

PROGRAMME SPECIFICATION DOCUMENT

1. Qualification Foundation Degree	2. Programme Title Early Years Childhood Studies	3. UCAS Code N/A	4. Programme Type Full Time and Part Time
<p>5. Main Purposes and Distinctive Features of the Programme</p> <p><u>Main Purposes</u></p> <ul style="list-style-type: none"> • To develop appropriate knowledge and skills to underpin work in the early years sector, recognising the need to embrace new developments • To produce students with a strong academic and vocational background for employment in the Early Years sector or progression onto further academic programmes of study • To develop transferable skills for use in the workplace • To develop as a reflective practitioner and setting this in a life long learning context • Through Personal Development Planning to develop the skills to support progression towards EYP and further career development. • To gain skills necessary for critical analysis to inform practice. <p><u>Distinctive Features</u></p> <ul style="list-style-type: none"> • An emphasis on the integration of work based learning • Includes a rationale and design that meets the criteria for sector endorsement • Adopts an approach to employer engagement through continuous monitoring and evaluation • Embeds within the programme the Common Core of skills and knowledge for the Children's Workforce • Modules mapped to the Every Child Matters outcomes <p>6. What a graduate should know and be able to do on completion of the programme</p>			
<p><u>Knowledge and understanding in the context of the subject(s)</u></p> <ol style="list-style-type: none"> 1. <i>Knowledge of theories and research findings on child development that underpins early years practice.</i> 2. <i>A range of pedagogical concepts consistent with professional practice</i> 3. <i>Social policy and legislation relevant to the safeguarding of children.</i> 4. <i>The values and attitudes that underpin childcare practice</i> 5. <i>Analyse the skills, roles and qualities of an EYP</i> 6. <i>Identify the characteristics of research design</i> <p><u>Cognitive skills in the context of the subject(s)</u></p> <ol style="list-style-type: none"> 1. <i>Analyses and evaluates theoretical and practical evidence in providing experiences for children.</i> 2. <i>Make links between research, theory and practice which informs ongoing practice.</i> 3. <i>Explores the elements in problem based learning and develop their ability to make informed and appropriate decisions.</i> 4. <i>Recognise own responsibilities and wider organisational structures</i> 5. <i>Evaluate their skills using appropriate evidence</i> 6. <i>Utilise reflective models</i> 		<p><u>Subject-specific practical/professional skills</u></p> <ol style="list-style-type: none"> 1. <i>Contribute to the safeguarding of children from abuse and promote personal sense of care and safety in the child.</i> 2. <i>Assesses and identifies ways of providing an enabling environment for children.</i> 3. <i>Work in partnership with parents</i> 4. <i>Plan, implement and evaluate programmes of learning</i> 5. <i>Create an inclusive framework for learning</i> 6. <i>Manage sessions effectively</i> 7. <i>Reflect on practice and action plan for improvement</i> 8. <i>Informed decision making</i> <p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <ol style="list-style-type: none"> 1. <i>Communicate effectively using verbal and non-verbal skills.</i> 2. <i>Evaluate and use ICT to support children's learning.</i> 3. <i>Assess and share information with other professionals</i> 4. <i>Competent in the use of Information technology</i> 5. <i>Apply skills in the gathering, interpretation and representation of data.</i> 6. <i>Engage in continuing personal, educational and career development.</i> 	

7. Qualities, Skills & Capabilities Profile			
A Cognitive	B Practical	C Personal & Social	D Other
Analysis, synthesis and evaluation of evidence	Competence in managing sessions within the EYFS curriculum framework	High level interpersonal skills with children, other professionals and parents	Effective written communication skills
Integration and application of theory within practice	Effective use of resources	Self motivation and commitment both personally and professionally	Research skills
Critical reflection	Effective use of information and communication technology	Team working and leading others	
		Personal development planning	
		Relate across organisational, professional and cultural boundaries	

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units

(2 Years full-time; 3 years part-time). Foundation Degree= 240 credits. Certificate of HE available on completion of Level 4 modules= 120 credits. All modules are 20 credits each, except the final Independent Study which is 40 credits.

