

School of Education

Title of Programme: Foundation Degree in Early Years

Programme Code: HEN

Programme Specification

This programme specification is relevant to students entering:
01 September 2014

Associate Dean of School (Academic Quality Assurance):
Amanda Roberts

Signature



Programme Specification

Foundation Degree in Early Years

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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 teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	Hertfordshire Higher Education Consortium
University/partner campuses	Hertford Regional College North Hertfordshire College Oaklands College West Herts College
Programme accredited by	Not applicable
Final Award	Foundation Degree (Arts)
All Final Award titles	Early Years
FHEQ level of award	5
UCAS code(s)	X302

A. Programme Rationale

The Foundation Degree in Early Years is intended to give current and prospective Early Years practitioners academic underpinning of the Common Core of Skills for the Children's Workforce (DfES 2010), in addition to professional experience in the workplace and opportunities for the development of personal, academic and professional skills. Apart from providing a framework for consistency and quality in the development of practitioners in the Early Years sector, the degree is also intended to enhance professionalism by enabling career progression.

The programme has been designed to include a balance of academic and practical skills and incorporates a high level of work experience both for students already in a workplace and for those on work placements. This encourages students to apply theory to practice, to analyse and communicate information, and to develop transferable skills which enhance their employment and progression opportunities. The programme fully satisfies the QAA Foundation Degree Qualification Benchmark.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's general educational aims of programmes of study as set out in [UPR TL03](#).

Additionally this programme aims to:

- Provide the appropriate knowledge and understanding required for the care and education of children across Early Years Care and Education Settings
- Deliver the professional and practical skills and competencies which are required when working with children aged 0-7
- Ensure that students can demonstrate within their practice that they have adopted appropriate values and belief systems for work with children aged 0-7 years. These values must include those relating to anti-discriminatory practice, equality of opportunity and ensuring inclusive practice

- Develop students' 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;
- Provide an appropriate understanding of the regulatory and legislative framework for Early Years, and prepare students to work within this framework;
- Develop the personal and transferable skills as required in the Common Core of Skills for the Children's Workforce (DfES 2010) critical to Senior Practitioners in Early Years. These skills include communication, application of numbers, IT, team working and problem solving

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2010 have been used as a guiding framework for curriculum design.

Knowledge and Understanding of:	Teaching/learning methods & strategies	Assessment
<p>A1- Early Years value and belief systems, including those relating to anti-discriminatory practice and quality of opportunity.</p> <p>A2 -The regulatory and legislative framework for Early Years including</p> <ul style="list-style-type: none"> • the rights of Children, parents and other relevant individuals; • the protection and safety of Children; • Data Protection and confidentiality and security of information. <p>A3 - Significant current and emerging theories and principles relating to: Children's learning Child development</p> <p>A4-Managing self, self-evaluation and reflection. This includes the potential effect of personal values and behaviour on work with Children, parents, colleagues within the organization and on those with whom they need to work from outside their organization.</p> <p>A5- Inter-professional relationships and group</p>	<p>Acquisition of A1 and A2 is through a combination of lectures, small group tutorials and coursework at levels 4 and 5 of the programme. Guided learning e.g. reading and online learning material provide additional support for A2.</p> <p>Acquisition of A3 is through a combination of lectures, tutorials and coursework throughout the programme at level 4 and 5</p> <p>Acquisition of A4 is through lectures, project work and course work at level 4 and 5</p> <p>Acquisition of A5 is through lectures, tutorials, coursework</p>	<p>Knowledge and understanding are assessed through a combination of essays, reports, reflective logs and presentations and includes a high proportion of assessment in the workplace</p>

working	<p>and workplace mentoring at levels 4 and 5.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	
Intellectual skills - able to:	Teaching/learning methods & strategies	Assessment
<p>B1- Apply underlying concepts and principles outside the context in which they were first studied including, where appropriate, the application of those principles in an employment context;</p> <p>B2 - Understand the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.</p> <p>B3 - 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;</p> <p>B4 - Undertake further training, develop existing skills, and acquire new competencies that will enable them to assume significant responsibility within organisations;</p> <p>B5 - Access and review literature and underpin decisions with evidence based practice; and know how to use this knowledge within written projects, case studies, reports and self-reflective studies. And will have: the qualities and transferable skills necessary for employment requiring the exercise of</p>	<p>Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above. Analysis, evaluation, problem solving and the application of theory and concepts to practice are further developed through tutorial work, in-course exercises e.g. observations in the workplace and workplace mentoring.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study</p>	<p>Intellectual skills B1-B5 are assessed through coursework including presentations, reports, case studies, essays and reflective logs. Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A as above.</p>

