

City College Norwich Higher Education: Programme Summary Specification	
This Summary Programme Specification sets out the essential features and characteristics of the FdA Early Childhood Studies course.	
Course Title	FdA Early Childhood Studies
Awarding Body	University of East Anglia
Level of Award	Level 5, Undergraduate
Professional, Statutory and Regulatory Bodies Recognition	Early Years Educator Status (Department for Education, DfE) SEFDEY (Sector Endorsed Foundation Degrees)
Credit Structure	120 credits each at Level 4, and Level 5 (240 credits in total)
Mode of Attendance	Full-Time
Standard Length of Course	2 Years
Intended Award	Foundation Degree
Fall-back Awards	Certificate of Higher Education: 120 Credits Diploma of Higher Education: 240 Credits
Placement(s)/Work Based Learning Required (if does this conform to QAA requirements in B10):	Work placement for duration of programme (minimum of 700 hours (approximately 2 days per week) across 2 years to achieve sufficient time in practice to achieve Early Years Educator Status' full and relevant criteria.
Entry Requirements	<p>48 UCAS Tariff Points</p> <p>Applicants should have sufficient and appropriate prior experience in childcare and an appropriate level 3 qualification and also show the potential for successful study at HE level, commitment to study and work in the sector and commitment to the work-experience component. Applicants with appropriate prior experience in childcare, but who do not hold an appropriate level 3 qualification, may also be considered.</p> <p>Successful applicants will need to be working or volunteering in an early childhood setting for the duration of the course to meet the requirements of the SEFDEY (and will already be in possession of a valid DBS). This programme provides a full introduction to careers working with young children, aged 0 - 8 years. This is a sector-endorsed practice award, as recognised by SEFDEY (Sector Endorsed Foundation Degrees Early Years) and has Early Years Educator status, providing students with the full and relevant criteria required by DfE to be counted in ratios.</p>



	<p>All of City College Norwich's Degree programmes are validated by the UEA, meaning that the quality of the awards you get is assured by a world renowned Higher Education organisation. Teaching and learning strategies include lectures, group work, presentations, practical sessions, work-based learning, projects and seminars.</p> <p>Applications from students whose first language is not English are welcome. For International students we require evidence of proficiency in English (including writing, speaking, listening and reading), the required minimum is: IELTS Academic (SELT) 6.0 overall (minimum 5.5 in all components).</p>
Delivering Institution(s)	City College Norwich
UCAS Code	L520



Course Summary

In response to feedback and consultation with external specialists, current and past students in addition to, detailed research across the Childhood sector, modules have been developed to create a programme that is current and responsive to the evolving needs of the sector.

The interwoven threads of theory, practice and professional development combine to provide students with a solid foundation on which to scaffold their future, developing their opportunities to access multiple pathways in the sector.

CCN Higher Education, provides students with opportunities for personalised support, tailored discussions and the benefits of small groups. The programme places an emphasis on the importance of strong partnerships with students' settings, allowing students to embed theory into practice, whilst developing their professional and employability skills. Students will further benefit from the expertise and experience of a dynamic and passionate team of lecturers who are at the forefront of current research in the fields of Childhood and Education.

Course Aims

The interwoven threads of theory, practice and professional development combine to provide students with a solid foundation on which to scaffold their future, developing their opportunities to access multiple pathways in the sector.

Consultations with sector specialists, comprising of Early Years and Primary School Educators, Nursery managers, authors within the field, academic colleagues and Sector endorsed foundation degrees in early years (SEFDEY, 2016) administrators, has helped to shape the content and overarching ethos of this programme.

The programme places an emphasis on the importance of strong partnerships with students' settings, allowing students to embed theory into practice, whilst developing their professional and employability skills. Students will further benefit from the expertise and experience of a dynamic and passionate team of lecturers who are at the forefront of current research in the fields of Childhood and Education.

Course Learning Outcomes

Programme Learning Outcomes

By the end of level 4, students will be expected to achieve/demonstrate the following:

- a sound knowledge, understanding and application of underlying concepts and principles to practice in Early Childhood Studies.
- apply scholarly conventions to inform evidence-based arguments.
- professional skills, attitudes, ethical values and behaviours
- transferrable skills in relation to their practice including applying the role of reflection in learning.

