

**Programme Specification – Foundation Degree Courses  
for courses starting in Academic Year 2019/20**

**Programme Specification for FdA Early Years Professional**

**This document applies to Academic Year 2019/20 onwards**

<b>1.</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2.</b>	<b>Teaching institution</b>	The Learning Institute
<b>3.</b>	<b>Programme accredited by</b>	N/A
<b>4.</b>	<b>Final award or awards</b>	Foundation Degree FdA
<b>5.</b>	<b>Programme title</b>	FdA Early Years Professional
<b>6.</b>	<b>Pathways available and/or Linked Honours Degree progression route/s</b>	BA Professional Practice BSc Child and Adolescent Mental Health See section 20 for further details.
<b>7.</b>	<b>Mode and/or site of delivery</b>	Blended learning using approved venues. Consisting of taught sessions in the venues, live online teaching, independent learning as well as two conferences.
<b>8.</b>	<b>Mode of attendance and duration</b>	Blended learning full time (2 years)
<b>9.</b>	<b>UCAS Code</b>	FdA Early Years Professional X315
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">Foundation Degree Characteristics Statement (2015)</a> . <a href="#">Early Childhood Studies Subject Benchmark Statement (2014)</a> <a href="#">Early Years Educator (Level 3) qualifications Criteria 2013</a>
<b>11.</b>	<b>Date of Programme Specification preparation/ revision</b>	April 2019 August 2019, AQU amendments to Section 19.

**12. Educational aims of the programme**

This Foundation Degree recognises and supports the distinctiveness of skills, knowledge and values of early years practice. It will provide the opportunity to deepen knowledge of key concepts and practices that will support the development of practice in early years settings. Given that this is a time of key developmental milestones for babies and young children, having knowledgeable and effective practitioners working in an early years environment makes a significant difference to children's learning and development. Those students completing the Foundation Degree will have developed knowledge, professional and personal skills and attributes needed to provide better lives for children, families and communities, as well as challenging inequalities including, but not restricted to, those associated with gender. The Foundation Degree will prepare students to be more effective advocates for babies and young children in whatever capacity they work, and to facilitate the recognition of the rights of children to actively participate in their world, as well as to recognise children's needs, developmental tasks, diversity and differences.

The Foundation Degree is designed to meet the approved 'full and relevant' Early Childhood benchmark statements as well as the criteria identified for the Early Years Educator. Within the work-based learning element of this Foundation Degree there is an element of assessed performance in an early years setting. As such, on satisfactory completion of this Foundation Degree the graduate can be counted in the EYFS staff:child ratios at level 3 as long as they also hold suitable level 2 literacy and numeracy qualifications. Therefore, this Foundation Degree

programme offers appropriate education and training to students who either already work in the early childhood studies field but lack a qualification at Foundation Degree level, or to those who are interested in studying and working in the field. Graduates would be expected to progress on to a range of careers in the early years provision. If progression to full honours study is completed there is then the potential of further postgraduate qualifications which may be needed in order to work in the health, legal, education and social work fields.

Key professional knowledge and skills will include those that underpin pedagogical choices involved in planning and implementing play, the curriculum, assessment and evaluation. Skills such as evaluating the influence of learning behaviours on the depth and strength of relationships with and between children and the influence of contexts will also be developed. Other professional skills are likely to include: information management, self-direction, team work, taking initiative, decision-making, time management, seeking support where necessary, critical analysis, research and reflective practice, all of which are valued by employers. Specifically, students will be required to carry out independent work, and in doing so, they will become autonomous in managing their own workloads, in taking initiative, and in working effectively and efficiently to deadlines.

This Foundation Degree has been designed to meet the needs of students from a variety of backgrounds, and to meet the progressive and changing demands of employment. Accessibility for students is supported through the use of a single weekly learning session enabling students to balance study, work and home demands. The use of a blend of face-to-face, live online and independent learning further eases the complexities of this balance. An inclusive approach to learning and assessment has resulted in a variety of learning and assessment modes, planned to provide the flexibility needed for successful completion for the full range of successful applicants.

