

SUMMARY PROGRAMME SPECIFICATION

Course Title	Foundation Degree in Early Years
Awarding Body	University of East Anglia (UEA)
Level of Award	Level 5
Professional, Statutory and Regulatory Bodies Recognition	Early Years Educator Status (Department for Education, DfE) SEFDEY (Sector Endorsed Foundation Degrees)
Credit Structure	240 Credits Level 4: 120 Credits Level 5: 120 Credits
Mode of Attendance	Full time
Standard Length of Course	2 years
Intended Award	Foundation Degree (Arts)
Fall-back Awards	Certificate of Higher Education (Cert HE) – 120 credits
Entry Requirements	A level 3 qualification in Childcare or a similar field (such as Health & Social Care) is desirable. Other appropriate qualifications will be considered. Applicants should have significant experience in the early years sector. They will need to be working or volunteering in an early years' setting for the duration of the course (meaning that students will already be in possession of a valid DBS).
Delivering Institution(s)	School of Higher Education, City College Norwich
UCAS Code	LX53

This Summary Programme Specification sets out the essential features and characteristics of the course.

Course Summary

- The Foundation Degree in Early Years programme will run over 2 years with students attending one day per week (approximately 0900-1700).
- It is anticipated that students will be working or volunteering in the early years environment and therefore attendance is limited to one day per week to meet employer needs.
- Students will complete 120 credits per academic year and therefore the programme will be full time.
- Students will be encouraged to engage a mentor in their workplace.
- A series of local trips, events and external speakers are arranged throughout the course to enrich learning and embed theory with practice

Course Aims

- To provide an intellectually stimulating programme of study that will allow the student to develop as reflective, independent and flexible learner.

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- To provide a programme of study that will allow the development of transferable work-based skills.
- To develop a range of higher learning skills, specific work-based skills and competencies.
- To inculcate in the learner a philosophy of life-long learning at work, through work and for work.
- To develop skills in the workforce that meet identified local and regional employment demands.
- To enhance the learner understanding of the early years sector.
- To enhance the learner's employment and career development opportunities.
- To widen participation in and progression through higher education.
- In addition, the aims of the Foundation Degree Early Years are;
- To provide an intellectually stimulating programme of work that will develop the student as a reflective, independent and flexible learner within the early years sector
- To provide a programme of learning that will develop the learner's transferable skills needed to respond to a rapidly changing workforce, including; communication, application of number, IT, team working and problem solving
- To develop the student's higher learning skills and specific work-based learning skills and competencies in early years practice
- To develop skills needed to meet identified and primarily local and regional employment needs in the early years sector
- To enhance the student's understanding of the early years work sector and to develop skills of working in a multi-disciplinary team
- Provide grounding in current policy and legislation in relation to the early years sector and its impact on practice
- To enhance the student's employment and career development opportunities in the early years sector and for their professional progression
- To widen participation in and progression through higher education
- To ensure that students can demonstrate within their practice that they have adopted appropriate value and belief systems for working within the early years sector. These values include those relating to anti-discriminatory practice, equality of opportunity and ensuring inclusive practice

Course Design

The design of this course has been guided by the following QAA Benchmark and Professional Standards:

QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008):

<http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf>

QAA Subject Benchmark Statement Early Childhood Studies (2014):

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-early-childhood-studies-14.pdf>

Professional Standards:

Early Years Education status

<https://www.gov.uk/guidance/early-years-qualifications-finder>

Course Structure

This course comprises modules at levels 4 and 5.

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Module Specifications for each of these modules will be made available to students online at the beginning of each academic year.

	Module	Credits	Module Type
Level 4			
	<p>The Developing Child</p> <p>This module provides the opportunity to build knowledge and understanding of children's development from pre-birth to seven years old.</p>	20	Mandatory
	<p>Understanding Childhood</p> <p>This module explores the concept of childhood and how it has evolved over time, across cultures and society.</p>	20	Mandatory
	<p>Inclusion, Equality & Diversity</p> <p>This module focuses on the diverse needs of young children and how these can be supported</p>	10	Mandatory
	<p>Play & Children's Spaces</p> <p>This module explores spaces and environments and their value in promoting children's play and development.</p>	20	Mandatory
	<p>Employability & Professional Practice</p> <p>This module enables reflection on work role and practice and an understanding of the Early Years sector.</p>	30	Mandatory
	<p>Higher Learning Skills</p> <p>This module identifies and develops higher education study skills</p>	20	Mandatory
Level 5			
	<p>Learning & Teaching</p> <p>This module evaluates knowledge and understanding of theories of children's learning and pedagogical practice.</p>	30	Mandatory
	<p>Safeguarding Children in a Multi-Agency context.</p>	20	Mandatory

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	This module examines the role of the early years practitioner in relation to other professional roles and parental responsibilities.		
	Digital Childhood This module provides a critical exploration of the use of technology for, and by those working with, early years children.	10	Mandatory
	Health & Wellbeing in Early Years The module should 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 promoting activities.	20	Mandatory
	Employability & Career Management This module encourages continued exploration of professional practice and career pathways	20	Mandatory
	Research Skills This module focuses on the skills and methods needed to develop appropriate and ethical research	20	Mandatory

Awards

On successful completion of the course, students will be awarded a Foundation Degree (Arts) in Early Years.

Course Delivery

Students will be taught in College by experienced, well qualified tutors up to 10 hours per week. The course will be delivered at the School of Higher Education, Norfolk House, Exchange Street, Norwich.

Foundation Degree students will attend college one day per week for taught sessions (approximately 0900 - 1700). This will include tutorial time.

Class contact time – up to 10 hours per week

Tutorial time – 3 hours per annum (normally carried out by visit to setting)

Course Assessment

Essays, presentations, portfolios, exams and reports.

Course Team

The academic staff delivering this course are drawn from a team that includes teachers, head teachers, childcare practitioners and healthcare practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

City College Norwich

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