

<b>Course Title</b>	Early Years
<b>Awarding Body</b>	University of East Anglia
<b>Level of Award</b>	Level 5
<b>Professional, Statutory and Regulatory Bodies Recognition</b>	Early Years Educator Status Sector Endorsement (SEDFEY, Sector Endorsed Foundation Degrees in Early Years)
<b>Credit Structure</b>	240 credits (120 at Level 4, 120 at Level 5)
<b>Mode of Attendance</b>	Full Time (1 day a week in college plus working in early years setting at least 2 days a week).
<b>Standard Length of Course</b>	2 years
<b>Intended Award</b>	Foundation degree (Arts) in Early Years
<b>Fall-back Awards</b>	Certificate in Higher Education (Cert HE) 120 credits School of Higher Education, City College Norwich
<b>Entry Requirements</b>	Applicants should have sufficient and appropriate prior experience in childcare and an appropriate Level 3 qualification such as Childcare & Education, Health & Social Care or Supporting Teaching & Learning. Applicants with appropriate prior experience in childcare, but who do not hold an appropriate level 3 qualification, may also be considered. GCSE English and Maths Grade D/3 is expected. Grade C/5 is desirable but not essential.
<b>Delivering Institution(s)</b>	School of Higher Education, City College Norwich
<b>CCN Course Code</b>	F5328
<b>UCAS Code</b>	LX53

**Course Structure**

<b>Level 4</b>	
<p><b>Employability and Professional Practice</b></p> <p>The module will provide opportunities to develop understanding of employability skills within the context of the early years' sector.</p> <p>This module provides opportunity to enhance employability skills and reflect upon work experience, personal and professional development in a relevant context.</p> <p>The module aims to enable reflection on work roles, skills and practice; to appraise own performance (knowledge and skills) and identify areas where skills may be developed. The content is developed further through the Level 5 module Employability &amp; Career Management.</p> <p>Three strands provide an integrated approach and outcome to this module:</p> <ul style="list-style-type: none"> <li>• Sector knowledge – relates to developing the learners' knowledge and understanding of the workplace and its resources.</li> <li>• Employability skills – awareness of self. Acquisition of and development of practical skills in a working environment related to employment knowledge.</li> <li>• Transferability of skills and knowledge – development of the learners' knowledge and employability skills within the early years' sector.</li> </ul>	30
<p><b>Higher Learning Skills</b></p> <p>This module is designed to enable participants to identify and develop skills for successful higher education study and transferable employability skills. Delivery and assessment is designed to develop study skills through personal reflection and the identification of personal goals and communication skills. The skills are core to any undergraduate programmes.</p>	20
<p><b>Inclusion and Equality in the Early Years</b></p> <p>This module provides the learner with the opportunity to focus on the diverse needs of young children (0-8 years) in early years settings</p> <p>Learners will explore the concept of inclusion looking at both the medical and social models of disability and how children with a wide range of needs can be supported. The nature and effectiveness of current legislation and issues surrounding inclusive practice, equality and diversity will be explored.</p>	10

<p><b>Play and Children’s Spaces</b></p> <p>This module will examine the philosophical principles of early pioneers in childhood and how they have shaped contemporary theories about play.</p> <p>The use of play, including outdoors play, will be explored and debated in light of current literature, policies and research. Learners will be encouraged to consider ways that play can support inclusion, diversity, equality and wellbeing.</p> <p>Drawing on theories of outdoors play and learning outside the classroom, students will explore and evaluate the concept of children’s spaces for play, learning and wellbeing.</p> <p>Learners will be required to present a ‘children’s play space’. This could include a photographic compilation, a model or interactive activity and submit an essay</p> <p>Students will explore a range of philosophical principles and pedagogical perspectives of play.</p>	<p>20</p>
<p><b>The Developing Child</b></p> <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 0-8 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 considerations.</p> <p>Students will promote strategies to support children’s development making clear links to relevant curriculum documentation.</p> <p>The module includes theoretical perspectives, which will support subsequent modules.</p>	<p>20</p>
<p><b>Understanding Childhood</b></p> <p>This module explores the concept of childhood and how it has evolved over time and across different cultures and in society. Learners will be introduced to sociological perspectives of childhood and will use these to interpret children’s experiences in order to further their understanding and knowledge of early childhood. They will be encouraged to explore how certain constructs of childhood have emerged which shape our knowledge and understanding of children’s lives. In addition, students will be expected to examine and challenge, where appropriate, their own pre-conceived ideas, attitudes and values about childhood.</p> <p>Learners will present and discuss evidence which compares constructs of childhood. The assessment is a peer assessed poster presentation based</p>	<p>20</p>

