

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Awarding Institution / Body	University of Central Lancashire
Teaching Institution and Location of Delivery	University of Central Lancashire Burnley College Preston College Runshaw College Wigan and Leigh College Hugh Baird College Kendal College The Lakes College Furness College Lancaster and Morecambe College Southport College
University School/Centre	School of Education and Social Science
External Accreditation	Sector endorsement CWDC (September 2011)
Title of Final Award	Foundation Degree in Children, Young People and their Services
Modes of Attendance offered	Full time- 2 years Part time- 3 years
UCAS Code	
Relevant Subject Benchmarking Group(s)	Education Social Care Foundation Degree qualification benchmark CWDC Framework (Learning Development Framework and Common Core) Tickell Report (2011)
Other external influences	Children's Workforce Development Council

	<p>National Service Framework- Core Standards. Every Child Matters- Change for Children The Statutory Framework for the Early Years Foundation Stage Children's Workforce Strategy Sector Skills Council Children's Bill 2004 Youth Matters</p>
Date of production/revision of this form	<p>August 2012 Revised Sept 2014</p>
Aims of the Programme	
<ul style="list-style-type: none"> • To allow students to gain a level 5 qualification which will provide broad employment opportunities in education and/or care settings in children's services in response to government recommendations 	
<ul style="list-style-type: none"> • To equip students to work as practitioners with children and young people in a variety of education and care settings 	
<ul style="list-style-type: none"> • To enable students to develop critical understanding, personal skills and interests in areas relevant to education and care by developing skills, knowledge, experience and competences 	
<ul style="list-style-type: none"> • To provide opportunities for the critical evaluation of educational and social care policies, processes, provision and practice in a variety of education and/or care settings 	
<ul style="list-style-type: none"> • To develop students' knowledge of theories underpinning children and young people's learning including their social, cognitive, language, physical and emotional development 	
<ul style="list-style-type: none"> • To enable students to develop a critical understanding of equality issues in education and care. 	
<ul style="list-style-type: none"> • To provide progression opportunities in CPD, undergraduate study and professional training 	

Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Insight

- A1. Describe and discuss the political, social and administrative influences on children's services
- A2. Outline the requirements and structure of a range of frameworks which inform current policies and legislation for practice including safeguarding
- A3. Review and critically discuss social and cultural diversity in contemporary society and its impact on social and educational provision, expectations and tensions including working with other agencies
- A4. Describe and discuss the theoretical approaches including the stages and sequences of cognitive, emotional, social, language and physical development and their practical application for service users
- A5 describe and detail the ethical requirements of professional practice within care, education and health.

Teaching and Learning Methods

A range of teaching and learning strategies are used to enable students to acquire and apply the knowledge and skills expressed in the course and module learning outcomes. Lectures, supported by paper-based, audiovisual and web- based materials are used to provide essential information, analysis of theories, concepts and methods, guidance for further work and as a framework and stimulus for learning. Lectures also involve students in learning through the provision of opportunities for questioning, participation and interaction. Group activities, workshops, discussions and seminars facilitate the development of interpersonal skills, peer support and learning and are used to stimulate discussion and the sharing of information, ideas, values and experience. Both work- based and academic mentoring systems will be deployed.
A range of subject specialists eg speech therapists will be engaged as guest speakers.

Assessment methods

The key learning outcomes are assessed through the requirement to meet the specified learning outcomes through a variety of methods within all the modules, for example. This not only addresses issues of students' PDP but also reinforces the link between theory and practice (a defining characteristic of Foundation Degrees). Essays, presentations, reflective logs, case studies and reports form the assessment methods for the programme as well as tasks drawn from work- based learning.

B. Subject-specific skills

- B1. Identify ways in which key adults and frameworks encourage children and young people's learning and development
- B2. Examine the ways in which current and competing educational theories and policy frameworks influence how children and young people learn
- B3. Discuss a range of influences on development, health and well-being and identify appropriate tools for assessing children's development and needs to include safeguarding.
- B4 Identify children requiring special attention and develop recommendations to support their individual needs
- B5 Evaluate the theory and practice of managing provision across an age/stage-related framework including ethical requirements

Teaching and Learning Methods

Teaching and learning methods are as above but are complemented by the additional learning from the work- base. The student will have an appointed mentor to facilitate the development of these skills.

