



The Open
University

Programme specification

1. Overview/ factual information

Programme/award title(s)	Foundation Degree in Early Years Pedagogy (0-8 Years).
Teaching Institution	NESCOT
Awarding Institution	The Open University (OU)
Date of first OU validation	June 2021
Date of latest OU (re)validation	N/A
Next revalidation	2025/26
Credit points for the award	240
UCAS Code	TBC
HECoS Code	100463 – Early Years Education 100457 – Early Childhood Studies
LDCS Code (FE Colleges)	TBC
Programme start date and cycle of starts if appropriate.	September 2021
Underpinning QAA subject benchmark(s)	Subject Benchmark Statement: Early Childhood Studies (qaa.ac.uk)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Characteristics Statement: Foundation Degree (qaa.ac.uk) SEEC-Credit-Level-Descriptors-2021.pdf
Professional/statutory recognition	Sector-Endorsed Foundation Degrees in Early Years Professional Association (SEFDEY) https://www.sefdey.com/
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full time
Duration of the programme for each mode of study	Full Time: 2 years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	May 2021

Please note: This 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 s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

Educational Aims

The Fd Early Years Pedagogy (0 – 8 years) programme aims to provide:

- The appropriate knowledge, skills and understanding required for working and studying in early years within the operational context of a work-based learner.
- The guidance and tools necessary to reflect, problem solve, research, and enquire for the development of effective and transformational pedagogy with children aged 0-8 years.
- The keys skills and knowledge needed to enable progression to further academic study and / or professional qualifications that ensures graduate leadership within early years settings and improved employment opportunities.

To develop students:

- As independent reflective practitioners, with a sound understanding of the wider issues relating to young children their play, development, wellbeing and educational needs.
- Willing to investigate appropriate play based pedagogical approaches, supported by research and theory, to meet the needs of young children and their families.
- Who understand the significance of regulatory legislative, quality frameworks and curricular of early years, within national and international contexts, and the effect that this has on children and their families.
- With the personal and practical skills, required to build relationships; lead change; communicate effectively; teamwork and to utilise current and emerging ICT and social media platforms safely.

Objectives

At the end of the programme students will be able to develop practitioner's skill, disposition, and motivation to:

- Recognise that young children are active and autonomous learners who have a right to provision; protection and to participate.

- Embed the importance of listening to the voice of young children and advocating on their behalf as a method of ensuring inclusive practice.
- To work in respectful partnership with parents; carers and communities to improve outcomes for young children.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This course is being developed as part of a broader HE strategy in response to student demand (see appendix A: Early Years Foundation Degree Market Research). It capitalises on the NESCOL's expertise and reputation for exemplary practice in the delivery of the current Early Years Foundation Degree (see appendix B: NSS Survey Headlines). The course will focus on children from 0-8 years and be open to a wider range of students, than currently reached. It will allow for more autonomy to develop a curriculum content and assessments strategies that are more suited to the employment needs of the local area. The team responsible for delivering the programme have a broad range of expertise within the sector from working directly with children, performing at a senior management level, and influencing national policy and practice. As members of various national bodies (directly concerned with children) all teaching and learning is informed by current research and proven best practice as shared by the different associations, resulting in all taught content being reflective of current needs. The modules are designed to accommodate changes in the sector as they focus on current practice to which contemporary theoretical concepts and present-day research can be applied.

In response to students' feedback, there is a request of a Top-Up degree (i.e., BA in Childhood Studies) at NESCOL, it is envisaged that the new course will feed into a Level 6 Top Up programme. This would be of interest to students on the Healthcare Play Specialist Course Foundation Degree and the Teaching and Learning in Education Foundation Degree. The Top-Up degree could be designed to cross-teach to meet the specific professional needs of each student i.e., those who have Licence to Practice status; involved in whole class teaching or working towards early years or teacher training. It is envisaged that students who have gained a Level 5 elsewhere would also be interested. In recognition of student choice, the credits from NESCOL's Foundation Degree would be transferable to other Top -Ups in other institutions.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

Work based learning is embedded throughout the taught modules via class content and summative assignments, not just at 60 credits. Reflection is also embedded via a "pause points" that contribute to a reflective log which in turn feeds directly into the summative assessments. Evidence from experience in practice is essential to all aspects of the course via SMART next steps that link directly to the learning from each module. This is also embedded within the marking rubrics. The programme recognises students may not be able to directly impact on current practice, due to boundaries of

their role so assessment criteria differentiate between work-based pedagogy and work-related reflective practice. Theoretical concepts and current research explored on the course can be applied to both practical application and to support current practice. During the academic year, and to complement the Reflective Log Pause Points, students will be observed demonstrating how practice has changed as a direct result of their learning, twice by the Mentor and once by the visiting tutor. The emphasis of this is to not “sign off” competencies but to observe theoretical knowledge being applied in a practical setting and the development of praxis.