<p>on images of childhood. The poster presentation will allow learners to make meaningful comparisons using images of childhood as the basis of their evidence which can be shared with others. Learners will apply theories and perspectives on childhood to show how these shape knowledge and understanding of children’s experiences. Learners will have the opportunity to use evidence which considers childhood from the past to the present and examine how competing views of childhood influence the experience of being a child.</p>	
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<p><b>Level 5</b></p>	
<p><b>Employability and Career Management</b></p> <p>This module provides the opportunity to undertake purposeful career investigation and encourages future career skills development. Indicative content develops the themes of employability learnt in year one, whilst also exploring workplace professionalism and the changing demands of a sector.</p> <p>The methods of delivery and assessment reflect the underlying philosophy of personal reflection, development of confidence, and the understanding of employability.</p> <p>This module provides opportunity to enhance employability skills and reflect upon work experience, personal and professional development in a relevant context. The learning outcomes and expectations follow on from Level 4 module Employability and Professional Practice.</p> <p>The module aims to enable reflection on work roles, skills and practice; to appraise own performance (knowledge and skills) and identify areas where skills may be developed</p>	<p>20</p>
<p><b>Research Skills for Early Years Sector</b></p> <p>This module is designed to enable participants to further develop the learning and development skills introduced in the Higher Learning Skills module in year 1 (or its equivalent). 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. This will provide a foundation for research at level 6.</p>	<p>20</p>
<p><b>Digital Childhood</b></p> <p>This module is designed to enable participants to explore digital innovations for use in the early years sector. Learners will look at how technology supports the curriculum and children’s learning. Students will learn how to create resources to support the organisation, curriculum or management. They will understand the current research into digital innovations and the Government’s role in the implementation of technology in schools</p>	<p>10</p>

<p><b>Health and Wellbeing in the Early Years</b></p> <p>Early years practitioners need to have a good understanding of all aspects relating to maintaining and encouraging life skills which optimize child development through conception to age 2 (1001 critical days) and up until age 8. This includes the crucial role of safeguarding with awareness of how this contributes to a multi-disciplinary approach combined with a holistic view of the child through health promotion and wellbeing.</p> <p>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.</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 the safeguarding framework.</p>	<p>20</p>
<p><b>Learning &amp; Teaching</b></p> <p>This module will enable students to develop their knowledge and understanding of the characteristics of learning and development as children acquire concepts, skills and attitudes across areas of learning in the Early Years.</p> <p>There will be particular emphasis on children’s communication and language, exploration of the world and mathematics, as the core areas of learning, and approaches to the introduction of these concepts in the very early years of childhood (including 0 to age 2) up until age 8.</p> <p>There will be a focus on the development and implementation of planning with reference to relevant curricula contents and aims, and approaches to developing cross curricula elements will be considered. Students will gain further awareness of the constituents of good practice including equality of opportunity and SEN considerations and professional development in early years.</p> <p>Students will develop effective techniques for recording and assessing children’s engagement and progress in a range of activities against previously identified knowledge, skills and understanding. Students will evaluate the learning activities including an analysis of their own effectiveness within the activities to promote and develop learning concepts.</p>	<p>30</p>

<p>There will be two assessment opportunities. In the first of these students will present an analysis of activities undertaken to support one of the core areas of learning. In the second assessment, students will present a rationale for cross-curricula topic/learning environment, which will include structured opportunities to develop core areas of learning not already considered, in addition to other areas of learning. Both assessments will draw upon a detailed evidence base of observation and other appropriate materials including reference to relevant theoretical perspectives and curriculum. Awareness of future planning and strategies to support children's development will be addressed.</p>	
<p><b>Safeguarding Children within a Multi-Agency Context</b></p> <p>Students will consider the development of the concepts of safeguarding children relating this to different forms of harm. The role of a professional worker will be analysed demonstrating the importance of multi-agency working for all children as well as those within the safeguarding system. The student's personal attitudes and values will be acknowledged along with methods to remain professional in all situations. Part of the assessment will be an individual professional discussion allowing for the sensitivity of the topic. The module reflects the increasing recognition of the Multi-Agency Safeguarding Hub to promote early intervention. This module will utilise knowledge from previous modules particularly child development from The Developing Child.</p>	<p>20</p>