

**City College Norwich  
Higher Education: Programme Summary Specification**

**This Summary Programme Specification sets out the essential features and characteristics of the FdA Early Years course.**

<b>Course Title</b>	Early Years
<b>Awarding Body</b>	University of East Anglia (UEA)
<b>Level of Award</b>	Level 5
<b>Professional, Statutory and Regulatory Bodies Recognition</b>	Early Years Educator Status (Department for Education, DfE) SEFDEY (Sector Endorsed Foundation Degrees)
<b>Credit Structure</b>	240 Credits Level 4: 120 Credits Level 5: 120 Credits
<b>Mode of Attendance</b>	Full time
<b>Standard Length of Course</b>	2 years
<b>Intended Award</b>	Foundation Degree (Arts)
<b>Fall-back Awards</b>	Certificate of Higher Education (Cert HE) – 120 credits
<b>Entry Requirements</b>	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 (Disclosure and Barring Service)).
<b>Delivering Institution(s)</b>	School of Higher Education, City College Norwich
<b>UCAS Code</b>	LX53



**NB The FdSc Early Years is due for revalidation (redesign) for 2023/24**

## Course Summary

The FdA (Foundation degree) Early Years programme provides an opportunity for practitioners working in early years settings and students progressing from Level 3 qualifications to gain a professional and academic qualification. This is a recognised practice award and has Early Years Educator status allowing students to be included in staff: child ratios in an early years' setting. It is a major route to a top-up honours degree and Early Years Teacher Status (EYTS).

## Course Aims

The course aims: -

- 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 Learning Outcomes

- 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

## Course Design

The design of this course has been guided by the following QAA (Quality Assurance Agency) 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 is offered as part of a modular, credit-based scheme which is comprised of modules of 10, 20 and 30 credits;  
Level 4 contextualised modules include The Developing Child, Understanding Childhood, Inclusion & Equality in the Early Years, Play and Children's Spaces.

Level 4 core modules include Higher Learning Skills and Employability in the Early Years Sector

Level 5 contextualised modules include Learning & Teaching, Digital Childhood, Safeguarding Children in a Multi-Agency Context, Health & Wellbeing in the Early Years.

Level 5 core modules include Research Skills and Career Management

Employability skills, such as communication, teamwork, IT skills, innovation and reflection are emphasised throughout the course. Sector knowledge around safeguarding, accountability and personalisation are also promoted.

### **Modules**

NB This course is subject to review ready for our 2023-24 intake, so there may well be some changes to the modules offered. Applicants will be advised of these changes as soon as the revised programme has been approved by our university partner.

<b>Year 1 – Level 4 Modules</b>		
<b>Module Title</b>	<b>Credit Value</b>	<b>Module Summary (including associated assessments)</b>
The Developing Child	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 0-7 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>Assessment: - Observation Report</p>
Understanding Childhood	20	<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 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,</p>

		<p>attitudes and values about childhood.</p> <p>Learners will present and discuss evidence which compares constructs of childhood. The formative assessment is a peer assessed poster presentation based 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> <p>Assessment: - Academic Poster Presentation</p>
Inclusion, Equality & Diversity	10	<p>This module provides the learner with the opportunity to focus on the diverse needs of young children (0-7 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> <p>Assessment: - Essay</p>
Play & Children's Spaces	20	<p>This module will explore and debated the concept of play considering current literature, policies and research. Learners will be encouraged to consider ways that play can support learning, development, inclusion, diversity, equality and wellbeing.</p> <p>This module will examine the philosophical principles of early pioneers in childhood and how they have shaped contemporary theories about play for children aged 0-7 years.</p> <p>Students will explore a range of pedagogical perspectives of play.</p> <p>Drawing on theories of 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 might include a garden, beach, forest, play area, classroom and so on. The presentation could take the form of a photographic compilation, a model or interactive activity.</p>

		<p>Assessment: - Presentation Essay</p>
Employability & Professional Practice	30	<p>The module will provide opportunities to develop understanding of employability skills within the context of the early years' sector (0-7 years).</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: Sector knowledge – relates to developing the learners' knowledge and understanding of the workplace and its resources. Employability skills – awareness of self. Acquisition of and development of practical skills in a working environment related to employment knowledge. Transferability of skills and knowledge – development of the learners' knowledge and employability skills within the early years' sector.</p> <p>Assessment: - Portfolio</p>
Higher Learning Skills	20	<p>This module identifies and develops higher education study skills.</p> <p>Assessment: - Group Presentation Journal</p>
<b>Year 2 – Level 5 Modules</b>		
<b>Module Title</b>	<b>Credit Value</b>	<b>Module Summary (including associated assessments)</b>
Learning & Teaching	30	<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 emphasis on children's communication and language, exploration of the world, digital literacy and mathematics, as the core areas of learning, and</p>

		<p>approaches to the introduction of these concepts in the very early years of childhood (including 0 to age 2) up until age 7.</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 (Special Educational Needs) considerations and professional development in Early Years.</p> <p>Students will develop effective techniques for recording and assessing children's engagement and progress against previously identified knowledge, skills and understanding. Students will evaluate activities/learning opportunities offered to the children including an analysis of their own role and effectiveness in promoting and developing the learning concepts.</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>Assessment: - Observation and Assessment Exhibition</p>
<p>Safeguarding Children in a Multi-Agency context.</p>	<p>20</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.</p> <p>The students' 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>Assessment: - Open Book Exam Professional Discussion</p>
Digital Childhood	10	<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>Assessment: - Digital Resource</p>
Health & Wellbeing in Early Years	20	<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 7. 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>Assessment: - Essay Poster</p>



Employability & Career Management	20	<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. 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>Assessment: - Presentation Portfolio</p>
Research Skills	20	<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.</p> <p>Assessment: - Essay Formal Account</p>

### 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.



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.

### **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.