The Foundation Degree is built around a core of modules such as those specifically related to diversity, equality and inclusion in early years provision along with skills needed for academic study and research to ensure successful graduates are equipped to meet the minimum standards of the Early Years Educator. The relevance of these core modules allows students to study with other students on interrelated programmes in their own community. Typically these core modules are taught face-to-face in local venues. This community of practice approach via local delivery in a study group with students from a small number of interrelated programmes provides peer support to enable students to be successful in their study. Specialist modules related to this Foundation Degree are taught using a blended learning approach with teaching taking place live online and some face-to-face delivery. The twice yearly student conferences are designed to enable face-to-face engagement with students on this degree from all study venues, providing opportunities for further development of students' knowledge and understanding of work practices and contexts specific to this Foundation Degree thus promoting employability. The timing of the conferences facilitates study in key specialist modules as well as work-based research.

As a Foundation Degree this course is designed to integrate academic and work-based learning and is intended to equip learners with the skills and knowledge relevant to employment, so satisfying the needs of employees and employers. Work-based learning is a key aspect of the course design which involves learning through work, learning for work and learning at work. It consists of authentic structured opportunities for learning which are achieved in a workplace setting or are designed to meet a workplace need identified in consultation with employers. This type of learning typically has a dual function of being designed to meet the learning needs of the employee, be they paid or voluntary, develop their knowledge, skills and professional behaviours, and also meet the workforce development needs of the organisation. As work-based learning is an integral part of this Foundation Degree students are required to undertake relevant paid or voluntary work each week throughout the course of the programme, with the expectation that students have access to 7 hours per week across the study year.

The FdA Early Years Professional aims to provide students with opportunity to:

- (1) Build knowledge and understanding of early years practice within the wider context of employment and through experience of practice in a range of settings through the integration of knowledge, skills, values, research practices and relevant experience.
- (2) Appreciate the diversity of the baby's and the child's experience of early years including the effects of local, national and global contexts and the influences of culture as well as the effects of diversity, society, politics, history, technology and economic development.
- (3) Evaluate early years policy in a systematic way through engagement in reflections and debates about new principles and knowledge.
- (4) Apply learning to examine, identify and seek to respond to the complex interrelated experiences of babies and young children.
- (5) Analyse theories and practices in relation to early years in a variety of contexts including local, national and international.
- (6) Understand and construct arguments relating to relevant issues such as inter-professional working and competing positions in relation to the concept of childhood.
- (7) Reflect on their own value systems and how these developed, together with learning and practices in order to enhance their development as a learner and a practitioner.
- (8) Demonstrate ethical behaviours in their professional and academic conduct.
- (9) Construct and present ideas and arguments in a well-structured and coherent manner using appropriate academic conventions, including analysis and evaluation of concepts and theories encountered in their studies in relation to problems and solutions.
- (10) Access, organise and make use of relevant information from a variety of sources including from primary and secondary sources and via digital technologies.
- (11) Apply their knowledge, understanding and skills to new situations, including in the workplace. In doing so consider how the sustainability of this application of their knowledge, understanding and skills supports their progression into employment and subsequently into graduate employment.
- (12) Understand a range of pedagogical approaches through an appreciation of the processes of learning and so know how to plan for learning where children are active participants and their wellbeing, safety, rights, health and wellbeing are promoted.
- (13) Understand the interaction between education and contexts for learning including some understanding of: perspectives of child protection, safeguarding, disability, diversity and inclusion, the different education systems and the values underpinning these.

### 13. Intended learning outcomes and learning, teaching and assessment methods

<b>Knowledge and understanding</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1.	Demonstrate knowledge and critical understanding of how philosophical models of children and childhood influence the planning of learning in the Early Years.	FDEP2001
2.	Recognise and reflect upon Early Years pedagogies and the role of the adult within these.	FDEP2003, FDEP2003
3	Recognise and understand the professional roles and responsibilities of adults working with babies and young children, including knowledge of the law and formal procedures relating to key roles in the workplace, and those in relation to partnership working.	FDEP2002

#### **Cognitive and intellectual skills**

<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
4	Demonstrate the personal learning and skills of enquiry required to develop an independent approach to learning whilst understanding the limits of their knowledge and how this may influence analyses and interpretations based on that knowledge in the workplace.	FDLI2002
5	Analyse and constructively critique theories, practice and research in relation to learning, teaching and child development in the Early Years.	FDEP2001, FDEP2002
6	Reflect upon the ethics of studying babies and young children, families and communities and apply appropriate actions in accordance with their values and prescribed practices.	FDLI2002
7	Reason clearly when exploring differences within pedagogical theory and so identify effective strategies for use within Early Years practices.	FDEP2001

