading to UoD awards have been designed and approved in accordance with the UK quality code for Higher Education and subject benchmark statements where applicable.

The University of Derby is subject to periodic review of all its quality and standards by the Quality Assurance Agency. Published review reports are available on the QAA website at www.qaa.ac.uk

External Accreditation

Department of Education (DfE) approved Foundation Degree Arts Children and Young People (Early Years with Practitioner Status) providing a licence to practice in Early Years. A list of these full and relevant qualifications can be found www.gov.uk/guidance/early-years-qualifications-finder

JACS Code(s) X300

Programme specification last updated

September 2019

SECTION TWO: OVERVIEW AND PROGRAMME AIMS

Overview

The Foundation Degree Arts Children and Young People is suitable for practitioners and student practitioners working with children or young people from birth to twenty five years of age in a wide variety of education and care settings. The Foundation Degree Arts enables students to undertake reflective practice with academic application. This Foundation Degree Arts enables both qualified practitioners already employed in the children's and young people's sector and full time student practitioners to develop further academic and vocational knowledge, skills and understanding and to apply these in their work with children and young people through a part time or a full time route.

The Foundation Degree Arts Module Framework is comprised of a set of common Core Modules, sharing the same philosophies, understandings and values for practitioners working in an integrated children's and young people's sector with children and young people 0– 25 years of age. A number of specialist practitioner option modules have been designed so that practitioners and student practitioners can select from these to meet their personal, professional and employment needs and interests. The Pathway option modules include sufficient flexibility to allow students whose work roles change and develop to select modules which meet these changing employment needs.

The raison d'être of the programme is the emphasis of continuous collaborative working, ensuring that the programme continues to be robust and meets the sector requirements. All partner colleges actively participate in the development of the programme to guarantee competency.

Programme Aims

The programme will offer you a range of tutor and peer-led opportunities to facilitate transfer and re-creation of knowledge and will afford the opportunity to create communities of practice. The aims of the programme are:

- To provide opportunities for students to develop a sound base of knowledge of working with children and young people.
- To provide specialist knowledge for working within a specific area of the children and young people's sector.
- To provide pathway specific work-based learning and application of practice.
- To provide flexible learning opportunities in a blended independent learning programme.
- To encourage and enhance communication using various techniques.
- To provide widening Higher Education access to non-traditional students.
- To provide vocational work-based learning integrated with academic rigour.
- To meet local and regional employers and workforce needs.
- To provide academic and vocational progression opportunities for lifelong learning and career development.
- To provide opportunities for personal and professional development.
- To provide opportunities for reflective practice and the development of reflective practitioners.
- To provide a suitable basis for progression to Honours level, via an appropriate further programme of study.

SECTION THREE: PROGRAMME LEARNING OUTCOMES

The Programme Learning Outcomes are designed to meet the QAA Foundation Degree Qualification Benchmarks (2015) and to achieve the appropriate levels 4 and 5 within the Framework for Higher Education Qualifications (FHEQ):

FHEQ	Level	National Qualifications Framework
Foundation Degrees, ordinary (Bachelor's) degrees, Diplomas of Higher Education, Higher National Diplomas and Certificates	I Intermediate	5
Certificates of Higher Education	C Certificate	4

On graduating with a Foundation Degree Arts Children and Young People, students will be able to demonstrate the following:

Knowledge and Understanding

- A specialist knowledge and a critical understanding of the principles of the children and young people's sector and how those principles have developed; an ability to evaluate and interpret these, and understand the appropriateness of different approaches to solving problems within practice.
- An ability to apply underlying concepts and principles outside the context in which they were first studied including the application of those principles in an employment context.
- Examine the process of managing self, self-evaluation and reflection.
- Evaluate the contribution of research to educational thought, policy and practice.

Intellectual Skills

- The ability to use a range of established techniques to initiate and undertake critical analysis of information, to propose solutions to problems arising from that analysis and apply underlying concepts in a practice context.
- The ability to present, critically evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgments in accordance with basic theories and concepts relating to the children and young people sector.
- Demonstrate and exercise reflective skills and independent thinking

Practical / Subject Specific Skills

- An ability to take personal responsibility for decision making in complex and unpredictable contexts and propose solutions to problems arising in their field of study and in a work context.
- An ability to seek and respond to professional feedback to enable skills to be developed.
- Demonstrate the ability to successfully work independently and within a team.

