

## Programme Specification

### Programme Title: FdA Early Years Childhood Studies

<b>Awarding Institution:</b>	University of Bolton		
<b>Teaching Institution:</b>	Hopwood Hall College		
<b>Division and/or Faculty/Institute:</b>	Off Campus Division		
<b>Professional accreditation</b>	Professional body	Professional body URL	Status of graduates
<b>Final award(s):</b>	FdA		
<b>Interim award(s)</b>			
<b>Exit or Fallback award(s)</b>	Students who complete 120 credits at Level 4 can exit with a Certificate of HE in Early Years Childhood Studies		
<b>Programme title(s)</b>	FdA Early Years Childhood Studies		
<b>UCAS Code</b>	L592		
<b>JACS Code</b>	X310		
<b>University Course Code(s)</b>	OCD0019 (FT) OCD5028 (PT)		
<b>QAA Benchmark Statement(s)</b>	QAA Standards for Work Based Learning and Foundation Degree. QAA Early Childhood Studies. QAA Foundation Degree Qualification Benchmarks (May 2010).		
<b>Other internal and external reference points</b>	QAA Academic Infrastructure, including the Framework for Higher Education Qualifications and the Code of Practice.  UK Quality Code for Higher Education.  University of Bolton awards framework. CWDC Sector Endorsed Every Child Matters Common Core of Skills and Knowledge of the Children's Workforce (2010) Early Years Foundation Stage (EYFS) Curriculum		

	Framework Tickell Review (2011)
<b>Language of study</b>	English
<b>Mode of study and normal period of study</b>	Full time-2 years Part-time-3 years
<b>Admissions criteria</b> You should hold a relevant Level 3 vocational qualification or 2 relevant A levels. You must be employed/secure employment relevant to the sector (paid or voluntary) for a minimum of two days a week. You will be interviewed by the course tutor before enrolment.	
<b>Additional admissions matters</b> Employment or voluntary role in early years setting Enhanced CRB disclosure	
<b>Fitness to practise declaration</b>  This programme is subject to the University's fitness to practise procedures	
<b>Aims of the programme</b>	
The principal aims of the programme are: <ol style="list-style-type: none"> <li>1. To develop and extend appropriate knowledge and skills to underpin work in the early years sector, recognising the need to embrace new developments.</li> <li>2. To develop flexible practitioners able to work within and across professional boundaries.</li> <li>3. To produce students with a strong academic and vocational background for employment in the Early Years sector or progression onto further academic programmes of study.</li> <li>4. To develop transferable skills for use in the workplace.</li> <li>5. To develop you as a reflective practitioner and setting this in a life long learning context.</li> <li>6. To develop critical awareness of current issues within childcare studies and practice.</li> <li>7. To develop proficiency in professional and practical skills associated with their area of expertise.</li> <li>8. To uphold the Bolton values of social, public and ethical responsibility and environmental sustainability.</li> </ol>	
<b>Distinctive features of the programme</b>	

A well established and professionally respected course that is an exemplar of collaborative working within the University.

The rationale and design of the programme continues to use the criteria for sector endorsement as a reference point of good practice.

The emphasis on the integration of work based learning ensures that the child and his/her parents are at the heart of all learning.

Employers have always been involved with monitoring and evaluation of the programme both as workplace mentors and as students on the course.

The Common Core of Skills and Knowledge for the Children's Workforce is an external reference point that is embedded within the programme to ensure appropriate skills for multi-agency working are developed.

The course has been developed to be delivered with the needs of both practitioners and employers in mind with opportunities for flexible delivery.

Successful completion of the course may enable you to progress onto the BA Hons Early Childhood Studies Top-up degree.

### **Programme learning outcomes**

#### **K. Knowledge and understanding**

On successful completion of the programme you will be able to demonstrate systematic knowledge and understanding of:

1. Theories and research findings on child development that underpin early years practice.
2. A range of pedagogical concepts consistent with professional practice.
3. Social policy and legislation relevant to the safeguarding of children.
4. The values and attitudes that underpin childcare practice.
5. Analysis of contextual roles and structures in services for children.
6. The characteristics of research design.