#### **Skills and capabilities related to employability**

<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
8	Identify contextual and individual differences that impact on babies and young children such as those centred around beliefs and values or defined by society as well as economic, political and historical factors. As a consequence both respect and empower babies and young children promoting an environment that will allow them to flourish.	FDLI1003, FDEP2002
9	Apply successfully a range of knowledge and skills directly related to learning within the degree programme and so justify actions to solve problems in Early Years practice.	FDEP2003
10	Plan for, and where appropriate implement, play and the curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of babies and young children's health and emotional wellbeing.	FDLI2003
11	Use skills of observation and analysis in relation to aspects of the lives of babies and young children.	FDLI2002, FDLI2003

#### **Transferable/key skills**

<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
12	Process and synthesise primary data, to create new understandings of early years practices and so justify a chosen position having drawn on relevant theoretical perspectives.	FDLI2002
13	Use reflective practice to explore their values, knowledge and skills to extend the development of their and others' learning and performance and so justify a personal position in relation to their professional role in Early Years practice.	FDLI2001
14	Use effective listening and communication skills with babies, children, and adults that would be necessary to converse, debate, support, negotiate, persuade and challenge ideas.	FDEP2003

#### **Learning, teaching and assessment**

As a Foundation Degree, this course intertwines academic and work-based learning, where experience within the workplace takes a central place upon which to build new learning. This new learning takes place across all elements of the degree, during teaching, through independent learning and from work-based learning. A significant aspect of this course is peer learning including that which has been informed by learning from work-based colleagues.

Teaching and learning takes place within a blended learning approach. This approach is seen as the use of both face-to-face and online activities to support learning where the benefits can be seen in the development of the student's ability to work independently, becoming more self-

directed in their approaches to learning<sup>1</sup>. In this Foundation Degree, blended learning will consist of:

- face-to-face teaching with tutors, including two conferences each year;
- live online teaching;
- independent learning, some which is guided by tutors;
- work-based learning.

Within the taught sessions, peer learning is facilitated through group work with students.

To enable their online learning students are expected to have the necessary ICT skills and technology to access the online learning aspects of this degree programme. Nevertheless, students will be provided with training and support to further develop the ICT skills needed to work effectively. These skills, along with the technologies needed, will be self-assessed in the first instance within pre-course tasks and then, as the degree programme progresses, further supported via the Personal Academic Tutor (PAT) and by the partner academic librarian.

### **Teaching**

A core of modules centred on academic and professional development will be taught face-to-face (Table 1: Modes of Learning) in each venue with study groups likely to consist of students from across degrees in that particular study venue. Within each study venue, these core modules will typically be taught by the Personal Academic Tutor who will, in addition, provide scheduled tutorials on at least four occasions in the first year and three occasions in the second year. In addition, work-based learning will provide a major contribution to learning (see below).

The two conferences are integral to the learning on the course (Table 1: Modes of Learning). They are designed to provide face-to-face engagement with students on this Foundation Degree from all delivery venues across the country. To support this, each conference includes 5.5 hours of face-to-face teaching for a particular module, with the opportunity of inclusion of specialist speakers. The remaining conference time of around 3 hours will be dedicated to skills training such as for IT and resources searching as well as student feedback and consultation. There will be additional social time during breaks to meet students and staff from across the suite of Foundation Degrees and from other delivery venues.

Other specialist modules will be taught using a blended learning approach, predominantly via live online teaching though making use of some face-to-face teaching (Table 1: Modes of Learning). Online learning via Blackboard and Collaborate includes this live online teaching, thus enabling students to share the learning experience with others across all venues studying on their degree programme.

In a typical week students will have around 5.5 contact hours of teaching with delivery designed to fit with work-based learning.

Given the blended learning approach to delivery, this contact time could take many forms which could be facilitated either face-to-face or live online, such as:

- Lectures
- Workshops
- Seminars
- Tutorials
- Group work
- Student presentations
- Practical activities
- Problem-based learning
- Discussions

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<sup>1</sup> Linder, K.E. (2016) *The Blended Course Design Workbook : A Practical Guide*. Stylus Publishing: ProQuest Ebook Central.