Transferable Skills

The qualities, transferable skills and the learning ability needed for employment, to undertake appropriate further training of a professional and engage in life long learning.

- The ability to communicate information, ideas, arguments, problems and solutions to both specialist and non specialist audiences and deploy key techniques of the discipline effectively. (See Curriculum Map Appendix A)

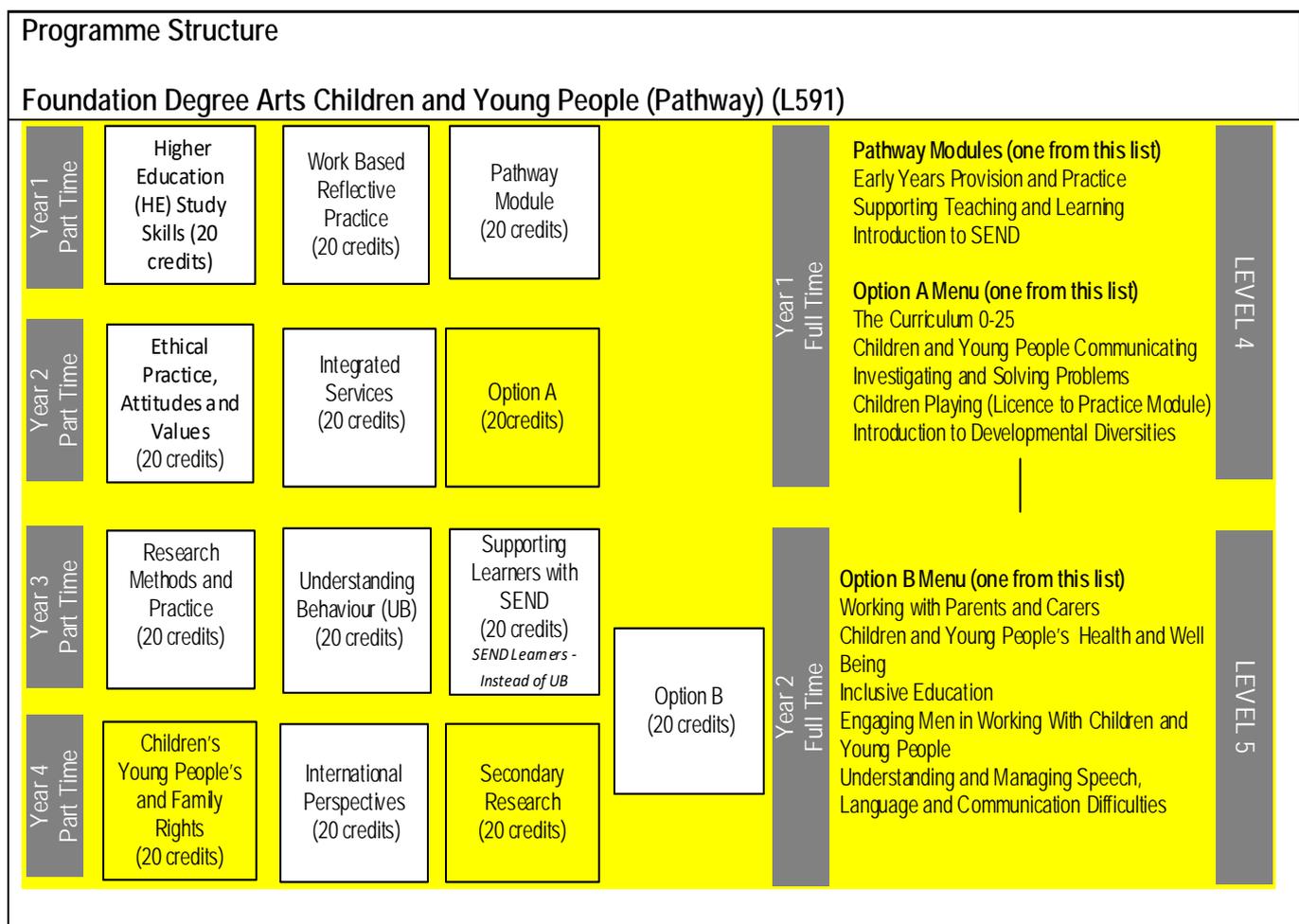
SECTION FOUR: PROGRAMME STRUCTURE

Structure and Curriculum

Each 20 credits (a single module) require 200 hours of your effort, normally over a period of 12 weeks. Some modules are designated as 'through' modules, starting in the autumn and completing at the end of the spring semester. Modules are units of study that are, to a significant degree, free standing in terms of content, teaching and assessment. If you pass a standard module you will be awarded 20 credits. Detailed

information regarding the recommended study requirements is located within the individual module specifications.

