

Section 1: BASIC INFORMATION

1.1	Awarding Institution:	University of St Mark & St John
1.2	Teaching Institution:	University of St Mark & St John
1.3	Locus of Delivery:	University of St Mark & St John
1.4	Final Award Title:	Foundation Degree in Arts (FdA)
1.5	FHEQ Level:	4, 5
1.6	Programme Title:	Professional Development Framework Specialist pathways include: Children and Families Early Years Health and Social Care Learning Support
1.7	Mode and Duration of Study:	Full Time - 2 Years/ Part Time - 4 Years
1.8	UCAS Code(s):	Children and Families (L520) Early Years (X900) Health and Social Care (L511) Learning Support (L590)
1.9	Admission Criteria:	Admissions follows normal University processes and procedures: In addition, all applicants must have engaged in a minimum of 10 hours relevant employment (paid or voluntary). Applicants will need to supply information about their work and employer upon application
1.10	Accrediting Professional Body/ PSRB:	N/A
1.11	QAA Subject Benchmarking Group(s):	QAA Social Work Subject Benchmark Statement
1.12	Other External Points of Reference:	QAA Foundation Degree Benchmark Statements <i>The Professional Practice Standards for Residential Child Care (CWDC 2010) and Practice Guidance (CWDC 2010)</i> <i>The Common Core of Skills and Knowledge for the Children's Workforce (refreshed) (CWDC 2010)</i> <i>The Skills Development Framework for work with young people (2nd edition) (2011)</i> National Occupational Standards in Children's Care, Learning and Development

		Skills for Care NOS for Health and Social Care
1.13	Language of Study (for learning, teaching and assessment):	English
1.14	Work-Based Learning Arrangements:	Work based learning is integral to all modules on the programme. Specific work based learning modules are CYCC53, CYCC56, CYCD53 and CYCD56.
1.15	Foundation Degree Progression Routes:	N/A
1.16	Arrangements for Distance Learning:	N/A
1.17	Original Date of Production:	September 2011
1.18	Date of Commencement:	1 st September 2012
1.19	Review Date:	By 31 st August 2018
1.20	Date(s) and Nature of Revision(s) to this Programme:	13/02/13 Semester change for CYCD59 (B to A), CYCD60 (A to B) FdA Early Years 01/09/13 Title change to specialism route CTP - CFA 01/11/13 Replace CYCD64 with CYCD55 (FdA Early Years, FdA Learning Support and FdA Health and Social Care) 27/11/13 Amend CYCC57 from Semester A to Semester B, replace CYCC58 with CYCC62 (FdA Health and Social Care) 15/09/15 Title change for CYCC62 (now CYCC66)

2. Programme Outline

2.1 General Information

This programme forms part of a wider framework in Professional Development (including FdAs in Early Years; Health & Social Care; Children and Families) and is designed for people who are currently in work (either paid or unpaid). It integrates substantial work-based learning modules - four 20 credit modules across the two year programme. A number of the modules are shared across the five different routes. This enhances the viability of the programmes as well as providing opportunities for students to expand their knowledge and experience of working with practitioners across different work place settings. It also incorporates specific modules for students working in learning support roles. The benefits of work-based learning throughout the programme include that students learn concurrently in the University and in practice, supporting the early, and continuing, embedding of theory/practice integration.

The teaching content reflects current issues about children and young people in educational contexts including understanding child and young person's development; language and literacy development as well as current approaches to risk and safeguarding. It explores the social policy and welfare context in addition to education policy and examines practice in relation to behaviour issues and learning difficulties including dyslexia, dyspraxia and aspergers syndrome. In these areas disciplines such as Psychology, Sociology, Social Policy and Education theory are drawn upon.

2.2 Specific Programme Outlines

FdA Children and Families

This programme is aimed at practitioners who work across a range of child care settings. It is distinctive because one third of the programme is delivered in practice settings. It is designed to enable students to simultaneously develop their knowledge and understanding, intellectual skills and practice skills in order that they emerge as effective, reflective practitioners with a focus on enhancing practice. Students study and practice at both levels of the programme and the integration of theory and practice is emphasised in all modules. Competency will be enhanced in interpersonal, intervention, group work and collaborative skills through discursive teaching and active engagement in UC-based and work based learning. The teaching content reflects current issues about child care and therapeutic practice and this is explored through social policy and welfare contexts. Teaching examines understandings of child and young person development and current approaches to risk and safeguarding. It also explores the notion of collaborative working in a multi-agency context; inclusion, equality and diversity; working with conflict and leading practice. In these areas disciplines of psychology, sociology and social policy are drawn on.

FdA Early Years

This programme is aimed at practitioners who work in Early Years settings. It is distinctive because one third of the programme is delivered in practice settings.

It is designed to enable students to simultaneously develop their knowledge and understanding, intellectual skills and practice skills, in order that they emerge as effective, reflective practitioners with a focus on enhancing practice. Students study and practice at both levels of the programme and the integration of theory and practice is emphasised in all modules. Competency will be enhanced in interpersonal, intervention, group work and collaborative skills through discursive teaching and active engagement in UC-based and work based learning. The teaching content reflects current issues about early years and this is explored through teaching and learning about changes to social policy including the move to professionalism and leadership in the sector. Teaching examines the EYFS curriculum and the importance of play and child development; language and literacy development; inclusion and diversity; current approaches to safeguarding and risk; collaborative working with parents, carers and families as well as multi-agency working. In these areas disciplines such as psychology, sociology and social policy are drawn on.

FdA Health and Social Care

This programme is aimed at practitioners who work across a range of health and social care settings. It is distinctive because one third of the programme is delivered in practice settings. It is designed to enable students to simultaneously develop their knowledge and understanding, intellectual skills and practice skills in order that they emerge as effective, reflective practitioners with a focus on enhancing practice. Students study and practice at both levels of the programme and the integration of theory and practice is emphasised in all modules. Competency will be enhanced in interpersonal, intervention, group work and collaborative skills through discursive teaching and active engagement in UC-based and work based learning. The teaching content reflects current issues about health and social care and includes the welfare and social policy context. It explores current approaches to risk and safeguarding; codes of practice and ethical practice; community development and working with families. It also examines collaborative working in a multi-agency context; inclusion,

equality and diversity. Aspects of adult social care, mental health, disability and learning difficulties are a part of the curriculum. In these areas, disciplines such as psychology, sociology and social policy are drawn on.

FdA Learning Support

This programme is aimed at practitioners who work in both formal and informal educational settings. It is distinctive because one third of the programme is delivered in practice settings. It is designed to enable students to simultaneously develop their knowledge and understanding, intellectual skills and practice skills in order that they emerge as effective, reflective practitioners with a focus on enhancing practice. Students study and practice at both levels of the programme and the integration of theory and practice is emphasised in all modules. Competency will be enhanced in interpersonal, intervention, group work and collaborative skills through discursive teaching and active engagement in University based and work based learning.

3. Programme Aims

General programme aims include to:

1. Enable employers, students and the University to work collaboratively to enhance the quality of practice
2. Develop students as critically reflective practitioners who are committed to ongoing learning in the workplace
3. Enable students to understand and appreciate diversity and challenge inequalities and discrimination
4. Develop student competence in independent learning to a level commensurate with a Foundation degree level award.

The specific Programmes Aims are as follows:

FdA Children and Families

5. Provide a relevant education for those working with children and young people in residential childcare and similar environments which seek to be child-centred and therapeutically oriented
6. Promote knowledge and understanding of children and young people's development in a psycho-social framework
7. Promote knowledge and understanding of the wider social context within which children and young people develop including policy and service provision

FdA Early Years

8. Provide a relevant education for those working with young children and their parents/carers
9. Promote knowledge and understanding of children and young people's development in a psycho-social framework
10. Promote knowledge and understanding of the wider social context within which children and young people develop including policy and service provision

FdA Health and Social Care

11. Provide a relevant education for those working within health and social care settings
12. Promote knowledge and understanding of people across the life course from an

interdisciplinary perspective that draws on social science disciplines of Health Studies, Sociology and Social Psychology

13. Promote knowledge and understanding of the wider social context including policy and service provision

FdA Learning Support

14. Provide a relevant education for those working with children and young people
15. Promote knowledge and understanding of children and young people's development in a psycho-social framework
16. Promote knowledge and understanding of the wider social context within which children and young people develop including policy and service provision

4. Programme Learning Outcomes

Knowledge & Understanding:

By the end of this programme students should be able to demonstrate:-

1. an understanding of the role of critical reflective practice in the workplace
2. a critical awareness of issues of equality of opportunity, discrimination and diversity
3. a critical understanding of the nature and use of research including its application in practice and ethical dimensions

The following Knowledge and Understanding outcomes are specific to the relevant awards:

FdA Children and Families

4. knowledge and understanding of key concepts and theoretical approaches relevant to practice in residential childcare and similar settings
5. knowledge and understanding of child and young people's development within a psycho-social framework
6. knowledge and understanding of social policy in relation to the children's workforce

FdA Early Years

7. knowledge and understanding of key concepts and theoretical approaches relevant to practice in Early Years settings
8. knowledge and understanding of child development within a psycho-social framework
9. knowledge and understanding of social policy in relation to the children's workforce

FdA Health and Social Care

10. knowledge and understanding of key concepts and theoretical approaches relevant to practice in health and social care settings
11. knowledge and understanding of psycho-social developments across the life course
12. knowledge and understanding of social policy in relation to health and social care

FdA Learning Support

13. knowledge and understanding of key concepts and theoretical approaches relevant to practice in school and other educational settings
14. knowledge and understanding of child and young person development within a psychi-social framework

15. knowledge and understanding of social policy in relation to children's workforce and educational settings

Intellectual skills:

By the end of this programme students should be able to demonstrate ability to:-

16. analyse policies and practices with a range of theoretical perspectives and articulate intellectual and professional judgements
17. review and critically evaluate relevant theory and research from a range of sources and apply to practice situations
18. engage in independent enquiry within an ethical framework relevant to their practice role and setting

Practice skills:

By the end of this programme students should be able to demonstrate that they:-

19. operate as critically reflective practitioners where they are able to link theoretical concepts to practice ideas
20. are able to make informed judgements on complex ethical, relational and professional issues
21. competently engage in a range of relationships within a anti-oppressive and anti-discriminatory framework

Transferable / Key skills:

By the end of this programme students should be able to demonstrate:-

22. communication skills in a variety of forms
23. learning, study and research skills including the appropriate use of ICT
24. effective planning, organisation and time management skills
25. the ability to select and use appropriate quantitative and qualitative techniques for data collection, presentation, analysis and problem solving.

5. Learning and Teaching Methods

A range of learning and teaching mechanisms is utilized to enable flexible, student centred learning and considerable emphasis is placed on working in small groups, starting from strengths and encouraging active participation. The variety of teaching and learning styles adopted reflects an understanding that students do not all learn in the same way. The strategies used aim to develop student approaches to learning which will support reflection and analysis, aiding the application of theory to practice and developing a critical awareness of the multi-dimensional influences on working with young people. The learning and teaching approaches employed contribute directly to the development of key and transferable skills and professional practice skills. Students are encouraged to bring examples of their practice to the sessions to enable discussion and enhance their and others' learning. Practice-based learning is central to, and integrated in, the programme. Employers and supervisors are central to student's learning and professional development in their role delivering work-based learning modules; supervisors assist the students' task of relating and integrating theory to practice, and drawing ongoing learning from practice.

Academic and study skills:

Students are supported in developing these skills throughout the programme and specifically in year one when students are new to Higher Education. These skills are embedded in the modules delivered, as tutors teach and set tasks to ensure that these skills are learned. In the majority of modules, formative feedback is given on assessment tasks to ensure that students are given opportunities to submit small sections of work for comment before summative assessment tasks.

All students have an induction day where they are introduced to University college systems and academic support staff. Students have sessions about academic skills such as referencing and are given support in accessing electronic reading materials such as journals etc. The University has a well-resourced academic skills department where staff provide a drop-in service as well as an appointment system. Staff here have extensive experience in supporting 'non traditional' students who might not have studied at this level before.

6. Assessment

The programme is assessed in accordance with the University's Assessment Regulations and Procedures. It should be noted that, whilst anonymised marking provision is in place, it is expected that some module assessment tasks may, in some instances, identify the writer as coursework will involve students writing about specific practice contexts, interventions and improvements.

A wide range of assessment methods is used on the programme in recognition of the impact assessment has on student learning and approaches to learning. Our assessment strategy recognises and values the variety of learning styles within any given cohort and takes account of students' academic and professional practice learning needs. Consideration is given to the development of particular key skills which may be developed through assessment, for example presentation skills and collaborative working skills. At each level there is a mixture of controlled (e.g. presentation) and open assessment (e.g. essays or assignments). Self assessment is used in work-based learning modules, and supports students to develop their reflective practice. Students are encouraged to have tutorials with staff (either face-to-face or electronically) to discuss their work and receive formative feedback on their response to assessment tasks (see section 5 for additional information). An overview of each year's assessment details with dates is provided in the Programme Handbook. Module Outlines or their equivalent provide the details of individual assessment tasks.

Glossary of Assessment terms:**Action Learning Set**

A small group who meet regularly to support one another in their learning by questioning and reflecting on practice issues and relating these to theoretical explanations/perspectives

Case Study

A comprehensive examination and analysis (using a

variety of sources of evidence/knowledge) in relation to one particular case (e.g. an individual or a practice setting)

Critical Review	A critique of a selected text or activity.
Essay	A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject
Exam	A written responses to one or more questions within a prescribed period of time. An examination assesses knowledge and understanding applied to novel or non-routine question and the ability to prepare and communicate responses
Literature Review	A critical review of existing literature on a particular topic that will inform the research.
Portfolio	A collection of shorter pieces of writing, usually linked to seminar/workshop tasks
Poster	A visual presentation of knowledge/understanding
Placement File	A collection of materials of relevance to a work placement, including the contract, recordings/evidence, and a self-assessment
Presentation	Clearly structured individual or group verbal delivery within timed conditions, delivered using appropriate methods and which demonstrates detailed knowledge and analysis
Reflective Journal	A piece of writing rooted in own professional practice, utilising a reflective practice epistemological approach and appropriate methods/tools/ techniques
Report	A written response structured to an event or activity which evaluates and assesses the processes and outcomes and makes recommendations
Research Proposal	A detailed outline for a research project which includes relevant reading and proposed methodology
Self/Peer Assessment	A critically reflective account of development of self / others, usually set against identified learning needs
Structured Assignment	A tutor specified format usually related to an extended piece of research and/or own reflexive practice

Work Based Learning File

A range of material/evidence (normally specified) relating to learning in the workplace, collected and presented together

7. Programme Specific Regulations

Students who have successfully completed 120 credits at Level 4 (Certificate level) but do not wish to continue their studies are eligible for the University College Certificate of Higher Education award.

8. Work-Based Learning/Placements

This programme involves the employers of student participants in delivery.

Employing organisations commit to providing appropriate:

- Work-based learning opportunities throughout the programme in relation to taught modules
- Supervisors for work-based learning modules carried out in the workplace (the supervisor acts as a tutor in the field)

Quality assurance arrangements for work-based learning modules

The University is responsible for quality assurance on the programme and, as such, has special QA arrangements in place for the delivery of work-based learning modules.

All work-based supervisors will attend the University's supervision development training (and briefing) prior to the start of the programme (NB this training aligns with YCWM08 *Transforming Practice through Supervision* and can be taken as accredited training).

9. Programme Structure

The programme is divided into units of study called modules, which have a credit rating of 20 CATS points. The equivalent of six 20 credit modules will be studied in each year. All modules are prescribed in order to ensure that all requirements are met. There is condonability across modules in line with University regulations.

FdA Children and Families

Module Code	Module Title	Credits	Assessment %		Semester/ Term	C/O*	Non-condonable
			C/Work	Exam			
Level 4							
CYCC66	Psycho-social development across the life course	20	100%		A	C	
CYCC63	Principles & Practices of Safeguarding	20	100%		A	C	
CYCC64	Welfare, Policy & Practice	20	100%		B	C	
CYCC53	Reflective & Professional Practice 1 (work-based learning)	20	100%		A	C	

CYCC56	Reflective & Professional Practice 2 (work-based learning)	20	100%		B	C	
CYCC65	Professional Childcare: social pedagogy & relational practice	20	100%		B	C	
Level 5							
CYCD62	Leading Practice	20	100%		A	C	
CYCD51	Children at the centre of practice	20			A	C	
CYCD53	Developing & Sustaining Learning in the Workplace 1	20	100%		A	C	
CYCD56	Developing & Sustaining Learning in the Workplace 2	20	100%		B	C	
CYCD55	Research in Practice	20	100%		B	C	
CYCD63	Working with Conflict & Crisis	20	100%		B	C	

FdA Early Years

Module Code	Module Title	Credits	Assessment %		Semester/ Term	C/O*	Non- conดอนable
			C/Work	Exam			
Level 4							
CYCC66	Psycho-social development across the life course	20	100%		A	C	
CYCC63	Principles & Practices of Safeguarding	20	100%		A	C	
CYCC64	Welfare, Policy & Practice	20	100%		B	C	
CYCC53	Reflective & Professional Practice 1 (work-based learning)	20	100%		A	C	
CYCC56	Reflective & Professional Practice 2 (work-based learning)	20	100%		B	C	
CYCC60	Language & literacy Development	20	100%		B	C	
Level 5							
CYCD62	Leading Practice	20	100%		A	C	
CYCD53	Developing & Sustaining Learning in the Workplace 1	20	100%		A	C	
CYCD56	Developing & Sustaining Learning in the Workplace 2	20	100%		B	C	

CYCD55	Research in Practice	20	100%		B	C	
CYCD59	Pedagogy & EYFS	20	100%		A	C	
CYCD60	Working with Families in Community Contexts	20	100%		B	C	

FdA Health and Social Care

Module Code	Module Title	Credits	Assessment %		Semester/ Term	C/O*	Non- conดอนable
			C/Work	Exam			
Level 4							
CYCC57	Values & Practices in H&SC	20	100%		B	C	
CYCC63	Principles & Practices of Safeguarding	20	100%		A	C	
CYCC64	Welfare, Policy & Practice	20	100%		B	C	
CYCC53	Reflective & Professional Practice 1 (work-based learning)	20	100%		A	C	
CYCC56	Reflective & Professional Practice 2 (work-based learning)	20	100%		B	C	
CYCC66	Psycho-social development across the life course	20	100%		A	C	
Level 5							
CYCD62	Leading Practice	20	100%		A	C	
CYCD53	Developing & Sustaining Learning in the Workplace 1	20	100%		A	C	
CYCD56	Developing & Sustaining Learning in the Workplace 2	20	100%		B	C	
CYCD55	Research in Practice	20	100%		B	C	
CYCD61	Contemporary Issues in Health & Social Care	20	100%		B	C	
CYCD60	Working with Families in Community Contexts	20	100%		A	C	