#### **C. Cognitive, intellectual or thinking skills**

On successful completion of the programme you will be able to demonstrate the ability to:

1. Use reasoning and analysis.				
2. Make links between research, theory and practice which informs ongoing practice				
3. Explore the elements in problem based learning and develop your ability to make informed and appropriate decisions.				
4. Recognise your own responsibilities and wider organisational structures.				
5. Evaluate your skills using appropriate evidence including the use of reflective models.				
<b>P. Practical, professional or subject-specific skills</b>				
On successful completion of the programme you will be able to demonstrate the ability to:				
1. Contribute to the safeguarding of children from abuse and promote personal sense of care and safety in the child.				
2. Assess and identify ways of providing an enabling environment for children.				
3. Work in partnership with parents.				
4. Plan, implement and evaluate programmes of learning creating an inclusive framework.				
5. Plan for and manage services for children including working independently or as part of a team or group.				
<b>T. Transferable, key or personal skills</b>				
On successful completion of the programme you will be able to demonstrate the ability to:				
1. Communicate effectively with a variety of audiences (children, peers /colleagues, parents, health and social services and other external agencies).				
2. Assess and share information with other professionals.				
3. Engage in continuing personal, educational and career development.				
4. Be competent in the use of Information technology.				
5. Apply numerical skills in the gathering, interpretation and representation of data.				
<b>Programme structure</b>				
FdA Early Years Childhood Studies- 240 credits				
All modules at Level 4 are 20 credits (6 core modules). Students may exit at Level 4 with 120 credits with a Certificate of HE.				
All Level 5 modules are 20 credits , except for the final Independent Study which is 40 credits.				
Progression from FdA onto an BA Hons Early Years Top-up degree				
<b>Module Code</b>	<b>Module title</b>	<b>Core/ Option/</b>	<b>Credits</b>	<b>Length (1, 2 or 3</b>

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		Elective (C/O/E)		periods)
EYC 4001	Study Skills and Using Evidence	C	20	1
EYC 4002	The Developing Child	C	20	1
EYC 4003	ICT to Support Children's Learning	C	20	1
EYC 4004	Facilitating Children's Learning	C	20	1
EYC 4005	Inclusive Practice	C	20	1
EYC 4006	Social Policy for Early Years	C	20	1
EYC 5001	Self Reflective Practice	C	20	1
EYC 5002	Safeguarding Children	C	20	1
EYC 5003	Managing Sessions	C	20	1
EYC 5004	Research Perspectives	C	20	1
EYC 5005	Independent Study	C	40	1

**Learning and teaching strategies**

Lectures will introduce the key learning for each module, followed by classroom based activities that apply learning and theoretical perspectives to work based scenarios. You will be supported in the development of independent research skills through formative feedback and directed reading. You will be expected to increase your ability to work independently in the later part of the course.

Tutorials will be included as part of each module programme. The Practice Trainer will develop your professional practice through observations in the workplace and professional 1:1 discussions.

**Learning activities (KIS entry)**

	Course Year	
	1	2
Scheduled learning and teaching activities	70%	70%
Guided independent study	30%	30%

### Assessment strategy

A variety of assessment methods are used throughout the course, these include, essays, presentations, case studies, activity plans, reflective accounts, critical evaluations and in the final module an independent study in an area of your practice. Each piece of assessment will require you to apply theoretical perspectives to your practice and the work setting. You will complete a PDP Portfolio in the Study Skills module as part to the summative assessment.

Group discussions, class based activities and 1:1 tutorials will form part of the formative assessment strategy, in addition to reflective accounts on your learning which will be included in your PDP portfolio. The role of the Practice Trainer is also to give feedback in the work place to develop your professional and practical skills

### Assessment methods (KIS entry)

	Course Year	
	1	2
Written exams	0%	0%
Coursework	100%	100%
Practical exams	0%	0%

### Assessment regulations

- Assessment Regulations for Undergraduate Modular Programmes

### **Role of external examiners**

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

### **Support for student learning**

- The programme is managed by a programme leader
- Induction programme introduces the student to the College and your programme
- Each student has a personal tutor, responsible for support and guidance
- Personal Development Planning (PDP) integrated into all programmes
- Feedback on formative and summative assessments
- A Student Centre providing a one-stop shop for information and advice
- Library and IT services
- Faculty and Programme Handbooks which provide information about the programme and University regulations
- The opportunity to develop skills for employment

### **Methods for evaluating and enhancing the quality of learning opportunities**

- Programme committees with student representation
- Module evaluations by students
- Students surveys, e.g. National Student Survey (NSS),
- Annual quality monitoring and action planning through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs) Subject Annual Self Evaluation Report (SASERs), Faculty Quality Enhancement Plans (FQEPs), University Quality Enhancement Plan (UQEP)
- Peer review/observation of teaching
- Professional development programme for staff
- External examiner reports
- Collaborative partner early years steering group
- Early Years Sector endorsed (SEFDEY) national and regional groups

### **Other sources of information**

Student portal

Faculty Handbook <http://www.bolton.ac.uk/Students/FacultyofWell-BeingSocialSciencesHandbook.pdf>