The qualification will lead to an award in one of the three pathways, SEND, Teaching Assistant or Early Years. Students undertaking the Foundation Degree Arts Children and Young People (Early Years with Practitioner Status), upon successful completion will be awarded a licence to practice that adheres to DFE requirements.



The programme operates within, and conforms to, the University of Derby Regulatory Framework for undergraduate taught programmes.

The target period the programme can be completed in is four years part time (as indicated in the diagram below) or two years full time. The registration period is 4 years full time, 6 years part time. This is to take into consideration any authorised breaks from study.

Period of Registration

Mode of Study	Target Period	Registration Period
Full Time	Two Years	Four Years
Part Time	Four Years	Six Years

Personal Development Planning (PDP)

Personal development planning is threaded throughout the foundation degree. You are required to reflect on your personal, professional development and vocational practice through work-based learning and assessment.

Opportunities for PDP are included in the programme in the following ways:

- The application of learning materials to current practice within the field of the children's and young people's sector.
- The use of critical, work-based reflection within all modules.
- All modules contained within this programme have been mapped to the National Occupational Standards childcare and Common Core requirements. In all modules you will be required to make explicit links to how learning has helped develop professional practice.
- Academic PDP counselling will inform module selection ensuring a programme of study that reflects both the personal and professional requirements of individual students. You will be encouraged to include reflection of their learning within their professional portfolio.
- You will complete a PDP folder mapping your personal and professional learning journey throughout the programme.

Recording opportunities for PDP are included in the programme by the provision of a core module at each stage that enables you to reflect on your learning in both a personal and professional context and how this may be applied to your current practice.

SECTION FIVE: PROGRAMME DELIVERY

Learning and Teaching Methods

The Learning, Teaching, and Assessment Strategy of the University promote the delivery of flexible programmes to provide widening participation and access to HE for learners. Underpinning the rationale for the teaching and learning methods selected for the delivery of this programme are the following five themes:

- Widening Participation
- Partnership
- Flexibility
- Work based Learning
- Reflective Practice / Personal and Professional Development

These support the University's Teaching, Learning and Assessment Strategy and the QAA Foundation Degree Qualification Benchmarks (2015).

Programme delivery is flexible dependent upon delivery site enabling you to select the delivery time that most suits their work and family commitments.

- Day time provision (for all core and option modules)
- Evening provision (for all core and option modules)
- Weekend provision (for all core and option modules)

This flexibility of delivery time particularly supports non-traditional students such as practitioners who already work in children's and young people's services in 'wrap around learning' allowing for work and

family commitments. The weekend delivery of core modules is available to students who feel able to study with the degree of independence this entails.

In accordance with the philosophy of our programme and the Learning, Teaching, and Assessment strategy of the University, the delivery of the programme offers variety and assures the learning and assessment activities are relevant and of value to future professional practice. The programme uses experiential learning and reflective practice models, recognising the importance of integrating practice experience and formal theory.

The development of skills in critical reflection and evaluation are essential to academic and professional competence, developing questioning graduates with the ability for autonomous practice within their sphere of expertise.

In addition to traditional methods of pedagogy (lecture, seminar etc) you will engage in work-based learning and will be provided with opportunities to apply concepts to real-life situations, thus engaging in 'situated learning' within 'communities of practice' (Wenger and Lave 2007). Experiential, individualised and self-directed learning and a wide range of teaching strategies will be used to enable you to develop personal, professional and transferable skills. Independent and peer-supported strategies, which draw heavily on professional experiences, will be evident in the projects and studies undertaken.

In the future professionals in the children's and young people's sector will be expected to work collaboratively across professional boundaries. Developing skills in inter-professional learning is an integral part of the programme and elements of inter-professional learning will be evident in many of the modules that students will study.

You are required to comply with research governance and ethics principles whilst undertaking your programme of study. This is of particular importance when conducting research involving other people e.g. for module assessments Information on these principles can be found on the University web site at www.derby.ac.uk/research

Learning Preferences and Teaching Strategies

Work-based learning underpinned by academic knowledge and understanding is embedded throughout the programme's teaching and learning strategy.

The programme is delivered through a blended teaching and learning approach utilising a diverse and innovative range of learning and teaching modes including the use of e-learning, on-line resources and audio-visual resources.