Modules Level 4:

- Reflective Learners in Early Years
- Child Development and Playful Learning
- Playful Pedagogy
- Parents and Carers as Partners

Modules Level 5:

- Curriculum Frameworks National and International Perspectives
- Children’s Welfare Legal and Professional Responsibilities
- Digital Pedagogy and Communication Skills
- Leading Change Influencing Practice Through Research.

2.4 List of all exit awards

Certificate of Higher Education in Early Years Pedagogy:

To be eligible for this exit award a student must successfully completed 120 credits at Level 4.

Progression to level 5 requires successful completion of all levels 4 modules.

Foundation Degree in Early Years Pedagogy (0-8 Years):

To be eligible for this exit award a student must have passed 240 credits in total. 120 credits at Level 4 and 120 credits at Level 5.

In addition, a student must have successfully completed at least 480 hours of working or volunteering in an Ofsted registered early years setting; Reception Class or in Key Stage 1 (16 hours x 30 weeks), and a total of 960 hours across the duration of the award.

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

<u>Programme Structure - LEVEL 4</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
EYP1: Reflective Learners in Early Years (0-8)	30		30	No	1
EYP2: Child Development and Playful Learning	30		30	No	1
EYP3: Playful Pedagogy	30		30	No	2
EYP4: Parents and Carers as Partners	30		30	No	2

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Demonstrate knowledge of issues in relation to rights, diversity, equity, and inclusion in relation to working with babies and young children, families and communities</p> <p>A2: Identify meaningful patterns in play, behaviour and experience, and evaluate their significance</p> <p>A3: Apply knowledge and skills needed for different relational pedagogical approaches</p> <p>A4: Draw ideas from a range of perspectives and theoretical concepts</p>	<p>The teaching and learning methods employed will provide students with a range of opportunities to further develop the pedagogical skills necessary to support young children to flourish.</p> <p>Active and Experiential Learning: To enhance and improve current working practice, and encourage transformational education, there is an emphasis on learning from others via peer review, group work, individual and group presentations, recorded footage, ICT and social media. Students will be encouraged to share experiences and exchange exemplars of good practice. There are opportunities to engage with role play, presentations, case studies, project work, practical activities, problem – based scenarios, practice – based case studies, quizzes, and workshops. All of these will build upon the practical experience of students and provide opportunities for self – reflection leading to personal and professional development.</p>

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

Formal Approaches & Assessment Generic:

More formal methods of teaching will include a combination of lectures, seminars & tutorials. Students theoretical input will be through lectures and seminars. The modules contain formative assessments to support the summative submission.

Feedback to feedforward will be utilised to facilitate and promote the skills and dispositions necessary to develop independent study skills. The assessment strategies employed are designed to include formative and summative assessments which test the learning outcomes of the programme and give opportunities for students to get feedback using group presentations, individual presentations, essays, individual reports, case studies, data interpretation exercises. Where appropriate alumni from other courses and guest speakers will be invited.

All assignments are practice focused emphasising workplace skills to support the development of the personal dispositions and professionalism needed to remain child centred.

Assessment strategies specific to these learning outcomes:

The significance of ethical working practice is fully embedded through the acquisition of informed consent and relevant permissions. Class taught content; subsequent discussions and links to the UNCRC and BERA are included. Assignments require evidence of differentiation and inclusive approaches to ensure that the unique needs of children and their families are met. Any data collated and used to guide next steps must be assessed objectively and applied without bias.

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

The skills needed for academic reasoning is achieved through a guided process of research across a range of supportive literature; the reading and analytical skills required and how to identify a valid and reliable source.

The reflective aspect of the programme, and the application of various reflective models and the collation of a reflective log, brings raised awareness to how personal beliefs and experience impact upon practice.