Programme Handbook  
Student Entitlement Statement  
Module database  
Its Learning  
External examiners reports  
<http://www.bolton.ac.uk/Quality/QAECContents/ExternalExaminersReports/Home.aspx>  
Careers (<http://www.bolton.ac.uk/careers>)

**Document control**

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<b>Date approved:</b>	
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<b>Document History:</b>	



Learning outcomes map

Module title	Mod Cod e	Status C/O/E	K1	K2	K3	K4	K5	K6	C1	C2	C3	C4	C5	C6	P1	P2	P3	P4	P5	P6	T1	T2	T3	T4	T5
Study Skills and Using Evidence	EYC 4001	C	DA			TA		T	TA	D	D		D								D	D	D	TA	
The Developing Child	EYC 4002	C	DA	TA		TA			T	T							DA								
ICT to Support Children's Learning	EYC 4003	C	DA						T							D		TA						TA	D
Facilitating Children's Learning	EYC 4004	C	D			TA			T				DA			DA	DA	TA			DA	A			
Inclusive Practice	EYC 4005	C	D			TA			T			TA				TA	TA								
Social Policy for Early Years	EYC 4006	C	TA		T		TA		T			TA				D									
Self Reflective Practice	EYC 5001	C	T		TA	TA			TA		TA	TA	TA						TA		DA	DA	TA		
Safeguarding Children	EYC 5002	C	TA				TA		TA		T				TA		TA					DA			
Managing Sessions	EYC 5003	C	T			TA			TAD	T			TA			TA	TA	TA			A	D			
Research Perspectives	EYC 5004	C	TA					TA	TA	TA	TA											D			TA

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es																									
Independent Study	EYC 5005	C	TA					TA	TA	TA	TA	A							D		A	A			TA

K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)

**Module listing**

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Module title	Mod Code	New? ✓	Level	Credits	Type	Core/Option /Elective C/O/E	Pre-requisite module	Assessment 1			Assessment 2			Assessment 3		
								Assessment type	Assessment %	Add Y if final	Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Study Skills and Using Evidence	EYC 4001	✓	4	20		Core		Essay	60%	Y	Portfolio	40%				
The Developing Child	EYC 4002	✓	4	20		Core		Essay	100%	Y						
ICT To Support Children's Learning	EYC 4003	✓	4	20		Core		Report	100%	Y						
Facilitating Children's Learning	EYC 4004	✓	4	20		Core		Reflective Account	70%	Y	Presentati on	30%				
Inclusive Practice	EYC 4005	✓	4	20		Core		Essay	100%	Y						
Social Policy	EYC 4006	✓	4	20		Core		Essay	100%	Y						
Developing Self Reflective Practice	EYC 5001	✓	5	20		Core		Essay	100%	Y						
Safeguarding Children	EYC 5002	✓	5	20		Core		Essay	100%	Y						
Managing Sessions	EYC 5003	✓	5	20		Core		Essay	60%	Y	Observati on in practice	40%				
Research Perspectives	EYC 5004	✓	5	20		Core		Literature search	25%		Essay	75%	Y			
Independent Study	EYC 5005	✓	5	40		Core		Independ ent Study	100%	Y						

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### Bolton Key Core Curriculum requirements

Module Title	Module Code	C/O/E	Employability											Bolton Values		
			PDP	Communication	Team work	Organisation & Planning	Numeracy	Problem solving	Flexibility & adaptability	Action planning	Self awareness	Initiative	Personal impact & confidence	Inter-nationalisation	Environmental sustainability	Social, public and ethical responsibility
Study Skills and Using Evidence	EYC 4001	C	TA	TA		DT	D	D	D	D	DTA	D	DTA			
The Developing Child	EYC 4002	C		TA				TA				D				
ICT To Support Children's Learning	EYC 4003	C		DTA		TA	D	T		D		D			T	
Facilitating Children's Learning	EYC 4004	C		A	D	TA		TA	D	TA	D	TA	D			
Inclusive Practice	EYC 4005	C		D	TA						D					TA
Social Policy	EYC 4006	C						DA						T		TA
Developing Self Reflective Practice	EYC 5001	C	TA	DTA	DA					TA	DTA	DTA				D
Safeguarding Children	EYC 5002	C		TA	T			TA		TA	D	D	D			TA
Managing Sessions	EYC 5003	C	DA	D	T	DA		TA	DA	A	DA	A	DA		D	

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<b>Research Perspectives</b>	<b>EYC 5004</b>	C		D		DA	D			DA		D		DA	D	TA
<b>Independent Study</b>	<b>EYC 5005</b>	C		DA		TA	DA	TA				DTA	DA	DA	DA	TA

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)