

PROGRAMME SPECIFICATION

Programme Title:	Foundation Degree in Early Childhood Studies
Awarding Body:	Staffordshire University
Teaching Institutions: Staffordshire University	<u>Full time:</u> Ashton Sixth Form College <u>Part time:</u> Ashton Sixth Form College CWT Chamber Training Burton and South Derbyshire College Newcastle-under-Lyme College Stafford College South Staffordshire College Stoke-on-Trent College
Final Award:	Foundation Degree of Arts in Early Childhood Studies
Mode of Study:	Full-time and Part-time
UCAS Codes:	X310
QAA Benchmarks:	Early Childhood Studies Subject Foundation Degree Qualification
JACS Code:	L520
Date of Production:	June 2013
Date of Revision:	

EDUCATIONAL AIMS OF THE PROGRAMME

- Increase your competence as a learner and aid you to develop transferable skills such as communication, self awareness, reflection, evaluating your effect on others and their environments.
- Provide flexible and high quality, teaching and learning experiences which will encourage you to relate theory to practice and prepare you for a range of vocational roles in early years care and education, in accordance with your prior experience.
- Ensure that you can demonstrate that you have adopted appropriate, value and belief systems for the early years' sector, including anti-discriminatory practice, safeguarding children, equal opportunities and inclusion.
- Develop your ability to construct and sustain a reasoned argument, informed by research about a wide range of issues, engaging critically with evidence based reflective practice.
- Develop your knowledge and an in-depth understanding of current practice, legislation and initiatives in the early years' sector and gain understanding of how approaches in other societies may differ.
- Provide you with a firm basis for progression to further study (e.g. a BA Honours degree) or to attain an early years' sector specific professional status.
- Promote your capacity and commitment to act as an advocate for young children and the disposition to work for change.
- Support your study of early childhood studies which aims to cross the boundaries between disciplines and professions to promote multi-professional understanding, respect and collaboration.
- Extend your knowledge and understanding of the continuum of holistic growth and development of young children and support your commitment to promoting the holistic development of the child.

What is distinctive about this programme?

The content, delivery style and organisation of this programme have been developed as a result of our experience of delivering a Foundation Degree for practitioners in the early years' sector since 2004. In consultation with students and local employers, we have combined features of traditional academic study with more innovative teaching, learning and assessment strategies to design a programme that both experienced and aspiring practitioners will find stimulating and relevant to the growing demands of their roles in developing the high quality early childhood provision expected in 21st century society.

We have well-established and effective collaborative partnerships with all the organisations delivering the award, providing you with a choice of places to study close to home or work, across a wide geographical area.

The programme is designed to be flexible with options to study full or part time. For those without qualifications to work with young children, the programme offers a full-time pathway with a significant amount of placement experience to enhance learning and develop the inter-personal and practical skills required for employment. Alternatively, our partners offer a variety of days and times of part-time attendance for practitioners wishing to fit their studies around full-time employment.

The University and our partners are active members of Sector Endorsed Foundation Degrees in Early Years (SEFDEY), a national body which seeks to establish a network of institutions with high standard programmes and to promote the development of graduate practitioners to work within the sector. Programmes offered by SEFDEY members have been developed with reference to the Foundation Degree quality benchmark, the Early Childhood Studies subject benchmark and the Common Core Skills and Knowledge for the Children's Workforce standards.

The Staffordshire Graduate

The Staffordshire Graduate represents a set of qualities that the University passionately believes is necessary for success in the 21st century. The Staffordshire Graduate is a reflective and critical learner with a global perspective, prepared to contribute in the world of work.

This programme enables students who are new to the sector to gain and evidence practical skills and competences in preparation for employment and will enhance the knowledge and skills of experienced practitioners to prepare them for the responsibilities of senior roles associated with leading practice and influencing change in early years' provision. Students start to develop reflective thinking skills at the beginning of the programme and critical reflection on practice and learning is emphasised throughout. The Foundation Degree Early Childhood Studies Award will provide you with early years' practitioner status equivalent to level 3 which will enable you to gain employment working with children.

