

HND in Advanced Practice in Work with Children & Families

Programme Specification

Awarding Body: Edexcel (BTEC)
Teaching Institution: South and City College Birmingham
Final Award: Edexcel BTEC Level 4 HND Advanced Practice in Work with Children and Families
Programme Title: HND Advanced Practice in Work with Children and Families
Mode of Study: Full time
Language of Study: English
UCAS Code: S20 L520

Introduction

The HND in Advanced Practice Working With Children and Families is a 2 year full time course which aims to prepare and equip students with knowledge and skills when working with children (0-8 years) and families in a variety of early years settings. The Edexcel BTEC Higher National Diploma (HND) is a highly regarded, nationally and internationally recognised, undergraduate level programme, equivalent to the first and second year of a university degree course. The course is Level 5 on the National Qualifications Framework and has been designed to equip you with knowledge, understanding and skills for employment in such fields as management within the early years sector both in the UK and overseas.

The qualification provides a thorough grounding in the key concepts and practical skills required in their sector and their national recognition by employers allows progression direct into employment. BTEC Higher Nationals offer a strong emphasis on practical skills development alongside the development of requisite knowledge and understanding in their sector. Learners are attracted to this strong vocational programme of study that meets their individual progression needs whether this is into employment or to further study on degree or professional courses.

Aims of the Programme

The HND Advanced Practice in Work with Children and Families aims to:

- Provide education and training for a range of careers in the early years sector
- Provide opportunities for full-time learners to gain a nationally recognised vocationally specific qualification to enter employment in the early years sector or progress to higher education vocational qualifications such as a full-time degree in early years
- Develop the knowledge, understanding and skills of learners in the field of early years care and education
- Provide opportunities for learners to focus on the development of higher level skills in an early years care and education context
- Providing opportunities for learners to develop a range of skills, techniques and attributes essential for successful performance in working life.
- Provide education and training to improve the skills and effectiveness of the early years workforce and a common core of training for all those who work solely with children and families
- Develop a range of skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enabling learners to make an immediate contribution to employment
- Develop early years practitioners with new and enhanced skills to fulfil new roles and responsibilities in the provision of high quality childcare and education in an increasingly integrated and regulated framework
- Provide opportunities to address skills gaps and shortages, notably in leadership, quality assurance and management, which are of increasing and crucial importance in the early years sector.
- Provide a programme with a nationally recognised vocationally specific qualification which confers to holders of the qualification qualified practitioner status

Relationship to Subject Benchmark Statements and other Relevant External Reference points

The programme has been developed by Edexcel with reference to the National Occupational Standards in Early Years at level 4 and Management at level 4. The programme also provides an opportunity to gain some of the underpinning knowledge and understanding for Level 4 NVQ in Early Years Care and Education and some of the contextualised underpinning knowledge for NVQ units in Management at level 4.

Higher level skills and abilities

Edexcel Learners will be expected to develop the following skills during the programme of study:

- Analysing, synthesising and summarising information critically
- The ability to read and use appropriate literature with a full and critical understanding
- The ability to think independently and solve problems
- Obtaining and integrating several lines of subject-specific evidence to formulate and test hypotheses
- Applying subject knowledge and understanding to address familiar and unfamiliar problems
- Recognising the moral and ethical issues of early years practice and research; appreciating the need for ethical standards and professional codes of conduct; reflecting on practice and continuing development
- An appreciation of interdisciplinary approaches to early years practice to meet the needs of children and their families and in support of emerging roles and responsibilities across settings and services
- Leadership and management within multi disciplinary teams and enhanced interagency working
- Designing, planning, conducting and reporting on early years research
- The capacity to give a clear and accurate account of a subject, marshal arguments in a mature way and engage in debate and dialogue both with specialists and non-specialists.

Programme Structure

To achieve the qualification of HND Advanced Practice in Work with Children and Families, learners will study 16 modules. This is subject to module combination rules and requirements as stipulated by Edexcel. Learners must pass all 16 modules and comply with the professional practice requirements to be awarded the qualification.

In addition there are professional practice requirements of 800 hours of work placement for those that do not already hold a License to Practice. The work placement hours are linked to two modules of the programme. For learners who already have a License to Practice there is a requirement to complete 400 hours of work placement. Further details can be found under the section on Professional Practice Requirements below.