By the end of level 5, students will be expected to achieve/demonstrate the following:

- to conduct investigation, analysis, research, and critically evaluate academic sources when engaging with the principal debates in Early Childhood Studies.

- to develop and apply knowledge of theory to practice to support the holistic development of all children.
- practical skills and professional behaviours relevant to employment in the Childhood sector

Course Design

The development of this Foundation degree has been moulded through a collaborative approach involving sector specialists, past and current students, local employers and in line with current and evolving government guidance and occupational standards. We believe that the modules utilise and reflect the broad range of professional skills, expertise and experience held by our current course team.

Furthermore, consultations with sector specialists, comprising of Early Years and Primary School Educators, Nursery managers, authors within the field, academic colleagues and Sector endorsed foundation degrees in early years (SEFDEY, 2016) administrators, has helped to shape the content and overarching ethos of this programme.

Feedback from our current and past students has also been incorporated to deliver an enhanced student experience and an increased focus on relationships between CCN and students' settings, whilst continuing to prepare our students for the developing sector. Alterations to this programme, from previous incarnations, have very much been a result of a holistic understanding and incorporation of the needs of our students, employers and the current climate of Early Childhood Studies practice.

Amongst others, one key change and strength to highlight, is the increased involvement between CCN and students in their practice, developed in response to feedback from both students and employers. Assignments have been designed to incorporate observations and applications of theory to practice, that will be observed by module leaders, with opportunities for students to discuss and reflect alongside their tutors and mentors (Gasper and Walker, 2020), to develop students' reflective, knowledgeable and inclusive personas as Early Childhood Studies professionals (Thompson and Thompson, 2023).

One potential challenge identified, is the increased time module lecturers/course leaders will require to adhere to the amended placement visit schedule. Which can be accommodated with careful timetabling and staff hours allowance.

Course Structure - Modules

Year 1 – Level 4 Modules		
Module Title	Credit Value	Module Summary (including associated assessments)
Professional and Academic Skills	20	<p>Professional and Academic Skills is designed to aid your success in your programme of study.</p> <p>This module aims to:</p> <ul style="list-style-type: none"> • to provide a framework of professional and academic skills at undergraduate level • to promote your recognition of the value of research,

		<p>critical analysis and reporting in the context of your programme specialism</p> <ul style="list-style-type: none"> to aid in the identification and development of a developmental approach to learning and to the professional skills required for employment. <p>Having completed this module, you should be able:</p> <ul style="list-style-type: none"> to use a range of academic approaches and techniques to reflect on your personal performance and development in a range of professional and academic skills to apply appropriate judgement in selecting and analysing academic sources and data to communicate effectively with peers, assessors and wider audiences in a variety of media to apply the Harvard Referencing System correctly and consistently in work products to meet the professional standards for graduate employment your industry/career path <p>Whilst delivery and the learning outcomes are generic the content and output of your work will reflect to programme specialism you are studying towards.</p> <p>Assessment:</p> <ul style="list-style-type: none"> Group Presentation Reflective Journal
Professional Practice and Policy	20	<p>The early childhood sector is sensitive to change, and the sector is affected by political, environmental, social, technological, economic and legal (PESTLE) factors. The purpose of this module is to explore the professional competencies required by the practitioner working within early childhood settings.</p> <p>Students will explore key debates and trends within early childhood and examine the influence of policy and practice initiatives. Students will develop a foundational knowledge of the sector in which they are practicing, or aim to practice in.</p> <p>The module will examine and explore the professional standards and expectations, whilst leading students to create a portfolio evidencing their development of these skills required for the sector.</p> <p>Assessment</p> <ul style="list-style-type: none"> Placement Visit and Reflection Portfolio
The Developing Child – Conception to 8 Years	20	<p>This module enables learners to develop knowledge and understanding of the major traditional and contemporary theories, which underpin children’s holistic learning and development from conception to 8 years.</p>