personal responsibility and decision-making		
Practical skills - able to:	Teaching/learning methods & strategies	Assessment
<p>C1- Carry out effectively and efficiently the work roles expected of an Early Years Practitioner</p> <p>C2 - Design, implement, monitor and assess specific activities which support the individual development and learning of children and which meet the statutory and regulatory requirements, in consultation with other professionals where necessary</p> <p>C3 - Manage sessions with groups of children, taking account of their individual needs</p> <p>C4 - Demonstrate a thorough understanding of difference and diversity recognising individual needs as well as developing tolerance and understanding of others;</p> <p>C5 - Manage and evaluate self, and critically reflect on own practice, in relation to work with children, parents, colleagues within the organisation and those with whom they need to work from outside their own setting</p>	<p>Practical skills are developed throughout the programme by integration of theory and practice in learning</p> <p>Skills C1, C2 and C3 are developed through lectures, seminars, and tutorials but especially by workplace experience and workplace monitoring</p> <p>Skill C4 and C5 are developed through planned and evaluated activities and observations carried out in the workplace that draw on the lectures, tutorials, workshops, reading and blended learning materials from the programme.</p> <p>Skill C5 is developed in reflection on practice in the light of theory from lectures, tutorials and reading.</p> <p>During the course students are expected to make effective use of the LRC, StudyNet and other interactive/electronic resources to obtain relevant, current information.</p>	<p>Practical skills are assessed in the main by work based evidence. However, these professional and practical skills may also be demonstrated by coursework assignments, reflective logs, case study reports, presentations and project reports which will contribute to assessment</p>
Transferable skills - able to:	Teaching/learning methods & strategies	Assessment
<p>D1- Communicate ideas, principles and theories, arguments and analysis effectively in speech and writing, using visual and ICT media as tools where appropriate, to specific and non-specific audiences</p>	<p>Transferable skills are developed through the programme by developing the student's awareness of these transferable skills, their application to working with children and the means by which they might be developed further.</p>	<p>Transferable skills are assessed through the programme through the links between theoretical learning and practice assessment that are such a key feature of the programme.</p>

D2 - Demonstrate appropriate critical thinking skills, including the ability to:

- Identify and summarise the main points in an argument;
- Present and develop an argument, drawing upon appropriate evidence, literature and theory;
- Analyse and synthesise research, theories and ideas from multiple sources;
- Examine issues from a range of professional and theoretical perspectives;
- Produce critical and evaluative responses to the content of the learning outcomes

D3 - Use ICT to support their own development.

D4 - Work within a team and individually to complete a relevant and agreed project or task

D5 - Improve their own performance through critical self-reflection, the implementation of evidence-based practice, and continual professional development activities

e.g. Skill D1 is developed through coursework reports, oral presentations and project reports especially in the Work based Module.

Skill D2 is developed through group work and tutorials and reflection and evaluation on workplace experience, case studies and scenarios and through discussion and analysis of workplace experience.

Skill D3 is developed through ICT workshops and use of the Learning Resources Centre throughout the programme.

Skill D4 is developed both in the workplace but also when undertaking group presentations and seminars.

Skill D5 is developed throughout the programme but especially as part of the module Continuing Personal and Professional Development where the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a skills audit.

Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in two modes:

- all four colleges offer a part-time programme for students employed or working voluntarily in an

V1.8 / Sub-degree Programme Specification / April 2015 / AS
© University of Hertfordshire 2014

appropriate workplace, on a day-release basis, one day per week for three semesters.

- Hertford Regional College, Oaklands College and West Herts College additionally offer a full-time programme, three days per week for two semesters, including placements arranged by the college.

The programme leads to the award of a Foundation Degree in Early Years.

Entry is normally at level 4 (with A-level, BTEC level 3 or equivalent qualifications).

Intake is normally semester A (September).

Work-Based Learning, including Sandwich Programmes

Full- and part- time students will work within the Early Years sector either in paid employment, or as a volunteer, or in an assigned placement, during the length of the programme. Students will carry out different tasks within their setting and this will be evidenced through a reflective account in a section of each module.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

All modules are compulsory for the completion of this programme and conferment of the award of FdA Early Years. For the two modules (one per year/level) where the timing of full-time and part-time delivery occurs, this is indicated below with the part-time semester in brackets.