This Foundation Degree has been designed as one of a suite of interrelated Foundation Degrees in recognition of the benefits of shared professional learning. Modules have been chosen and constructed with this in mind with the majority of modules in level 4 being offered across this range of Foundation Degrees. As such, there is the potential that face-to-face sessions in either core or specialist modules could involve students from up to 4 other interrelated Foundation Degrees, thus providing a mixed group of interrelated professionals. This is designed to provide opportunities for comprehensive discussions and peer learning opportunities, where learning about others' professional roles and responsibilities enriches the learning experience.

Modules delivered via live online learning have foci and learning experiences specific to individual roles and Foundation Degrees. However, at times these specialised modules will be available within more than one of the interrelated Foundation Degrees, again providing the opportunity for an enriched learning experience.

### **Work-based learning**

It is expected that students are engaged in work-based learning, either in an employed or voluntary capacity, for a minimum of 7 hours a week, with some hours accrued each and every study week. Students will need to evidence a minimum of 200 hours WBL over each year of the degree. Work-based learning provides the opportunity to integrate academic and professional practice competence and is intended to equip learners with the skills and knowledge relevant to current employment and future graduate employment.

In order to meet the 'full and relevant' criteria for early years educator there are elements of assessed practice as set out in the work-based learning handbook and assessed in the final module of level 5 FDEP2003.

### **Independent learning**

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning, future employment, as well as academic achievement. Student's independent learning will include aspects of online learning, for example learning in preparation for the next teaching session and preparations for assessment. At times this independent learning may be guided by the tutor. Therefore, in addition to the teaching time, students are expected to undertake around 25 hours of personal self-study per week. Typically, this will involve 15 hours of guided independent study and 10 hours of preparation for assignments.

A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on individual progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful and be successful in securing graduate employment.

Independent learning is supported by a range of excellent learning facilities. With the exception of key texts bought by the student, this Foundation Degree has been designed to be successfully completed making use of electronic resources available including those on Blackboard, the virtual learning environment and the extensive electronic resources via the UW Library Services. The Hive and other physical library resources are available on the University's main campus in Worcester should students want to access these.

**Table 1: Modes of learning**

<b>Mode of learning via:</b>	<b>Core modules</b>	<b>Specialist modules</b>	<b>Weekly time</b>
<b>Face-to-face teaching</b>	Taught face-to-face in study venue. Likely to include study with students on other interrelated Foundation Degrees to	<i>Some</i> face-to-face teaching weeks when generic content is appropriate for study in interrelated Foundation Degrees.	Weekly teaching is <i>either</i> face-to-face <i>or</i> live online.  5.5 hours

	share learning from practice		
<b>Live online teaching</b>		<i>Predominantly teaching is live online to facilitate contact with all students on this Foundation Degree to share specific practice related to this degree.</i>	
<b>Conference Face-to-face teaching</b>	Conference provides opportunity to explore the skills needed for practitioner-based enquiry.	Conference provides opportunity to explore key modules specific to this Foundation Degree.	<i>Replaces that week's 5.5 hours of weekly teaching time.</i>
<b>Conference</b>	<i>Additional time provided for skills training, student feedback and consultation</i>		
<b>Independent study</b>	Independent study included preparation for assignments completed in addition to taught sessions; at times this will have been guided by tutors.		Typically 25 hours
<b>Work-based placement</b>	Work-based placement provides key learning environment to integrate academic and work-based learning.		7 hours

### Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. As teaching is informed by contemporary research and consultancy the tutor team includes educators, academics as well as specialist professionals in various fields.

### Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded or marked as pass/fail. Those graded count towards the overall module grade.

The formal summative assessment pattern for each year of the course is:

#### Level 4

Literature review  
Patchwork  
Essay  
Case study analysis  
Report  
Reflection  
Presentation  
Critical reflection  
Evidence of the accumulated 200 work based learning hours

#### Level 5

Critical reflection  
Essay  
Essay  
Case study analysis  
Patchwork  
Presentation  
Portfolio  
Evidence of the accumulated 200 work based learning hours and early years educator criteria.

