



**University of
Sunderland**

Foundation Degree in Education and Care

Faculty of Education and Society

Department of Social Sciences

PROGRAMME SPECIFICATION

Date of Validation Event:	March 2010
Date Approved by QMSC:	

Version History

Please complete each time a new version is drafted e.g.

Version	Occasion of Change	Change Author	Last Modified
1.0	Original placed in Academic Quality Handbook – Early Childhood Studies	Joan O’Keefe	Sep 2001
2.0	FdA in Educational Studies	Wendy Thorley	Sept 2003
3.0	Combined above to create FdA Education & Care	Joan O’Keefe	Sept 2005
4.0	Module modifications	Julian Kranz	Sept 2007
5.0	Programme re-written in total	Julian Kranz	Sept 2010
6.0	Updated onto new programme specification template	Julian Kranz	Jan 2016

AQH-B2-3a Undergraduate Programme Specification Template

August 2015

AQH-B2-3a Undergraduate Programme Specification Template

SECTION A: CORE INFORMATION

1. **Name of programme:** Education and Care

2. **Award title :** Foundation Degree

3. **Programme linkage**

Is this part of group of linked programmes between which students can transfer at agreed points?

No

4. **Is the programme a top-up only?**

No

5. **Does the programme have a Foundation Year (level 3) associated with it so that students enter for a four-year programme and progress directly from the Foundation Year to Stage 1 without having to re-apply?**

No

6. **Level of award**

Level 3

Level 4

Level 5

√

Level 6

Level 7

7. **Awarding body:** University of Sunderland

8. **Which department is it in?** Social Sciences

9. **Programme Studies Board?** Childhood Studies

10. **Programme Leader:** Julian Kranz

11. How and where can I study the programme?

At a partner college:	
Full-time in the UK	
Part-time in the UK	Bishop Auckland College, East Durham College, South Tyneside College, Sunderland College and Tynemet College
Full-time overseas	
Part-time overseas	
By distance learning	
As a full-time sandwich course in the UK	
As a part-time sandwich course in the UK	
As a full-time sandwich course overseas	
As a part-time sandwich course overseas	
As work-based learning full-time in the UK	
As work-based learning part-time overseas	
Other (please specify)	

12. How long does the programme take?

	Min number of years / months	Max number of years / months
Full-time		
Part-time		2 years
Distance learning		
Work-based learning		

For start-dates please see the current edition of the Prospectus or contact the relevant department at the University. For start-dates for programmes delivered in a partner college, please contact the college.

SECTION B – FURTHER CORE INFORMATION

Learning and teaching Aims of the Programme

- To offer a challenging programme of academic study that is relevant to students' employment and which promotes professional and personal development
- To enable students to understand the development, needs and experience of children and plan for their development without prejudice and discrimination
- To develop professional competence in their specialist area and to provide a conceptual and pedagogical framework which will facilitate carefully considered and meaningful learning experiences for children
- To further students' academic skills and ICT abilities for generic and employment specific tasks
- To demonstrate respect for and high expectations of all children and to promote positive values
- To provide a suitable basis for completion of further studies including the B.A (Hons) Education and Curriculum and then progression to professional training such as QTS (via an appropriate ITT programme such as the Graduate Teacher Programme) or Early Years Professional Status

26. Retention strategy.

Retention is supported through regular tutorials at the partner colleges, liaison with the Programme Leader and the offices of the Partnership Liaison Officers. In addition, support in academic, careers, health and well-being, counselling and disability issues are offered by the partner colleges.

27. Any other information.

SECTION C - TEACHING AND LEARNING

28. What is the programme about?

The programme offers an academic experience for those who are employed in schools as support workers in a variety of guises (e.g. Teaching assistants) and those who work in a care setting (e.g. Childminding or in a Nursery). Flexible modules have been designed to reflect the wide range of students who are employed in the education and care sectors to use their knowledge and experience for an academic outcome.