Mode of study

Full time: 3 days per week, 2 semesters

Part-time: 1 day per week, 3 semesters (part-time semester in brackets where different)

Entry point

Semester A

Level 4

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Percentage Practical	Semesters
Legislation and Legal Responsibilities for the Children's Workforce	4FHE1058 (H) 4FHE1057 (N) 4FHE1059 (O) 4FHE1061 (W)	30	English	0	100	0	A
Continuing Personal and Professional Development	4FHE1060 (H) 4FHE1062 (N) 4FHE1063 (O) 4FHE1064 (W)	30	English	0	100	0	AB
The Developing Child	4FHE1065 (H) 4FHE1066 (N) 4FHE1067 (O) 4FHE1068 (W)	30	English	0	100	0	B

V1.8 / Sub-degree Programme Specification / April 2015 / AS
© University of Hertfordshire 2014

Developing Professional Practice in the Workplace	4FHE1069 (H) 4FHE1070 (N) 4FHE1071 (O) 4FHE1072 (W)	30	English	0	100	0	AB
---	--	----	---------	---	-----	---	----

Level 5

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Percentage Practical	Semesters
Compulsory Modules							
Early Years Frameworks for Children aged 0-7: Principles into Practice	5FHE1100 (H) 5FHE1101 (N) 5FHE1102 (O) 5FHE1103 (W)	30	English	0	100	0	A
Approaches to Research in Early Years	5FHE1088 (H) 5FHE1089 (N) 5FHE1090 (O) 5FHE1091 (W)	30	English	0	100	0	AB
Leading and Managing in Children's Workforce Settings	5FHE1092 (H) 5FHE1093 (N) 5FHE1094 (O) 5FHE1095 (W)	30	English	0	100	0	B
Integrated Working in the Children's Workforce	5FHE1096 (H) 5FHE1097 (N) 5FHE1098 (O) 5FHE1099 (W)	30	English	0	100	0	AB

Progression to level 5 requires a minimum of 120 credits and passes in all modules. The award of a Foundation Degree requires 240 credit points passed with a minimum of at least 120 credits at level 5.

Awards with Distinction or Commendation

The University has approved structure and assessment regulations common to all programmes. Full details are provided in UPR AS14.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Award	Minimum requirements	Available at end of Level
University Certificate	45 credit points at level 4	4
Certificate of Higher Education	120 credit points at level 4	4, 5
University Diploma	180 credit points including at least 60 at level 5	5
Foundation Degree (Arts) Early Years	240 credit points including at least 120 at level 5	5

E. Support for students and their learning

Students are supported by access to College support systems and those available at the University of Hertfordshire. In particular each College will provide the following:

- A Programme Manager to help students understand the course/ programme structure
- A Module Tutor to help students to understand the module content, requirements and assessment
- Personal Tutor to provide academic and pastoral support
- Student representative on programme committees
- A designated student administrator
- Induction sessions at the beginning of each new academic year
- StudyNet, a versatile on-line inter – active intranet and learning environment
- LRC support staff including those designated to help develop ICT and Study Skills
- Access to extensive digital and print collections of information resources
- Attractive modern study environment with the use of the Learning Resources Centre
- Support mechanisms including Counselling services and Student support
- Student Union

F. Entry requirements

The normal entry requirements for the programme are:

- 120 UCAS points from a relevant level 3 qualification which includes appropriate workplace experience OR to be able to evidence significant relevant experience at an appropriate level.
- GCSE English Language and Maths at grade C or above or an equivalent from the University of Hertfordshire's equivalency list.
- at least one satisfactory reference from an employer or workplace manager (part-time applicants) or an employer, workplace manager or tutor (full-time applicants)
- evidence of a current enhanced CRB/DBS. Where necessary, the college will process applications for a DBS Disclosure during induction. This will normally be at the student's own expense (currently £44). In the event that a disclosure is not clear, students will be dealt with on an individual basis. Students should be aware that this could lead to their being required to withdraw from the course.
- attendance at a guidance interview with College staff before a place on the course is recommended to the University