3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Demonstrate systematic knowledge and critical understanding of the areas of interest contributing to the study of early childhood education and care across the core subject-specific skills areas, and how they interrelate</p> <p>B2: Competently plan for play in the curriculum and subsequent assessment, evaluation and development of creative learning opportunities, taking account of babies' and young children's health and emotional well being.</p> <p>B3: Identify the steps needed to plan for and activate meeting and working effectively and collaboratively with parents, carers and other agencies within the confines of the students remit.</p> <p>B4: Evaluate the dynamic connections between personal, professional and environmental factors the impact on early years pedagogy.</p>	<p>The teaching and learning methods employed will provide students with a range of opportunities to further develop the pedagogical skills necessary to support young children to flourish.</p> <p>Active and Experiential Learning: To enhance and improve current working practice, and encourage transformational education, there is an emphasis on learning from others via peer review, group work, individual and group presentations, recorded footage, ICT and social media. Students will be encouraged to share experiences and exchange exemplars of good practice.</p> <p>There are opportunities to engage with role play, presentations, case studies, project work, practical activities, problem – based scenarios, practice – based case studies, quizzes, and workshops. All of these will build upon the practical experience of students and provide opportunities for self – reflection leading to personal and professional development.</p> <p>Formal Approaches & Assessment Generic: More formal methods of teaching will include a combination of lectures, seminars & tutorials. Students theoretical input will be through lectures and seminars. The modules contain formative assessments to support the summative submission.</p>

3B. Cognitive skills

Feedback to feedforward will be utilized to facilitate and promote the skills and dispositions necessary to develop independent study skills. The assessment strategies employed are designed to include formative and summative assessments which test the learning outcomes of the programme and give opportunities for students to get feedback using group presentations, individual presentations, essays, individual reports, case studies, data interpretation exercises. Where appropriate alumni from other courses and guest speakers will be invited.

All assignments are practice focused emphasizing workplace skills to support the development of the personal dispositions and professionalism needed to remain child centered.

Assessment strategies specific to these learning outcomes:

The skills needed for academic reasoning is achieved through a guided process of research across a range of supportive literature; the reading and analytical skills required and how to identify a valid and reliable source.

The reflective aspect of the programme, and the application of various reflective models and the collation of a reflective log, brings raised awareness to how personal beliefs and experience impact upon practice. As communities of practice the learning process incorporates shared purpose; knowledge and resources to support students to recognise and develop the skills needed to demonstrate praxis. Learning activities particularly focus on the significance of play on self-regulation; executive function; and emotional well being.

3B. Cognitive skills	
	Parental partnership is explored through direct engagement with parents/carers to explore how they would define this concept.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Plan for and promote children's learning, health, well-being, protection and safety, and the conditions which enable them to flourish</p> <p>C2: Evidence developed skills of observation and analysis in relation to aspects of the lives of babies and young children</p> <p>C3: Demonstrate the ability to give voice to and, where appropriate, act as an advocate for babies and young children, families and communities</p> <p>C4: Access, retrieve, organise and use a range of sources of information to support decisions made.</p>	<p>The teaching and learning methods employed will provide students with a range of opportunities to further develop the pedagogical skills necessary to support young children to flourish.</p> <p>Active and Experiential Learning: To enhance and improve current working practice, and encourage transformational education, there is an emphasis on learning from others via peer review, group work, individual and group presentations, recorded footage, ICT and social media. Students will be encouraged to share experiences and exchange exemplars of good practice.</p> <p>There are opportunities to engage with role play, presentations, case studies, project work, practical activities, problem – based scenarios, practice – based case studies, quizzes, and workshops. All of these will build upon the practical experience of students and provide opportunities for self – reflection leading to personal and professional development.</p>

3C. Practical and professional skills

Formal Approaches & Assessment Generic:

More formal methods of teaching will include a combination of lectures, seminars & tutorials. Students theoretical input will be through lectures and seminars. The modules contain formative assessments to support the summative submission.

Feedback to feedforward will be utilized to facilitate and promote the skills and dispositions necessary to develop independent study skills.

The assessment strategies employed are designed to include formative and summative assessments which test the learning outcomes of the programme and give opportunities for students to get feedback using group presentations, individual presentations, essays, individual reports, case studies, data interpretation exercises. Where appropriate alumni from other courses and guest speakers will be invited.

All assignments are practice focused emphasizing workplace skills to support the development of the personal dispositions and professionalism needed to remain child centered.