The programme is provided over two years on a full time basis, typically this is from September until June and will require attendance at College for 2 days per week, plus attendance at professional practice placement for 2 days per week. Part time the programme is delivered over three years requiring attendance for one day per week (or 2 evenings depending on demand), it is expected that part time learners will be employed and able to evidence the professional practice elements from their employment.

Modules are designated as H1 or H2, to achieve the HND learners must study at least 8 modules at H2 level

The programme consists of 9 core modules:

1	Continuing Development	H2	
2	Communicating, Values and Leadership in an Early Years Environment		H2
3	Theories of Development: Birth to Three	H1	
4	Early Years Curriculum, Play and Learning		H1
5	Theories of Development: Three Plus	H1	
6	Early Years Research and Project	H2	
7	Understanding Children's Behaviour		H1
8	Child Protection	H2	

9	Professional Practice *	H1
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* Learners who possess qualified practitioner status must complete a reflective account in order to achieve this unit.

In addition to the Core modules learners must study 7 specialist modules, examples of which are:

10	Health Promotion for Early Years Practitioners	H2	
11	Understanding Medical Conditions for Early Years Practitioners		H1
12	Contemporary Issues in Child Health		H2
13	Promoting Language Development		H2
14	Promoting Numeracy Skills		H1
15	Promoting Knowledge and Understanding of the World		H1
16	Effective Resource Management	H1	
17	Effective Leadership		H1
18	Managing the Inspection	H2	
19	Working with Families	H2	
20	Developing Play in the Early Years		H2
21	Concepts of Inclusiveness and the Early Years Environment	H1	
22	Effects of Sensory Loss on Early Childhood Development		H1
23	Managing the Early Years Curriculum	H2	
24	Safety and Risk Management in Early Years Care and Education		H1
25	Specific Learning Difficulties: Dyslexia and Dyspraxia	H1	
26	Environmental Issues for the Early Years	H1	
27	Pedagogic Issues for the Early Years		H2
28	Project Management for Early Years Practitioners		H2

A minimum of four specialist modules must be at H2 level. Specialist modules will be selected by the Programme Team and will take into account the resources available and the views of learners, it is not possible to offer all specialist modules on an individual basis to learners.

Professional Practice Requirements

Edexcel stipulate the professional practice requirements as follows:

1. Learners who do not hold a licence to practise are required to complete 800 hours of work placement. They should complete 400 hours in relation to Unit 9 Professional Practice and 400 hours in relation to Unit 1 Continuing Development. Learners must also complete the Professional Practice Logbook
2. Learners who already hold a licence to practise from the BTEC National Certificate or Diploma in Early Years programme (or other recognised qualification) must demonstrate competence by completing 400 hours of work experience in relation to Unit 1 Continuing Development. They must also complete a reflective log which demonstrates how they have met and continue to meet the assessment criteria for Unit 9 Professional Practice
3. Learners who are not currently working in sufficient capacity to complete the reflective log for Unit 9 Professional Practice can utilise the 400 hours of work experience from Unit 1 Continuing Development for this purpose.

Intended Learning Outcomes

The programmes intended learning outcomes are identified in each module in detail, however generally the programmes learning outcomes include fundamental concepts, principles and theories appropriate to the working with children and families settings.

The Intended Learning Outcomes for the Mandatory/Core curriculum are:

Theories of child development: key theorists; milestones; latest research; intellectual, social and emotional development; factors affecting development.

The early years curriculum: historical context; curriculum models and contexts; activity planning and organising learning through play; effects of the National Curriculum on practice; integrated approaches to the curriculum; role of inspection services; effects of devolution; anti-discriminatory practice.

Anti-discriminatory practice: Children Act; Sure Start; National Curriculum; sociological perspectives, equal opportunities; bases of/effects of discrimination; legislation; new initiatives; values.

Understanding children's behaviour: understanding disability; behaviour modification; social and emotional development in the context of behaviour; special needs; gender issues.

Continuing development: advanced practice.

Interpersonal and communication skills: effects and implications of individual differences; principal communication skills; group dynamics; communication and counselling skills; leadership

Health and safety: concepts and regulatory framework; risk management strategies; implementation of strategies; promoting better working environment; impact assessment.

Independent study and research: purposes, outputs and processes of research; research methods; interpreting data; ethical issues; project.

