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| **Programme Specification** | | | | | | | | | | |
| 1. Awarding body | | | University of Surrey | | | | | | | |
| 1. Teaching institution (if different) | | | Farnborough College of Technology | | | | | | | |
| 1. Final award and programme/pathway title | | | **FdA Early Childhood Studies** | | | | | | | |
| 1. Subsidiary award(s) and title(s) | | | Award | | Title | | | | | |
| Cert HE | | Early Childhood Studies | | | | | |
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| 1. FHEQ Level | | | Levels 4 and 5 | | | | | | | |
| 1. Credits and ECTS credits | | | 240 | | | | | | | |
| 1. Name of Professional, Statutory or Regulatory Body (PSRB) | | | N/A | | | | | | | |
| 1. Mode of study and route code | | |  | | | | Mode of study | | Route code | |
| Full-time | | | | Y | | N/A | |
| Full-time with PTY | | | |  | |  | |
| Part-time | | | |  | |  | |
| Distance learning | | | |  | |  | |
| Short course | | | |  | |  | |
| 1. JACs code | | | 058, 105 | | | | | | | |
| 1. QAA Subject benchmark statement (if applicable) | | | Early Childhood Studies (2014) (ECS 2014) | | | | | | | |
| 1. Other internal and / or external reference points | | | Early Years Educator Criteria (2013) | | | | | | | |
| 1. Faculty and Department/School | | | Faculty of Commercial Services, Care & Sport | | | | | | | |
| 1. Programme Leader | | | Clare Grimwood | | | | | | | |
| 1. Date of production/revision of the specification | | | July 2018 | | | | | | | |
| 1. Educational aims of the programme | | | | | | | | | | |
| The FdA Early Childhood Studies aims to provide students with the appropriate knowledge and understanding required for the care and education of children across Early Years Care and Education and school settings.  The programme aims:   * To deliver the professional and practical skills and competencies required to work in **one** of the following specialist contexts: * As a Senior Practitioner for *Early Years Foundation Stage*; or * As a Senior Practitioner for *Teaching Assistants* (Year 0 – Year 2)   ensuring 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;   * To develop students’ self-awareness and reflection, including the ability to evaluate their effect on other people and in the environment in which they work; * To provide an appropriate understanding of the regulatory and legislative framework for Early Years; * To develop the personal and transferable skills critical to Senior Practitioner in their chosen specialist area. These skills include communication, application of number, IT, team working and problem solving; * To enable students to achieve the professional Early Years Educator Status; and * To provide a suitable base for progression to Early Years Professional Status (EYPS) or Qualified Teacher Status (QTS). | | | | | | | | | | |
| 1. 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:   **Award of Certificate of Higher Education**  Students who have achieved 120 credits at Level 4, may exit the Foundation degree programme with a Certificate of Higher Education, which will be mapped to:  K1, K2, K3, K5, K6, K7, K8, K9, K10  I1, I2, I3, I4, I5  P1, P2, P3, P4, P5, P6, P7, P8,  T1, T2, T3, T4, T5 | | | | | | | | | | |
| Knowledge and understanding  K1 Demonstrate knowledge and understanding and practical skills relevant to academic study and professional practice in early childhood settings  K2 Demonstrate knowledge and understanding of the interdisciplinary nature of the study of early childhood and of the structural, institutional, personal and cultural systems and ideas which affect the experience and construction of childhood  K3 A Systematic knowledge and critical understanding of all aspects of significant policy and provision for children and families  K4 Working knowledge of the importance of, but also the challenges and constraints of, multiprofessional, interprofessional, multi-agency and inter-agency working in order to meet the needs of children and families  K5 A working knowledge and understanding of pedagogical approaches for working with young children and families  K6 A good knowledge of issues in relation to rights, diversity, equity and inclusion in relation to working with children and families  Additionally for Early Years Educator Status:  K7 Support and promote children’s early education and development  K8 Plan and provide effective care, teaching and learning that enables children to progress and prepares them for school  K9 Make accurate and productive use of assessment  K9 Develop effective and informed practice  K10 Safeguard and promote the health, safety and welfare of children  K11 Work in partnership with the key person, colleagues, parents and/or carers or other professionals | | | | Teaching and Learning Strategies   * Lecture based presentations * Practical sessions including role play and observation * Individual and group project work * Individual presentations   Assessment   * Formal examination * Assessed coursework / assignments * Assessed oral presentation * Poster presentations | | | | | | |
| Intellectual / cognitive skills  I1 Demonstrate skills of academic discussion in both written and oral formats  I2 Analyse information and make reasoned judgements  I3 Analyse practical and theoretical situations, in the context of child development and childhood, and synthesise solutions showing original and creative thought  I4 Engage with research and practice and the uncertainties of developing knowledge and understanding  I5 present information to others in appropriate forms, including having a sense of audience | | | | Teaching and Learning Strategies   * Lectures, practical work, report writing and directed reading * Work placement   Assessment   * 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. * Work placement supervisor and placement reports. | | | | | | |