The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to ago@herts.ac.uk

Section 2

Programme management

Relevant QAA subject benchmarking statements

Date of validation/last periodic review

Date of production/ last revision of PS

Relevant intakes

Administrative School

Foundation Degree Quality Benchmark

January 13

January 12

Level 4 entering September 2014

School of Education

Table 3 Course structure

Course details					
Course code		Course description			JACS
HEN		Foundation Degree (Arts) Early Years			X300
Course Instances					
Instances code	Intake	Stream	Instances Year	Location:	Mode of study
FDEYH1F	A	Early Years	1	HRC Broxbourne	Full-time
FDEYO1F	A	Early Years	1	OAK St Albans	Full-time
FDEYW1F	A	Early Years	1	WHC Watford	Full-time
FEYHP1P-1	A	Early Years	1	HRC Broxbourne	Part-time
FEYHP1P-2	A	Early Years	1	HRC Broxbourne	Part-time
FEYNP1P-1	A	Early Years	1	NHC Stevenage	Part-time
FEYNP1P-2	A	Early Years	1	NHC Stevenage	Part-time
FEYOP1P-1	A	Early Years	1	OAK St Albans	Part-time
FEYOP1P-2	A	Early Years	1	OAK St Albans	Part-time
FEYWP1P-1	A	Early Years	1	WHC Watford	Part-time
FEYWP1P-2	A	Early Years	1	WHC Watford	Part-time
FEYHP2P-1	A	Early Years	2	HRC Broxbourne	Part-time
FEYHP2P-2	A	Early Years	2	HRC Broxbourne	Part-time
FEYNP2P-1	A	Early Years	2	NHC Stevenage	Part-time

V1.8 / Sub-degree Programme Specification / April 2015 / AS
© University of Hertfordshire 2014

FEYNP2P-2	A	Early Years	2	NHC Stevenage	Part-time
FEYOP2P-1	A	Early Years	2	OAK St Albans	Part-time
FEYOP2P-2	A	Early Years	2	OAK St Albans	Part-time
FEYWP2P-1	A	Early Years	2	WHC Watford	Part-time
FEYWP2P-2	A	Early Years	2	WHC Watford	Part-time

The programme is managed by;

- Dean of School (UH)
- Head of School (College)
- A Link Tutor (UH)
- A College based Programme Manager who is responsible for the day to day management of the programme and can advise students on the programme as a whole
- A College-based Admissions Tutor, with specific responsibility for open days and selection
- A designated Administrator at the Colleges and UH to The programme is managed by; Head of School (UH)

Programme-specific assessment regulations

The programme is compliant with the University's academic regulations ([UPR AS11](#), [UPR AS12](#) or [UPR AS13](#), [UPR AS14](#)) with the exception of those listed below, which have been specifically approved by the University:

- Students need to be working with or for children aged 0-7 throughout the duration of the programme. This may be employment, voluntary work or an assigned placement.
- If a student's attendance drops below 80%, his or her status on the programme is at the discretion of the Module and Programme Boards. If there are serious adverse circumstances for poor attendance these will be considered at the Subject Board

Other sources of information

- Definitive Module Documents
- Module Guides
- Student Handbook
- University of Hertfordshire Course website: <http://www.herts.ac.uk/courses/>
- QAA Benchmark Statement website: <http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>
- Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) [The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#)
- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2008: <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/default.asp>
- SEEC Credit Level Descriptors for Further and Higher Education 2010: <http://www.seec.org.uk/sites/seec.org.uk/files/SEEC%20Level%20Descriptors%202010.pdf>
- QAA Foundation Degree Qualification Benchmark <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Foundation-degree-qualification-benchmark.pdf>
- External Quality Review report website: <http://www.qaa.ac.uk/reviews/reports/instReports.asp?ukprn=10007147>
- UNISTATS website: <http://www.unistats.com/>
- University of Hertfordshire Academic Quality Office website:

V1.8 / Sub-degree Programme Specification / April 2015 / AS
© University of Hertfordshire 2014

(StudyNet → Staff → Department Lists → Academic Quality Office)

- Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14: <http://sitem.herts.ac.uk/secreg/upr/AS14.htm>
- Learning and Teaching Policy and Graduate Attributes, UPR TL03: <http://sitem.herts.ac.uk/secreg/upr/TL03.htm>
- Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03: <http://sitem.herts.ac.uk/secreg/upr/SA03.htm>
- Academic Quality, UPR AS17: <http://sitem.herts.ac.uk/secreg/upr/AS17.htm>
- Index of UPRs for students: http://sitem.herts.ac.uk/secreg/upr_azlist_info.htm
- Information on Programme and Module External Examiners <http://www.studynet1.herts.ac.uk/ptl/common/studentcentre.nsf/Teaching+Documents/184A221E5EECA6B780257A5C00250BA9?OpenDocument>

Other information relevant to the programme

Students are actively encouraged to seek the support of an appropriate mentor within their workplace or placement to further enhance their understanding of the links between theory and practice. Mentors are supported in this role by College Programme Managers and Tutors with guidance being offered in meetings at the Colleges and contacts being maintained through a visit to the workplace.

Part-time students would normally be expected to have an appropriate workplace mentor identified at the start of their programme. The nature of placements for full-time students means that it may not always be possible to have a formally allocated mentor at each placement. Where this is the case, there will be an increase in the level of support from the college, including visits as appropriate, to ensure parity of learning experience.

