

Early Years Foundation Degree Full & Part Time

Programme Specification

Foundation Degree in Early Years
(Birmingham City University / South & City College Birmingham)

NOTE: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found in the Student Course Handbook / Module Specifications.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

1	Awarding Institution / Body:	Birmingham City University
2	Teaching Institution:	South & City College Birmingham
3	Programme accredited by:	Birmingham City University
4	Final Award:	Foundation Degree in Early Years
5	Programme Title:	Foundation Degree in Early Years
6	Mode of study:	Full or Part Time
7	Language of study:	English
8	UCAS Code:	TBC

9. Relevant subject benchmark statements and other external and internal reference points used to inform programme outcomes: Foundation Degree Benchmark Statements, Education Studies Benchmark Statements

Holders of Foundation Degrees should be able to demonstrate:

- knowledge and critical understanding of the well-established principles in their field of study and the way in which those principles have developed;
- successful application in the workplace of the range of knowledge and skills learnt throughout the programme;
- ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context;
- knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in their field of study and apply these in a work context;
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in their field of study and in a work context.

Typically, holders of Foundation Degrees would be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context;
- effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively in their field of study and in a work context;
- undertake further training, develop existing skills, and acquire new competences that will enable them to assume responsibility within organisations

and have:

- qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision-making;
- the ability to utilise opportunities for lifelong learning.

10. Aims of the programme: The programme aims to provide learners with:
- provide the appropriate knowledge and understanding required for the care and education of children in the Early Years Foundation Stage;
 - deliver the professional and practical skills and competences which are required to work with children in the Early Years Foundation Stage;
 - ensure that students can demonstrate within their practice that they have adopted appropriate value and belief systems for working with children in the Early Years Foundation Stage. 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;
 - develop students' ability to understand and apply the principles of evidence based practice;
 - provide an appropriate understanding of the regulatory and legislative framework for Early Years, and prepare students to work within this framework;
 - develop students as reflective practitioners, with an understanding of the need and commitment to lifelong learning;
 - develop the personal and transferable skills critical to the early Years Practitioner working in the Foundation stage. These skills include communication, improving own learning and performance, working with others and problem solving.
 - Provide a suitable basis for progression to level six study, which will pave the way for Early Years Professional (EYP) status and Qualified Teacher Status (QTS).

11. Intended learning outcomes and the means by which they are achieved and demonstrated: the programme provides learners with opportunities to develop and demonstrate knowledge and understanding, skills and other attributes as follows:

1. Knowledge and understanding: Students will study:
- Early Years Foundation Stage value and belief systems, including those relating to anti-discriminatory practice and equality of opportunity;
 - The regulatory and legislative framework for Early Years services;
 - How to access and review literature to underpin evidence-based practice and how to use this knowledge;
 - The diverse needs of young children in a variety of settings;
 - Developmental processes and how these affect learning and development;
 - The interaction between learning, development, societal and environmental factors;
 - Planning, development, implementation and evaluation of the curriculum and pedagogy;
 - Managing self, self-evaluation and reflection;
 - Power relationships between: adult and child; adult and adult; worker and management; organisation and organisation
 - Inter-professional relationships and group working.

Knowledge and understanding: Teaching, learning and assessment methods used:

- Knowledge and understanding is acquired through seminars, discussions, workshops, tutorials, presentations, directed study, independent reading and research. At level five is an element of independent research.
- Assessment is formative and summative, through the production of written essays, oral and written presentations with supporting documentation, reflective journals and placement reports.
- Grades are awarded for knowledge & understanding, analysis, links to good practice and transferable skills. Assessment criteria for each module and generic criteria across all modules are specified in individual module specification.

2 Intellectual / cognitive skills: Students will learn to:

- Identify and summarise the main points of an argument;
- Present and develop an argument, drawing upon appropriate evidence, literature, theory and documentation;
- Analyse and synthesise research, theories and ideas from multiple sources;
- Examine issues from a range of professional and theoretical perspectives;
- Produce critical and evaluative responses to the content of the learning outcomes.

Intellectual / cognitive skills: Teaching, learning and assessment methods used:

- Intellectual and cognitive skills are acquired through seminars, workshops, tutorials, presentations, analysis of problem based learning scenarios, directed study, individual research, reflective journals and placement based reports.
- 3 Intellectual / cognitive skills Students will also develop a range of practical, research and independent learning skills as well as key skills and thinking skills and be able to:
- Communicate with peers, colleagues, staff and children (as appropriate) in a professional and responsible manner;
- Be aware of and comply with research ethics when undertaking research based on/with young children and adults;
- Participate and contribute to discussions and peer reviews during taught sessions and presentations;
- Select, collect, interpret and present data appropriately;
- Manage time and resources, demonstrating the ability to meet deadlines;
- Recognise the significance and limitations of theory and research in the development of early years provision and practice;
- Demonstrate knowledge and critical awareness of current issues, draw independent conclusions and be proactive in developing appropriate skills.

Intellectual / Cognitive skill: Teaching, learning and assessment methods used:

- Practical, research and independent learning skills are developed through seminars, workshops, tutorials, presentations, analysis of problem based learning scenarios, production of placement reports, project proposal, independent reading and research.
- Assessment is through project proposal, written assignments, oral presentations with supporting documentation, placement reports and reflective journal.

4 Transferable / key skills: Students will learn to

- Communicate ideas, principles and theories, arguments and analysis effectively in speech and writing, using visual and ICT media as tools where appropriate, to specific and non-specific audiences.
- Use and develop their own mathematical and scientific skills and capabilities to ensure the efficient and effective delivery of mathematical and scientific skills to children, as required by the Early Years Foundation Stage;
- Use ICT to support own development, and the learning and development of children;
- Work within a team and individually to complete a relevant and agreed project or task;
- Solve theoretical practical problems that have occurred, or are likely to occur when working as an early years practitioner in the Early Years Foundation Stage;
- Improve their own performance through critical reflection, the implementation of evidence based practice, and continual professional development activities.