Assessment strategies specific to these learning outcomes:

As communities of practice the learning process incorporates shared purpose; knowledge and resources to support students to recognise and develop the skills needed to demonstrate praxis. Learning activities particularly focus on the significance of play on self-regulation; executive function; and emotional wellbeing.

3C. Practical and professional skills

The significance of the voice of the child's is rooted as an ethical concept and explored in the context of the child's lived experience and personal perspectives. The key roles explored in class and through the assessments is how to listen, tune in, document and reflect on what children tell us.

The process of research; compiling a reflective log; Harvard Referencing, tutorials, group work and submitting to time are used to encourage the motivation and dispositions required for good organisational skills.

As a recognized pedagogical process observation of children is used as a teaching and learning tool through which to recognise; value; comprehend and assess current stages of a child's a learning and development.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1:Present a range of theoretical positions and offer and justify a point of view</p> <p>D2:Listen carefully to others and reflect critically upon one's own and others' skills and views</p> <p>D3:Use a range of sources of information critically</p> <p>D4:Write for different audiences and purposes</p> <p>D5:Recognise the need to assess one's own skills and to reflect on them for future learning.</p>	<p>The teaching and learning methods employed will provide students with a range of opportunities to further develop the pedagogical skills necessary to support young children to flourish.</p> <p>Active and Experiential Learning: To enhance and improve current working practice, and encourage transformational education, there is an emphasis on learning from others via peer review, group work, individual and group presentations, recorded footage, ICT and social media. Students will be encouraged to share experiences and exchange exemplars of good practice.</p> <p>There are opportunities to engage with role play, presentations, case studies, project work, practical activities, problem – based scenarios, practice – based case studies, quizzes, and workshops. All of these will build upon the practical experience of students and provide opportunities for self – reflection leading to personal and professional development.</p> <p>Formal Approaches & Assessment Generic: More formal methods of teaching will include a combination of lectures, seminars & tutorials. Students theoretical input will be through lectures and seminars. The modules contain formative assessments to support the summative submission.</p> <p>Feedback to feedforward will be utilized to facilitate and promote the skills and dispositions necessary to develop independent study skills.</p>

3D. Key/transferable skills

The assessment strategies employed are designed to include formative and summative assessments which test the learning outcomes of the programme and give opportunities for students to get feedback using group presentations, individual presentations, essays, individual reports, case studies, data interpretation exercises. Where appropriate alumni from other courses and guest speakers will be invited.

All assignments are practice focused emphasizing workplace skills to support the development of the personal dispositions and professionalism needed to remain child centered.

Assessment strategies specific to these learning outcomes:

The development of transferable skills is achieved through many aspects of the teaching and learning strategies i.e., the fostering of intellectual curiosity; reflexivity; writing skills; research skills; group work; the use of ICT and raised awareness of own pedagogy and what drives this.

Programme Structure - LEVEL 5

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
EYP5: Curriculum Frameworks: Global Considerations	30		30	No	1
EYP6: Children's Welfare Legal and Professional Responsibilities	30		30	No	1
EYP7: Digital Pedagogy and Communication Skills	30		30	No	2
EYP8: Leading Change Influencing Practice Through Research	30		30	No	2

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Demonstrate systematic knowledge and critical understanding of babies and young children and concepts with early childhood education and care nationally and globally from psychological, sociological, health, welfare, educational, cultural, philosophical, legal, historical, political and economic perspectives</p> <p>A2: Evidence systematic knowledge of a range of research paradigms, research methods and measurement techniques, and awareness of their limitations</p> <p>A3: Competently initiate, design, conduct and report on early childhood education and care assignments and research projects under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations.</p> <p>A4: Utilise information and communications technology (ICT) appropriately in a range of contexts</p> <p>A5: Independently explore, examine and evaluate policy procedure and statutory frameworks</p>	<p>The teaching and learning methods employed will provide students with a range of opportunities to further develop the pedagogical skills necessary to support young children to flourish.</p> <p>Active and Experiential Learning: To enhance and improve current working practice, and encourage transformational education, there is an emphasis on learning from others via peer review, group work, individual and group presentations, recorded footage, ICT and social media. Students will be encouraged to share experiences and exchange exemplars of good practice.</p> <p>There are opportunities to engage with role play, presentations, case studies, project work, practical activities, problem – based scenarios, practice – based case studies, quizzes, and workshops. All of these will build upon the practical experience of students and provide opportunities for self – reflection leading to personal and professional development.</p> <p>Formal Approaches & Assessment Generic: More formal methods of teaching will include a combination of lectures, seminars & tutorials. Students theoretical input will be through lectures and seminars. The modules contain formative assessments to support the summative submission.</p>

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

Feedback to feedforward will be utilized to facilitate and promote the skills and dispositions necessary to develop independent study skills.

