

PROGRAMME SPECIFICATION

This Programme Specification is correct as of the date indicated; however, minor amendments may be made throughout the year and will be incorporated in the annual updating process.

SECTION A: DETAILS OF THE COURSE AND AWARD

Programme Title	Foundation Degree (Arts) Early Years Practice
Awarding Body	Buckinghamshire New University
Teaching Institution	Buckinghamshire New University & Partner Colleges, Aylesbury, Amersham & Wycombe & East Berkshire, Brookfield Adult Learning Centre, Hillingdon.
School	Human & Social Sciences
Name of Final Award	Foundation Degree Arts, FdA
NQF/FHEQ Level of Qualification	Level 5: Diploma of Higher Education
QAA Benchmark Statement(s)	Foundation Degree Qualification Benchmark Statement (2010 2nd ed). Early Childhood Studies Subject Benchmark Statement (2014). Section 9: Work based and Placement Learning Common Core of Skills and Knowledge for the Children's Workforce (2010).
UCAS Code	n/a
Course Code(s)	FE3EAY9 / FE3EAY9E / FE3EAY9A
Mode and Length of Study	Two years part time / full time (Aylesbury only)
Number of Intakes	Two intakes – September and February
Regime of Delivery	Attendance
Language of Study	English
Details of Accreditation	Sector Endorsed
Publication Date/Revised	20 February 2012/November 2012/April 2017/programme reapproved via CPR June 2018

Potential Student Profile / Criteria for Admission:

The Early Year's Sector Endorsed Foundation Degree is designed for practitioners working in early year's settings such as children's centres, pre-schools, day nurseries, reception classes and childminding in the home. The programme is a part time work based course to be completed whilst students continue in their employment in the workplaces. It is suitable for practitioners who are working directly with young children (0-5years). Typically the students will be working in local early years environments and hold a Level 3 qualification (Children's, Care, Learning and Development (CCLD), Diploma for the Children and Young People's Workforce, CACHE Diplomas in Childcare and Education, Pre-School Practice and Childminding Practice or the BTEC National Diploma Early Years), and have 2 years relevant experience, normally working 15 hours a week or above. The students will be over 18 years of age and be admitted direct to Aylesbury and Amersham, Wycombe, East Berkshire Colleges or at Bucks High Wycombe campus using Bucks admissions procedures. The Faculty APL/APEL procedures will be utilised where relevant.

It is essential however; that students are fully aware of the requirements of the course and therefore, applicants will be interviewed to determine the following:

1. The appropriateness of the course for the student's professional and academic needs. A short literacy assessment will be used to identify academic needs.
2. The applicant has functional IT skills.
3. The applicant understands the academic requirements of the course.
4. The applicant understands the requirement to be working in an early years setting in a role of responsibility for at least 15 hours each week
5. The applicant understands the need to find a suitable mentor in practice.
6. The availability and role of the mentor.
7. The student must have a current and relevant enhanced Disclosure & Barring Service (DBS) check at the beginning of the course and complete a self declaration statement or provide an updated DBS should there be a change of employment or circumstances.

Why students should choose this award:

The Foundation Degree (Arts) (FDA) Early Years Practice provides students with the opportunity of continuing their professional development, sharing and developing practice with other professionals. The (FDA) Early Years Practice is the entry point for experienced practitioners aiming to gain Early Years Professional Status.

Opportunities available for students after completion of the award:

A student completing the course may apply to progress to a top-up honours degree and Early Years Professional Status (EYPS) and or may choose to progress onto a postgraduate Certificate in Education or Graduate Teacher Programme or progress directly to a Registered Teachers Programme.