The content has been designed to initially encourage students to consolidate understanding of the impact of national legislation and policy on practices and issues they will experience firsthand, before challenging them to consider global

perspectives on early childhood issues and the influence these may have on their own practices as they progress through the programme.

PROGRAMME OUTCOMES

What will this programme teach me to do?

On completion of the programme you should be able to:

Common learning outcomes	LEVEL 5
Knowledge and Understanding	Demonstrate knowledge and critical understanding of the main theories and research appropriate to the holistic development of the child including meeting children's individual needs.
Learning	Understand the limits of their knowledge, (theory to practice) in relation to child education and care organisation and management, and how this influences analyses and interpretations based on that knowledge
Enquiry	Demonstrate knowledge of the main methods of enquiry in Early Childhood Studies and demonstrate application of the key principles of Information Literacy.
Analysis	Use a range of established techniques to critically analyse the management processes and procedures for a childcare/education setting of information
Problem Solving	Evaluate critically the appropriateness of different approaches to solving problems and propose solutions to problems arising from analysis
Communication	Communicate effectively independent points of view, information and arguments precisely and convincingly in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively and ethically
Application	Apply underlying concepts and principles of personal responsibility and decision making that will enable you to assume significant responsibility both within the early years vocational sector and outside the context in which they were first studied
Reflection	Demonstrate new and existing qualities and transferable skills such as organising own learning, time management, collaboration and increasing levels of autonomy in familiar and unfamiliar situations with open mindedness, necessary for employment or further training.

PROGRAMME STRUCTURE, MODULES AND CREDITS

Foundation Degree in Early Childhood Studies

1. A Programme Overview

	<i>Modules for Full-time Students (to include placement experience)</i>	<i>Modules for Part-time Students (relating to professional practice)</i>	<i>Modules studied by both part-time and full-time students</i>		
L E V E L 4	1a. Personal, Professional and Academic Development <i>30 credits</i>	1b. Personal and Professional Development <i>30 credits</i>	2. The Developing Child: A Holistic View <i>30 credits</i>	3. The Planning Cycle <i>30 credits</i>	4. Inclusive and Enabling Environments <i>30 credits</i>
L E V E L 5	5a. Professional Development (2) <i>30 credits</i>	5b. Working with Young Children <i>30 credits</i>	6. Action Research <i>30 credits</i>	7. Safeguarding and Promoting Children's Welfare <i>30 credits</i>	8. Early Childhood: Global Perspectives on Contemporary Issues <i>30 credits</i>

Please refer to the tables on the following pages to see the specific structure of modules for each mode of delivery

2. The structure of the full-time programme (two years)

The programme will be delivered over two standard university teaching blocks (or semesters)

L E V E L 4	Teaching Block 1	1a. Personal, Professional and Academic Development <i>30 credits</i>	2. The Developing Child: A Holistic View <i>30 credits</i>	3. The Planning Cycle <i>30 credits</i>	4. Inclusive and Enabling Environments <i>30 credits</i>
	Teaching Block 2				

To progress to Level 5 at least 90 credits at Level 4 must be passed (A Certificate in HE may be awarded with 120 credits at Level 4)

L E V E L 5	Teaching Block 1	5a. Professional Development (2) <i>30 credits</i>	6. Action Research <i>30 credits</i>	7. Safeguarding and Promoting Children's Welfare <i>30 credits</i>
	Teaching Block 2			8. Early Childhood: Global Perspectives on Contemporary Issues <i>30 credits</i>

120 credits at each level must be passed to achieve the Foundation Degree

3. The structure of the part-time programme (three years)

The programme will be delivered over eight terms during three years.