The assessment strategies employed are designed to include formative and summative assessments which test the learning outcomes of the programme and give opportunities for students to get feedback using group presentations, individual presentations, essays, individual reports, case studies, data interpretation exercises. Where appropriate alumni from other courses and guest speakers will be invited.

All assignments are practice focused emphasizing workplace skills to support the development of the personal dispositions and professionalism needed to remain child centered.

Assessment strategies specific to these learning outcomes:

The spiral curriculum approach to teaching and learning ensures that key concepts are presented regularly throughout the course. With each progressing module knowledge of academic enquiry; the concepts of reflexivity; pedagogy; policy and legislation; theoretical concepts; research methodology and methods deepens in complexity while building on what has gone before. Forming the bedrock upon which to complete a small scale enquiry that demonstrates the open ended nature of learning and the skills needed to demonstrate praxis

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Reflect upon and apply a range of perspectives that support the understanding of best practice in early years.</p> <p>B2: Apply ethical considerations of studying babies and young children, families and communities</p> <p>B3: Have critical insight and confidence in leading and working collaboratively with others</p> <p>B4: Demonstrate a well developed sense that studies in early years involves a range of research methods, theories, evidence, and applications and the ability to constructively critique these.</p> <p>B5: Critically analyse relevant issues that may impact upon effective communication strategies.</p> <p>B6: Plan for and implement, play based creative learning in the curriculum and assessment processes to facilitate transformational learning opportunities that support young children's well-being.</p>	<p>The teaching and learning methods employed will provide students with a range of opportunities to further develop the pedagogical skills necessary to support young children to flourish.</p> <p>Active and Experiential Learning: To enhance and improve current working practice, and encourage transformational education, there is an emphasis on learning from others via peer review, group work, individual and group presentations, recorded footage, ICT and social media. Students will be encouraged to share experiences and exchange exemplars of good practice.</p> <p>There are opportunities to engage with role play, presentations, case studies, project work, practical activities, problem – based scenarios, practice – based case studies, quizzes, and workshops. All of these will build upon the practical experience of students and provide opportunities for self – reflection leading to personal and professional development.</p> <p>Formal Approaches & Assessment Generic: More formal methods of teaching will include a combination of lectures, seminars & tutorials. Students theoretical input will be through lectures and seminars. The modules contain formative assessments to support the summative submission.</p> <p>Feedback to feedforward will be utilized to facilitate and promote the skills and dispositions necessary to develop independent study skills.</p>

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Assessment strategies specific to these learning outcomes:

The design of the course aims to instil intrinsic curiosity and the teaching and learning strategies aim to explore topics to the best of their ability. Drawing from Level 4 knowledge base Level 5 students have the skills needed to fill the gaps in their own knowledge driven by the desire to know more. To harness this enthusiasm there is more emphasis on digging deeper to improve academic performance.

Several opportunities to communicate effectively with a wide-ranging audience that includes children; parents and carers; colleagues and other stakeholders and professionals is embedded throughout the course. Strategies focus on the development of skills and dispositions, such as listening; speaking; reading and writing in a safe and supportive environment. The use of theoretical concepts to comprehend and breakdown what effective communication means in practice empowers students to reflect on how effective they are as communicators and what needs to be in place to further develop these skills.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1:Engage confidently with multiprofessional and interagency working in order to advocate for and meet the needs of young children.</p> <p>C2: Sensitive respond to the needs of parents; carers and local communities to facilitate meeting the needs of young children</p> <p>C3: Recognise and challenge inequalities within early years embrace an anti-bias and inclusive approach.</p> <p>C4:Solve problems by clarifying questions, considering alternative solutions and evaluating outcomes in the work place</p>	<p>The teaching and learning methods employed will provide students with a range of opportunities to further develop the pedagogical skills necessary to support young children to flourish.</p> <p>Active and Experiential Learning: To enhance and improve current working practice, and encourage transformational education, there is an emphasis on learning from others via peer review, group work, individual and group presentations, recorded footage, ICT and social media. Students will be encouraged to share experiences and exchange exemplars of good practice.</p> <p>There are opportunities to engage with role play, presentations, case studies, project work, practical activities, problem – based scenarios, practice – based case studies, quizzes, and workshops. All of these will build upon the practical experience of students and provide opportunities for self – reflection leading to personal and professional development.</p> <p>Formal Approaches & Assessment Generic: More formal methods of teaching will include a combination of lectures, seminars & tutorials. Students theoretical input will be through lectures and seminars. The modules contain formative assessments to support the summative submission.</p>