Expected knowledge and skills (of applicants or after completion):

On completion of Level 4 of the programmes a graduate will be able to demonstrate appropriate knowledge and understanding of:

- The attributes and qualities required for successful teamwork within a multi-professional early childhood context.
- Relevant policies, legislation and regulations for early year's provision and the roles and responsibilities of all early years' practitioners in following and implementing these requirements.
- The skills of synthesis when exploring child development theory in relation to practice.
- A variety of approaches to observation, with recognition of the value of observation in the study of children and as a tool to enhance children's learning and development.
- The pedagogic skills required to ensure effective delivery of the current early year's framework through play.

The additional outcomes for this programme are that on completion of Level 5 a graduate will demonstrate appropriate knowledge and understanding of:

- The importance of self- reflection and evaluation and how to develop personal learning.
- Current and emerging theory and practice related to early years curriculum development.
- The complexities of social policy and the impact on families and children.
- Inclusion, diversity, social justice and children's rights.

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main aims of this programme are to:

- Provide a programme of study which develops students as independent and reflective practitioners.
- Facilitate the development of student's personal and transferable skills, including study skills, problem solving, communication, IT, team working, leadership, safeguarding and recognition of the value of lifelong learning.
- Provide a programme of study which develops in-depth knowledge of early childhood, developing students understanding of young children's care and education within early year's settings and the wider community.
- Develop an understanding of the regulatory and legislative framework of early years and the influence this has on young children and their families.
- Enable students to develop appropriate pedagogical approaches to working inclusively with children and families, exploring theory in practice within their settings.
- Promote students capacity and commitment to act as advocates for young children to facilitate raising standards within childcare and education.
- To provide a suitable foundation for progression to an Honours degree and Early Years Professional Status and/ or Qualified Teachers Status through an appropriate programme.

Programme Learning Outcomes

Knowledge and Understanding:

Students who successfully complete this programme will have knowledge and understanding of:

1. The philosophies and values underpinning early years care and education including diversity, social justice, children's rights and ethical issues.
2. The historical, cultural and legal frameworks which underpin the disciplines and practices of professionals working with young children and their influence on quality.
3. Young children's growth, development and learning with recognition of the socio cultural contexts in which they occur.
4. Current and emerging theory and practice related to child development and learning.
5. National and international perspectives on supporting young children's learning and development including issues and debates around the value of play, enabling environments and early year's curriculum provision.
6. The practitioners' pedagogic role in supporting children's development as learners.
7. The role of other professionals in a multi-professional early childhood context.
8. Approaches to working in partnership with parents and carers and the professional qualities and attributes required to promote and develop positive working relationships with them.
9. The importance of self-reflection and evaluation and how to develop personal learning.

Intellectual /Cognitive Skills:

Students who successfully complete this programme will be able to:

1. Analyse, synthesise and critically evaluate appropriate ideas, theories, research, conceptual frameworks, policy and practice.
2. Competently draw upon and use a variety of sources for independent research and development.

3. Present and develop a considered opinion, using reasoning skills, evidence and research to enhance discussion.
4. Consider and critically evaluate personal performance and practices in a reflexive and autonomous way.

Practical Skills:

Students who successfully meet this programme will have:

1. Skills in approaches to observation from a range of perspectives and recognition of the value of observation in informing planning to meet individual needs and the study of young children.
2. Skills in approaches to the design, implementation and evaluation of planning to meet individual needs and learning programmes.
3. The ability to relate key principles and theoretical perspectives to practical application.
4. The ability to recognise and support individual needs and differences as well as developing tolerance and understanding of other professionals, colleagues within setting, families and children.

Key/Transferable Skills

Students who successfully meet this programme should be able to:

1. Communicate effectively to different audiences using a variety of communication media.
2. Build, sustain and communicate academic arguments, both oral and written using academic conventions.
3. Critically evaluate personal performance and practices, work independently, taking responsibility for reflecting on and improving their own learning and performance.
4. Manage and organise time, resources, records and information to support decision making and for meeting deadlines.
5. Analyse, synthesise and critically evaluate ideas and different approaches to problem-solving.