Y E A R	Term 1	Term 2	Term 3
1	1b. Personal and Professional Development <i>30 credits Level 4</i>		
	2. The Developing Child: A Holistic View <i>30 credits Level 4</i>	3. The Planning Cycle <i>30 credits Level 4</i>	

(90 credits completed in Year 1)

Y E A R	Term 1	Term 2	Term 3
2	4. Inclusive and Enabling Environments <i>30 credits Level 4</i>	5b. Working with Young Children <i>30 credits Level 5</i>	6. Action Research <i>30 credits Level 5</i>

(Level 4 completed at end of Teaching Block 1)
(A Certificate in HE may be awarded with 120 credits at Level 4)
(To progress to Level 5 at least 90 credits at Level 4 must be passed)

Y E A R	Term 1	Term 2	Term 3
3	7. Safeguarding and Promoting Children's Welfare <i>30 credits Level 5</i>	8. Early Childhood: Global Perspectives on Contemporary Issues <i>30 credits Level 5</i>	

--	--	--	--

(Level 5 completed at end of Teaching Block 2)
(120 credits at each level must be passed to achieve the Foundation Degree)

HOW WILL I BE TAUGHT AND ASSESSED?

Teaching and Learning

The teaching, learning and assessment strategies have been carefully developed for this programme. They will differ depending on whether you are taking the part-time or full-time route and your level of prior knowledge and practical experience.

Students studying part-time: We recognise that your route to becoming a student on the Foundation Degree may be different to “traditional” students entering higher education and that we may need to develop and support your learning in a different way. We recognise that you bring with you a wealth of practical experience and detailed knowledge of specific contexts to share with others. The programme therefore aims to incorporate and value your vocational expertise and build upon your existing experiences. The strategies are designed to provide practical contexts for the analysis of contemporary issues and problems of a practical nature. The following strategies will be adopted to ensure that you have a supportive teaching and learning environment.

You will be required to attend the college/ training organisation of your choice normally for three hours every week, during each ten week teaching block (which usually fits within school terms in the area). The day and time of your session will depend upon individual college arrangements.

Students studying full-time: We recognise that many of you may also have practical experience and detailed knowledge of specific contexts to share with others gained from previous vocational courses and/or employment in the sector. The full-time programme will still aim to incorporate and value your expertise and build upon your existing experiences. However, we also acknowledge that others of you may have come directly from more traditional academic education and we also have plenty of experience at supporting students like you. We are confident that everyone has skills and knowledge to contribute to the group and we have adopted experiential teaching and learning strategies to ensure all students can gain confidence and feel included and supported.

As a full-time student, you will be required to attend college/university for at least part of three days a week for timetabled taught module sessions (normally lasting two hours each) and tutorials over two teaching blocks (or semesters). However, you should allocate additional time in university for independent study and group tasks. We consider it is very important to be punctual and attend regularly, not only because contact time is

limited, but because we have high expectations of professional reliability in all aspects of the programme.

After teaching block 1, you will be spending the other two days a week in placement. These are expected to be whole days to gain the most from your experience with the staff and children there, which will help you become a qualified early years' practitioner.

All students:

The programme of study emphasises the importance of your work-based learning; learning does not just take place inside a classroom. You should not expect to learn everything you need to be successful on the course by attending sessions in college and you are expected to study extensively in your own time.

Much of the course will involve discussion groups and reflection upon your experiences in the work place. You will be reinforcing your vocational learning in an active, relevant and academic manner. Work-based learning will also form the basis of your assessment, for example analysing information about children or situations in your early years setting.

Work Related Learning – You will be required to complete work related tasks in all modules. This will provide you with the opportunity to link theoretical perspectives to your practice. It will also enable you to reflect on values, practices, assumptions and policies. Work-based activities help you to establish connections between the workplace and issues raised by the programme.

Lectures and Presentation – You will be given formal lectures which will provide theoretical underpinning of key educational concepts.

Seminars – You will be given the opportunity to contribute to seminars which discuss in depth issues covered in the lectures and presentations. This encourages discussion, reflection and the exchange of ideas. You will be engaged in providing and receiving critical feedback from peers and tutors on presentations.

Tutorials – You will be given the opportunity to discuss personal, work-related and academic concerns in small groups and individual tutorials. This will support the development of your understanding and learning.

Guided reading and supported self study – you will be provided with booklists and reading tasks to help you to engage with relevant and appropriate debates.

