Programme Specification – FdA Early Years: Childcare and Education
(Sector Endorsed) (2012)

1. Awarding Institution / Body
   University of Surrey
2. Teaching Institution
   Farnborough College of Technology
3. Final Award
   FdA
4. Programme Titles & UCAS codes
   Early Years: Childcare and Education
5. Relevant QAA Subject Benchmarking Group(s)
   Early Childhood Studies (2007); Foundation Degree (2010)
6. Date of production
   May 2012

7. Educational Aims of the Programme
   - provide the appropriate knowledge and understanding required for the care and education of children across Early Years Care and Education and school settings;
   - deliver the professional and practical skills and competencies which are required to work in one of the following specialist contexts:
     ➢ as a Senior Practitioner for Early Years Foundation Stage
     ➢ as a Senior Practitioner as Teaching Assistants (Year 0 - Year 2)
   - ensure that students can demonstrate within their practice that they have adopted appropriate value and belief systems for their chosen specialist area. These values must include those relating to anti-discriminatory practice, equality of opportunity and ensuring inclusive practice;
   - develop students’ self-awareness and reflection, including the ability to evaluate their effect on other people and in the environment in which they work;
   - provide an appropriate understanding of the regulatory and legislative framework for Early Years;
   - develop the personal and transferable skills critical to Senior Practitioners in their chosen specialist area. These skills include communication, application of number, IT, team working and problem solving;
   - provide a suitable basis for progression to Early Years Professional Status (EYPS) Qualified Teacher Status (QTS)

8. Intended Learning Outcomes - the programme provides opportunities for students to achieve and demonstrate the following learning and educational outcomes which have references to the benchmark statement for Foundation Degree and for Early Childhood Studies (ECS)

Knowledge and Understanding of

k1. child development (ECS)
k2. Physical, personal, social, emotional health and development (ECS)
k3. Value of play (ECS)
k4. how children learn (ECS)
k5. legal and policy frameworks (ECS)
k6. working with children; key players (ECS)
k7. differentiation of learners’ needs (ECS)
k8. curriculum development (ECS)
k9. information sources (ECS)

Teaching & Learning Strategies & Methods

i. lecture based presentations
ii. practical sessions including role play and observation
iii. individual and group project work
iv. individual presentations

Assessment

i. formal examination
ii. assessed coursework / assignments
iii. assessed oral presentations
iv. poster presentations

Intellectual Abilities

I1. use appropriate assessment techniques (ECS)
I2. develop creative play activities and support materials for children through the application of knowledge & understanding of all relevant factors (ECS)
I3. apply Early Years curriculum (Foundation Stage) (ECS)
I4. develop the capacity to examine a problem critically (ECS)
I5. undertake literature searches to produce fully referenced reports (ECS)

Teaching & Learning Strategies & Methods

i. promoted through lectures, practical work, report writing and directed reading
ii. industrial placement (Level 5)

Assessment

i. a mix of formal examination, coursework assignments, and practical demonstrations. The overall range of assessment provides the opportunity for the student to demonstrate the ability to analyse problems and propose solutions in a clear, logical and structured manner.
ii. industrial placement supervisor & placement examiner’s reports
Programme structures and requirements, levels, modules, credits, and awards

The Programme is modular and is offered as 240 credits over two years with recognition of work based learning and part-time attendance at college. The students are supported in the work place by Mentors and College tutors. The design of the programme is based on the Statement of Requirement produced by the DFES and the CWDC provides Sector Endorsement. See Programme Map for details of modules at each level.

The award: FdA Early Years: Childcare and Education requires 240 credits, of which 120 must be at Level 4. The Level 5 credits provide the overall grade for the Foundation degree. As specified by The University of Surrey’s Regulations, appropriately qualified candidates will be awarded the Foundation Degree with Distinction, Merit or Pass. A student gaining 120 credits is eligible for a Certificate of Higher Education, which may be awarded with Distinction, Merit or Pass.

9. Criteria for Admission

As specified by the University of Surrey Regulations, applicants will be expected to provide satisfactory evidence of ability to pursue successfully the Foundation Degree Programme.

a. Students will be expected to have achieved GCSE English and Maths at grade C or above
b. Hold a full and relevant Level 3 qualification in Childcare and Education or appropriate allied subject
c. A minimum of 18 months experience at Level 3 in an early years setting
d. Exceptional entry applications will be welcomed and judged on individual merits, this will involve an interview and written tests

Accreditation of Prior Learning

APL is considered for suitable applicants for Level 4 modules in line with University of Surrey Regulations.
### FdA Early Years: Childcare and Education (Sector Endorsed) 
Programme Specification: Teaching & Learning; Quality & Standards

#### 1.0 Support for students and their learning

- Short induction programme for course orientation and module introduction
- Student handbook, Reading List
- Access to student support and learning services via the College Study Skills Centre. This provides support and guidance for students when required e.g. dyslexia
- Library Induction and research orientation, virtual package available.
- Extensive Library facilities, multiple copies and a range of loan services available for key texts.
- Well equipped specialist rooms
- Extensive support from a wide range of practitioners in the field of childcare and early years education
- Dedicated management team for the degree programme.
- All students are allocated personal tutors whose role it is to assist them with personal problems and advise on pastoral problems. When necessary students are introduced to the College counselling service.
- All students have an allocated mentor in the workplace. Mentors are supported and tutorials are held between tutor, mentor and student in the workplace.
- Access to Careers service
- Support for personal development planning
- Open access to all lecturing and administrative support staff members via e-mail for immediate contact and VLE (Moodle)
- Support materials and online assessments via the virtual learning environment.

#### 2.0 Methods for evaluating and improving the quality and standards of teaching and learning

##### 2.1 Mechanisms for review of teaching and learning standards, curriculum content and assessment

- Student programme review
- Course programme board, a staff/student board to review, evaluate and recommend action for course of study
- Classroom observation by School management team
- Revalidation Panels (quinquennial & interim review) involving University and external members
- External examiner's report
- Annual Quality Improvement Plan (QIP), School and Course Self Assessment reports (SAR)
- Practitioners Forum
- HE College Forum

##### 2.2 Committees with responsibility for monitoring and evaluating quality and standards

- Course Programme Board
- Course Examination Board
- College Examination Board
- College Internal Validation Committee
- College Academic Standards Committee
- College Teaching and Learning Committee
- College Student Services Committee
- College Academic Board
- Validation Panels

##### 2.3 Mechanisms for gaining student feedback on the quality of teaching and learning experience

- Student representatives elected for each year of the course
- Student programme review
- Course Programme Board
- Student questionnaires; induction and entry, programme review, destination survey

##### 2.4 Staff Development priorities

- All staff must attain a recognised teaching qualification
- College staff development courses
- Courses, seminars to update specific knowledge on related issues
- All staff must be CRB checked
3.0 Regulation of Assessment

Some modules are assessed by means of 50% assignment work and 50% examination, whilst others are assessed by means of assignment work only.

3.1 FdA

The pass mark for a module is at least 40%.
Assessments are graded as

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<thead>
<tr>
<th>Marks</th>
<th>Grade</th>
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<tbody>
<tr>
<td>≥70</td>
<td>Distinction</td>
</tr>
<tr>
<td>≥60 - &lt;70</td>
<td>Merit</td>
</tr>
<tr>
<td>≥40 - &lt;60</td>
<td>Pass</td>
</tr>
<tr>
<td>&lt;40</td>
<td>Fail</td>
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