29. What will I know or be able to do at each Stage of the programme?.

Learning Outcomes Stage 1 – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

1. The ability to use knowledge and understanding to enhance children's cognitive, personal, social and emotional development in the context of the workplace

2. The ability to communicate knowledge and understanding effectively, in writing and in speech
3. The ability to identify, interrogate and evaluate a range of study resources
4. The ability to engage in critical thinking, specifically presenting and developing an argument and evaluating theory and literature

Learning Outcomes Stage 1 – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

1. Understanding of the variety of ways in which children develop and learn
2. The ability to use knowledge and understanding to enhance children's cognitive, personal, social and emotional development in the context of the workplace
3. Understanding of the ways in which theory influences and informs knowledge of children's development and learning
4. Understanding of the ways in which theory influences and informs practice

Learning Outcomes Stage 2 – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

All of the above plus

1. The ability to critically evaluate research methodologies relating to the study of aspects of childhood
2. The ability to critically analyse practice in the context of the workplace
3. The ability to carry out autonomous self directed study
4. The ability to solve theoretical and practical problems that occur in the role of a practitioner, including decision making and developing resources

Learning Outcomes Stage 2 – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

All of the above plus

1. Critical understanding of the nature of partnerships in the context of the workplace
2. Advanced understanding of the legislative and policy context that influences practice
3. Understanding of the tools and learning technologies that promote learning for children and for self

Learning Outcomes – Ordinary degree

If you are awarded an Ordinary degree you will have achieved the majority of the learning outcomes for the programme studied. However you will have gained fewer credits at Stage 3 than students awarded an Honours degree, your knowledge will typically be less broad and you will typically be less proficient in higher-level skills such as independent learning.

30. What will the programme consist of?

Each undergraduate programme consists of a number of Stages from a minimum of 1 to a maximum of 4, each of which is equivalent to a year's full-time study. The summary below describes briefly what is contained in each Stage. Most programmes have a mixture of core (ie compulsory) modules and optional ones, often with increasing choice as you move through the programme and gain in experience. In some programmes the choice of optional modules gives you particular 'routes' through the programme. The programme structure including a detailed list of modules can be found in the [programme regulations](#).

Stage 1

CHS 165 Thinking Skills, Creativity and Problem Solving and CHS 166 Human Development, Transitions and Change introduce students to the key ways in which children develop and learn. The social and care/educational context in which learning and development occurs is addressed in CHS 168 Understanding the Curriculum and CHS 169 The Social Context of Childhood. CHS 167 Diversity and Inclusion complements these themes by exploring issues relating to students' own workplace and wider society. Underpinning all the level 4 modules is CHS 164 Study and Self which equips students with the skills and aptitudes necessary to study successfully in higher education.

Stage 2

Modules at level builds on the knowledge skill and understanding developed in level 4 by introducing topics and themes that are best understood in the context of an understanding of how children develop and learn and the context in which this happens. CHS 271 Social Policy and Children's Well Being and CHS 272 Professional Practice in Safeguarding Children and Young People introduce the policy and legislative framework of practice and CHS 273 Working Relationships addresses issues around the notion of integrated services and partnership. CHS 274 Learning Technologies brings together themes around ICT, communication and mathematical understanding and their relationship to the curriculum and learning. Level 5 culminates with CHS 275 Project Design and Development and CHS 276 Project in which students draw together their learning on the programme through design, completion and evaluation of a work based project.

31. How will I be taught?

Scheduled teaching activities	√
Independent study	√
Placement	

The programme team's approach to teaching and the students' learning is guided by the University's Teaching and Learning Strategy. A range of teaching and learning strategies relevant to the learning outcomes of the programme are employed. The methods used will enable students

to develop the knowledge, skills and understanding they will need to meet the requirements of the programme.

The matrix in appendix 3 indicates the range of different methods to be used within the two years of the programme, and in which individual modules each strategy will be employed. Module tutors across the partnership will employ a variety of teaching and learning strategies designed to enhance opportunities for learning across the programme. Teaching and learning methods are outlined in the module descriptors but throughout the programme students will experience a range of methods including:

- Formal lectures
- Tutorials
- Group work
- Case studies
- Use of video and audio resources
- Student presentation and seminar discussion
- Directed independent study
- Use of VLE

Please note that this not an exhaustive list

A list of the modules in each Stage of the programme can be found in the [Programme Regulations](#).