Practical workshops will develop application and reflection where issues, documents and materials will be analysed and discussed.

Case-study activities will be used to support the above approaches as a means of establishing connections between the workplace and issues raised by the programme.

Each module will also provide opportunities for you to;

- work independently.

- develop interpersonal skills.
- demonstrate the capacity to plan, share goals, and work as a member of a team.
- communicate and present oral and written arguments.
- evaluate research and underpinning theories.

Each module will vary slightly in the teaching and learning styles adopted, however all modules will include traditional learning materials, such as hand-outs, visual and oral presentations. Much of the time will be spent in discussion and reflection, relating theory to practice. You will be briefed on assignments prior to submission, and will be issued with clearly defined assessment criteria.

The VLE 'Blackboard' will support your study by providing access to programme information and module materials on-line to enable you to manage your time more effectively and to improve staff/student communication through bulletin boards. This can promote on-line discussions with staff and peers. If you are studying in a college, you will also have access to your chosen college's VLE system for internal discussion and resources.

Support

You will have the support of a **personal tutor** in the university or college where you study and their role is to support you with aspects of your study or personal life which may be preventing you from achieving. They may signpost you to many of the University services available which can provide specific guidance or information where necessary.

If you are a **full-time student**, a member of the organisation's staff team will be allocated as a **placement supervisor** for you in each of your placements. They will be responsible for your general well-being in the workplace and give you regular guidance and feedback on your practical skills to support your reflection and learning. University tutors will liaise with your placement supervisor to ensure you are making sure you are making satisfactory progress and are being provided with sufficient and appropriate practical experience to successfully complete the module you are studying.

If you are a **part-time student**, a considerable amount of your learning will take place independently during your work in an early years' setting. You will be required to name a **Critical Friend** who can support this learning (usually from your setting and usually a senior member of staff). Critical Friends are normally someone with whom you are working for the period of your studies and who has knowledge and experience of the systems and procedures in the setting. It is preferable to choose someone with higher qualifications who will have an understanding of the academic demands of studying at foundation degree level. Critical Friends are able to support you in the work/voluntary setting, meeting with you regularly to discuss your vocational strengths and areas for development in conjunction with your academic development. They may be able to suggest appropriate aspects of practice or case studies as a focus for your study and help you apply the knowledge and understanding you are gaining on the programme to your vocational role.

The role of a Critical Friend is to complement that of your University module tutors and personal tutor; whilst you may consult your Critical Friend about aspects of your programme, you are advised to ask members of the University team about specific programme or module requirements or refer to any feedback or guidance they provide.

Assessment

You will be assessed in every module for which you enrol. The assessments are designed to test achievement of the module's learning outcomes and you will be given information on what is expected of them at the start of the module. Assessment types, volume and length have been considered by the University team to allow students to demonstrate skills and knowledge outlined within module assessment criteria. Some modules have more than one assessment task and some will be linked to the teaching and learning methods of the module.

The assessment tasks set over the duration of the programme have been designed to develop and build upon a wide range of personal and professional skills, whilst strongly reinforcing links between theory and practical application. The assessment strategy has been constructed to reflect the changing role of the early childhood studies practitioner at all ages from 0-7.11 years.

It is understandable that some methods of assessment will suit different students in different ways, therefore a range of assessment methods will be used on the programme to assess the learning outcomes of the modules.

Assessment methods include:

- Assignments
- Case Studies/Practical Planning
- Poster Presentation
- Group presentations
- Annotated bibliography
- Independent Research project
- Portfolio
- Reflective Log
- Multiple Choice Examination

Assessment of vocational skills and competences

If you are a **full-time student**, the Foundation Degree Early Childhood Studies Award will provide you with early years' practitioner status equivalent to level 3 which will enable you to gain employment working with children.

You will be assessed on the practical skills and competences you require to work effectively with children, staff teams and parents in each of your placements. Your placement supervisor (or another verified professional working closely with you in your placement) will assess your vocational skills and competences in the workplace. These elements of assessment on the programme have to be successfully passed before you can progress to the next level or graduate with a Foundation Degree Award.