Table 1: Programme Skills Matrix – Assessment

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
HE415	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HE416	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HE417	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HE418	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HE515	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HE516	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HE517	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HE518	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

The teaching, learning and assessment strategy sets out to assist students to develop a sound understanding of the principles of working with children and young people across a range of sectors (FHEQ, 2001, QAA, 2004).

In the first year of study, students will acquire a sound knowledge of the different approaches to solving problems that are associated with working. In the second year of study the knowledge and skills attained will be further developed and students will be encouraged to exercise a higher level of personal responsibility and decision making (FHEQ, 2001).

Central to the teaching and learning strategy for the programme is that the work based elements underpin the approaches adopted through the application of teaching and learning to 'real work' issues (QAA, 2004). To strengthen this approach and maintain the contemporary nature of indicative content, practitioners from a breadth of children and young people's settings/organisations will be invited to deliver some of the course content.

The programme aims to use a variety of teaching methods to reflect these general principles and different preferred learning styles and to offer a stimulating and effective course, which is able to respond to the needs of a diverse student cohort. In all cases these methods will focus on application to practice and a critical approach to working with children and young people.

Classroom teaching strategies

Within the classroom, lectures, discussion and seminars will be used to enable students to both build their knowledge and share practice experiences with their peers. This sharing of experience is seen as a major element in the development of students who may ultimately be taking responsibility for complex decisions within a multi-agency environment.

Lectures will provide a formal teaching strategy for the dissemination of knowledge to the whole group. Seminars are a less formal mode of teaching in which the student will be encouraged to interact and explore and debate their ideas and understanding of the topic area. The format of the seminars will vary depending upon the content of the module but will generally include small group and large group discussion with some elements of guided reading included to develop the student's independent study skills.

Small group student presentations will be given in some modules throughout the course. These will enable students to develop their team work and communication skills. These are highly desirable and transferrable skills essential for interacting with colleagues and other professional in the work place.

Reflection and critical observation of practice experiences will also be used as a learning strategy; thus enabling students to analyse their decisions and the decision making process. The understanding of the research based knowledge underpinning these processes will be of key importance. Further information on links to practice in year two will be recorded in a work placement diary.

E-Learning

E-Learning has many benefits as it makes the delivery of information easier and more accessible to students. This mode of learning will be used throughout the programme as appropriate to support the learning experience. Group and individual tutorials will be used to motivate and support students towards fulfilling their academic potential and to develop Personal Development Plans. This will also form an integral component of the Teaching and Learning Strategy and operate during all stages of study.

Guided Independent Study

An important element of the teaching and learning strategy includes the opportunity for students to develop knowledge in the practice setting. All students will be employed for a minimum of fifteen hours each week in an early years setting supporting the application of learning to practice and further

developing practitioner role as agents for change in the promotion of best practice and improved outcomes for children.

Assessment

Each module will have an identified aim and predetermined learning outcomes which the student will have to achieve to pass the module (40%). To help towards a successful outcome the student will be given clear guidelines as to what is expected by the module leader. The coursework required will vary from module to module to ensure that the student has the opportunity to develop their skills. These assessments range from report writing to presentations, role play, essays and posters presentations

Each module will have a set of aims and objectives attracting 30 credit points at academic Level 4 (Year One) and 5 (Year Two). A combination of assessment strategies will be used including:

- Formal essays: These will follow a reflective process and will need to meet the requirements of each module. Detailed guidelines will be given to ensure that the modular learning outcomes are met and that the content is related to working with children and young people.
- Case Studies: In some modules, students will use their practice experience to inform the presentation of a case study, whilst in other modules, classroom presented scenarios will form the basis of debate and academic writing.
- Report writing: The reports will be presented in a form that will develop concise writing skills.
- Presentations: To develop professional communication and presentation skills students will be required to undertake classroom presentations. These will be used as a learning strategy and as both formative and summative assessment.
- Posters: These will offer students an alternative and innovative way to demonstrate their learning and attainment of the module outcomes.
- Reflective diary: To enhance practice and encourage evidence base practice.