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3C. Practical and professional skills	
	<p>know more. To harness this enthusiasm there is more emphasis on digging deeper to improve academic performance.</p> <p>Assignments require evidence of differentiation and inclusive approaches to ensure that the unique needs of children and their families are met. Any data collated and used to guide next steps must be assessed objectively and applied without bias.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Communicate ideas and research findings both effectively and fluently by written, oral and visual means</p> <p>D2: Interpret and use numerical and other forms of data</p> <p>D3: Demonstrate the communication skills necessary to converse, debate, negotiate, persuade and challenge the ideas of others</p> <p>D4: Be sensitive to, reflect and react appropriately to, contextual and interpersonal factors in groups and teams</p>	<p>The teaching and learning methods employed will provide students with a range of opportunities to further develop the pedagogical skills necessary to support young children to flourish.</p> <p>Active and Experiential Learning: To enhance and improve current working practice, and encourage transformational education, there is an emphasis on learning from others via peer review, group work, individual and group presentations,</p>

3D. Key/transferable skills

- D5:** Use ICT appropriately as part of the learning process in a range of contexts, both at one's own level and to enhance provision for children
- D6:** Undertake self-directed study and project management in a supportive environment

recorded footage, ICT and social media. Students will be encouraged to share experiences and exchange exemplars of good practice.

There are opportunities to engage with role play, presentations, case studies, project work, practical activities, problem – based scenarios, practice – based case studies, quizzes, and workshops. All of these will build upon the practical experience of students and provide opportunities for self – reflection leading to personal and professional development.

Formal Approaches & Assessment Generic:

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3D. Key/transferable skills	
	<p>Assessment strategies specific to these learning outcomes: The development of transferable skills is achieved through many aspects of the teaching and learning strategies i.e., the fostering of intellectual curiosity; reflexivity; writing skills; research skills; group work; the use of ICT and raised awareness of own pedagogy and what drives this.</p>

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

This course responds to the recognised need for a well-qualified and professionalised workforce to transform the lives of young children and to improve the outcomes for the most disadvantaged. There is particular emphasis on the theorisation of play based active learning which is known to lead to higher levels of children's wellbeing, engagement, and social interaction. The course focuses on the development of play-based pedagogy to support children make more meaningful links between knowledge and experience and for students to become more creative and innovative in supporting children's thinking and problem solving. The child's right to a voice as a method of inclusion is embedded.

To support the development of pedagogical skills and knowledge, needed to raise standards, the summative assessments are practice focused to influence change in settings. Critical thinking skills are embedded throughout, and the approaches and techniques used are highlighted within the module guides. There is an emphasis on reflective practice which supports personal and professional development and instil confidence and personal resilience within students. The course is designed to build on previous relevant learning and experience.

The learning outcomes of the course reflect a student-centred approach and acknowledges and accommodates the diverse range of routes students have taken into both the early years workforce. This is reflected by the range of admission criteria which aims to attract students across all age ranges and communities.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the workplace)

In a formal sense, students are supported as outlined below:

- Clear and accurate information about programmes, qualifications, and entry requirements
- Advice on Finance available before and during the course
- A dedicated online HE Student Hub to aid in all aspects of the student lifecycle (support and well-being services, policies & procedures, academic writing support and PDP opportunities).
- Referral to additional advice and guidance services whenever appropriate

- Opportunity to see the College(s) and the facilities available for the student prior to committing to a programme of study i.e., library, computer suites.
- Feedback is given for both summative and formative assessment.
- Opportunity to have one to one appointment with the academic staff and obtain more details about their subject specialism.
- Disability and learning difficulties support tailored to students' needs.
- Mental Health 1st Aider
- Counselling and safeguarding team support
- Personal tutor allocated to support with pastoral care.
- Programme Handbooks that will provide detailed information about the programme and the college regulations
- A multi-faith prayer room