### 14. Assessment strategy

The programme's assessment strategy has been considered within the context of UW's [Learning and Teaching Strategy](#), [Assessment Policy](#), [Curriculum Design Policy](#) and [Policy on](#)

[the Management of Work-based and Placement Learning](#). The assessment strategy is designed to enable students to demonstrate their achievement of the programme aims and learning outcomes, module learning outcomes and key skills development.

Formative and summative assessment strategies are used to support personal and professional development, which underpins, but also goes beyond, the achievement of specific learning outcomes. The choice of summative assessment type is determined by its appropriateness in allowing the student to demonstrate they have understood and can meet the learning outcomes giving opportunity for achievement across the full range of grades. Both formative and summative assessments encourage and promote reflection and learning that enable students to think critically and analytically and in doing so analyse and evaluate evidence and current practices. Students will be encouraged to apply this knowledge within their own developing practice.

Progression in assessment is planned across level 4 and level 5, through differently weighted mark schemes with greater demand for critical reflection being required at level 5. A grid showing assessment methods and weightings mapped to modules at each level is included in the assessment section of the course handbook. In the relevant module guide, each assignment has marking criteria based on generic grade descriptors such as:

- Focus and aim of assignment and knowledge and understanding
- Critical approach to reading
- Analysis, argument, reflection and conclusions
- Ability to relate theory to practice
- Clarity of written work and development of academic writing style
- Structure and academic conventions

Wherever possible and practical the anonymity of students in the marking process will be maintained.

## 15. Programme structures and requirements

### Award Map for a Foundation Degree

There are no optional modules at either level 4 or 5 and so modules are mandatory.

Course Title: FdA Early Years Professional		
LEVEL 4		
Module Code	Module Title	Credits (Number)
FDL1001	Supporting academic skills	15
FDL1002	Professional enquiry	30
FDL1003	Promoting the enabling environment	30
FDL1004	Foundations of understanding – learning and development within the EY curriculum	15
FDEP1001	Human growth and development	30

### Requirements at Level 4

Students must successfully complete 120 credits in total at Level 4.

LEVEL 5		
Module Code	Module Title	Credits (Number)
FDL2001	Understanding our personal and professional selves	15
FDL2002	Professional enquiry in action	30
FDEP2001	Creative pedagogies	15
FDEP2002	Working in partnership	15
FDEP2003	Supporting learning in the EY curriculum	30
FDL2003	Assessment, evaluation and planning of learning	15

## Requirements at Level 5

Students must successfully complete 120 credits in total at Level 5.

### Work-based learning

The degree requires that students are engaged in relevant work-based learning either in an employed or voluntary capacity for the duration of the course. For the purpose of this Foundation Degree, work based learning can be achieved in any suitable environment with appropriate learning opportunities working with babies, children and families. Suitable placements include pre-schools, foundation stage classrooms, nurseries, child minding, children's centres, portage schemes. In order to meet the 'full and relevant' criteria for Early Years Educator there are elements of assessed practice as set out in the work-based learning handbook and assessed in the final module of level 5 FDEP2003.

All students will have a WBL mentor. Even where lone working is part of the role there must be a mentor available to support and monitor development.

The experiences gained on placement are essential to the achievement of the Foundation Degree and will also be used to enhance your learning in other modules of the course. Learning in practice is supported through a mixture of work based learning activities, face-to-face delivery, e-learning, directed tasks including research in work place.

Given the significance of WBL throughout the degree the expectation is that students will be engaged in WBL from week 4 in level 4 and week 1 in level 5. These WBL hours should be spread evenly across the year, with some hours accrued each and every study week. This is to provide appropriate WBL experiences in each module. A recommendation is that students access a minimum of 7 hours in a workplace each study week across both years. In order to accommodate occasional illness and unexpected workplace closure, students will need to evidence a minimum of 200 hours WBL over each year of the degree. These hours must be completed and will be included in the assessment of in the following modules: FDLI1003 and FDEP2003.

