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OCD5024 Part Time (2015-16)
Foundation Degree in Early Years Childhood Studies

Awarding Institution

University of Bolton

Teaching Institution

Bury College

Ucas Code

L592

JACS Code

X310

Language Of Study

English

Notes:

This Programme adheres to the University's Fitness to Practice Declaration

Professional Accreditation

None Associated with this programme

Programme Awards

Title	Type	Level	Description
Foundation Degree (FdA)	Final Award	Level 5	Foundation Degree Early Years Childhood Studies
Certificate of Higher Education (CertHE)	Exit or Fallback Award	Level 4	Certificate of Higher Education

Benchmark Statements

The following benchmark statements apply to this programme:

- QAA Standards for Work Based Learning and Foundation Degree
- QAA Early Childhood Studies
- QAA Foundation Degree Qualification Benchmarks (May 2010)

Internal and External Reference Points

1. QAA Academic Infrastructure, including the Framework for Higher Education and the code of Practice
2. UK Quality Code for Higher Education
3. The University of Bolton awards framework

Other Points of Reference

- CWDC Sector Endorsed
- Every Child Matters
- Common Core of Skills and Knowledge of the Children's Workforce (2010)
- Early Years Foundation Stage (EYFS) Curriculum Framework
- Tickell Review (2011)

Additional Criteria

- You should hold a relevant Level 3 vocational qualification or 2 relevant A levels.
- You must be employed/secure employment relevant to the sector (paid or voluntary) for a minimum of two days a week.

Additional Admission Matters

- DBS (Disclosure and Barring Service) Check
- Attend Interview

Aims of the Programme

The principal aims of the programme are to:

- To develop and extend appropriate knowledge and skills to underpin work in the early years sector, recognising the need to embrace new developments.
- To develop flexible practitioners able to work within and across professional boundaries.
- To produce students with a strong academic and vocational background for employment in the Early Years sector or progression onto further academic programmes of study.
- To develop transferable skills for use in the workplace
- To develop you as a reflective practitioner and setting this in a life long learning context.
- To develop critical awareness of current issues within childcare studies and practice
- To develop proficiency in professional and practical skills associated with your area of expertise.
- To uphold the Bolton values of social, public and ethical responsibility and environmental sustainability.

Distinctive Features of the Programme

- The course has been developed to be delivered with the needs of both practitioners and employers in mind with opportunities for flexible delivery
- The emphasis on the integration of work based learning ensures that the child and his/her parents are at the heart of all learning.
- A well established and professionally respected course that is an exemplar of collaborative working within the University.
- The Common Core of Skills and Knowledge for the Children's Workforce is an external reference point that is embedded within the programme to ensure appropriate skills for multi-agency working are developed.
- The rationale and design of the programme continues to use the criteria for sector endorsement as a reference point of good practice.
- Employers have always been involved with monitoring and evaluation of the programme both as workplace mentors and as students on the course.

- Successful completion of the course may enable you to progress onto the BA Hons Early Childhood Studies Top-up degree.

Learning Outcomes

Knowledge & Understanding

On completion of the programme successful students will be able to demonstrate systematic knowledge and understanding of:

- Theories and research findings on child development that underpin early years practice
- A range of pedagogical concepts consistent with professional practice
- Social policy and legislation relevant to the safeguarding of children.
- The values and attitudes that underpin childcare practice
- Analysis of contextual roles and structures in services for children
- The characteristics of research design

Cognitive, Intellectual or Thinking Skills

On completion of the programme successful students will be able to demonstrate the ability to:

- Use reasoning and analysis
- Make links between research, theory and practice which informs ongoing practice.
- Explore the elements in problem based learning and develop your ability to make informed and appropriate decisions.
- Recognise your own responsibilities and wider organisational structures.
- Evaluate your skills using appropriate evidence including the use of reflective models.

Practical, Professional or Subject-specific Skills

On completion of the programme successful students will be able to demonstrate the ability to:

- Contribute to the safeguarding of children from abuse and promote personal sense of care and safety in the child.
- Assess and identify ways of providing an enabling environment for children.
- Work in partnership with parents.
- Plan, implement and evaluate programmes of learning creating an inclusive framework.
- Plan for and manage services for children including working independently or as part of a team or group.