It must be acknowledged that some students will not have studied for some time. Therefore a number of formative assessments are included to ensure that students are supported throughout the course.

Work-Based Learning

Work-based learning is integral to the programme. It aims to ensure that the course has real and immediate benefits for working with children and young people. The key aspect of this course is that students can carry on as usual with their day-to-day work whilst improving their skills and work practice. Local employers engaged in providing services for children and young people have been involved in the development of the Foundation Degree which is a key strategy of the Government to improve the nation's skills base and to generate more highly qualified personnel in the sector who have wider opportunities to develop their careers. As part of their commitment to this there will be opportunities for students to visit their peers' work settings so that they can observe other role and ways of working. All of the modules contain an emphasis on the importance of reflection in improving quality of care and this is also reflected in the assessments. To this end the course provides a good balance of practical and academic knowledge.

Support in the workplace

It is hoped that students will have the support of a critical friend in the workplace that will be able to give support and guidance of a professional, educational and sometimes personal nature, relating to the student, for some issues, as equal an partner.

The critical friend will support the student discussing ways of applying theory to practice give feedback on the student's achievements and progress; assist with planning how learning outcomes might be achieved; coach in, or demonstrate, practical skills; discuss the student's reflective work.

It will also be important for the critical friend to help the student to realistically review their performance and ensure that the student is offered the opportunities that they need to fulfil the expectations of the work based element of the course. Critical friends will be invited to attend training and updates each year for support, information giving and the sharing of good practice.

Learning Development Unit

The Learning Development Unit (LDU) is the learning and academic development advice centre for all students at the university. Staff work with students who are keen to develop their academic abilities and improve their grades, whatever their course, year, or ability level.

Much of the support is given in one-to-one tutorials, so input can be tailored to the specific needs of individual students. Small groups and workshops are also features and there is often team teaching with subject-teaching staff during module sessions.

SECTION C: PROGRAMME STRUCTURE(S) AND MATRIX MAPPING

Table 2: Programme Structure Table

Course Title		Foundation Degree Early Years Practice							
Course Code		FE3EAY9 / FE3EAY9E / FE3EAY9A							
Mode of Study		Part time – September intake							
Credit Value		UK	240	ECTS			120		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award (<i>Core / Optional</i>)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
HE415	Personal & Professional Development in Practice 1	4	1	C	30		50%	50%	YL
HE416	The Developing Child	4	1	C	30		100%		YL
HE417	The Team around the Child and Young Person	4	1	C	30		100%		1 or 2
HE418	Developing Practice, Play and Playful Pedagogy	4	1	C	30		100%		1 or 2
HE515	Personal & Professional Development in Practice 2	5	2	C	30		100%		YL
HE516	Children, Families and Societies	5	2	C	30		100%		1 or 2
HE517	Inclusion	5	2	C	30		100%		1 or 2
HE518	Curriculum: Principles in Practice	5	2	C	30		100%		YL

Course Title	Foundation Degree Early Years Practice								
Course Code	FE3EAY9 / FE3EAY9E / FE3EAY9A								
Mode of Study	Part time – February intake								
Credit Value	UK	240	ECTS			120			
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award (<i>Core / Optional</i>)	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
HE415	Personal & Professional Development in Practice 1	4	1	C	30		50%	50%	YL
HE416	The Developing Child	4	1	C	30		100%		YL
HE417	The Team around the Child and Young Person	4	1	C	30		100%		1 or 2
HE418	Developing Practice, Play and Playful Pedagogy	4	1	C	30		100%		1 or 2
HE515	Personal & Professional Development in Practice 2	5	2	C	30		100%		YL
HE516	Children, Families and Societies	5	2	C	30		100%		1 or 2
HE517	Inclusion	5	2	C	30		100%		1 or 2
HE518	Curriculum: Principles in Practice	5	2	C	30		100%		YL