University policies relevant to the Programme

The University undertakes to use all reasonable endeavours to deliver, assess and administer this programme in accordance with this Programme Specification. At the same time it is recognised that it is in the nature of academic developments that changes, for example to the structure, curriculum, and assessment of a programme may be necessary in order to ensure that the programme remains up to date, in response to issues raised as a result of on-going monitoring and evaluation, and/or in order to conform to new regulatory requirements imposed by this institution, by professional or statutory bodies, or by national or governmental bodies.

The programme operates within the guidelines and policies relating to equal opportunities and environmental issues which may be agreed from time to time by the Board of Governors and/or the Academic Board of the University.

Where the programme is offered in collaboration with another institution these policies and guidelines will normally be those of the partner institution.

The programme operates in accordance with the University's Regulations Governing Studies Involving the Use of Human Subjects ([UPR RE01](#)) agreed from time to time by the Academic Board of the University. However, where the programme is offered in collaboration with another institution (for example through a franchise arrangement for all or part of the programme) then specific approval must be obtained from the University for the operation of the programme within ethical guidelines prepared by the partner institution. The partner institution will be responsible for all insurance liability in connection with the observance of ethical guidelines.

Signed



Date 14 September 2015

Amanda Roberts

V1.8 / Sub-degree Programme Specification / April 2015 / AS
© University of Hertfordshire 2014

Foundation Degree in Early Years (Part-Time and Full-Time)

Table 2: Development of Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

Key: Learning Outcome which is assessed as part of the module ☒

		Programme Learning Outcomes (as identified in section 1 and the following page)																					
		Knowledge & Understanding					Intellectual Skills					Practical Skills					Transferable Skills						
Module Title	Module Code	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5		
Level 4	Legislation and legal responsibility for the children's workforce	4FHE1058(H) 4FHE1057(N) 4FHE1059(O) 4FHE1061 (W)	x	x			x		x			x	x	x	x	x	x	x			x	x	
	Continuing personal and professional development	4FHE1060 (H) 4FHE1062 (N) 4FHE1063 (O) 4FHE1064 (W)				x		x	x	x	x	x					x	x	x	x		x	
	The developing child	4FHE1065 (H) 4FHE1066 (N) 4FHE1067 (O) 4FHE1068 (W)	x	x	x			x	x		x	x	x	x		x	x	x	x				x
	Developing professional practice in the workplace	4FHE1069 (H) 4FHE1070 (N) 4FHE1071 (O) 4FHE1072 (W)	x	x	x	x	x		x	x		x	x	x	x	x	x	x	x			x	x
	Early Years frameworks -principles into practice	5FHE1100 (H) 5FHE1101 (N) 5FHE1102 (O) 5FHE1103 (W)				x		x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Level 5	Approaches to research in Early Years	5FHE1088 (H) 5FHE1089 (N) 5FHE1090 (O) 5FHE1091 (W)		x	x	x	x		x	x	x	x	x	x	x	x	x	x	x				x
	Leading and managing in children's workforce settings	5FHE1092 (H) 5FHE1093 (N) 5FHE1094 (O) 5FHE1095 (W)	x	x		x	x	x	x	x	x	x					x	x	x			x	x
	Integrated working in the children's workforce	5FHE1096 (H) 5FHE1097 (N) 5FHE1098 (O) 5FHE1099 (W)	x	x			x	x	x	x	x	x					x	x	x				x

Key to Programme Learning Outcomes

Knowledge and Understanding e.g.

- A1. Children's workforce value and beliefs systems
- A2. The regulatory and legislative framework for Children's workforce
- A3. Significant current and emerging theories and principles
- A4. Managing self, self-evaluation and reflection
- A5. Inter-professional relationships and group working

Intellectual Skills e.g.

- B1. Ability to apply underlying concepts and principles
- B2. Understanding of the limits of their knowledge
- B3. Effectively communicate information, arguments and analysis.
- B4. Undertake further training, develop existing skills, and acquire new competencies
- B5. How to access and review literature and to underpin decisions with evidence based practice

Practical Skills

- C1. Carry out effectively and efficiently the work roles expected of a someone in a senior position
- C2. Design, implement, monitor and assess specific activities
- C3. Manage sessions with groups of children
- C4. Demonstrate a thorough understanding of difference and diversity
- C5. Manage and evaluate self, and critically reflect on own practice

Transferable Skills

- D1. Communicate ideas, principles and theories, arguments and analysis effectively
- D2. Demonstrate appropriate critical thinking skills
- D3. Use ICT to support their personal development, and the learning.
- D4. Work within a team and individually to complete a relevant and agreed project or task