

Programme Specifications

PROGRAMME SPECIFICATION	
1. Awarding Body	University of Surrey
2. Teaching Institution (if different)	University Centre Farnborough College of Technology
3. Final Award	FdA
4. Programme title/route/pathway	Early Years: Education and Care
5. Subsidiary award(s) and title(s)	Foundation Certificate in Early Years: Education and Practice Certificate of Higher Education in Early Years: Education and Practice
6. FHEQ Level	Level 4 and 5
7. Credits and ECTS credits	240 UK credits/120 ECTS credits
8. Name of Professional, Statutory or Regulatory Body (PSRB)	
9. Date of last accreditation (if applicable)	Revalidation May 2009 Interim Review May 2012
10. Mode of study	Full-time (work-based 1 day per week)
11. Language of study	English
12. UCAS Code	X311
13. QAA Subject Benchmark Statement (if applicable)	Early Childhood Studies (2007) Early Childhood Studies Draft (2014) Foundation Degree Benchmark Statements (2010)
14. Other internal and / or external reference points	Early Years Educator Criteria Early Years Teacher Status criteria Common Core of Skill and Knowledge CCLD National Occupational Standards
15. Faculty / Department	Applied and Health Sciences
16. Programme Director	Deborah Stephenson
17. Date of Production / Revision of the specification	May 2014
18. Educational aims of the Programme	
<ul style="list-style-type: none"> • provide the appropriate knowledge and understanding required for the education and care of children across Early Years sector settings, including schools; • provide the opportunity to build on existing knowledge and experience and develop the professional and practical skills and competencies which are required to work in one the following specialist contexts: <ul style="list-style-type: none"> ➢ as a Senior Practitioner for <i>Early Years Foundation Stage</i> ➢ as a Senior Practitioner working with children aged 0 – 8 in an associated supportive role • 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; • Further develop skills and strategies necessary for partnership working with a range of service 	

users, services, professionals and groups across the early years sectors

- 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 opportunities for the students to develop the key skills required for further study and lifelong learning such as an analytical and critical approach to problem solving
- provide a suitable basis for progression to a BA (Hons) programme and then to Early Years Teacher Status (EYTS) or Qualified Teacher Status (QTS) via an appropriate ITT programme

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)

19. Programme learning outcomes – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and Understanding

- k1. physical, personal social emotional development (ECS)
- k2. Health and wellbeing of children
- k3. value of play(ECS)
- k4. Cognitive and language development (ECS)
- k5. legal and policy frameworks (ECS)
- k6. The concept and construction of childhood (ECS)
- k7. Working effectively and in collaboration with families (ECS)
- k8. Creative Learning opportunities (ECS)
- k9. Early mathematics and problem solving (ECS)
- k10. Early Literacy and Language (ECS)
- k11. differentiation of learners' needs(ECS)
- k12. curriculum development(ECS)
- K16 information sources(ECS)

Teaching and learning strategies

- i. lecture based presentations
- ii. practical sessions including role play and observation
- iii. individual and group project work
- iv. individual presentations
- v. Use of the VLE
- vi. Guest speakers

Assessment

- i. formal examination
- ii. assessed coursework / assignments
- iii. assessed oral presentations
- iv. poster presentations
- v. professional discussions

Skills and other attributes - Intellectual / cognitive skills

- 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 and learning strategies

- i. promoted through lectures,
- ii. practical work,
- iii. report writing
- iv. directed reading
- v. Data base use and literature searching
- vi. Critiquing literature
- vii. using work-based professional knowledge

Assessment

- i. a mix of formal examination,
- ii. coursework assignments
- iii. reports
- iv. Reflective logs
- v. Professional discussion

Skills and other attributes - Professional practical skills

- P1. develop competence in working with children & young people (ECS)
- P2. assess child's needs and analyse data (ECS)
- P3. possess appropriate communication skills (ECS)
- P4. familiarity with IT and use of Internet ((ES)
- P5. research information to support ideas (ECS)
- P6. establishing a safe environment for children(ECS)