Assessment methods

As above- but B1 &2 particularly evidenced in the Self and Study and Managing the Professional Role in Practice modules. B3, B4 and B5 evidenced in work-based elements of the assessment strategies. As before, essays, presentations, reflective logs, case studies and reports form the assessment methods for the programme as well as tasks drawn from work- based learning

C. Thinking Skills

- C1. Discuss and apply theories of play and its role in the development of children and young people
- C2. Critically evaluate existing and potential responses to specific forms of inequality in educational and social contexts
- C3. Evaluate the impact of personal, environmental and social factors on parents, carers, families, children and young people.
- C4. Evaluate the contribution and intervention strategies of different professionals and inter-agency work in the support and safeguarding of children, young people, families and parents/carers
- C5 Reflect on the needs of children and young people as individuals and within groups

Teaching and Learning Methods

Case studies, primary and secondary source analysis and problem solving exercises are used to facilitate the development and application of skills and knowledge. Individual independent enquiry and analysis with tutorial support, guided reading and supervision, including preparation for assignments, seminars and projects enable students to develop academic knowledge and skills and methodologies as well as personal, organisational and problem- solving skills. PDP is embedded through all the modules but more specifically focused in CI 1603 and CI 2604. Skills of reflective practice are encouraged in all modules

Assessment methods

The range of learning opportunities and outcomes presented throughout the programme both enable and require students to develop these skills and are assessed through assignments .

D. Other skills relevant to employability and personal development

- D1. Demonstrate and identify their own learning style and the principle of reflective learning and practice
- D2. Recognise and address their own strengths and weaknesses in specified study and general transferable skills
- D3. Demonstrate an ability to communicate effectively orally and in writing in academic and employment contexts

Teaching and Learning Methods

These skills are assessed throughout the programme through both a combination of academic and vocational assessments

Assessment methods

Assignments, presentations and research projects.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 5	CI 2601	Policy and Practice for Children and Young People	20	Exit Award Foundation Degree Requires 240 credits including a minimum of 120 at Level 2 The classification of merit and distinction is available for the Foundation Degree & Certificate.
	CI 2602	Promoting the Welfare of Children and Young People	20	
	CI 2603	Frameworks, Transitions and the Child	40	
	CI 2604	Managing the Professional Role in Practice	40	
Level 4	CI 1601	Children, Young People and their World	20	Exit Award Foundation Certificate Requires 120 credits at Level 4
	CI 1602	Difference, Diversity and Inclusive practice	20	
	CI 1603	Self and Study	40	
	CI 1604	Aspects of Learning and Development	40	
15. Personal Development Planning				
<p>Personal Development Planning is embedded within the programme in two ways:</p> <ul style="list-style-type: none"> • In CI 1603 Self and Study and CI 2604, Managing the Professional Role in Practice. The latter module in particular, has been specifically designed to reflect the individual student's work setting and career aspirations. • Through the assessment strategies in the modules where approx 50% is assessed on work- based practice. <p>The process of managing the students PPD is the co- responsibility of the student, personal tutor (usually the course leader) and the work- based mentor. Significant opportunities for reflective practice occur in CI 1601 (eg action planning) although these skills are asked elsewhere in both the assessment strategies and the Learning Journal.</p>				
16. Admissions criteria				
<p>Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.</p>				

Students will be informed of their personal minimum entry criteria in their offer letter.

Students will be considered with a range of qualifications including:

- NVQ Level 3 in a vocationally related area,
- Open College B units [160 credits]
- An A level pass (grade C or above), UCAS pts 160 +
- BTEC National Diploma,
- Advanced GNVQ Health and Social Care,
- Advanced modern apprenticeship in C& YP
- CACHE Diploma,
- Vocational A levels,
- Relevant experience and/or evidence of recent study.
- English GCSE (or equivalent)
- International students will require minimum IELTS 6 or equivalent.

Students who hold an HNC Childhood Studies gain admission with advanced standing as they are eligible for APL (Accreditation of Prior Learning) up to **a maximum** of 160 credits on enrolling for the Foundation Degree, IF the qualification was studied within the last five years. These cases will be considered on an individual basis through the appropriate documentation submitted to the Programme Director at the University.

All students will be offered advice and guidance followed by an interview.

17. Key sources of information about the programme

- **Fact sheet**
- **Student Handbook**
- **Advice and guidance at interview- pre admission.**
- **Taster sessions including progression briefings for FE level 3 students**
- **School of Education & Social Science 01772 893090**
- **Open days**
- **www.uclan.ac.uk**

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																	
				Knowledge and understanding					Subject-specific Skills					Thinking Skills					Other skills relevant to employability and personal development		
				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3
LEVEL 5	CI 2601	Policy and Practice for Children and Young People	C	*		*		*					*				*				
	CI 2602	Promoting the Welfare of Children and Young People	C		*				*		*	*				*	*				
	CI 2603	Frameworks, Transitions and the Child	C		*		*		*		*		*		*			*			
	CI 2604	Managing the Professional Role in Practice	C				*						*				*		*	*	*
LEVEL 4	CI 1601	Children, Young People and their World	C	*	*		*		*	*				*				*			
	CI 1602	Difference and Diversity	C	*	*	*		*							*	*					
	CI 1603	Self and Study	C					*											*	*	*
	CI 1604	Aspects of Learning and Development	C	*	*	*	*		*		*	*					*	*			

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks