

Programme Specification: FdSc Children and Young People's Practice

| About the course | | |
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| 1 | Name of course and highest award | FdSc Children and Young People's Practice |
| 2 | Level of highest award (according to FHEQ) | FHEQ level 5 |
| 3 | Possible interim awards | Certificate in Higher Education (Cert HE) |
| 4 | Awarding/validating institution | University of Gloucestershire |
| 5 | Teaching institution | University of Gloucestershire |
| 6 | Faculty responsible | Business and Professional Studies |
| 7 | Mode of study (full-time, part-time, etc) | Full and Part time |
| 8 | QAA subject benchmark statement(s) where relevant | Social Work 2008 Early Childhood Studies 2007 |
| 9 | Recognition by Professional, Statutory or Regulatory Body (PSRB), to include definition of the recognition | N/A |
| 10 | Other external points of reference | Foundation Degree Qualification Benchmark (2004) CWDC course specifications Every Child Matters Early Years Foundation Stage The Common Core of Skills and Knowledge for the Children's Workforce National Occupational Standards for: Children's Care, Learning and Development; Health and Social Care; Managers in Residential Childcare; and Work with Parents |
| 11 | Date of initial validation | 2007 April |
| 12 | Date(s) of revision | 2012 March |
| 13 | Course aims – | |
| | The main educational aims of FdSc Children and Young People's Practice are to provide you, the student, with opportunities to: | |
| | 1. Become a competent practitioner in work with children up to the age of 12, and/or their parents, in social care or educational settings; | |

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| | <ol style="list-style-type: none"> 2. Gain, integrate and apply the skills, knowledge and values necessary for working in an effective and informed way with children under the age of 12 and/or their parents or carers; 3. Appreciate the common knowledge and frameworks from related areas of practice, as well as the differences between them, by studying alongside practitioners from a range of areas of work; 4. Develop the attributes of a a Foundation degree graduate such as reflective analysis, criticality, leadership, clear communication, information gathering, ICT, problem solving, leadership and teamwork skills; 5. Begin or advance a career working with people through reflective personal or career development planning; 6. Contribute to employer aims for improved performance, recruitment or retention strategies through negotiation of mutually beneficial work based learning opportunities; 7. Provide a secure and suitable basis for future academic progression, including Early Years Professional Status. |
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| <p>14</p> | <p>Learning outcomes of the course -</p> <p>Students will show:</p> <ol style="list-style-type: none"> 1. An understanding of the nature and range of provision for children up to the age of 12 and their parents or carers, the nature of specialisit and generic work roles within them, and how the provision and roles interrelate for the benefit of the child and their parents or carers; 2. An ability to understand and apply a range of theoretical perspectives that can be used to explain childhood and child development and the way that these are influenced by context; 3. Skill in using and evaluating a range of resources and approaches to enhance the well-being, protection and education of mainstream, non-mainstream or vulnerable children in relation to current standards; 4. The skills needed to use of a range of techniques and relationship skills with children in relation to the the Observation, Assessment, and Planning (OAP) cycle in supporting personalised provision for children; 5. The ability to critically evaluate research findings and to use them to inform practice interventions; 6. That they can critically analyse the tensions and conflicts caused by diverse perspectives, contexts and ethical frameworks and can demonstrate professionalism within the context of inclusive practice and a clear value base; 7. An ability to formulate evidence- based arguments to inform decision making; 8. That they can learn from experience through the process of reflection and through making positive use of feedback; 9. Competent practice within relevant work settings against a variety of national occupational standards appropriate to work with children up to the age of 12 |

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| | <p>and their parents or carers, taking into account their role and contemporary service developments;</p> <p>10. That they can work in partnership with relevant colleagues and professionals to facilitate the well being of others within the context of current law and policy;</p> <p>11. The skill to communicate and negotiate clearly and articulately using word and number with diverse individuals and groups or communities of people using a range of media including ICT and other media;</p> <p>12. An ability to work independently and to problem solve to identify achieve personal developmental planning and goals.</p> | | | | | | | | | | | | | | | | | | |
| 15 | <p>Learning and teaching strategy</p> <p>The teaching and learning strategy has been designed to foster the skills that lead to the reflective practitioner – people who can understand and make critical use of theory and self-analysis to inform continual improvements in practice and in academic capability. This strategy is fully in line with the University’s Learning and Teaching Strategy which has the following priorities:</p> <p style="text-align: center;">Independent and collaborative learning; Learning for life and employment; Learning for the future; Research/practice informed learning and teaching.</p> <p>In order to achieve this outcome there is considerable use of discussion within lectures, often built upon group tasks, case studies and scenarios. Lead lectures or videos develop students’ understanding of theory which is then applied through assignments as well as in the workplace directly. All of the assignments have been created as mechanisms for enhancement of the depth of analysis and academic discipline as well as increased competence in practice. The teaching and the assessed tasks are designed to meet a range of learning styles. Work based learning is supported by mentoring and there are plans to develop learning sets to facilitate reflection. Moodle is used as a mechanism for consolidating material as well as for on-line discussion.</p> <p>The approaches used to promote learning are spread across the modules in order to enable programme outcomes to be met. This is shown in the appended table.</p> | | | | | | | | | | | | | | | | | | |
| 16 | <p>Learning and teaching methods</p> <table border="1"> <tr> <td>Level 4</td> <td>Scheduled learning and teaching activities</td> <td>19%</td> </tr> <tr> <td></td> <td>Guided independent learning</td> <td>57%</td> </tr> <tr> <td></td> <td>Placement and study abroad</td> <td>24%</td> </tr> <tr> <td>Level 5</td> <td>Scheduled learning and teaching activities</td> <td>13%</td> </tr> <tr> <td></td> <td>Guided independent learning</td> <td>63%</td> </tr> <tr> <td></td> <td>Placement and study abroad</td> <td>24%</td> </tr> </table> | Level 4 | Scheduled learning and teaching activities | 19% | | Guided independent learning | 57% | | Placement and study abroad | 24% | Level 5 | Scheduled learning and teaching activities | 13% | | Guided independent learning | 63% | | Placement and study abroad | 24% |
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| Level 5 | Scheduled learning and teaching activities | 13% | | | | | | | | | | | | | | | | | |
| | Guided independent learning | 63% | | | | | | | | | | | | | | | | | |
| | Placement and study abroad | 24% | | | | | | | | | | | | | | | | | |

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| 17 | Assessment strategy | <p>The course's approach to assessment, which enable learning outcomes to be achieved and demonstrated by the student, is to use a range of methods at each level that suit different learning styles and test and develop different skills. There is an expectation of progression in terms of the level of critical reflection on practice, the complexity of the skills, knowledge and understanding developed, the range of contexts to which it is applied and the level of student autonomy. There is also expected progression in terms of academic skills with theoretical understanding evolving into critical analysis and use of ever more complex information sources.</p> <p>Programme learning outcomes are assessed summatively through modules. The way this occurs is shown in the appended table.</p> | |
| 18 | Assessment methods | | |
| | Level 4 | Written exams | 0% |
| | | Practical exams | 0% |
| | | Coursework | 100% |
| | Level 5 | Written exams | 0% |
| | | Practical exams | 0% |
| | | Coursework | 100% |
| 19 | Location(s) of the course's delivery | University of Gloucestershire | |
| 20 | Admissions requirements | <p>The appropriate UCAS tariff</p> <p>Satisfactory CRB check</p> <p>Satisfactory interview process</p> | |
| 21 | Career and employability opportunities - details of any work experience, work-based learning, sandwich year or year abroad | <p>Work place learning is very important part of this degree and its structure provides unique opportunities to develop a career in the non clinical mental health sector. The successful completion of the work place modules can be achieved using either volunteer or paid work. Competence and learning from experience or reflection on work based activities is assessed through 2 work based modules each year. As a result of a continual focus on PDP as the vehicle for monitoring skill development and CV development, students can exit the degree with a portfolio that celebrates their achievement on many levels.</p> | |
| 22 | Management of Quality and Standards | <p>Guidance on the University's approach to the management of quality and standards is contained in the Quality Assurance Handbook, Academic Regulations for Taught Provision, Assessment Principles and Procedures, and associated sources of advice. All regulations, policies and procedures are aligned with QAA reference points and, where relevant, those of Professional, Statutory and Regulatory Bodies.</p> <p>Quality assurance is undertaken as close as possible to the point of delivery. There is a route from the module level to courses and through to faculty and University levels</p> | |

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| | <p>so that issues can be addressed and delivery enhanced in the appropriate arena.</p> <p>Externality is guaranteed via external examiner reports which allow the University to make judgements on the quality and standards of its provision. The University also benefits from the input of externals in its approval and review procedures.</p> <p>Students are able to comment on their modules and courses in various ways including module evaluations, course boards and the NSS.</p> |
| 23 | Support for Students and for Student Learning |
| | <p>At University level, students are able to access information, advice and guidance on a range of issues as well as contacting most Student Services teams through the campus based Helpzones, either in person, accessing materials and advice via the website or by telephone/e-mail contact see www.glos.ac.uk/helpzones</p> <p>Available support specific to their studies includes Student Employability (Careers advice and guidance and placement related activity), Disability, Dyslexia and Learning Support team and the Student Achievement team (including study skills tutors for academic and numeracy skills). Full details of all Student Services is available at - www.glos.ac.uk/student-services.</p> <p>Further general and programme specific support is available through the Libraries, ICT and LTS. Library and Information Services support student learning by delivering effective, efficient and learner-focused services via the three campus libraries. These include traditional academic library resources, electronic information resources, open access IT and media facilities, integrated learner support, enquiry services, a choice of study spaces and access to the Archives and special collections. Students have access to expert help and advice in using the full range of resources to support their studies, whether they are working on or off campus. Full details of all LIS services are available at http://insight.glos.ac.uk/departments/lis/Pages/default.aspx.</p> |

24 Current Course Map

UNIVERSITY OF GLOUCESTERSHIRE

UNDERGRADUATE COURSE MAP TEMPLATE FOR 2012/13

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| Children and Young People's Practice (Foundation Degree) |
| Course Leader: Gwen Chaney |
| Senior Tutor: Margarete Parrish and Yvette Summers |
| <p>Notes:</p> <p>Students must be concurrently employed (paid or voluntary), or be on a placement in the workplace for the equivalent of a part time contract.</p> <p>All students will require an enhanced CRB check prior to entry.</p> <p>The Foundation Degree is a route into BA Early Childhood Studies, Bsc Health, Community and Social Care, BA Youth Studies and Early Years Professional Status.</p> |

To achieve your intended award you must meet the overall award requirements and the Course requirements.

Award Requirements

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| <p><i>For Foundation Degree</i></p> <p>Take 240 CATS with 120 CATS at each Level</p> |
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Pass 195 CATS of which 105 CATS must be at Level 5
 Achieve 30% in the remaining 45 CATS for them to be condoned
 Pass compulsory and core modules from the Foundation Degree Course map below

Course Requirements:

| LEVEL 4 | | |
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| To complete your programme you must pass the following compulsory modules: | | |
| CS4006 Special Needs: Listening to Children | 15 CATS | SEM 2 |
| HH4001 Personal Development | 15 CATS | SEM 1 |
| HH4002 Preparation for Learning in the Workplace | 15 CATS | SEM 1 |
| HH4003 Becoming a Reflective Practitioner- WBL 1 | 15 CATS | SEM 2 |
| HH4008 Meeting Needs | 15 CATS | SEM 2 |
| YW4004 The Children's and Young People's Workforce | 15 CATS | SEM 1 |
| YW4005 Working with Children and Young People | 15 CATS | SEM 1 |
| YW4006 Development of Children and Young People | 15 CATS | SEM 2 |
| LEVEL 5 | | |
| To complete your programme you must pass the following compulsory modules: | | |
| ES5002 Consolidation of Reflective Practice- WBL 3 | 15 CATS | SEM 1 |
| ES5003 Consolidation of Reflective Practice- WBL 4 | 15 CATS | SEM 2 |
| HH5001 Understanding Research | 15 CATS | SEM 1 |
| YW5004 Integrated Working | 15 CATS | SEM 2 |
| To complete your programme you must pass a minimum of 45 CATS from the following core modules: | | |
| CS5004 Working with Children, Families and Communities | 15 CATS | SEM 1 |
| CS5005 Promoting Children's Wellbeing | 15 CATS | SEM 2 |
| CS5006 Promoting Children as Competent Learners | 15 CATS | SEM 2 |
| HH5005 Interpersonal Skills for the Caring Professional | 15 CATS | SEM 2 |
| HH5010 A Project for the Workplace 1 | 15 CATS | SEM 2 |
| YW5006 Mentoring | 15 CATS | SEM 1 |
| YW5008 Managing Difficult Situations | 15 CATS | SEM 2 |
| YW5009 Developing and Using Groupwork Skills | 15 CATS | SEM 2 |