

# PROGRAMME SPECIFICATION

## Foundation Degree Arts in Early Years Practice

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	City of Liverpool College
<b>JACS Code</b>	L520
<b>Programme Duration</b>	Full-Time: 2 Years
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	The Foundation Degrees in Early Years is informed by the Early Childhood Studies Benchmark statements October 2014. The current curriculum framework Early Years Foundation Stage 2014. Working Together to Safeguard Children 2015, Keeping Children Safe in Education 2015, OFSTED Inspection Framework 2015
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Foundation Degree Arts in Early Years Practice Certificate of Higher Education in Early Years Practice
<b>Link Tutor</b>	Claire Hennessy

## Educational aims of the programme

Overall aim: To develop knowledge, understanding, intellectual and practical skills appropriate to working in children's services with early years.

Specific Aims:

The programme aims to

- Provide the appropriate knowledge and understanding required for the care and education of children across children's services; considering a range of pedagogical approaches.
- Provide an appropriate understanding of the regulatory and legislative framework for Early Years, and prepare students to work within this framework;
- To enhance multi-professional practices working collaboratively with others in an Early Years context.
- Deliver the professional and practical skills and competencies which are required to work in children's services, demonstrating knowledge of political, economic, cultural and ideological contexts.
- Ensure that students can demonstrate within their practice that they have adopted appropriate value and belief systems for Early Years or play or school based settings; these include values relating to anti-discriminatory practice, equality of opportunity and ensuring inclusive practice.
- Develop student's self-awareness and reflection, including the ability to evaluate their effect on other people and in the environment in which they work.
- Develop students' ability to understand and apply the principles of evidence based practice;
- Develop students as reflective practitioners, with an understanding of the need for commitment and lifelong learning.
- Encourage communication using various techniques
- Develop the personal and transferable skills critical to practitioners in children's services. These skills include communication, application of numbers, IT, team working, problem solving, effective time management, self-reflection and academic writing.
- Provide a suitable basis for progression to Honours level, via an appropriate further programme of study.
- Develop analytical and evaluative skills and provide the opportunity to engage in academic study of Early Years

### Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

*A student who is eligible for this award will be able to:*

Demonstrate knowledge of the underlying concepts and principles associated with Early Years, and an ability to evaluate and interpret these within the context of that area of study

Evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work

Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments

Demonstrate the ability to manage time and work to deadlines

Undertake further training and develop new skills within a structured and managed environment

Understand and demonstrate significant and emerging theories and principles relating to children's care and education, play and Early Years values

Identify and discuss the regulatory and legislative framework for children and young people's services and settings

Explore accessed literature reviewed to underpin evidence-based practice and use this knowledge within extended written projects, case studies, reports and self-reflective studies

Discuss inter-professional relationships and group working, recognising the importance of working in partnership with children and parents

Examine the role of the adult in promotion of holistic development

Demonstrate the qualities and transferable skills necessary for employment in an appropriate

Communicate using various methods

The ability to present and evaluate qualitative and quantitative data in order to develop lines of argument and make sound judgement in accordance with basic theories and concepts around Early Years

## **Target award Learning Outcomes - Foundation Degree Arts**

*A student successfully completing the programme of study will have acquired subject knowledge and understanding as well as skills and other attributes.*

### **Knowledge and understanding**

*A student who is eligible for this award will be able to:*

A1. Discuss significant and emerging theories and principles relating to children's care and education, play and Early Years values.

A2. Explore issues relating to anti-discriminatory practice and equality of opportunity taking into account historical, contemporary, social and cultural perspectives.

A3. Identify and analyse the regulatory and legislative framework for children and young people's services and settings.

A4. Analyse accessed literature reviewed to underpin evidence-based practice and use this knowledge within extended written projects, case studies, reports and self-reflective studies.

A5. Demonstrate the process of managing self, self-evaluation and reflection.

A6. Discuss and analyse inter-professional relationships and group working, recognising the importance of working in partnership with children and parents.

A7. Explain the role of the adult in holistic development.

A8. Analyse a range of approaches to demonstrate knowledge when problem solving in relation to working within the Early Years

A9. Evaluate the contribution of research to educational thought, policy and practice

### **Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

Interactive lectures with a range of student centred learning methods, student and tutor led seminars; individual and small group tutorials, student presentations, discussions, debates and case studies.

Work based learning will be an integral part of each module where students will use their own and other students' workplaces as a learning environment. Employers from settings will be invited to contribute to sessions in either the workplace or college sessions.

Students will also have the opportunity to utilise online learning and support networks.

They will have the opportunity to use their workplace expertise and reflect on this with reference to relevant

directed activities and reading; thus they will have the opportunity to improve their practice.

Module leaders will seek to design innovative modes of delivery that will facilitate student access to the curriculum and build their repertoire of study skills in preparation for future Honours level study.

Students will have the opportunity to visit other workplaces to widen their experiences and work-based skills, thus increase their knowledge of Early Years settings and enhance their employability in the sector.

Students will be expected to engage in a range of appropriate reading throughout the duration of the course to supplement and consolidate what is being taught/learned, and actively participate in their own learning and that of others.

### **Assessment**

Module tutors will provide a range of assessment activities, which include those incorporated into students' workplace practice. Therefore, students' key and transferable skills will be enhanced.

Assessment methods are specified in each module handbook, and may include essays, case studies, presentations (individual or group), reports, projects, resource development, reflective diaries, observation files, personal development portfolios, timed essays (exam) and small scale research project.

All assessment methods will require assessment of the student's ability to link theory to practice. Formative and summative feedback strategies will be employed.

## **Skills and other attributes**

### **Intellectual Skills**

*A student who is eligible for this award will be able to:*

- B1. Present, evaluate and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of children's learning and development.
- B2. Communicate the results of their study accurately and reliably, and with structured and coherent arguments.
- B3. Demonstrate reflective skills
- B4. Demonstrate and exercise independent thinking

### **Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

Intellectual skills are developed through practical project work, tutorial and coursework. Student centred learning methods, student and tutor led seminars, individual and small group tutorials, student presentations, discussions, debates, case studies, higher order questioning techniques and constructive feedback on assignments will all contribute to the development of the identified intellectual skills.

Application of these skills are developed through the above work and via reflection upon students' own professional practice.

### **Assessment**

Module tutors will provide a range of assessment activities, which include those incorporated into students' workplace practice. Therefore, students' key and transferable skills will be enhanced.

Assessment methods are specified in each module handbook, and may include essays, case studies, presentations (individual or group), reports, projects, resource development, reflective diaries, observation files, personal development portfolios, timed essays (exam) and small scale research project.

All assessment methods will require assessment of the student's ability to link theory to practice. Formative and summative feedback strategies will be employed.

## **Professional practical skills**

*A student who is eligible for this award will be able to:*

- C1. Demonstrate knowledge of the underlying concepts and principles associated with the practitioner role, and an ability to evaluate and interpret these within the context of appropriate settings
- C2. Evaluate the appropriateness of different approaches to solving problems related to working with children
- C3. Make decisions to support children and families
- C4. Seek professional feedback and respond to enable skills to be developed
- C5. Demonstrate the ability to work within a team

### **Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

Work based learning will be an integral part of each module where students will use their own and other students' workplaces as a learning environment.

They will have the opportunity to use their workplace expertise and reflect on this with reference to relevant directed activities and reading; thus they will have the opportunity to improve their practice. For example the first two hours of taught time may relate to a nursery setting, looking at theory in practice and examining a particular theme or issue in context of the workplace.

Students will have be encouraged to visit other workplaces to widen their experiences and work- based skills, thus increase their knowledge of early years settings and enhance their employability in the sector.

Students are expected to apply the knowledge gained in college to their work setting. Each student has a mentor who will continue to support the student in the development of knowledge skills and values that compose competency, as defined by the National Occupational Standards.

### **Assessment**

Tutors will visit students in the workplace and complete a feedback record sheet in relation to the outlined practice skills.

Assessment methods are specified in each module handbook, and may include essays, case studies, presentations (individual or group), reports, projects, resource development, reflective diaries, observation files, personal development portfolios, timed essays (exam) and small scale research project.

All assessment methods will require assessment of the student's ability to link theory to practice. Formative and summative feedback strategies will be employed to ensure that all learning outcomes are demonstrated and achieved.

## **Transferable / key skills**

*A student who is eligible for this award will be able to:*

D1. The qualities and transferable skills necessary for employment in an appropriate setting

D2. Manage time and work to deadlines

D3. Communicate using various methods

### **Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

The teaching and learning strategies used to promote these skills include discussion and practice of group work and the development of the students own learning styles.

Transferable skills are generally incorporated within assignments as appropriate. Guidance is provided regarding the communication of ideas both verbally and in writing and the promotion of the use of information technology for researching and producing assessable work.

The work-based element of the modules allows students to develop these skills within their own working environment and that of other students.

### **Assessment**

Module tutors will provide a range of assessment activities, which include those incorporated into students' workplace practice. Therefore students' key and transferable skills will be enhanced. Professional Development portfolios will be used to collate and present evidence of transferable skill development.