| Professional practical skills  P1Communicate appropriately and effectively in a range of modes and media  P2 Relate appropriate theory to early childhood practice  P3 Reflect upon a range of psychological, sociological, health, historical and philosophical perspectives and consider how these underpin different understandings of babies and young children and childhood  P4 Apply multiple perspectives to early childhood issues, recognising that early childhood studies involves a range of research methods, theories, evidence and applications  P5 Critically explore, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to babies, young children and childhood  Additionally for Early Years Educator Status:  P6 Support and promote children’s early education and development  P7 Plan and provide effective care, teaching and learning that enables children to progress and prepares them for school  P8 Make accurate and productive use of assessment | | | | Teaching and Learning Strategies   * Case study analysis * Role play * Use of ICT   Assessment   * Direct observation * Mentor reports * Summative assessment | | | | | | |
| Key transferable skills  T1 Become more independent, resilient, responsible and pragmatic and develop as an autonomous learner.  T2 listen carefully to others and reflect upon one's own and others' skills and views  T3 Generate, define and refine questions and make critical judgements and evaluations  T4 Reflect on different perspectives, and evaluate them in a critical manner to arrive at supported conclusions  T5 access, retrieve, organise and use a range of sources of information, including primary sources, and critically evaluate their relevance | | | | Teaching and Learning Strategies   * Development of transferable skills permeates the programme at all levels * Oral seminar presentations * Tutorial and practical activities promoting interaction at peer and tutor level * Group work   Assessment   * Included as part of the overall assessment for appropriate modules | | | | | | |
| 1. Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.   All programmes operate on a 15 credit modular structure over two semesters. All taught modules are semester based and are worth 15 credits, which is indicative of 150 hours of learning, comprised of student contact, private study and assessment.  This programme is studied full-time over two academic years. In order to achieve the principal award of FdA Early Childhood Studies a student must complete 240 credits, 120 credits at FHEQ levels 4 and 5 respectively. Students are also eligible to exit the programme with the following subsidiary award:  Certificate of Higher Education (Cert HE) – 120 credits at FHEQ level 4  In order for students to progress they must achieve a minimum average of 40% and have completed all 120 credits at FHEQ levels 4 and 5. | | | | | | | | | | |
| Programme adjustments (if applicable) | | | | | | | | | | |
| N/A | | | | | | | | | | |
| FHEQ Level 4: potential awards – Cert HE | | | | | | | | | | |
| Module code | Module title | | | | | Core /compulsory /optional | | Credit volume | | Semester (1 / 2) |
| ECS4001 | Children’s Development and Learning (0-8 years) | | | | | Compulsory | | 15 | | 1 |
| ECS4002 | Children’s Rights, Policy and Practice | | | | | Compulsory | | 15 | | 1 |
| ECS4003 | Safeguarding the Child | | | | | Compulsory | | 15 | | 1 |
| ECS4004 | Working with the Under 2’s | | | | | Compulsory | | 15 | | 2 |
| ECS4005 | Observation, Assessment and Planning | | | | | Compulsory | | 15 | | 2 |
| ECS4006 | Value of Play | | | | | Compulsory | | 15 | | 2 |
| ECS4007 | Professional Practice 1: Academic Skills | | | | | Compulsory | | 15 | | 1 |
| ECS4008 | Professional Practice 2: Professional Skills | | | | | Core | | 15 | | 2 |
| 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 – FdA | | | | | | | | | | |
| Module code | Module title | | | | | Core /compulsory /optional | | Credit volume | | Semester (1 / 2) |
| ECS5001 | Understanding Young Children’s Behaviour | | | | | Compulsory | | 15 | | 1 |
| ECS5002 | Health and Wellbeing in the Early Years | | | | | Compulsory | | 15 | | 1 |
| ECS5003 | Early Years Framework, Curriculum and Planning | | | | | Compulsory | | 15 | | 1 & 2 |
| ECS5004 | History and Perspectives of Early Childhood | | | | | Compulsory | | 15 | | 2 |
| ECS5005 | Leadership & Management in Early Years Settings | | | | | Compulsory | | 15 | | 2 |
| ECS5006 | Introduction to Research | | | | | Compulsory | | 15 | | 2 |
| ECS5007 | Professional Practice 3: Partnerships | | | | | Compulsory | | 15 | | 1 |
| ECS5008 | Professional Practice 4: Personal Development | | | | | Compulsory | | 15 | | 2 |
| 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 | | | | | | | | |
| 1. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme | | | | | | | | | | |
| Associate Tutor(s)/Guest Speakers/Visiting Academics | | | | | | | | | Yes | |
| Professional Training Year (PTY) | | | | | | | | | No | |
| Placement(s) (study or work that are not part of the PTY or Erasmus Scheme) | | | | | | | | | Yes | |
| Clinical Placement(s) (that are not part of the PTY Scheme) | | | | | | | | | No | |
| ERASMUS Study (that is not taken during Level P) | | | | | | | | | No | |
| Study exchange(s) (that are not part of the ERASMUS Scheme) | | | | | | | | | No | |
| Dual degree | | | | | | | | | No | |
| 1. Quality assurance | | | | | | | | | | |
| The *Regulations* and *Codes of Practice* for taught programmes can be found at:  <http://www.surrey.ac.uk/quality_enhancement/index.htm> | | | | | | | | | | |