		<p>Learners are given the opportunity to undertake observations of a child using appropriate observation methods. Learners will be encouraged to evaluate the effectiveness of the methods undertaken and explore the ethical and practical considerations, strengths and potential limitations. Students will present strategies to support children's development making clear links to relevant curricula documentation.</p> <p>The module includes making links between the observations and theoretical perspectives, which will support subsequent modules.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Report
The Foundations of Childhood	20	<p>This module explores the key ideas and debates surrounding children and childhood from sociological, cultural and historical perspectives. Students will examine how the social construction of childhood has evolved over time and across cultures to further their understanding and knowledge of children's experiences.</p> <p>In addition, students will examine and challenge, where appropriate, their own preconceived ideas, attitudes and values about childhood critically debating societal values and beliefs.</p> <p>The module further aims to encourage students to look beyond the contemporary Western model of childhood towards the plurality of childhood experiences across time and space. Drawing on academic research, theories, policies and legislation learners will discuss issues surrounding 'the child' and 'childhood' including children's rights, poverty, family, and crime and punishment.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Poster Presentation
The Science of Play	20	<p>This module aims to develop students' understanding of the importance of play for children's holistic development. Students will explore historical, current and international perspectives of play, whilst considering how these both support and possibly contradict existing statutory and non-statutory guidance, policies and expectations within settings.</p> <p>In addition, students shall begin to explore the neuroscience behind play; looking at why the brain matters and developing their skills, as practitioners, to confidently explain the benefits of play for children, linked to the neuroscience behind it.</p> <p>These two elements will strengthen students' understanding of best practice within early childhood, allowing students to embed knowledge of theory into</p>

		<p>practice, whilst critically reflecting, to further expand and develop how to best support each child's individual needs.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Essay • Presentation
Understanding Additional Needs	20	<p>This module is designed to allow students to further their knowledge and understanding of how best to meet the needs of children with additional needs when working in early childhood.</p> <p>There will be a focus on defining what "additional needs" means and how practice can be adapted to best meet the needs of different children. There will be a consideration of special needs/special educational needs, with additional consideration given to other needs including but not limited to children in care, refugees, English as an additional language, health conditions, attachment disorder/trauma.</p> <p>Students will explore the concept of inclusion and how this differs from integration, and the complexities of making this a success in early childhood. Diagnosis will be considered alongside current legislation and guidance and how effective this is in terms of meeting the needs of individual children and practicalities of putting this into practice.</p> <p>Students will be encouraged to explore a variety of strategies to differentiate their practice to support learning and development. Students will also explore the importance of working effectively as part of a multi-agency team, in order to best meet individual needs.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Essay
Year 2 – Level 5 Modules		
Module Title	Credit Value	Module Summary (including associated assessments)
Developing Professional Practice	20	<p>It is crucial that students have self-awareness and knowledge of professionalism and professional practice. This module aims to develop these skills highlighting the importance of effective communication and, the ability to work as part of a team.</p> <p>Students will critically examine the effectiveness of leadership and management within their settings in order to promote best practice, in turn positively impacting outcomes for all children.</p> <p>As part of the portfolio, students will identify potential career paths and professional development opportunities. Students will reflect upon their own employability skills and,</p>

		<p>plan for their career pathways, in line with sector standards.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Portfolio • Placement Visit
Early Childhood Pedagogy	20	<p>In this module, students will explore the main pedagogical approaches and their impact upon children’s holistic development. Students will have the opportunity to reflect upon their own pedagogy, whilst considering how societal norms or government policy may influence those choices.</p> <p>Students will explore the importance of knowing each child as an individual and how strengthening this understanding will positively inform the practitioner’s ability to plan, create and deliver a resource, for a chosen child’s identified needs.</p> <p>Students will explore enabling environments; inclusion, reflection and pedagogy, whilst building upon knowledge of the child’s brain and the importance of nurturing it, to positively support children’s holistic development.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Essay • Exhibition
Early Life Transitions	20	<p>All children experience change in various forms throughout their early life. This module aims to equip students with the necessary knowledge, understanding and empathetic approaches required to best support children’s holistic development during these times.</p> <p>Students will understand that children do not function in isolation from family or community and so, will consider the impact of transitions from a range of ecological spheres. Students will draw on a range of frameworks including; anthropology, educational theory, creativity, philosophy, and psychology as well as newly emerging approaches and paradigms, to critically examine the impact of transition and how it can be best supported.</p> <p>A range of transitions will be identified and examined including but not limited to; starting in a setting, room/key stage moves, birth of a sibling, bereavement, separation/divorce, immigration/relocation.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Essay