Mentoring:

- Student will need to nominate a Mentor, who already has a Level 5 or above qualification. For students who may find this difficult NESOT will approach potential Mentors from the alumni the college keeps in touch with.
- The role of the Mentor is to be a critical friend to the student; to offer ideas and opportunities to support work-based learning; to help identify where knowledge from the course can enhance practice and encourage reflection.
- During Induction Week Mentors will receive guidance via a 2-hour online workshop about the role. A Certificate of Attendance will be issued.
- Mentor and student are required to meet at least once a module to be recorded as part of the student's Reflective Log.
- The Mentors will be contacted at the beginning of each term to request some feedback on how the Mentor / Mentee relationship is developing.

Pre-Induction (transitional support) and Induction

The two most critical elements of these processes are ensuring students feel settled and initial and/or appropriate diagnostic assessments are carried out to put support in place as quickly as possible where needed. All students will be assessed by the team and materials and resources to support their entry to the course provided at pre-course preparation.

Where there are late starters, their enrolment is carried out as quickly as possible to ensure they are given access to college facilities as early as possible, and tutorials are scheduled to compensate for any missed induction activities.

Induction

Over the first few weeks the induction aims to welcome and orientate students to both the college (e.g., key policies such as assessment, student engagement and safeguarding) and the programme itself. It introduces them to the team who will be teaching and tutoring them; the college environment and resources (such as the Learning Resource Centre, HE study zone, HE common room, the programme and placement handbooks and the VLE); and the relevant policies, procedures, and protocols of the college. Programme expectations are set, and a series of information literacy skills' sessions are started. Various significant documents are examined to

prepare students for the programme, for example, The Mentor Handbook and Reflective Log aspects of the course.

Learning support

The Learning Support Team have designated HE tutors who can assist with DSA Applications; liaise with Needs Assessors and recommended providers and ensure that college recommendations are put in place and to monitor student support.

For those who do not qualify for DSA students can book individual sessions to receive academic, study skills or assignment support. There is access to assistive technology to support learners such as Inspiration, ReadWrite Gold, Cpens and Dragon. Dyslexia screening tests are available as is ESOL support.

Teaching accommodation

Throughout the college, there is purpose-built and comfortable teaching accommodation available with full internet access and interactive whiteboards. A wide range of software are also accessible to all.

The Virtual Learning Environment is delivered through Google Classrooms. There is access to online LRC teaching and learning resources. A blended learning approach will be applied.

For refreshments, Starbucks is open for Adult and Higher Education students until 20:00 (Monday to Thursday) and 16:00 (on Fridays). The Undercroft is open 12:00 until 15:00 on Weekends.

Personal tutoring and staff/employer availability

The College operates a tutorial programme to provide the opportunities for students to develop their potential academically, socially, and personally whilst they go through their journey at Nescot. The support offered is personalised for each student, and effective tutoring encourages students to become more responsible for their own learning. The tutoring programme complements and underpins the students' learning experience and their PDP (Personal Development Planning).

Tutorials are designed to fulfil a range of purposes. They will provide opportunities to support delivery of module content, to provide support in the workplace for students and for one-to one academic or pastoral support.

As each student commences their programme, they will be allocated a personal tutor from the teaching team. The tutor will be responsible for:

- Identifying student needs and initiating support where necessary.
- Assessing and monitoring progress and achievement of academic and work-based learning and providing feedback.
- Conducting tutorials to advise and guide students academically, socially, and personally.
- Discussing issues and concerns arising.
- Keeping records of tutorials and other meetings.
- Observing and assessing
- Referring students to internal and/or external bodies, as appropriate.

- Maintaining confidentiality and disclosing information where necessary.
- Attending team meetings to share current issues and developments.

Tutorials are time tabled 3 times a year (one per Term) with drop-in sessions before and after class. Additional session can occur, dependent on Student's needs identified as stated in the PDP Policy.

Assignment focused support is embedded within the Schemes of Work as a Meeting the Learning Outcome session or via tutorials.

The Learning Resource Centre has a dedicated area for Higher Education students and this facility is available to students 7 days a week during the academic year and 5 days a week during the College's vacation. Within Higher Education, course teams liaise with the LRC team to ensure resources are up to date and copies are available either electronically or as hard copies. Please refer to Appendix C: LRC Information for Early Years for specific details.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Traditional Entry Route:

Level 3 Early Years qualification (or equivalent such as play work or health and social care)

And / or

A-Levels in relevant subjects will also be considered.