You are encouraged to manage your own learning and there is an expectation that you will negotiate with tutors differing approaches to engagement with the programme/module curricula. Below you will find the types of learning they may encounter on the programme:

- Lecture: A presentation or talk on a particular topic.
- Seminar: A discussion or classroom session focusing on a particular topic or project.
- Tutorial: A meeting involving one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project.
- Project supervision: A meeting with a supervisor to discuss a particular piece of work.
- Work-based learning: Structured learning that takes place in the setting.
- Guided independent study: Scheduled learning and teaching activities typically feature alongside time in which you are expected to study independently, which may itself be 'guided'.

Methods of Assessment

Assessment throughout the programme is through 100% coursework.

The emphasis of the assessment methods for this programme is for you to produce assessed work that will be topical, innovative and current to reflect working practices. Thus assessments have been designed to be broad, wide ranging, flexible and innovative, facilitating inter-professional learning and allowing you to produce work relevant to your own specialism within the children's and young people's sector. As a programme team we have endeavoured to provide diversity in the assessment types to ensure that we are catering for the variety of learning styles.

The method of assessment for each module is designed to test the learning outcomes of the module. Each module descriptor outlines the assessment the student will undertake. Each module also includes a piece of formative assessment to be produced within the first 6 weeks of the module. Our approach to assessment assures:

- Each assessment has value and relevance to professional practice
- Academic rigour to test and achieve the module/programme learning outcomes
- The programme operates within the University's Regulatory Framework and conforms with its regulations on assessment.

Assessment methods used include:

- Written assignments, including essays
- Reports
- Oral assessment and presentation
- Audits and SWOT analysis

Progression in assessment from Level 4 to 5

This is reflected in the requirements of the assessment activities used to test the learning outcomes of the modules. These are designed to give consistency and coherence in the development of academic and vocational knowledge, skills and understanding, for example:

In Level 4 modules you are asked to:

- Demonstrate an understanding
- Reflect
- Communicate

In Level 5 modules you are asked to:

- Undertake critical analysis of information
- Use a critical reflective approach to the work context to discuss and examine knowledge, skills and understanding
- Effectively communicate information, argument and analysis

Assessment will be the responsibility of the marking tutors, internal and cross moderators, the External Examiner and the Assessment Board, the function of which will be to consider the performance of students on the Foundation Degree Arts Children and Young People and to determine awards to be ratified by Academic Board. The Board will normally meet twice a year (usually March and July) in order to consider the academic performance of students.

This programme operates within the University's Regularity Framework and conforms to its regulations on assessment.

Further Information

The following programme information is available on Blackboard (University of Derby VLE) and/or Partner College's own VLE

- Programme Handbook
- Module Handbooks
- Handbook for Work-based Critical Friends
- Joint partner created module resources

SECTION SIX: ADMISSIONS

Entry requirements

Our entry requirements are usually 48 UCAS points from A level or equivalent qualifications such as;

- NVQ 3
- BTEC National Certificate
- BTEC National Diploma
- CACHE or NNEB award
- Open College Network Credits
- Completion of a recognised Access to Higher Education course

For further information for UCAS points please visit www.ucas.com

Five GCSEs including English and Maths at Grade 4/C or above or equivalent such as; Key Skills, Functional Skills or Higher Diploma qualifications. It is recognised that not all experienced applicants had the opportunity to achieve five GCSEs or equivalent. While these are preferred, individual circumstances and qualifications may also be considered.

You will be required to write a short essay at the time of interview to demonstrate the ability to understand or make use of written material and are able to communicate clearly and accurately in spoken and written English.

All applicants will be required to attend for an interview

We will also consider information included in your application. We will want to see that you are enthusiastic and motivated to take this course and that you have the potential to benefit from university level study.

Recognition of Prior Learning (RPL) or Accreditation of Prior Experiential Learning (APEL) will be in negotiation with the Programme Leader.

For admissions criteria and process please see www.derby.ac.uk/undergraduate/working-with-children-young-people

Placement requirements;

As this is a work-based learning qualification, you should be employed or undertaking a voluntary placement of two days per week within the context deemed to be relevant to Children's and Young People's sector (Mandatory Placement).

Please consult with your employer/placement provider regarding DBS requirements and costings.

Also, there is a requirement for a work-based practitioner who will act as a critical friend throughout the course. It is your responsibility to find a suitably qualified critical friend to support your professional development during the course.