<p>Promoting Holistic Health in Early Childhood</p>	<p>20</p>	<p>Early years practitioners need to have a good understanding of all aspects relating to maintaining and encouraging children's health and wellbeing from conception to age eight. Students will explore prenatal factors as well as considerations of social determiners of health and how these impact on the lived experiences of babies and children.</p> <p>This includes, not only an awareness of both physical and mental health of the individual child but also the family and how these factors can impact on development in all areas.</p> <p>The importance of multi-disciplinary approaches combined with a holistic view of the child through health promotion and wellbeing will also be a key focus.</p> <p>The module will encourage the early years practitioner to review how government initiatives and theoretical models can impact on the role of the early years practitioner and their ability to carry out health promotion activities.</p> <p>It is also imperative that the early years practitioner is fully aware of the ethical challenges that health promotion can present and therefore how professionals can work together to provide equality and diversity within their individual practice as well as their settings.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Presentation
<p>Research Skills for the Early Childhood Sector</p>	<p>20</p>	<p>This module is designed to enable participants to further develop the learning and development skills introduced in the Professional and Academic Skills module at level 4. It provides the opportunity for students to focus on practice-based research and evaluation skills.</p> <p>The module will develop an appreciation of methodological approaches and critical thinking skills appropriate to the subject area. Additionally, students will learn how to develop a research topic by applying the link between evidence and practice and will produce a literature review to support a proposed research proposal. This module will provide a foundation for further study and in practice.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Essay • Research Proposal
<p>Safeguarding Children and Families</p>	<p>20</p>	<p>This module will enable students to further develop their knowledge and understanding of the vital role that they play in safeguarding children and families. The primary aim of this is for students to understand not just how to safeguard, but why, and how these practices have evolved. Students will consider how the current system of safeguarding children has developed. There will also be a focus on how legislation has evolved and how the growth of diversity of</p>

	<p>faith, culture and the make-up of society has impacted upon safeguarding practices.</p> <p>Students will examine the different signs and symptoms which demonstrate that abuse may have occurred whilst maintaining a focus on the importance of contextual safeguarding. There will be a strong focus on the impact of abuse and neglect, both in the short and long term. The vital role of the early childhood practitioner regarding safeguarding will be explored, with a focus on safeguarding procedures, practices, effective multiagency working and communication. Students will be encouraged to reflect on their own feelings, attitudes and values around safeguarding, as well as assumptions and bias.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Professional Discussion • Exam
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Awards

On successful completion of the course, students will be awarded a Foundation Degree Arts (FdA) Early Childhood Studies

Course Delivery

The FdA Early Childhood Studies aims to align learning, teaching and assessment to create a cohesive, progressive, and consistent model. Modules involve diverse learning opportunities and approaches, for the assessment of learning, with a mixture of theoretical and applied modes of delivery. Hemer (2014, p487) indicates that quality higher education teaching should be 'student-centred' with a focus on teaching learners to think and question through innovative approaches. The choice of approaches reflects the learning outcomes of each module which guide learners on what they are expected to achieve (QAA, 2022). CCN Teaching, Learning and Assessment policies are referenced to and deployed (where relevant to HE) in learning and teaching approaches and actions.

The learning and teaching methods include lectures, workshops and seminars, group and individual tutorials, real-time practical activities, case-studies, working in groups, simulation, independent study and research, and technology-enhanced and blended learning (QAA, 2022). Where appropriate, the FdA Early Childhood Studies programme will champion and embed inter-professional learning with other relevant discipline specific programmes delivered at CCN.