## 16. QAA and professional academic standards and quality

This Foundation Degree award is located at Level 5 of the FHEQ and has been constructed to allow students to demonstrate the knowledge and qualities as described within the QAA [Foundation Degree Characteristics Statement \(2015\)](#) and within the [SEEC \(2016\) Credit level descriptors for HE](#). The Subject Benchmark Statement [Early Childhood Studies Subject Benchmark Statement \(2014\)](#) as well as [Early Years Educator \(Level 3\) qualifications Criteria 2013](#) the have also been used to develop this programme

The qualification [meets the DfE approved 'full and relevant' criteria](#) for early years qualifications which allows the degree holder to count at level 3 in the staff:child ratios as long as they hold suitable level 2 literacy and numeracy qualifications. This will potentially aid students' employability.

## 17. Support for students

Students will be supported by a Personal Academic Tutor (PAT), module tutors, course leader and work-based learning mentor. In addition the partner academic librarian, partner student support team and partner careers advisor provide additional layers of more specialist support for students. Staff are available via email, the Blackboard Virtual Learning Environment and telephone as appropriate. Students are also supported via student representation on Course Management Committee

### Individual support

The PAT is key in ensuring that students are engaged and supported throughout each year and usually delivers a high proportion of the modules across each year. In particular, the PAT provides tutorial support in person, via email or telephone on 4 occasions in level 4 and 3 in

level 5. This level of involvement ensures appropriate contact time to enable the development of effective working relationships whilst enabling students to build an understanding of the engagement requirements for achievement.

### **Online Learning Environment**

Online support will be available through e-mail and the use of the Blackboard Virtual Learning Environment. Students will be provided with training and support to develop the ICT skills needed to work effectively through the online environment. These skills will be self-assessed in the first instance within pre-course tasks and further supported via the PAT and by the partner academic librarian.

### **Peer support**

As the peer learning support system is integral to the course design and organisation, peers within delivery venue study groups provide a major line of support. The peer support from other students in these local groups, whether studying on the same degree programme or on other interrelated degree programmes, will enable students to maintain engagement and achieve high level outcomes.

### **Student conferences**

The use of twice yearly conferences provide the fulcrum for student interactions with others on the same degree programme whilst learning about professional practice across a wide range of working contexts and localities through peer discussions, thus ensuring that online interactions for degree specific modules are both personal and developmental. The conferences provide a distinctive feature for this Foundation Degree and the other interrelated Foundation Degree programmes associated with it.

The University of Worcester Student Services and the Disability and Dyslexia Service can be accessed through the following links:

<http://www.worcester.ac.uk/student-services/index.htm>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

## **18. Admissions**

### **Admissions policy**

Applications are considered from individuals from a wide range of prior educational and employment experiences. A lack of formal qualifications is not necessarily a barrier to joining the course if an applicant has relevant experience and commitment to learning. The [admissions policy](#) for the programme is designed to encourage access to higher education through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age. The course is also committed to widening participation.

We welcome applicants who can demonstrate the ability to benefit from the course and show their potential to complete the course successfully.

For all applicants, current or recent experience of working with children such as employment or work in a voluntary capacity within a work setting, is desirable.

### **Entry Requirements**

The normal minimum entry requirement for Foundation Degree courses is the possession of 4 GCSEs (Grade C/4 or above) and 1 A Level (or equivalent Level 3 qualification).

Evidence of level 2 literacy is required, for example key skills or functional skills at level 2 or GCSE English Language at grade C/4 or above. As an alternative students whose first language is not English may present evidence of a minimum standard of English at IELTS level 6 (with no less than 5.5 in each element). If you do not have evidence of literacy at level 2 or above then you will be expected to complete a written task to demonstrate competence in written English.

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the [UW website](#). See [Admissions Policy](#) for other acceptable qualifications.

The University of Worcester is committed to providing education to all those who can demonstrate the potential to benefit and succeed. We welcome applicants who hold qualifications/experience different to those shown in this section who can demonstrate the ability to benefit from the course and show their potential to complete the course successfully. See admissions/selection criteria below.

## **Course Requirements**

### **Work-based learning**

As explained in section 15 the degree requires having suitable access to a relevant work setting. Students will be expected to have access to a relevant work setting from week 4 of the course. Although this responsibility lies with the student, The Learning Institute can offer some support in sourcing a work place setting when necessary.

### **Disclosure and Barring Service (DBS) requirements**

Students are required to have an Enhanced Disclosure and Barring Service (DBS) check. Students will not be able to commence practice until clearance is confirmed. Students who are signed up to the DBS update service may not need a new DBS, the University will confirm on an individual basis. Students without a DBS will need to apply for one through the University of Worcester. If the DBS declaration notes a criminal offence, this will be referred to University of Worcester Registry Department for a decision. The University has the right to refuse access to the course to any candidate regarded as unsuitable due to past convictions or cautions.