Part II *Students take 6 core modules*

	<u>Core Modules</u>	<u>Options (normally 20 credits each)</u>	<u>Project (40 credits)</u>
H4 Modules	ICT to Support Children's learning (M1) The Developing Child (M2) Developing the Role of the EYP (M3) Facilitating Children's Learning (M4) Inclusive Practice (M5) Social Policy for Early Years (M6)	N/A	N/A
H5 Modules	Developing Self Reflective Practice (M7) Safeguarding Children (M8) Managing Sessions (M9) Research Perspectives (M10)		Independent Study (M11)

<p>9. Learning, Teaching and Assessment Strategy</p> <p><u>Learning and Teaching Methods</u></p> <p>Underpinning theory will be delivered through lectures, group work, tutorials, practical IT sessions and supported self-study. Linking theory and practice will be promoted through the support of the Practice Trainer and reflection on practice.</p> <p><u>Assessment Methods</u></p> <p>Essays, presentations, session planning, reflective accounts, practical observations, project work, problem based learning and self directed study</p> <p><u>Assessment Classification System</u></p> <p>In order to obtain a full FdA award the students will be required to obtain the following credits: 120 credits at Level 4 (6 modules) 120 credits at Level 5 (5 modules)</p> <p>The pass mark for individual modules is 40%. The final award is not classified</p> <p><u>Honours Classification Bands</u></p> <p>N/A</p>	<p>10. Other Information <i>(including compliance with relevant University policies)</i></p> <p><u>Date programme first offered</u></p> <p>September 2003</p> <p><u>Admissions Criteria</u> <u>Standard Requirements</u> Level 3 childcare qualification e.g. Diploma in Childcare and Education (DCE), B. Tec Diploma or NVQ 3 in childcare Employment or considerable voluntary role in a setting that includes early years.</p> <p><u>Non Standard Entry</u></p> <p>APL will be applied for childcare courses completed in the last 5 years e.g. NVQ 4 or HNC APEL applied based on substantial relevant vocational experience and interview</p> <p><u>Indicators of Quality and Standards</u> External monitoring of assessments Programme developed and assessments approved by External Examiner Takes account of QAA benchmark standards for work based learning and foundation degrees Common Core skills and knowledge and the outcomes of Every Child Matters within the programme. Approval as sector endorsed qualification</p>

Early Years Foundation Degree Mapping Exercise

CC -Common Core of Skills and Knowledge for the Children's Framework ECM- Every Child Matters Outcomes

Eyc1000 ICT to Support learning (L4)	EYC1001 The Developing Child (L4)	EYC1002 Dev the Role of the EYP (L4)	EYC1003 Facilitati ng Children' s Learning (L4)	EYC1004 Inclusive Practice (L4)	EYC1005 Social Policy in the early Yrs (L4)	EYC2000 Self- reflective Practice (L5)	EYC2001 Safeguard ing Children (L5)	EYC2002 Managing Sessions (L5)	EYC2003 Research Perspectiv es (L5)	EYC2004 Independe nt Study (L5)
CC Effective Comm		CC Effective Comm		CC Effective Comm		CC Effective Comm	CC Effective Comm	Work based module underpinn ed by all CCSKCW		CC Effective Comm
		CC Multi- agency working			CC Multi- agency working	CC Multi- agency working	CC Multi- agency working			CC Multi- agency working
	CC Supporting Transitions	CC Supp Transitions								
	CC Ch and Young Person Dev		CC Child and Young Person Dev			CC Child and Young Pers Dev		CC Child and Young Pers Dev		
CC Sharing Info				CC Sharing Info			CC Sharing Info		CC Sharing Info	CC Sharing Info
					CC Safeguard and promote welfare		CC Safeguard and promote welfare			
			ECM Stay Safe				ECM Stay Safe	ECM Stay Safe		
ECM Achieve Econ Wellbein g			ECM Achieve Econ Wellbein g		ECM Achieve Econ Wellbeing			ECM Achieve Economic Wellbeing		
			ECM Enjoy and Achieve	ECM Enjoy and Achieve				ECM Enjoy and Achieve		ECM Enjoy and Achieve
	ECM Be Healthy			ECM Be healthy			ECM Be healthy			
		ECM Make a Positive Contribution		ECM Make a Pos Contrib				ECM Make a Pos Contrib	ECM Make a Pos Contrib	ECM Make a Positive Contrib