Table 3: Mapping of Programme Outcomes to Modules

Programme Outcome	Level 4	Level 5
Knowledge and understanding 1	HE415 HE416 HE417 HE418	HE515 HE516 HE517 HE518
Knowledge and understanding 2	HE415 HE417	HE517 HE515
Knowledge and understanding 3	HE415 HE418	
Knowledge and understanding 4	HE415 HE418	
Knowledge and understanding 5	HE418	HE518
Knowledge and understanding 6	HE418	HE518
Knowledge and understanding 7	HE417	HE517 HE517
Knowledge and understanding 8	HE415 HE417	HE517 HE516 HE515
Knowledge and understanding 9	HE415	HE515
Intellectual/cognitive skills 1	HE415 HE416 HE417 HE418	HE515 HE516 HE517 HE518
Intellectual/cognitive skills 2	HE418 HE416 HE417	HE515 HE516 HE517
Intellectual/cognitive skills 3	HE418 HE416 HE417	HE515 HE516 HE517
Intellectual/cognitive skills 4	HE415 HE418	HE515 HE518
Practical skills 1	HE415 HE418	
Practical skills 2	HE418	HE518
Practical skills 3	HE415 HE416 HE417 HE418	HE515 HE516 HE517 HE518
Practical skills 4	HE415 HE416 HE417 HE418	HE515 HE516 HE517 HE518

Programme Outcome	Level 4	Level 5
Key/transferable skills 1	HE415 HE416 HE417 HE418	HE515 HE516 HE517 HE518
Key/transferable skills 2	HE415 HE416 HE417 HE418	HE515 HE516 HE517 HE518
Key/transferable skills 3	HE415	HE518
Key/transferable skills 4	HE415 HE416 HE417 HE418	HE515 HE516 HE517 HE518
Key/transferable skills 5	HE415 HE416 HE417 HE418	HE515 HE516 HE517 HE518

SECTION D: CONTACT HOURS

Table 4: Breakdown of Contact Hours

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
1	270	480	15hrs per week minimum = 450	1200
2	270	480	15hrs per week minimum = 450	1200
Total	540	960	900	2400

All students on the Early Years Practice Foundation Degree are employed; many of whom will be in full time employment. The work based element of the programme is recorded as placement hours for which the programme requirement is normally a minimum of 15 hours each week.

SECTION E: ASSESSMENT REGULATIONS

This programme conforms to the approved University procedures as detailed on the University website with the following exceptions:

All elements of each module must be passed.
The modules on this programme cannot be condoned.

APPENDICES

Appendix 1: Assessment Calendar

Year 1 – Foundation Degree Early Years Practice

Semester 1 (Weeks)															
Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
HE415			Formative SWOT analysis			Reflective Account 1			Reflective Account 2			Reflective Account 3			
HE416				Formative Obs 1						Formative Obs 2				Obs 1	
HE418					Essay plan reflection 1						Essay plan reflection 2				Portfolio
Semester 2 (Weeks)															
Code	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
HE415			Reflective Account 4						Reflective Account 5		Presentation				Reflective Commentary
HE416	Obs 2			Obs 3			Obs 4			Obs 5			Child study		
HE417						Poster presentation				Essay					

Year 2 – Foundation Degree Early Years Practice

Semester 1 (Weeks)															
Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
HE515				critical incident 1								Critical incident 2			
HE518										Reflective action plan					Essay
HE516													Essay		
Semester 2 (Weeks)															
Code	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
HE515			Annotated bibliography												Action research proposal for change
HE518				Essay						Training pack					
HE517								Literature review					Report		

APPENDIX 2: MAPPING TO THE CODE OF PRACTICE SECTION 9:

Work-based and Placement Learning (September 2007)