Teaching and learning strategies

- i. Case study analysis
- ii. Role play
- iii. Use of ICT
- iv. Formative presentations
- v. Data handling exercises

Assessment

- i. direct observation

	<ul style="list-style-type: none"> ii. virtual learning environment (e- assessment) iii. Reflective logs iv. Observations and evaluations
<p>Skills and other attributes – <i>Graduate attributes</i></p> <ul style="list-style-type: none"> G1. use of evidence and logical thought in the presentation of ideas (ECS) G2. communication & presentation by effective oral and written skills (ECS) G3. use of ICT (ECS) G4. evaluating information from numerical formats (ECS) G5. teamwork and collaboration (ECS) G6. improving own learning & performance through reflection (ECS) 	<p>Teaching and Learning strategies</p> <ul style="list-style-type: none"> i. development of transferable skills permeates the programme at all levels ii. oral seminar presentations iii. tutorial and practical activities promoting interaction at peer and tutor level iv. group work <p>Assessment</p> <ul style="list-style-type: none"> i. Data handling ii. Professional discussions iii. Reflective reports iv. Presentations v. Included as part of the overall assessment for appropriate modules

20. Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.

All students are initially registered for the Foundation Degree in Early Years: Education and Practice. The Programme is modular and is offered as a full time programme with the opportunity to gain 240 credits over two years. There is recognition of work based learning and therefore attendance at college is one day a week (6½ hours including tutorial). 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 Department for Education and Skills (DfES) and the Children's Workforce Development Council (CWDC) provided Sector Endorsement, although it is acknowledged this requirement is no longer current. Consideration has been given to Early Years Educator and Early Years Teacher Status criteria to ensure the programme develops the skills, knowledge and understanding required in the sector. On successful completion of the Foundation Degree In Early Years: Education and Care (work-based) students may progress on to either:

- BA (Hons) Early Years Education and Practice (top up)
- BA (Hons) Early Childhood Studies (top up)
- BA (Hons) Education (Early Years)

The Programme is divided into modules. All taught modules are worth 15 credits in line with University of Surrey requirements. This is indicative of 150 hours of learning, comprising of student contact, private study and assessment.

In order to achieve the Foundation Degree in Early Years: Education and Practice the students must achieve 240 credits, 120 at Level 4 and 120 at Level 5. Progression from Level 4 to Level 5 is in accordance with University of Surrey Regulations.

Students who complete Level 4 of the programme and do not wish to progress to Level 5 will be awarded the Certificate of Higher Education. In order to achieve this they must achieve 120 credits at Level 4.

Programme variances (if applicable)

N/A

Programme pathways and variants

N/A

FHEQ Level 4: Potential awards –

Foundation Certificate in Early Years: Education and Practice

Certification of Higher Education in Early Years: Education and Practice

Module	Module title	Core /compulsory	Credit	Semester	Award requirements
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code		/optional	volume	(1 / 2)	
EYE4001	The Physical, Personal, Emotional and Social Child	Compulsory	15		120 credits are needed in order to progress to achieve the principal award. 120 credits are required for the award of Certificate of Higher Education. This will involve all modules. Any 60 credits are required for the Foundation Award in Higher Education.
EYE4002	Cognition and Language	Compulsory	15		
EYE4003	The Child, Family and Parental Involvement	Compulsory	15		
EYE4004	Health and Wellbeing	Compulsory	15		
EYE4005	Promoting Creative Learning	Compulsory	15		
EYE4006	Value of Play	Compulsory	15		
EYE4007	Degree Study Skills	Compulsory	15		
EYE4008	Professional Development	Compulsory	15		

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?

There are no optional modules.