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

32. How will I be assessed and given feedback?

Written examinations	
Coursework	√
Practical assessments	√

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

The generic assessment criteria which we use can be found [here](#). Some programmes use subject-specific assessment criteria which are based on the generic ones.

This programme uses the Generic University Assessment Criteria	YES	
This programme uses the Subject Specific Assessment Criteria		NO

The University regulations can be found [here](#).

A high level of interaction during the contact teaching hours with students will provide important formative and summative feedback about the quality of their work. The programme team considers formative feedback to be important in enhancing student motivation and developing progress. The assessment techniques employed vary both within modules and between modules. The programme team will aim to devise a balance of assessment, which ensures an overall assessment scheme which is balanced throughout each part of the year.

All modules in Stage 1 and in Stage 2 will be assessed and given a percentage mark. The percentage marks of Stage 2 will contribute to the awarding of commendation on the final Foundation Degree if the students are successful in gaining 100 credits at 65% or above.

The assessment of work undertaken in the modules offered within the programme will involve a range of tasks, reflecting the range of teaching and learning styles. These will include:

- Formal written tasks
- Collaborative group presentations
- Independent learning
- Poster presentation
- Extensive research and enquiry
- Portfolio building
- Reflective Diary
- Debated Issue
- The pursuance and completion of an individual research project in Stage 2

Please note that this is not a definitive list

Assessment Procedure

All assessment tasks are first and second marked within the collaborative college. This is followed by a moderation event at the University of Sunderland to moderate samples. The programme leader is present and provides moderation grids for assistant programme leaders and tutors to record agreed marks. There is rotation of markers to ensure fairness.

The delivery, management and quality assurance process for the programme will ensure that the content remains up to date and wholly relevant for the wide student base working with children in a variety of settings.

[33. Teaching, learning and assessment matrix](#)

34. How does research influence the programme?

In year 2 (level 5) students work on a research project conducted over two modules. This project is based in the students' workplace and offers opportunities to research in-depth issues. Skills acquired here offer an effective platform for further study at level 6.

SECTION D EMPLOYABILITY

35. How will the programme prepare me for employment?

The programme gives you the opportunity to develop skills which you can use in the future. Some skills are more specific than others to the subject area, or to a particular type of activity, but all skills can be applied in a range of employment situations, sometimes in quite unexpected ways. The skills which this programme is designed to develop are listed below.

Students will be in employment, or sometimes doing substantive and regular voluntary work, in order to be on this programme. A good proportion of FdA graduates decide to complete a full honours degree by registering on the top-up - the BA Education and Curriculum. This can lead, on successful completion, to students applying for graduate level employment including teacher training opportunities and Early Years Teacher Status.

Additional opportunities to develop your experiences more widely will vary if you study at one of our partner colleges. For information about the extra-curricular activities available in any of our colleges please contact the college direct.

36. Professional statutory or regulatory body (PSRB) accreditation.

PSRB accreditation is not relevant to this programme	√
PSRB accreditation is currently being sought for this programme	
This programme currently has PSRB accreditation	

The modules to be studied	
Pass-marks for some or all modules and/or parts (elements) of modules	40%
Requirements for progression between one Stage and another	
Placement requirements	None
Attendance requirements	
Professional practice requirements	None
Degree classification	Foundation Degree FdA
Other	

Interim or exit awards are not accredited.

SECTION E PROGRAMME STRUCTURE AND REGULATIONS

SECTION F ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

41. What are the admissions requirements?

Appropriate BTEC or CACHE Diploma in Education and Childcare, or an NVQ Level 3 equivalent. Additionally, students must have GCSE English or equivalent. Mathematics and Science may be essential to pursue the career path into teaching or other areas, therefore potential students may need to study an additional subject or seek testing from the college of their choice during the FdA two year programme. Advice can be given on this matter from Assistant Programme Leaders based across the university/college partnership. All students must also hold a current enhanced CRB check.