Precept	Precept Explanation	Course Response
1	Where work-based or placement learning is part of a programme of study, awarding institutions ensure that its intended learning outcomes are: <ul style="list-style-type: none"> - clearly identified - contribute to the overall and coherent aims of their programme - are assessed appropriately. 	Each assessment is based on work-based learning and is therefore work related rather than work-based, this is made clear in the learning outcomes for each module and the student is given guidance regarding each assessment and how it relates to their practice.
2	Awarding institutions are responsible for the academic standards of their awards and the quality of provision leading to them, and have in place policies and procedures to ensure that their responsibilities, and those of their partners involved in work-based and placement learning, are clearly identified and met.	Students are encouraged to identify critical friends in their work places who will guide them in submitting assignments and in developing with work for the course. Critical friends are offered a workshop at the beginning of each academic year and are given clear written guidance on the responsibilities of the role. The course leaders are available to offer additional advice and guidance when requested.
3	Awarding institutions ensure that all partners providing work-based and placement learning opportunities are fully aware of their related and specific responsibilities, and that the learning opportunities provided by them are appropriate.	In addition to the above students and critical friends are visited in the work setting once each semester to ensure that the student is in an appropriate setting and has effective support and that the critical friend has a clear understanding of the structure and assessments for the course.
4	Awarding institutions inform students of their specific responsibilities and entitlements relating to their work-based and placement learning.	Students are informed on entry to the course of their responsibilities with regard to ensuring that they have an up-to-date CRB check. Although this is also the responsibility of the employer the university requires that the student submits this for examination during the first semester of the course and then again at the beginning of the second year.

Precept	Precept Explanation	Course Response
5	Awarding institutions provide students with appropriate and timely information, support and guidance prior to, throughout and following their work-based and placement learning.	Students are given a student handbook on commencement of the course which gives details of all assessments; they will then receive a module outline detailing the week by week programme of teaching. They are advised to show this to their critical friends who can then support them in finding appropriate learning opportunities to support their studies.
6	Awarding institutions ensure that work-based and placement learning partners are provided with appropriate and timely information prior to, throughout and following the students' work-based and placement learning.	Critical friends are invited to a workshop at the beginning of the course and encouraged to contact the course leaders should any issues arise. The student is also encouraged to share the student Handbook and module outlines with the critical friend.
7	Awarding institutions ensure that: <ul style="list-style-type: none"> - their staff involved in work-based and placement learning are appropriately qualified, resourced and competent to fulfil their role(s) - where applicable, other educational providers, work-based and placement learning partners have effective measures in place to monitor and assure the proficiency of their staff involved in the support of the relevant work-based and placement learning. 	The students are employed in their work settings the university is not in a position to suggest that critical friends should have any particular qualifications other than an interest in the students development and a willingness to support them. Visits to the work setting are built in to ensure the visibility of university staff to critical friends; this also gives university staff the opportunity to review the setting and to observe best practice.
8	Awarding institutions have policies and procedures for securing, monitoring, administering and reviewing work-based and placement learning that are used effectively and reviewed regularly.	See above.

APPENDIX: OTHER AWARDS AVAILABLE

The following Exit Awards are available on this programme:

- Certificate of Higher Education (CertHE)

Exit Award Programme Learning Outcomes

Certificate of Higher Education

On successful completion of a **Certificate of Higher Education (CertHE)**, a graduate will be able to:

- Demonstrate the qualities for successful teamwork within a multidisciplinary context.
- Implement policies, legislation and regulation as an early years professional into practice.
- To explain links between child development theory and practice.
- Use observation as an effective tool to enhance children's learning and development.
- Use a variety of pedagogic skills to ensure effective delivery of the current early years framework.

A **Certificate of Higher Education (CertHE)** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of 120 credits at Level 4. The following modules will count towards achievement of this award:

- HE415 Personal and Professional Development in Practice
- HE416 Developing Child
- HE417 Team around the Child and Young Person
- HE418 Developing Practice, Play and Playful Pedagogy

The above exit award applies to students studying at Bucks and its academic partners for example Aylesbury College (A), Amersham & Wycombe (AW), East Berkshire (EB).