Evidence of level 2 Literacy is required, for example key skills or functional skills at level 2 or GCSE English language at Grade C/4 or above. If applicants do not have evidence of Literacy at level 2, it will be necessary to complete a piece of writing to demonstrate competence in written English.

To be working in an appropriate setting with children aged between 0 – 8 years (either paid or voluntary) for at least 16 hours per week for the duration of the course.

Normally two years' experience in an appropriate setting but we will consider school leavers / Level 3 progressors who may already have appropriate experience and supported by strong evidence.

Other entry routes:

Will consider a range of alternative qualifications or experience that is equivalent to the typical offer.

Accreditation of Prior Experiential Learning (APEL) is offered for those who are unsure of the current value of their qualifications or have gained experience working in early years without a traditional Level 3 qualification.

We actively welcome applications from mature students from a variety of backgrounds.

We are seeking people who wish to bring graduate leadership to support early childhood education and care through playful pedagogy and child centred practice.

Other Requirements:

The selection process involves an interview at Nescot, including a written task and evidence of a current DBS check.

In addition to above a professional reference is required to evidence suitability for the course (from either their work-based setting or where they volunteer), confirming that the setting is fully supportive of completing the programme. Evidence of this is required with a signed agreement. Within the signed agreement a mentor is identified and if this changes at any point (including from the point of application) students are required to inform the course leader to ensure correct details are held.

Overseas students need a minimum IELTS score of 6.5 to show competence in all four assessed areas.

7. Language of study

British English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

The College has a variety of means to assess the quality of teaching, learning and assessment (TLA).

These include:

- Making full use of the student's voice (Student Consultative Committees, Student Council, internal and external surveys)
- Formal and informal assessments of TLA using the College observation process and supplementing this with regular learner walks.
- Internal audits
- External Examiner and HEI/Awarding body feedback

Outcomes from the observation processes feed into staff development and appraisal; informing the themes and targets. Running alongside this is a scheme being piloted this year, which involves Peer Observation framework. The outcome of this is professional discussion and dialogue leading to developing practice and reflection, this being supported using digital technology (IRIS) to allow for recording of sessions/clips and easy sharing with peers. As a result of the use of digital technology many of the logistical problems around mutually available times to visit/deliver lessons, are overcome.

Academic staff continue to develop their knowledge in their subject areas by frequently attending conferences, seminars, networking events and research dissemination events. This allows staff to build relationships with other academics and local employers, which can assist when planning field trips for students and shaping curriculum and assessment. Staff provide detailed reports to their peers each conference or networking event attended and during weekly meetings discuss how these can be adopted into developing their pedagogy further. These reports feed into the cross-college Teaching and Learning Group which meets half termly to share and develop practice at practitioner level.

Being a member of the Sector Endorsed Foundation Degrees in Early Years Professional Association (SEFDEY) will provide NESOT with a national forum for discussion on issues related to degrees in early years, early year's policy and practice, qualifications and training and the professional role of early year's practitioners. This will ensure that when reviewing and developing taught content any adaptations made are current and relevant to the demands of the sector.

Final commentary/report from External Examiners feed into the development of assessment practice and provides useful feedback both positive and areas to develop.

11. Changes made to the programme since last (re)validation

N/A

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework
(delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module	Programme Learning Outcomes																
		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5
4	Reflective Learners in Early Years			✓	✓	✓				✓			✓	✓		✓	✓	✓
	Child Development and Playful Learning	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓			✓	
	Playful Pedagogy	✓	✓	✓	✓	✓	✓		✓	✓		✓		✓			✓	✓
	Parents and Carers as Partners	✓		✓				✓	✓			✓	✓		✓			✓

Level	Study module	Programme Learning Outcomes																				
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
5	Curriculum Frameworks: Global Considerations	✓			✓	✓	✓					✓	✓	✓	✓		✓		✓		✓	
	Children's Welfare Legal and Professional Responsibilities	✓			✓	✓		✓	✓	✓		✓	✓	✓				✓	✓			
	Digital Pedagogy and Communication Skills	✓			✓			✓		✓	✓				✓		✓	✓				✓
	Leading Change Influencing Practice Through Research.		✓	✓			✓	✓							✓		✓	✓				✓