

Programme Specification – 2019/20



1. Awarding body	University of Surrey		
2. Teaching institution (if different)	Farnborough College of Technology		
3. Final award and programme/pathway title	FdA Early Childhood Studies		
4. Subsidiary award(s) and title(s)	Award	Title	
	Cert HE	Early Childhood Studies	
5. FHEQ Level	Levels 4 and 5		
6. Credits and ECTS credits	240		
7. Name of Professional, Statutory or Regulatory Body (PSRB)	N/A		
8. 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		
9. JACs code	058, 105		
10. QAA Subject benchmark statement (if applicable)	Early Childhood Studies (2014) (ECS 2014)		
11. Other internal and / or external reference points	Early Years Educator Criteria (2013)		
12. Faculty and Department/School	Faculty of Commercial Services, Care & Sport		
13. Programme Leader	Clare Grimwood		
14. Date of production/revision of the specification	July 2018		

15. 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).

16. 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

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

<p>K9 Make accurate and productive use of assessment</p> <p>K9 Develop effective and informed practice</p> <p>K10 Safeguard and promote the health, safety and welfare of children</p> <p>K11 Work in partnership with the key person, colleagues, parents and/or carers or other professionals</p>	
<p><u>Intellectual / cognitive skills</u></p> <p>I1 Demonstrate skills of academic discussion in both written and oral formats</p> <p>I2 Analyse information and make reasoned judgements</p> <p>I3 Analyse practical and theoretical situations, in the context of child development and childhood, and synthesise solutions showing original and creative thought</p> <p>I4 Engage with research and practice and the uncertainties of developing knowledge and understanding</p> <p>I5 present information to others in appropriate forms, including having a sense of audience</p>	<p><u>Teaching and Learning Strategies</u></p> <ul style="list-style-type: none"> ○ Lectures, practical work, report writing and directed reading ○ Work placement <p><u>Assessment</u></p> <ul style="list-style-type: none"> - 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.
<p><u>Professional practical skills</u></p> <p>P1 Communicate appropriately and effectively in a range of modes and media</p> <p>P2 Relate appropriate theory to early childhood practice</p> <p>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</p> <p>P4 Apply multiple perspectives to early childhood issues, recognising that early childhood studies involves a range of research methods, theories, evidence and applications</p> <p>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</p> <p>Additionally for Early Years Educator Status:</p> <p>P6 Support and promote children's early education and development</p> <p>P7 Plan and provide effective care, teaching and learning that enables children to progress and prepares them for school</p>	<p><u>Teaching and Learning Strategies</u></p> <ul style="list-style-type: none"> ○ Case study analysis ○ Role play ○ Use of ICT <p><u>Assessment</u></p> <ul style="list-style-type: none"> - Direct observation - Mentor reports - Summative assessment

P8 Make accurate and productive use of assessment				
<u>Key transferable skills</u> 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		<u>Teaching and Learning Strategies</u> <ul style="list-style-type: none"> ○ 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 <u>Assessment</u> <ul style="list-style-type: none"> - Included as part of the overall assessment for appropriate modules 		
17. 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		THERE ARE NO OPTIONAL MODULES		

the necessary amount of credits to achieve this level?				
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		
18. 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	
19. Quality assurance				
The <i>Regulations</i> and <i>Codes of Practice</i> for taught programmes can be found at: http://www.surrey.ac.uk/quality_enhancement/index.htm				