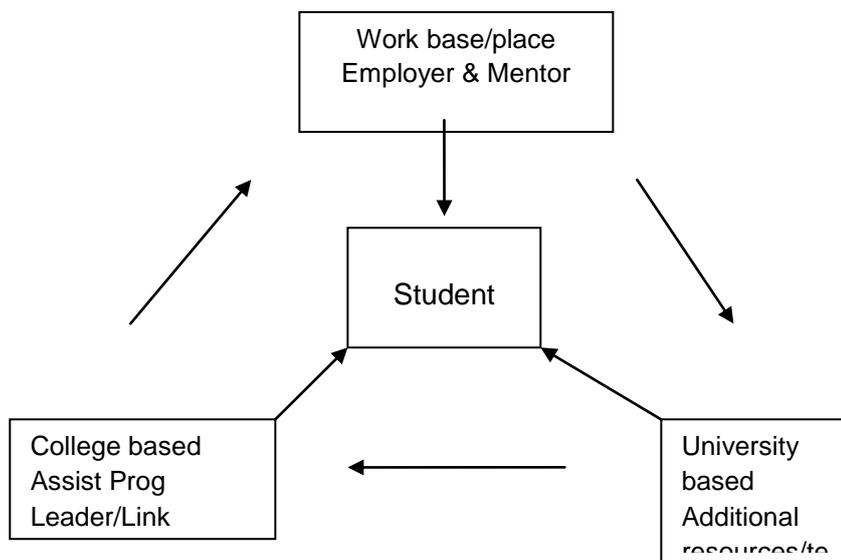
All Students must have either a two year or five year post qualifying experience and be working at least 20 hours per week in a voluntary or paid capacity.

The University's standard admissions requirements can be found in the [university regulations](#). Programme-specific requirements which are in addition to those regulations are given below.

The University has a process by which applicants whose experience to date already covers one or more modules of the programme they are applying for may seek Accreditation of Prior Learning (APL). Full details can be found [here](#) but if you think that this may be relevant to you, please contact the department which offers the programme you are interested in.

42. What kind of support and help will there be?

All students have induction and an orientation period where they are given the opportunity to familiarise themselves with the college of their choice and the university facilities that they are entitled to use. During this period handbooks are given to students, information about pastoral and academic support. In line with university policy, progress/professional portfolios will be introduced to all students; these should be particularly useful to students planning to seek the three day Higher Level Teaching Assistant recognition upon successful completion of the FdA.



Students are supported in a three fold way. Firstly, by the assistant programme leader in the college who usually has a dual role of also being the link mentor for the student. Secondly, by their employer's letter of support and the learning agreement with the workplace mentor and thirdly by the mechanisms the university puts in place for franchised partnership arrangements. This includes the localised provision of student support services and screening for additional learning needs and / or pastoral care. It can also include careers advice.

If students need help of a more personal nature they will be able to turn to their partner site's student services department where trained members of staff are available for counselling and related support.

Student voices are important in directing and shaping the programme. Students are asked to complete module feedback forms. These are forwarded to the school's quality support unit and feed into an electronic scanning process, which then produces, in report format, details for the programme leader's consideration and the wider team, through the process of a Board of Studies.

All students are expected to interact with and meet their assistant programme leader on a regular basis; this may be through the normal timetable of the programme or through personal and group tutorials. A student representative will be nominated by students in the first few weeks of the

programme; they are encouraged to represent the view of students on their programme. The programme leader will meet representatives before each Board of Studies to which the student is invited, and their representative's role is clarified. The student is encouraged to collect feedback from others in the group and is invited to write a submission for the programme leader in advance of the Board.

Module tutors, assistant programme leaders and staff working on the programme across the partnership are there to support learning and give advice and guidance individually, and in groups, additionally to that formally provided as part of the teaching on the modules. The handbook give details on how to make contact with the assistant programme leader and tutors usually place their contact details on module guides.

Those in the dual role of the Link Mentor /Assistant Programme Leader will liaise with the employer/workplace mentor and ensure that they understand the task and learning outcomes the students are aiming to achieve by studying on the programme. There will be three visits across the year, one each academic term during which time the link mentor will ask to see both the student and the work-based mentor. There is a short form to complete during this meeting to ensure everyone knows what is required of them in their role.

Please see the relevant college prospectus or website for details of student support if you are planning to study in one of our partner colleges.