FHEQ Level (5): Potential awards –
Foundation Degree in Early Years: Education and Practice

Module code	Module title	Core /compulsory /optional	Credit volume	Semester (1 / 2)	Award requirements
EYE5009	Continuing Professional Development Portfolio II	Compulsory	15		120 credits are required for the award of Foundation Degree in Early Years: Education and Care (in addition to the 120 credits at Level 4). This will involve all modules. Those students who wish to progress onto study Level 6 will normally need an average weighting of 50%.
EYE5010	Introduction to Research	Compulsory	30		
EYE5011	Policy, Perspectives and Influences on Early Childhood Education	Compulsory	15		
EYE5012	Early Maths and Enquiry	Compulsory	15		
EYE5013	Early Literacy and Communication	Compulsory	15		
EYE5014	Interagency Working and Protecting the Child	Compulsory	15		
EYE5015	Leading and Managing	Compulsory	15		

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?

There are no optional modules

21. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

External / guest teaching will be used to provide professional expertise where required to supplement lectures in modules	
Student placement: Students are work-based learners and will be expected to use their setting experiences to enhance their learning. They will be supported by a work-based mentor who should have a relevant Early Years degree.	
Further information	
Mentors will be provided with a Mentor Handbook and are invited to attend a session on the role. The role will be explained and the suitability of the mentor confirmed. They are not involved in assessing the students. Students are visited in their settings by the academic team, with this aspect factored into staff timetables. In the unlikely event of a student becoming unemployed during the course of the programme or where there are issues with assessment due to lack of appropriate opportunities, the programme leader will work with the student and the Placement Officer to find a suitable setting. This may also be the case if the work placement gives cause for concern or students need experience of 0 – 2 year olds.	
22. 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.	
<p>a. Students will be expected to have achieved GCSE English and have achieved or be working towards GCSE Maths at grade C or above.</p> <p>b. Hold a full and relevant Level 3 qualification in Childcare and Education or appropriate allied subject</p> <p>c. Normally a minimum of 18 months experience at Level 3 in an early years setting</p> <p>d. Have the competency in English required by the University of Surrey</p> <p>e. Exceptional entry applications will be welcomed and judged on individual merits, this will involve an interview and written tests</p> <p>Applications will be subject to interview where the candidate will be asked to provide evidence of qualifications and an appropriate mentor and work placement. This is ensure suitability for the programme. Students will also provide with guidance as to the expectations of the programme and the assessment involved.</p> <p>Accreditation of Prior Learning (APL)</p> <p>APL is considered for suitable applicants for Level 4 modules in line with University of Surrey Regulations.</p>	
23. Assessment regulations	
All programmes within the University of Surrey adhere to the Assessment Regulations. All taught programmes also reference and follow the <i>Code of Practice on the Assessment of Students' Work within Taught Programmes</i> .	
24. Support for students and their learning	
<ul style="list-style-type: none"> ◆ 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 ◆ Advice re Disabled Student Allowance ◆ 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. ◆ Access to HE 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 	
25. Quality management – indications of quality and the methods for evaluating and improving quality	
The College operates appropriate quality processes approved by the University. A quality Framework sets out the operation of the processes.	
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)
- ◆ Placement Mentors Forum
- ◆ HE College Forum

Committees with responsibility for monitoring and evaluating quality and standards

- ◆ Programme Board
- ◆ Programme 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
- ◆ Programme Board
- ◆ Student questionnaires; induction and entry, programme review, destination survey

Staff Development priorities

- ◆ All staff must attain a recognised teaching qualification
- ◆ College staff development courses
- ◆ Conferences, courses, seminars to update specific knowledge on related issues
- ◆ All staff must be DBS checked

26. Further information

Further information can be found on our webpages at <http://www.farn-ct.ac.uk/higher-education> (for example the Key Information Set), and within the Programme Handbook, which is provided on entry to the Programme.

The General Regulations and Codes of Practice for taught programmes can be found at <https://www.surrey.ac.uk/learningandteaching/regulations/>