## **Programme structure - programme rules and modules**

### **Programme rules**

FDA Early Years Practice (240 credits). Students who have been unable to complete the full award but have achieved 120 credits at level 4 will be entitled to an Exit Award of a Certificate of Higher Education.

To complete successfully any module, the student must achieve an overall grade of 40% or above.

Awards with Merit and Distinction

Information regarding Merit and Distinction awards can be found in the Academic Framework:

<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Level 5	Potential Awards on completion	Foundation Degree Arts
Core	Option	Award Requirements
5501EYCOLC Reflection in the Early Years (20 credits)		120 core credits at level 5 0 option credits at level 5

5502EYCOLC Inclusion (20 credits) 5503EYCOLC Leading and Managing in the Early Years (20 credits) 5504EYCOLC Research Enquiry (20 credits) 5505EYCOLC Safeguarding Practice within the Early Years (20 credits) 5506EYCOLC Health and Wellbeing within the Early Years (20 credits)		
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4501EYCOLC Personal Progression and Development (20 credits) 4502EYCOLC The Developing Child (20 credits) 4503EYCOLC Technology in the Early Years (20 credits) 4504EYCOLC The History of Childhood (20 credits) 4505EYCOLC Working in Partnership (20 credits) 4506EYCOLC Early Years Education (20 credits)		120 core credits at level 4 0 option credits at level 4

## Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.  
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

## Opportunities for work-related learning ( location and nature of activities)

Students will be based in a range of Early Years' settings, normally their own workplace. However, students who are not employed will be given the opportunity to participate in work based learning within an Early Years establishment for a recommended 300 hours per level. Support can be provided in finding an appropriate placement once a place on the course has been offered conditionally.

Work related learning will be an integral part of each module where students will use their own and other students' workplaces/placement as a learning environment. They will have the opportunity to use their workplace expertise and reflect on this with reference to relevant directed activities and reading; thus they will have the opportunity to improve their practice. For example, the first two hours of taught time may relate to a nursery setting, looking at theory in practice and examining a particular theme or issue in context of the workplace. Students will be encouraged to visit other workplaces to widen their experiences and work- based skills, thus increase their knowledge of Early Years settings and enhance their employability in the sector. Students are expected to apply the knowledge gained in college to their work setting. Each student has a mentor who will continue to support the student in the development of knowledge skills and values that compose competency.

## Criteria for admission

### Other

For those qualifying at Level 3 prior to September 2014:

At least two years recent and relevant experience working with children in either paid or voluntary employment. Evidence from employer or voluntary organisation of a recent, clear DBS check (i.e. completed in the 12 months prior to the start of the programme).

A level 3 full and relevant qualification (as listed by the DfE) in Early education and Childcare. A list of these full and relevant qualifications can be found at:

<http://www.education.gov.uk/eypqd/level5.shtml>

English GCSE at grade C or equivalents. (e.g Level 2 key skills Communication, Level 2 Functional Skills.)  
Candidates without this qualification will be required to write a short essay at the time of interview to

demonstrate the ability to understand and make use of written material and are able to communicate clearly and accurately in spoken and written English.

A satisfactory reference from their employer or voluntary organisation, which indicates support for the student in undertaking the Foundation Degree and in providing a mentor to support the student with the work based learning.

For those qualifying at Level 3 after September 2014:

A level 3 full and relevant qualification (as listed by the DfE) in Early Education and Childcare. A list of these full and relevant qualifications can be found at:

<http://www.education.gov.uk/eypqd/level5.shtml>

English GCSE at grade C or equivalents. (e.g Level 2 key skills Communication, Level 2 Functional Skills.) Candidates without this qualification will be required to write a short essay at the time of interview to

demonstrate the ability to understand and make use of written material and are able to communicate clearly and accurately in spoken and written English.

A satisfactory reference from their employer or voluntary organisation, which indicates support for the student in undertaking the Foundation Degree and in providing a mentor to support the student with the work based learning.

A minimum of 96 UCAS points.

N.B. For students whose education has not been in English, evidence will be required of proficiency in English. Typically, applicants will need to have achieved: Band 6.5 in the IELTS (International English Language Testing Scheme), and/or TOEFL (Test of English as a Foreign Language) score of 580 or above (completed within 2 years of date of application to the FdA).

## External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at [www.qaa.ac.uk](http://www.qaa.ac.uk)

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

## Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

## Methods for evaluating and improving the quality and standards of teaching and learning

### Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

### Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

## **Internal Review**

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

## **External Examining**

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

### ***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, teaching, learning and assessment methods of each module can be found in module and programme guides.*