ADDITIONAL INFORMATION

Entry Requirements (including IELTS score)

What qualifications would I need to join this programme?

For part-time study:

All part-time applicants are individually assessed on their qualifications, skills and experience. However you would normally

- Be in employment (either paid or voluntary) within an early years setting for at least two days a week.
- Have a pass in an appropriate Level 3 vocational qualification (eg. CACHE DCE, NNEB, DNN, Level 3 Diploma, BTEC National Diploma Early Childhood Studies, NVQ Level 3 Early Childhood Studies/Playwork, etc)
- Have at least one years post qualifying study experience in an early years or play work setting.
- English GCSE at grade C or above.

Entry will be subject to a successful interview and applicants providing evidence that they have a clear enhanced DBS check (formally a CRB check) which confirms that there are no reasons why a candidate should not work with children

For full-time study:

All full-time applicants are individually assessed on their qualifications, skills and experience. However you would normally have

- 120 UCAS points
- English GCSE at grade C or above.
- IELTS score 6 or above

We welcome applications from candidates with a CACHE Level 3 Extended Diploma or a similar vocational qualification.

Entry will be subject to a successful interview and applicants demonstrating an enhanced DBS check (formally CRB check) which confirms that there are no reasons why a candidate should not work with children

Disability Statement

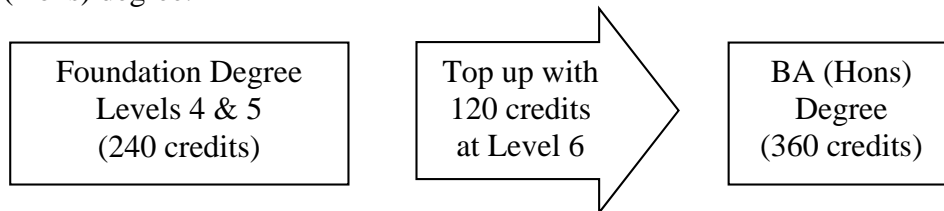
Staffordshire University operates a policy of inclusive teaching and learning to ensure that all students have an equal opportunity to fulfil their educational potential. Details about how to apply to have your needs assessed can be found at:

http://www.staffs.ac.uk/courses_and_study/disabled_students/index.jsp

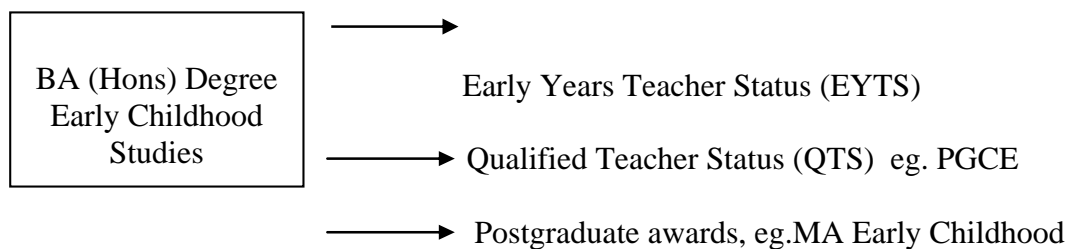
AWARD SPECIFIC INFORMATION

Progression Routes

The FdA Early Childhood Studies is an Award in its own right, however there are clear progression routes for those who wish to ‘top up’ their foundation degree to a BA (Hons) degree.



Successful Foundation Degree graduates can progress to level 6 of the **BA (Hons) Early Childhood Studies** – the part time programme normally takes 18 months to complete, a full-time programme normally takes one academic year. There are other BA (Hons) ‘top-up’ programmes that you may find more appropriate to your professional interests, for example a BA (Hons) Education Studies.



These are some of the progression routes that become possible with a BA (Hons) Early Childhood Studies. You are required to have GCSE’s with grade C or above in English, Maths and Science to apply for EYTS and QTS.

APPENDICES

Appendix 1: QAA Early Childhood Studies Subject Benchmark Standards (mapped to Foundation Degree Modules)

Appendix 2: FD Early Childhood Studies modules mapped against The DfES (2005) Common Core of Skills and Knowledge for the Children's Workforce

Appendix 3: Staffordshire Graduate Characteristics mapped to Foundation Degree Modules and Assessments

Further information about the award can be found in the relevant Student Handbook and on the University Website. This includes information about optional modules, learning outcomes at levels below honours, student support, and academic regulations.

=====

APPENDIX 1

QAA Subject Benchmark Standards Early Childhood Studies

Threshold Standard

Subject Knowledge

On graduating with a bachelor's degree with honours in ECS at Threshold Standard, students would be expected to have a knowledge and understanding of all of these criteria. On graduating with a FdA candidates would be expected to have an understanding and knowledge of these criteria commensurate with their qualification at level 5:

1. Understand the conceptual underpinnings of ECS.
2. Have a basic understanding of children and childhood nationally and globally from philosophical, historical, psychological, sociological, cultural, educational, global, health, welfare, legal, political, and economic perspectives.
3. Demonstrate knowledge and understanding of the areas of interest contributing to ECS across the core subject-specific areas, and how they interrelate.

This includes:

4. Understanding of all aspects of significant policy and provision for children and families.
5. Understanding of multi-professional, interprofessional, multi-agency and inter-agency working, in order to meet the needs of children and families.
6. Knowledge and understanding of pedagogical approaches for working with young children and families.
7. Awareness of issues in relation to rights, diversity, equity and inclusion in relation to working with children and childhood.
8. Knowledge of the methods required for systematic study and research relative to children and childhood.

Subject Skills

On graduating with a bachelor's degree with honours at Threshold level in ECS, students would be expected to have knowledge and understanding of all of these criteria. On graduating with a FdA candidates would be expected to have an understanding and knowledge of these criteria commensurate with their qualification at level 5:

:

9. Reason clearly, and demonstrate the relationship between theory and evidence, and be able to adopt multiple perspectives in relation to Early Childhood.
10. Reflect upon a range of philosophical, historical, psychological, sociological, cultural, health, welfare, legal, political and economic perspectives and consider how these underpin different understandings of children and childhood, nationally and globally.
11. Evaluate competing positions in relation to the construction of children and childhood by different subject disciplines, societal agents and time, place and culture.
12. Constructively critique theories and research in the area of child development.
13. Detect meaningful patterns in behaviour and experience.
14. Explore, examine and evaluate the significance of the cultural and historical features of various agencies and institutions in regard to children and childhood.
15. Demonstrate knowledge and awareness of the skills needed for different relational pedagogical approaches.
16. Demonstrate the ability to plan for the curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of young children's health and emotional well being.
17. Demonstrate the ability to plan for meeting and working effectively and in collaboration with parents, carers and other agencies.
18. Demonstrate the ability to plan for meeting and promoting children's health, welfare and safety needs, and the conditions that enable them to flourish.
19. Demonstrate the ability to lead, support and work collaboratively with others in the early childhood context.
20. Produce critical arguments for improvements to multi-professional and interprofessional practices for children.
21. Explore critically the links between ethics, politics culture and ideology in children's lives.
22. Pose, operationalise and critique research questions in relation to early childhood.
23. Demonstrate competence in research skills relating to early childhood through practical and theoretical activities.
24. Use skills of observation and analysis in relation to aspects of children's lives.

25. Reflect upon the ethics of studying children and their families.
26. Initiate, design, conduct and report an empirically-based early childhood research project under appropriate supervision.
27. Be aware of ethical principles and demonstrate this in relation to personal study, particularly with regard to the research project.
28. Demonstrate the ability to act as an advocate for children and families.
29. Demonstrate the ability to recognise and challenge inequalities in society and to embrace an anti-bias curriculum.
30. Demonstrate a critical understanding of the links between ethics, politics, culture and ideology in the lives of children and their families.

For practitioner options, an ECS graduate at Threshold Level would also be expected to demonstrate an ability to be able to undertake the following criteria. On graduating with a FdA candidates would be expected to be able to undertake the following criteria commensurate with their qualification at level 5:

:

31. Demonstrate the ability to plan for, assess, evaluate and improve creative learning opportunities taking account of young children's health and emotional well-being.
32. Demonstrate the ability to work effectively and in collaboration with parents, carers and other agencies
33. Demonstrate the ability to meet and promote children's health, welfare and safety needs, and the conditions that enable them to flourish.

Generic Skills

On graduating with a bachelor's degree with honours in ECS at Threshold Level, students would be expected to have a knowledge and understanding of all of these criteria. On graduating with a FdA candidates would be expected to have an understanding and knowledge of these criteria commensurate with their qualification at level 5:

:

34. Communicate ideas and research findings effectively, clearly and fluently by written, oral and visual means.
35. Present a wide range of theoretical positions and offer a point of view.
36. Interpret and use numerical, and other forms of data.
37. Present information to others in appropriate forms.
38. Approach problem solving in a systematic way.
39. Listen carefully to others and reflect upon ones own and others' skills and views.

40. Use a range of sources of information.
41. Use the communication skills necessary to converse, debate, negotiate, persuade, and challenge the ideas of others.
42. Be aware of contextual and interpersonal factors in groups and teams.
43. Have insight and confidence in leading and working collaboratively with others.
44. Write for different purposes.
45. Use ICT appropriately as part of the learning process in a range of contexts.
46. Undertake self directed study and project management in a supportive environment.
47. Recognise the need to assess one's own skills and to harness them for future learning.

**Foundation Degree Early Childhood Studies modules
mapped against the QAA bench mark statements**

	Mod 1a	Mod 1b	Mod 2	Mod 3	Mod 4	Mod 5a	Mod 5b	Mod 6	Mod 7	Mod 8
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										
21.										
22.										
23.										
24.										
25.										
26.										
27.										
28.										
29.										
30.										
31.										
32.										
33.										
34.										
35.										
36.										
37.										
38.										
39.										
40.										
41.										
42.										
43.										
44.										
45.										
46.										
47.										

APPENDIX 2

FdA Early Childhood Studies modules mapped against the DfES Common Core of Skills and Knowledge for the Children's Workforce

In 2005 the DfES worked with a partnership of service users and employers to produce a Common Core of Skills and Knowledge for the Children's Workforce, to practice at a basic level in six areas of expertise.

*"The Common Core reflects a set of common values for practitioners that promote equality, respect diversity and challenge stereotypes, helping to improve the life chances of all children and young people. It also acknowledges the rights of children and young people and the role that parents carers and families play in helping children and young people to achieve the outcomes identified in **Every Child Matters**". (DfES 2005 p 4)*

The Government and their partners are expecting this Common Core to form the foundation of the design of all in-service courses and training. In time all qualifications for work with babies, children and families will include an appropriately differentiated Common Core.

**Common Core of Skills and Knowledge for the Children’s Workforce
mapped against the FdA Early Childhood Studies modules**

	Effective Communication and Engagement	Child and Young person Development	Safeguarding and Promoting the Welfare of the Child	Supporting Transitions	Mutli-agency Working	Sharing Information
1a. Personal, Professional and Academic Development						
1b. Personal and Professional Development						
2. Child Development: A Holistic Approach						
3. The Planning Cycle						
4. Inclusive and Enabling Environments						
5a. Professional Development (2)						
5b. Working with Young Children						
6. Action Research Project						
7. Safeguarding and Promoting Children’s Welfare						
8. Early Childhood: Global Perspectives of Contemporary Issues						

THE STAFFORDSHIRE GRADUATE

The Staffordshire Graduate represents a set of qualities that the University passionately believes is necessary for success in the 21st century. The Staffordshire Graduate is a reflective and critical learner with a global perspective, prepared to contribute in the world of work.