Teaching methods will reflect the nature of each module, and teaching methods are adapted to, as far as practicably possible, simulate the practice-based nature of the programme. A major feature is that learning, teaching, and assessments are designed to ensure that learners are engaged in subject-specific and vocational contexts throughout the programme. Learners are encouraged to contribute to creating their own curriculum, or tailoring their assessment content, to meet their academic and vocational interests. Approaches to teaching, assessment, and learning will underpin the vocational nature of the programme, and support the development of transferrable employability skills, to prepare graduates with the knowledge, skills, and behaviour expected within the mental health care sector. In addition, the teaching, learning, and assessment strategy adopts a spiralled approach to

learning, and modules are delivered to progressively develop and build upon knowledge, skills, and behaviours. Opportunities for feedback through a range of formative assessments will allow module tutors to identify and support learning needs.

Learners will attend one day per week at City College Norwich. The programme currently attracts learners from a broad catchment area within Norfolk and Suffolk and, therefore, means varying levels of travel required. Attending CCN, one day per week, will be convenient for learners and allow them to plan their travel and time appropriately. This will also enable learners to spend some time gaining experience in practice, volunteer, or working to support themselves, as necessary.

Current classes on the FdA Early Years course ranges from 6-18 learners. Smaller groups means that tutors can be flexible, combining periods of formal lecturing with class discussion, small group work, tutorials, and activity-based learning within a single session. This is in line with the QAA (2022) emphasis on the need for a 'balance of direct instruction and the opportunity for active assimilation, questioning and debate'. Equality and diversity are always promoted both in practice and through learning and teaching following the CCN Equality and Diversity policy.

Resources are provided electronically via the Blackboard VLE ensuring that learners can access them in advance and in a variety of formats. Modules also make use of digital learning resources, such as Padlet, to support teaching and learning remotely, and to support ease of access to teaching and learning. Additional learning support may be accessed via a Disabled Learners Allowance (DSA) assessment. CCN offers advice, guidance, and signposting, where appropriate, via its Course Team/Tutorial Supervisor(s), on how to apply for DSA.

Course Assessment

Assessments are varied and innovative and are aimed to develop transferable skills to support employability. They include essays, journals, individual and group presentations, academic posters, reports, portfolio/CPD building, professional discussion, examination, and exhibitions. Each module assessment has been considered alongside the knowledge, skill, and behaviours required in practice. Therefore, assessment activities have been designed to encourage theory-practice links, and to develop transferrable employability skills specific to the sector.

Feedback is an essential element of the teaching and learning process and, as such, feedback is provided both informally through formative activities, and formally through summative assessments. Students will be set formative tasks and small assessments within their modules on which they can gain feedback verbally, through peer assessment, or via tutorials. Each module will include formative assessment elements that are designed to share, consolidate, and prepare students. Formative activities, whilst not contributing to the module mark, encourage the development of both academic and vocationally relevant skills and behaviours, transferrable to practice. There is a focus on clear, positive, and developmental formative and summative assessment, which supports academic and personal aspiration and development.

Course Team

The academic staff delivering this course are drawn from a team that includes teaching

specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

The proposed staff team is made up of staff predominantly from education and children's services backgrounds. The team are approachable, professional, and supportive. Developing appropriate positive relationships between staff and learners is a 'key ingredient' in promoting student motivation (Williams & Williams 2011 in Larsen *et al.*, 2017, p.111). Staff endeavour to deal with issues and challenges promptly. Staff are supportive of one another and openly share their experience and knowledge, to enhance teaching across the provisions.

The team bring an ethos of professional development and lifelong learning, contributing to school-wide enhancement activities. Staff utilise their practice-based experience, and contacts, to enhance the quality and currency of subject specific knowledge. The team will be enhanced by sessional lecturers who also have a diverse background within the education sector, external specialists and members of the team undertaking scholarly activity, as previously mentioned.

Course Costs

The tuition fees that new students pay will be fixed for the duration of the course and will not be subject to any further increases.

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Course Fees & Eligibility Statement and Rules and Regulations.

Students are likely to incur other costs for books, printing, and other learning materials they may choose to buy, and the cost incurred for printing two copies of their final year dissertation. This should amount to a total of not more than £300 per year.