Entry requirements for Practitioner Status;

To access the Foundation Degree Arts Children and Young People (Early Years with Practitioner Status) you will need to be in employment, or undertaking voluntary placement of two days a week. Upon entry you will be expected to have a level 3 qualification and Maths and English Grade 4/C or above or equivalent such as; Key Skills, Functional Skills or Higher Diploma qualifications.

In addition you will also be expected to complete a portfolio of evidence which maps against the DfE criteria for the Early Years Practitioner status.

SECTION SEVEN: STUDENT SUPPORT AND GUIDANCE

Personal Academic Tutoring (PAT)

Successful academic achievement requires the student to be provided with robust guidance so that they can focus on their learning needs. To address these needs personal and stage tutors support students with academic counselling providing the direction and guidance needed to ensure a personalised support system throughout the programme.

Tutorial support is provided by individual module tutors and may also be provided by either a work-based mentor, where required, as part of the module and through dialogue with other members of the academic team. Tutorials may be undertaken via electronic methods or through organised appointments with the lecturers at the appropriate partner college.

There are many ways in which to access support; either for tutorial support or general programme related matters. The programme has a clearly identified management structure which includes:

Partner College Programme Co-ordinator - overall responsibility for the programme at their site.

Stage Tutors – responsible for specific stages (Level 4 and Level 5)

Personal Academic Tutors – responsible for particular groups of students

Module Leaders - responsibility for individual modules with an academic focus

Academic Counselling:

- You will be initially guided by the programme team regarding your study plan.
- Once enrolled on the programme you will continue to be guided by an identified personal tutor.
- Stage tutors will support and guide you at each stage of the programme (Level 4 and Level 5).

You will also have access to the appropriate module tutor for tutorial support on individual module-related matters.

Work-based Mentor ‘Critical Friend’

In support of studies, you will need to identify a work-based critical friend. The provision of this support will require an agreement between you and the critical friend to ensure guidance with study from someone who works within the setting.

Your Programme Tutor will work in partnership with your critical friend via at least one visit and phone call per academic year.

You may also find that during your studies you may require additional support or advice. For information on who to contact please refer to 'Student Support & Guidance' which gives an overview of the support available.

You will also be able to access sources of help, advice and information at:

www.derby.ac.uk/study/support/student-support

The Student Voice

Whilst we develop academically robust programmes we constantly update and assess the appropriateness of the curriculum via a series of methods. You play an integral part to these processes.

In the first semester we will ask for a student representative to join the programme committee and represent the student group. The students' voice provides an opportunity for the student group to comment on the delivery and learning within the programme and inform the quality and professional standards of their studies. Through the student representatives we will seek formalised feedback on the delivery of each module. The programme team also value informal comments/opinions as to the relevance of the programme in developing professional practice. Consequently the students' views are important to us and the identification of a representative to convey the views of the student group is essential to the success of the programme. The student representatives meet monthly with the Programme Co-ordinator to feedback on the areas of strength and areas for consideration as an ongoing process. The result of this dialogue is fed back to the student body with action points identified and displayed on student notice boards.

You will also be asked to complete module evaluation forms that provide feedback after completion of each module. These will be reviewed by the Programme Co-ordinator and feedback reported to module leaders and to the programme committee. You may also be asked to complete other on-line surveys by module leaders at different stages in their studies.

The formal role of student representative is not extensive and requires attendance at the university typically three times a year- to attend the programme committee meeting. The representative is also required to gather student comment and provide feedback on the outcomes from each meeting.

For details of Programme Committees please see:

www.derby.ac.uk/about/academic-regulations

SECTION EIGHT: POST PROGRAMME OPPORTUNITIES

Upon completion of the Foundation Degree in Children's and Young People's Services with a pass or more it is possible to progress with a direct entry to a level 6 Honours Programme.

Early Years Pathway	Teaching Assistant Pathway	SEND Pathway
BA (Hons) Child and Youth Studies	BA (Hons) Child and Youth Studies	BA (Hons) SEND
BA (Hons) Early Childhood Studies	BA (Hons) Education Studies	BA (Hons) Child and Youth Studies
BA (Hons) Education Studies		

You are strongly advised to think about your personal and professional development throughout your degree studies and seek advice from the University's Career Hub or on campus careers service

SECTION NINE: EMPLOYER LINKS

Employer needs and opinions have been taken into consideration in the design, content and delivery of this programme to ensure relevancy (QAA Foundation Degree Benchmark); ongoing dialogue will be maintained. Work force partners and partner College Colleagues are an integral part of the success, development and rigour of the programme. Including regularly attending programme committee meetings and other key events throughout the academic year. Guest speakers and work-based learning mentors ensure the continuing credibility and currency of the programme within the children and young people sector.