FdA Learning Support

Module Code	Module Title	Credits	Assessment %		Semester/ Term	C/O*	Non- conดอนable
			C/Work	Exam			
Level 4							
CYCC66	Psycho-social development across the life course	20	100%		A	C	
CYCC63	Principles & Practices of Safeguarding	20	100%		A	C	
CYCC60	Language & Literacy Development	20	100%		B	C	

CYCC53	Reflective & Professional Practice 1 (work-based learning)	20	100%		A	C	
CYCC56	Reflective & Professional Practice 2 (work-based learning)	20	100%		B	C	
CYCC61	Principles & Practice of Learning Support	20	100%		B	C	
Level 5							
CYCD62	Leading Practice	20	100%		A	O	
CYCD53	Developing & Sustaining Learning in the Workplace 1	20	100%		A	C	
CYCD56	Developing & Sustaining Learning in the Workplace 2	20	100%		B	C	
CYCD55	Research in Practice	20	100%		B	C	
CYCD59	Pedagogy & the Early Years Foundation Stage	20	100%		A	O	
CYCD58	Principles and Practice of Behaviour Support	20	100%		A	C	
CYCD57	Understanding & Managing the Learning of Children with Dyslexia, Dyspraxia & Aspergers Syndrome	20	100%		B	C	

Key:

- ^ For modules delivered by semester:
 - A or B = Semester A or B
- * C = compulsory; O = optional
- # A v indicates that the module is non-condonable on this programme.

10. Professional Advisory Group (PAG)

A Professional Advisory Group (PAG) exists which informs the FdA Early Years programme. This is made up of representatives from the local Authority, the voluntary and independent sector and course tutors. It meets once per year and provides a forum for practitioners and academic staff to exchange ideas and information relating to the programme.

11. Academic Progression Opportunities

There are specific progression opportunities for each of the Foundation Degree routes. Upon successful completion, FdA Children and Families and FdA Early Years students can progress onto onto the BA (Hons) Early Childhood Studies (progression route) programme. Upon successful completion, FdA Health and Social Care students can progress onto BA (Hons) Health and Social Welfare programme.

12. Career Progression and Employability

As students on this programme are already employed, these qualifications should enhance their opportunities for more diverse career progression and/or promotion in their current workplace.

13. Quality and Standards

The quality of the student experience and the standards of the awards are managed and quality assured through the normal University's regulations and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University's annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms.

14. Support for Students and Guidance

The University recognises the value of the whole student experience within Higher Education and students have full access to University facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal tutors for every student in the University College
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University College and is used for social gathering, quiet reflection and prayer.
- On-campus Nursery provision.

Learning Outcomes Mapping Matrix template

FdA Children and Families

Module Code	Knowledge and Understanding			Intellectual Skills				Practical Skills				Transferable/Key Skills			
	1	2 etc													
CYCC66															
CYCC63															
CYCC64															
CYCC53															
CYCC56															
CYCC65															
Level 5															
CYCD62															
CYCD51															
CYCD53															
CYCD56															
CYCD64															
CYCD63															

FdA Early Years

Module Code	Knowledge and Understanding			Intellectual Skills				Practical Skills				Transferable/Key Skills			
	1	2 etc													
CYCC66															
CYCC63															
CYCC64															
CYCC53															
CYCC56															
CYCC60															
Level 5															
CYCD62															
CYCD53															
CYCD56															
CYCD55															
CYCD59															
CYCD60															

Learning Outcomes Mapping Matrix template

FdA Health and Social Care

Module Code	Knowledge and Understanding			Intellectual Skills				Practical Skills			Transferable/Key Skills			
	1	2 etc												
CYCC57														
CYCC63														
CYCC64														
CYCC53														
CYCC56														
CYCC66														
Level 5														
CYCD62														
CYCD53														
CYCD56														
CYCD55														
CYCD61														
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Module Code	Knowledge and Understanding			Intellectual Skills				Practical Skills			Transferable/Key Skills			
	1	2 etc												
CYCC66														
CYCC63														
CYCC60														
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