Transferable, Key or Personal Skills

On completion of the programme successful students will be able to demonstrate the ability to:

- Communicate effectively with a variety of audiences (children, peers /colleagues, parents, health and social services and other external agencies).
- Assess and share information with other professionals
- Engage in continuing personal, educational and career development.
- Be competent in the use of Information technology.
- Apply numerical skills in the gathering, interpretation and representation of data.

Programme Structure

FdA Early Years Childhood Studies- 240 credits All modules at Level 4 are 20 credits (6 core modules). Students may exit at Level 4 with 120 credits with a Certificate of HE. All Level 5 modules are 20 credits , except for the final Independent Study which is 40 credits. Progression from FdA onto an BA Hons Early Years Top-up degree

Module List

Title	Module Code	COE ¹
Study Skills and Personal Development Planning	EYC4001	C
The Developing Child	EYC4002	C
ICT To Support Children's Learning	EYC4003	C
Facilitating Children's Learning	EYC4004	C
Inclusive Practice	EYC4005	C
Social Policy for Early Years	EYC4006	C
Developing Reflective Practice	EYC5001	C
Safeguarding Children	EYC5002	C
Managing Sessions with Children	EYC5003	C
Research Perspectives	EYC5004	C
Independent Study	EYC5005	C

¹Core, Optional, Elective

Learning & Teaching Strategies

Lectures will introduce the key learning for each module, followed by classroom based activities that apply learning and theoretical perspectives to work based scenarios. You will be supported in the development of independent research skills through formative feedback and directed reading. You will be expected to increase your ability to work independently in the later part of the course. Tutorials will be included as part of each module programme. The Practice Trainer will develop your professional practice through observations in the workplace and professional 1:1 discussions.

Learning Activities (KIS entry)

Course Year	HE3	HE4	HE5	HE6	HE7
Scheduled learning and teaching activities	n/a	70%	65%	n/a	n/a
Guided independent study	n/a	30%	35%	n/a	n/a
Placement/study abroad	n/a	n/a	n/a	n/a	n/a

Assessment Strategy

A variety of assessment methods are used throughout the course, these include, essays, presentations, case studies, activity plans, reflective accounts, critical evaluations and in the final module an independent study in an area of your practice. Each piece of assessment will require you to apply theoretical perspectives to your practice and the work setting. You will complete a PDP Portfolio in the Study Skills module as part to the summative assessment. Group discussions, class based activities and 1:1 tutorials will form part of the formative assessment strategy, in addition to reflective accounts on your learning which will be included in your PDP portfolio. The role of the Practice Trainer is also to give feedback in the work place to develop your professional and practical skills.

Assessment Methods (KIS entry)

Course Year	HE3	HE4	HE5	HE6	HE7
Written exams	n/a	n/a	n/a	n/a	n/a
Coursework	n/a	100%	100%	n/a	n/a
Practical Exams	n/a	n/a	n/a	n/a	n/a

Assessment regulations

Assessment Regulations for Undergraduate Modular Programmes apply to this programme.

Grade Bands & Classifications

Foundation Degree

Regulations can be found at: <http://www.bolton.ac.uk/Quality/RP/APPR/Home.aspx>

Role of External Examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

Support for Student Learning

- The programme is managed by a programme leader
- Induction programme introduces the student to the University and their programme
- Each student has a personal tutor, responsible for support and guidance
- Personal Development Planning integrated into all programmes
- Feedback on formative and summative assessments
- University support services including housing, counselling, financial advice, careers and a disability team
- Library and IT services
- The Students' Union advice services
- Faculty and Programme Handbooks which provide information about the programme and University regulations
- The opportunity to develop skills for employment

Methods of Evaluating & Enhancing the Quality of Learning Opportunities

- Programme committees with student representation
- Module evaluations by students

- Student Surveys
- Annual quality monitoring and action planning through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs), Subject Annual Self Evaluation Reports (SASERs), Faculty Quality Enhancement Plans (FQEPs), University Quality Enhancement Plans (UQEP)
- Peer review/observation of teaching
- Professional development programme for staff
- External Examiner reports

Sources of Information

- Student Portal <http://www.bolton.ac.uk/Students/Home.aspx>
- Students Union <http://www.ubsu.org.uk/>
- Student Handbook <http://www.bolton.ac.uk/Students/Home.aspx>
- Student Entitlement Statement <http://www.bolton.ac.uk/students>
- Module Database <https://modules.bolton.ac.uk>
- Moodle <http://www.moodle.bolton.ac.uk>
- External Examiner Report <http://www.bolton.ac.uk/examreports>