43. What resources will I have access to?

On campus		In a partner college	√	By distance learning	
-----------	--	----------------------	---	----------------------	--

Information about the University's facilities can be found [here](#).

Please see the relevant college prospectus or website for details of college learning resources if you are planning to study in one of our partner colleges.

44. Are there any additional costs on top of the fees?

No, but all students buy some study materials such as books and provide their own basic study materials.	√
Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are additional costs for optional activities associated with the programme (see below)	
Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below)	

45. How are student views represented?

All taught programmes in the University have student representatives for each Stage (year-group) of each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Various Faculty committees, particularly Faculty Academic Experience Committee, Academic Development Committee and Quality Management Sub-Committee also have student representation. This allows students to be involved in higher-level plans for teaching and learning. There is a parallel structure at university level on which students are represented by sabbatical officers who are the elected leaders of the Students' Union.

The University's student representation and feedback policy can be found [here](#).

If you are studying in one of our partner colleges the college will have its own mechanisms for obtaining student feedback. Some of these may be the same as those on-campus at the University but others may be different. You should ask your college for further informatio

SECTION G QUALITY MANAGEMENT

46. National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. These can be found [here](#).

Are there any benchmark statements for this programme?		NO
--	--	-----------

There are no benchmarks for this programme.

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found [here](#).

47. How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression from one Stage to another, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress between Stages of the programme and degree classification, is kept under review. The programme review

report is sent to the Faculty Quality Management Sub-Committee which in turn reports issues to the University's Quality Management Sub-Committee (QMSC) and Academic Development Committee (ADC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. The University is subject to external review by the Quality Assurance Agency for Higher Education on a six-year cycle. Their review reports for Sunderland can be found [here](#).

Further information about our quality processes can be found [here](#).

Please also complete the [SITS form](#).

APPENDIX 1

Name of programme: Foundation Degree in Education and Care

Title of final award: Foundation Degree in Arts

Interim awards¹: University Certificate in Higher Education for FD

Accreditation: None

Stage 1

Core modules:

Code	Title	Credits
CHS 164	Study and Self	20
CHS 165	Thinking Skills, Creativity and Problem Solving	20
CHS 166	Human Development, Transitions and Change	20
CHS 167	Diversity and Inclusion	20
CHS 168	Understanding the Curriculum	20
CHS 169	The Social Context of Childhood	20

Optional Modules

There is no provision for optional modules at level 4

Elective Modules

There is no provision for elective modules at level 4

Progression Regulations

There are no programme-specific progression regulations²

Stage 2

Core modules

Code	Title	Credits
CHS 271	Social Policy and Children's Well Being	20
CHS 272	Professional Practice in Safeguarding Children and Young People	20
CHS 273	Working Relationships	20
CHS 274	Learning Technologies	20
CHS 275	Project Design and Development	20
CHS 276	Project	20

Optional modules

There is no provision for optional modules at level 5

Elective modules

There is no provision for an elective module at Stage 5

Progression Regulations

There are no programme specific regulations.

¹ Same as main award unless agreed otherwise at validation – eg to meet PSRB requirements

Appendix 2

Matrix of modes of teaching, learning and assessment

Stage 1

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	LO K1	LO K2	LO K3	LO K4	LO S1	LO S2	LO S3	LO S4
Study and Self	CHS 164	C	Tutor presentations, group tasks, formative and peers review, self directed study and work based learning	Individual information quest 30% Individual assignment 30% Individual presentation 30% Individual action plan 10%						Taught, developed, assessed	Taught, developed, assessed	Taught, developed, assessed
Thinking Skills, Creativity and Problem Solving	CHS 165	C	Lectures, group tasks, individual tasks, self directed study and work based learning	Individual work based task 40% Individual assignment 60%	Taught, developed, assessed	Taught, developed, assessed	Taught, developed, assessed	Taught, developed, assessed	Taught, developed, assessed	Developed, assessed	Developed, assessed	Developed, assessed
Human Development, Transitions and Change	CHS 166	C	Lectures, group tasks, individual tasks, self directed study and work based learning	Individual portfolio P/F Individual assignment 100%	Taught, developed, assessed	Taught, developed, assessed	Taught, developed, assessed	Taught, developed, assessed	Taught, developed, assessed	Developed, assessed	Developed, assessed	Developed, assessed
Diversity and Inclusion	CHS 167	C	Lectures, group and individual	Individual assignment (100%)	Taught, developed, assessed	Taught, developed, assessed	Taught, developed, assessed	Taught, developed, assessed	Taught, developed, assessed	Developed, assessed	Developed, assessed	Developed, assessed

			tasks, self directed study, work based learning									
Understanding the Curriculum	CHS 168	C	Lectures, group and individual tasks, self directed study, work based learning	Individual presentation (P/F) Individual assignment (100%)		Taught, developed, assessed	Taught, developed, assessed	Taught, developed, assessed	Taught, developed, assessed	Developed, assessed	Developed, assessed	Developed, assessed
The Social Context of Childhood	CHS 169	C	Lectures, case studies, group and individual tasks and work based learning	Individual assignment 100%	Taught, developed, assessed	Taught, developed, assessed	Taught, developed, assessed	Taught, developed, assessed	Taught, developed, assessed	Developed, assessed	Developed, assessed	Developed, assessed

Stage 2

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	LO K1	LO K2	LO K3	LO S1	LO S2	LO S3	LO S4
Social Policy and Children's Well Being	CHS 271	C	Lectures, seminars, group and individual tasks, self directed study and work based learning	Group presentation 50% Individual assignment 50%		Taught, developed, assessed			Developed, Assessed	Developed, assessed	Developed, assessed
Professional Practice in Safeguarding Children and Young People	CHS 272	C	Lectures, seminars, group and individual tasks, self directed study and work based learning	Individual presentation 40% Individual project 60%	Taught, developed, assessed	Taught, developed, assessed			Taught, developed, assessed	Developed, assessed	Taught, developed, assessed
Working Relationships	CHS 273	C	Lectures, seminars, group and individual tasks, self directed study and work based learning	Individual assignment 100%	Taught, developed, assessed	Taught, developed, assessed		Taught, developed, assessed	Taught, developed, assessed	Taught, developed, assessed	Taught, developed, assessed
Learning Technologies	CHS 274	C	Lectures, seminars,	Individual assignment		Taught, developed,	Taught, developed,		Taught, developed,	Taught, developed,	Taught, developed,

			workshops, presentations, self directed study and work based learning	20% Individual work based assignment 80%		assessed	assessed		assessed	assessed	assessed
Project Design and Development	CHS 275	C	Workshops, simulation and exercises, case studies, self directed study and work based learning	Individual presentation 40% Individual report 60%			Taught, developed, assessed				
Project	CHS 276	C	Seminars, group and individual tasks, self directed study and work based learning	Individual project 80% Individual reflection 20%			Taught, developed, assessed				

**QUICK REFERENCE**

Panel: External Internal
 Programme: New Review Title Change
 Replacement for existing

SITS SUMMARY PROGRAMME/SHORT COURSE DETAILS

(Form to be completed electronically by the Faculty and forwarded to the Quality Assurance and Enhancement (QAE) Quality Officer supporting the Approval event, or sent to Management Information and Systems Development (MISD) for faculty devolved processes before sending to QAE)

PROGRAMME/SUBJECT/SHORT COURSE DETAILS	
Exit Award: Title of programme/award	FdA Education and Care
<i>If replacement for existing, specify title of old</i>	
Faculty(ies):	Education and Society
Department:	Social Sciences
SITS Programme/Short Course code ³	
Programme Studies Board ⁴	FdA
UCAS code ⁵ (if applicable). If other please state method.	Direct application to colleges
JACS code ⁶	
Qualification Level / Qualification Aim	Foundation Degree
Modes of delivery and duration:	(delete yes/no as necessary) Full time no years Sandwich no years Part time yes 2-5 years Work Based Learning yes On-campus no Off-campus yes
CSP Only. Other subject combinations not allowed with this subject:	
Programme/Subject/Short Course Leader:	Julian Kranz
Date of Approval /Modification/Review	March 2010
Date of next review (<i>QAE to complete</i>)	
Start date of programme/Short Course	September
Number of intakes per annum and likely month(s) intake(s) starts.	One , September
FUNDING DETAILS	
Confirm funding arrangements for programme e.g. HEFCE/TDA/NHS/Other ⁷	HEFCE

³ To be allocated in consultation with MISD team in Planning and Finance

⁴ Programme Studies/Assessment Board that will have management responsibilities for the programme.

⁵ Please contact Admissions Manager for code

⁶ JACS code = e.g. (V1) History, (G5) Computing Science, etc. for information contact relevant Faculty Associate Dean (See QAA Website http://www.qaa.ac.uk/WorkWithUs/Documents/jacs_codes.pdf)

If it is TDA, is it primary/secondary/F.E./Other (please state)	
Is the programme Open or Closed ⁸ :	

ACCREDITING BODY	No
-------------------------	----

PROGRAMME SPECIFIC REGULATIONS	Are there to be programme specific regulations? No.
---------------------------------------	--

COLLABORATIVE: Please complete details	UK yes	
	Overseas no	
Institution	Collaborative model⁹	Funding arrangements¹⁰
.....

INTERIM AWARD SCHEDULE

Interim award title	Credits required	Interim structure Please show mandatory requirements if applicable e.g. core module codes
University Certificate of Higher Education for FD	120	CHS 164, 165, 166, 167, 168 and 169

DETAILS SUPPLIED BY: Julian Kranz DATE: 17 12 2015

⁷ Please confer with Amanda Watson for funding status for programme

⁸ An Open programme constitutes an open admissions policy. A Closed programme is normally specific to one client only. If in doubt please consult Academic Services or Planning and Finance.

⁹ As per QAE guidelines

¹⁰ Please contact Amanda Watson for confirmation of funding details

Module List

Award, Route (if applicable) and Level	New/Existing/Modified Module (N/E/MM)	Module Title	Module Code	Module Credit Value	Whether core or option	Must choose (ie designated option):	Assessment weighting – give % weight for <i>each assessment item</i>	Pre-/co-requisites	Module leader	Other comment (if required)	Date of Entry on SITS. N/MM only (After event)	JACS Code
FdA Education and Care, level 4	N	Study and Self	CHS 164	20	C		Individual information quest 30% Individual assignment 30% Individual presentation 30% Individual action plan 10%	None	Julian Kranz			
FdA Education and Care, level 4	N	Thinking skills, Creativity and Problem Solving	CHS 165	20	C		Individual work based task 40% Individual assignment 60%	None	Julian Kranz			
FdA Education and Care, level 4	N	Human Development, Transitions and Change	CHS 166	20	C		Individual portfolio P/F Individual assignment	None	Julian Kranz			

							100%					
FdA Education and Care, level 4	N	Diversity and Equality	CHS 167	20	C		Individual assignment 100%	None	Julian Kranz			
FdA Education and Care, level 4	N	Understanding the Curriculum	CHS 168	20	C		Group presentation P/F Individual assignment 100%	None	Julian Kranz			
FdA Education and Care, level 4	N	The Social Context of Childhood	CHS 169	20	C		Individual assignment 100%	None	Julian Kranz			
FdA Education and Care, level 5	N	Social Policy and Children's Well Being	CHS 271	20	C		Group presentation 50% Individual assignment 50%	None	Julian Kranz			
FdA Education and Care, level 5	N	Professional Practice in Safeguarding Children and Young People	CHS 272	20	C		Individual presentation 40% Individual project 60%	None	Julian Kranz			
FdA Education and Care, level 5	N	Working relationships	CHS 273	20	C		Individual assignment 100%	None	Julian Kranz			
FdA Education	N	Learning Technologies	CHS 274	20	C		Individual assignment	None	Julian Kranz			

and Care, level 5							20% Individual work based assignment 80%					
FdA Education and Care, level 5	N	Project Design and Development	CHS 275	20	C		Individual presentation 40% Individual report 60%	None	Julian Kranz			
FdA Education and Care, level 5	N	Project	CHS 276	20	C		Individual project 80% Individual reflection 20%	CHS 275	Julian Kranz			