Transferable / key skills: Teaching, learning and assessment methods used:

- Transferable/key skills are generally incorporated within modules and related to relevant assessments as appropriate. Strategies include seminars, workshops, tutorials, student led presentations, analysis of problem based scenarios, directed study, reflective reports and journals, independent study and research

12. Programme structure and requirements, levels, modules, credits and awards

The structure of the programme, the modules, levels and credit ratings, and the awards which can be gained are shown below.

Level 4

Module number	Module name	Credit
4.1	Developing and Managing Self.	15
4.2	Theories of Child Development.	15
4.3	Supporting Children's Personal Social and Emotional Development.	15
4.4	Supporting Children's Development in Communication, Language and Literacy.	15
4.5	Supporting Children's Development in Problem Solving, Reasoning and Numeracy.	15
4.6	Supporting Children's Development in Knowledge and Understanding of the World.	15
4.7	Supporting Children's Physical Development	15
4.8	Supporting Children's Creative Development	15

Award: Cert HE (120 credits at level 4)

Level 5

Module number	Module name	Credit
5.1	Safeguarding Children	15
5.2	Working with Parents and Families	15
5.3	Including all Children	15
5.4	Multi-agency Working	15
5.5	Issues in Early Years	15
5.6	Assessment for Learning	15
5.7	Professional Development	15
5.8	Research Project	15

Award: Foundation Degree (240 credits of which at least 120 must be at level 5)

13. Support for Learning including Personal Development Planning (PDP)

- Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to those needs:
- an induction programme for orientation and development of study skills;
- a student handbook, with module outlines;
- extensive library resources at the College and the University, with access to digital resources, texts, journals, audio-visual, CD rom and Internet access;
- a Curriculum Resource Centre (SBC), with support from technician;
- a fully networked HE Learning Resource Centre (SBC);
- the provision of student e-mail addresses and access to course tutors and other students via e-mail;
- access to course information and relevant, related resources through the BCU & SBC virtual learning environments (moodle);
- the support of a Course Director and module leaders throughout the course;
- access to teaching and learning support services including assistance and guidance.

To support students in managing their studies and personal career development:

- Before entering the course, students are asked to carry out a literacy assessment, which will form the basis of discussion around developing academic skills;
- Each module provides the opportunity for students to reflect on their practical and cognitive skills; attitude

towards learning and preferred learning style. Detailed feedback from assignments and directed tasks support students in this.

- Students are encouraged to develop key skills, including Improving own Learning and Performance, Working with Others and Problem Solving.
- Through tasks and projects, students have the opportunity to further their generic skills in teamwork, leadership and interpersonal.
- Students will be able to develop their expertise in the specific skills of the early years specialist.
- Students will be encouraged to reflect on how the course impacts on their practice on a regular basis, and discuss this with their mentors and link tutors.
- Moodle is an integrated part of the programme.

The College has adopted a Learning Agreement which is a statement of expected professional practice and commitment. The Learning Agreement is published in the Student Course Handbook and in the early days of the course, it will be discussed with students and they will be asked to sign it.

Equal Opportunities Policy

The course operates within the both the University and College Equal Opportunities Policy. Copies of these are in the Student Course Handbook.

The admissions policy to the course is guided by SENDA legislation and candidates are encouraged to discuss any individual needs they may have. The course team strive to ensure that there is equality of opportunity for all applicants and entrants to the course.

14. Criteria for Admission

According to the DfES (2002) Statement of Requirements:

'A core feature of the degree is that it should offer wide access for students who would not normally be able to access university provision. Therefore applicants should be considered with a combination of academic qualifications and academic experience and motivation to demonstrate the potential to complete the programme successfully.'

Students who, on entry, are not able to demonstrate competence (through qualifications or experience) of knowledge and practice related to the five outcomes, will need to provide evidence (by the end of the degree programme) against additional learning outcomes based on National Occupational Standards.' (adapted)

Entrants to the Foundation Degree must satisfy the general admissions requirements of the programme.

They would normally have as minimum one of the following:

- 120 UCAS tariff points
- An appropriate vocationally related NQF level 3 qualification; (E.g. B.tec National Certificate / Diploma in EY, NVQ3, Cache Diploma, Advanced Apprenticeship)
- Access to HE qualification

Also

- All students must be working in an early years setting, or be prepared to evidence 720 hours of work placement in an early years setting.
- All students need to be working directly with children in the setting.
- All students will have an interview prior to the start of the course.
- Students are not employed by their setting must provide a CRB check.

Progression

Students who have successfully completed the Foundation Degree and have successfully obtained English GCSE at Grade C or above / or equivalent will be able to access level 6 B.A.Hons Early Education Childhood Studies at the University.

15. Methods for evaluation and improvement of quality and standards

Committees:

- Board of Studies
- Examination Board
- Annual Monitoring Panel
- Module and Assessment Approval Committee
- Academic Standards Committee
- Faculty Board
- Senate

Mechanisms for review and evaluation:

- Individual module evaluation by students, staff and, where appropriate, stakeholders
- Review of module evaluation by module leaders and course directors
- Annual course evaluation reports
- Annual monitoring panels
- Individual performance reviews
- External examiners' comments and formal reports
- Student representatives' feedback to Boards of Studies
- Consideration of the minutes of Boards of Studies by Academic Standards Committee and Faculty Board
- Approval and re-approval events
- Student satisfaction survey
- QAA / OFSTED inspections
- Annual course development days

DfES (2002) Foundation Degree Statement of Requirement