This requirement complies with the latest guidance in the [Admissions Policy](#) Sections 18 & 19.

### **Recognition of Prior Learning**

Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

### **Admissions procedures**

Full-time applicants apply through UCAS  
FdA Early Years Professional X315

Offers of places are usually made on the basis of the application. However when there is insufficient information on the application form to make a judgement a telephone discussion with representatives from the course team may be required

### **Admissions/selection criteria**

Applications are welcomed by candidates from all sections of the community and there is commitment to the promotion of equal opportunities for all

Applicants with limited or no formal qualifications will be considered and candidates are encouraged to apply if they feel they can benefit from the programme. Candidates with non-standard entry applications will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level. Students with non-standard qualifications may be asked to complete a learning needs assessment.

Students will be selected through a scrutiny of the application form. Through exploration of personal statement, reference and current/previous work experience in a paid or voluntary capacity, focussing on:

1. Commitment to working with and for babies and young children;
2. Insight into the candidates' qualities and values;
3. Personal skills needed for working with babies and young children;
4. Literacy skills in relation to how these will enable them to fulfil the requirements of the course.

## 19. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

### Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in all modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more during the academic year as a consequence of non-submission, will be required to withdraw from the University
- If a student has not passed 90 credits by the reassessment Board of Examiners, and is not withdrawn due to non-submission, they will be required to retake failed modules in the following academic year. Any passed modules will be carried forward.

### Requirements for Awards

Award	Requirement
Cert HE	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Foundation Degree	120 credits at Level 4 and 120 credits at Level 5 as

These awards are not classified.

## **20. Graduate destinations, employability and links with employers**

Employers have been consulted to ensure that the course maintains a closeness to practice supporting progression and so preparing students for future careers in a range of operational contexts as identified in the section below.

### **Student employability**

The Foundation Degree allows students to prepare for employment in a number of ways. On successful completion of the Foundation Degree students will have enhanced knowledge and skills related to roles in Early Years practice.

As a work-based qualification the work-based learning opportunities enable exploration of effective professional practices. In addition values appropriate for working roles will be established and strengthened during the course. The provision of careers advice, support for preparing applications and for interviews is available.

### **Graduate destinations**

Graduates are expected to seek employment working in statutory, voluntary and private sector organisations. The Foundation Degree will support students in pursuing careers in areas such as:

- *Playwork*
- *Family support work*
- *Children's charities: e.g. Barnardos*
- *Leadership and managerial roles within early years provision*
- *Social work*
- *Early years practitioner*
- *Early years Teacher*
- *Children's centre practitioner*

N.B. Further study may be necessary for some these. Further advice is available during the course and from TLI and UW Careers Advisors.

### **Progression to Linked Honours Degree(s)/Top-Up Degree(s)**

The BA (Hons) Professional Practice (BAPP), approved in 2009, with pathways of Early Years, Education and Children's Services provides a progression route for students following the Foundation Degree as well as the BSc (Hons) Child and Adolescent Mental Health Top-Up, approved in 2015, provide routes for students following the Foundation Degree. Students successfully completing the Foundation Degree are eligible to apply for a place on either course. Students will be notified of the appropriate time to apply for either course, the application will be made via students' SOLE pages. It is the intention to provide a specific Top-Up Degree for this Foundation Degree, though this has not yet been validated there has been an agreement to validate this to be ready for graduates of this Foundation Degree.

### **Links with employers**

The Foundation Degree provides opportunities for career progression for students who are already in employment or working voluntarily. Employers are involved in the course design, monitoring work-based learning as well as in module delivery as tutors. During study, students will either be employed or volunteering in the education settings and in statutory, voluntary and private organisations, including roles within children's centres, early year's settings, and youth support programmes, schools, and primary care settings. As a work-based learning degree this closeness to practice provides students with ongoing contact with employers thus enabling them to respond to changes in practices and new professional developments ensuring that their working knowledge of the sector is up to date and relevant.

**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 s/he 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 associated course documentation e.g. course handbooks, module outlines and module specifications.