Appendix A

Curriculum Map Programme Learning Outcomes for Levels 4 and 5

Level 4 Learning Outcomes:

1. Demonstrate knowledge of the basic concepts and principles associated with Children and Young People sector, and an ability to evaluate and interpret these within the context of the area of study and evaluate the contribution of research to educational thought, policy and practice.
2. Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgments in accordance with basic theories and concepts of Children and Young People sector
3. Demonstrate understanding of the appropriateness of different approaches to solving problems related to Children and Young People sector.
4. Communicate the results of their work accurately and reliably, with structured and coherent arguments.
5. Develop existing skills and acquire new competencies that will enable them to assume further responsibility within the workplace.
6. Develop the qualities and transferable skills necessary for their employment. Interacts within a learning or professional group, recognising the need for team working skills, roles and supportive leadership and seeks and responds to professional feedback to enable these skills to be developed.
7. The process of managing self, self-evaluation and reflection and independent thinking.

Level 4 Core Modules:

Programme Learning Outcomes Core Modules	Higher Education (HE) Study Skills	Ethical Practice, Attitudes and Values	Integrated Services	Work-based Reflective Practice	Supporting Teaching and Learning (Teaching Assistant Pathway)	Early Years Provision and Practice (Early Years Pathway)	Introduction to SEND (SEND Pathway)
1		x	x	x	x	x	x
2		x	x	x	x	x	x
3		x	x	x	x	x	x
4	x	x	x	x	x	x	x
5	x	x	x	x	x	x	x
6	x	x	x	x	x	x	x
7	x	x	x	x	x	x	x

Level 4 Option Modules:

Programme Learning Outcomes Option Modules	The Curriculum 0-25	Children and Young People Communicating	Investigating and Solving Problems	Children Playing	Introduction to Developmental Diversities
1	x	x	x	x	x
2	x	x	x	x	x
3	x	x	x	x	x
4	x	x	x	x	x
5	x	x	x	x	x
6	x	x	x	x	x
7	x	x	x	x	x

Level 5 Learning Outcomes:

1. Demonstrate further and deeper knowledge and critical understanding of the principles of Children and Young People sector, and of the way in which those principles have developed.
2. Demonstrate an ability to apply underlying concepts and principles outside the context in which they were first studied including the application of those principles in an employment context.
3. Demonstrate understanding of the main methods of enquiry in Children and Young People sector, and the ability to evaluate critically the appropriateness of different approaches to solving problems in this field of study.
4. Demonstrate an understanding of the limits of their knowledge and how this influences analyses and interpretations based on that knowledge.
5. Use a range of established techniques to initiate and undertake critical analysis of information and to propose solutions to problems arising from that analysis.
6. Effectively communicate information arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively.
7. Evidence the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making. Interacts appropriately applying respect to

others, co-operating, negotiating, persuading, contributing to discussions, awareness of interdependence with others and lead roles. Seeks and responds to professional feedback to enable these skills to be developed.

8. Examine the process of managing self, self-evaluation and reflection by drawing conclusions demonstrating depth of analysis and individual independent thought.

Level 5 Core Modules:

Programme Learning Outcomes Core Modules	Understanding Behaviour	International Perspectives in Provision and Practice in Children and Young People Sector	Children's, Young People's and Family Rights	Research Methods and Practice	Secondary Research	Supporting Learners with SEND
1	x	x	x	x	x	x
2	x	x	x	x	x	x
3	x	x	x	x	x	x
4	x	x	x	x	x	x
5	x	x	x	x	x	x
6	x	x	x	x	x	x
7	x	x	x	x	x	x
8	x	x	x	x	x	x

Level 5 Option Modules:

Programme Learning Outcomes Core Modules	Working with Parents and Carers	Children and Young People's Health and Well-being	Engaging men in Working with Children and Young People	Inclusive Education	Understanding and Managing Speech Language and Communication Difficulties
1	x	x	x	x	x
2	x	x	x	x	x
3	x	x	x	x	x
4	x	x	x	x	x
5	x	x	x	x	x
6	x	x	x	x	x
7	x	x	x	x	x
8	x	x	x	x	x