The table below indicates where, within your award, these characteristics are addressed:

AWARD TITLE: Foundation Degree in Early Childhood Studies		
Characteristic	Award Module(s) including level and number of credits	Method of Assessment
Be prepared to be work-ready and employable	1a. Personal, Professional & Academic Development (F/T route) 30 credits L4	Professional Development Portfolio Vocational Evidence Records
	1b. Professional and Academic Development (P/T route) 30 credits L4	Professional Development Portfolio
	5a. Professional Development (2) (F/T route) 30 credits L5	Professional Development Portfolio Vocational Evidence Records
	3. The Planning Cycle 30 credits L4	Portfolio planned activities
	5b. Working with Young Children 30 (P/T) credits L5	Reflective account of professional development
	2. The Developing Child: A Holistic View 30 credits L4	Portfolio of child observations and assessments
	7. Safeguarding and Promoting Children's Welfare	Essay
Understanding of enterprise and entrepreneurship	6. Action Research 30 credits L5	Action Research Project
Understanding of global issues and their place in the global economy	8. Early Childhood: Global Perspectives on Contemporary Issues 30 credits L5	Annotated bibliography
	4. Inclusive and Enabling Environments 30 credits L4	Exam
Communication skills	4. Inclusive and Enabling Environments	Group film presentation

	30 credits L4	
	6. Action Research 30 credits L5	Action Research Project
	3. The Planning Cycle 30 credits L4	Portfolio planned activities
	2. The Developing Child: A Holistic View 30 credits L4	Portfolio of observations Academic poster
Presentation skills	4. Inclusive and Enabling Environments 30 credits L4	Group film presentation
	2. The Developing Child: A Holistic View 30 credits L4	Portfolio of observations Academic poster
The ability to interact confidently with colleagues	1a. Personal, Professional & Academic Development (F/T route) 30 credits L4	Professional Development Portfolio Vocational Evidence Records
	5a. Professional Development (2) (F/T route) 30 credits L5	Reflective log Vocational Evidence Records
	3. The Planning Cycle 30 credits L4	Portfolio planned activities
	2. The Developing Child: A Holistic View 30 credits L4	Portfolio of observations Academic poster
	4. Inclusive and Enabling Environments 30 credits L4	Group film presentation
Independence of thought	6. Action Research 30 credits L5	Action Research Project
Skills of teamworking	4. Inclusive and Enabling Environments 30 credits L4	Group film presentation
	3. The Planning Cycle 30 credits L4	Portfolio planned activities
	5b. Working with Young Children (P/T) 30 credits	Case Study
Ability to carry out inquiry-based learning and critical analysis	6. Action Research 30 credits L5	Action Research Project

	8. Early Childhood: Global Perspectives on Contemporary Issues 30 credits L5	Annotated bibliography
	2. The Developing Child: A Holistic View 30 credits L4	Portfolio of observations
Skills of problem solving and creation of opportunities	6. Action Research 30 credits L5	Action Research Project
	3. The Planning Cycle 30 credits L4	Portfolio planned activities
	4. Inclusive and Enabling Environments 30 credits L4	Group film presentation
Technologically, digitally and information literate	4. Inclusive and Enabling Environments 30 credits L4	Group film presentation
Able to apply Staffordshire Graduate attributes to a range of life experiences to facilitate life-long learning	1a. Personal, Professional & Academic Development (F/T route) 30 credits L4	Professional Development Portfolio
	1b. Professional and Academic Development (P/T route) 30 credits L4	Professional Development Portfolio
	5a. Professional Development (2) (F/T route) 30 credits L5	Professional Development Portfolio
	8. Early Childhood: Global Perspectives on Contemporary Issues 30 credits L5	Professional Development Portfolio

ADDENDUM FOR DELIVERY AT A PARTNER INSTITUTION

This section should record any matters within the programme specification which do not apply to the delivery at the partner. It should also note any differences in delivery, course content, module choice etc.

Name and location of partner	
Partnership Context	E.G., The awards listed below are part of a franchise arrangement with Staffordshire University.
Awards to be offered at partner	
Aims / Learning Outcomes	
Curricula	
Teaching and Learning	
Assessment	
Admissions Criteria	
Specific Regulations	
Date of completion	

All of the above sections should be completed as appropriate for each partner organisation.

=====