Professional practice: concept of professionalism; communication skills; teamwork; training; legislation; observation; planning; evaluation and assessment; holistic approaches; management and organisation; partnership working; developmental curriculum; inclusion; rights of the child; resources, health and safety; wider political and economic climate; personal effectiveness.

Child protection: legislation; working with families; observation; recording; reporting; substance misuse; strategies for the implementation of child protection processes and procedures.

Criteria for Admission to the Programme

Learners must be aged 18 years on or before 31st August of the academic year that the programme commences.

A minimum of 120 UCAS points which may be gained from the following qualifications:

2 x GCE 'A' Level passes

1 x GCE 'A' Level pass plus AS level passes in appropriate subjects

BTEC National Diploma or Extended Diploma

BTEC National Certificate

A Level 3 Diploma or equivalent such as NVQ, GNVQ, International Baccalaureate, Scottish Certificate of Education

A recognised (Kite marked) Access Course

Other relevant international qualifications

It is recognised that some learners may have significant relevant work experience or other professional qualifications and therefore may be admitted to the programme following a successful interview.

Please note that learners must have a Criminal Records Bureau (CRB) check prior to undertaking professional practice, it is the learners responsibility to ensure this is in place.

Teaching and Learning

A range of teaching and learning methods will be used during the programme which aims to be culturally inclusive and meet the needs of individual learners. Teaching and learning may include:

- Lectures
- Tutorial support groups
- Practical classroom based activities
- Group and individual presentations
- Group projects
- Co-operative group work
- Independent learning/self directed study
- Work place investigations
- Online learning materials
- Work placements

It is recognised that learners learn in a variety of ways and the teaching and learning on the programme will take account of these different needs.

Support for Learning

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered support as appropriate to those needs.

Personal Development Planning (PDP) is a process undertaken by students to reflect upon their own learning, performance and achievement and to plan for their personal, educational and career development. It will enable you to articulate the skills you are developing in order to open up opportunities for the future.

Where specific learning needs are identified (e.g. Where a disability is declared,) the course team will liaise with Student Services to ensure that the requirements of the statement are met.

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

- A course induction programme
- Induction to learning resources
- Group project briefing sessions for students embarking upon project work, followed by regular

meetings with supervisors at which progress is monitored.

- Individual tutorials
- Learning agreements
- Online resources (Moodle)
- Study skills support
- Student Handbook with information relating to the course, modules, assessment and support
- Access to college resources such as IT facilities and the Library.
- Access to Student Services, including those offered by the careers service, financial; advisers and counselling service

Assessment

A variety of assessment methods will be used on the programme. These are designed to enable learners to meet the learning outcomes for the module and experience a range of methods in preparation for further study or employment. A sample are provided below, (this is not an exhaustive list)

- Written examinations
- Coursework assignments
- Individual and group-based project work
- Practical investigations
- Group and individual presentations
- Work experience log books
- Reflective accounts
- Portfolios

Modules generally have a maximum of two assessments, for example a presentation and a written piece of course work.

Grading

There is no overall grade awarded for this qualification, grades are awarded at module level.

Each module will be graded as a pass, merit or distinction.

A pass is awarded for the achievement of all learning outcomes against the specified assessment criteria. Merit and distinction grades are awarded for higher-level achievement

Methods for evaluating and improving the quality and standards of learning, including consideration of stakeholder feedback

Quality and standards are enhanced through:

Committees:

- Board of Studies (Student Representatives Board)
- Examination/ Award Board
- Standards Committee

Mechanisms for review and evaluation:

- Review and validation event
- Annual monitoring report

- Student feedback questionnaires
- Annual teaching appraisal
- External examiner's report
- Course team meetings
- Quality monitoring systems

External Examiners who monitor the programme are appointed by Edexcel and are recruited from similar programmes of high standing at other Higher Education Institutions or have considerable experience in the provision of HNDs in the Early Years Sector. Their work includes:

- Approving coursework assignments and assessment criteria
- Approving examination papers
- Monitoring standards through moderation of completed assessments
- Confirming assessment standards

Progression and Employment Opportunities

The program leads to employment, or entrance to further academic study through entry onto a range of Early Years Top Up degrees, or Top Up degrees in Working with Children and Families. Students can enter employment for qualified practitioners and can apply for managerial roles after sufficient practical experience has been evidenced.