

Programme Specification – 2019/20

1. Awarding body	University of Surrey		
2. Teaching institution (if different)	University Centre Farnborough		
3. Final award and programme/pathway title	FdA Early Years: Education and Practice		
4. Subsidiary award(s) and title(s)	Award	Title	
	Cert HE	Early Years: Education and Practice	
5. FHEQ Levels	4 & 5		
6. Credits and ECTS credits	240 UK credits, 120 ECTS credits		
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	Yes	N/A
	Full-time with PTY	No	N/A
	Part-time	No	N/A
	Distance learning	No	N/A
	Short course	No	N/A
9. UCAS code	X311		
10. QAA Subject benchmark statement (if applicable)	Early Childhood Studies (2014) (ECS 2014) Foundation Degree Characteristics Statement (2015)		
11. Other internal and / or external reference points	Early Years Educator Criteria (2014)		
12. Faculty and Department/School	Enterprise, Creative & Sport		
13. Programme Leader	Clare Grimwood		
14. Date of production/revision of the specification	May 2019		
15. Educational aims of the programme			
<p>The programme aims to:</p> <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 of 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 for <i>Teaching Assistants (Year 0 – Year 2)</i> • 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 students to develop the key skills required for further study and lifelong learning such as analytical and critical approach to problem solving; and
- 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.

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, K4, K5, I1, I3, I4, I5, P1, P2, P3, P4, P5, P6, P7, T1, T4, T5

Knowledge and understanding of:

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

Intellectual / cognitive skills – be able to:

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

Professional practical skills – be able to:

P1 Communicate 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

P6 Support and promote children’s early education and development

P7 Make accurate and productive use of assessment

<p><u>Key / transferable skills</u> – be able to:</p> <p>T1 Become more independent, resilient, responsible and pragmatic and develop as an autonomous learner.</p> <p>T2 listen carefully to others and reflect upon one's own and others' skills and views</p> <p>T3 Generate, define and refine questions and make critical judgements and evaluations</p> <p>T4 Reflect on different perspectives, and evaluate them in a critical manner to arrive at supported conclusions</p> <p>T5 access, retrieve, organise and use a range of sources of information, including primary sources, and critically evaluate their relevance</p>				
<p>17. Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.</p>				
<p>All programmes operate on a 15 credit modular structure (or multiples of 15 credits) over two semesters. Modules are normally semester based and can be worth either 15, 30, 45 or 60 credits. A 15 credit module is indicative of 150 hours of learning, comprised of student contact, private study and assessment.</p> <p>This programme is studied full-time over two academic years. In order to achieve the principal award of FdA Early Years: Education and Practice 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:</p> <ul style="list-style-type: none"> • Certificate of Higher Education (Cert HE) – 120 credits at FHEQ at Level 4 <p>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.</p>				
<p>Programme adjustments (if applicable)</p>				
<p>N/A</p>				
<p>FHEQ Level 4: potential awards – Cert HE</p>				
Module code	Module title	Core /compulsory /optional	Credit volume	Semester (1 / 2)
EYE4001	The Physical, Personal, Emotional and Social Child	Compulsory	15	1
EYE4002	Cognition and Language	Compulsory	15	2
EYE4003	The Child, Family and Parental Involvement	Compulsory	15	1
EYE4004	Health and Wellbeing	Compulsory	15	1
EYE4005	Promoting Creative Learning	Compulsory	15	2
EYE4006	Value of Play	Compulsory	15	2
COM4001	Academic Skills	Compulsory	15	1
EYE4008	Integrated Working and Protecting the Child	Core	15	2
How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?	N/A			
<p>FHEQ Level 5: Potential awards – FdA</p>				
Module code	Module title	Core /compulsory /optional	Credit volume	Semester (1 / 2)

EYE5017	The Reflective Practitioner	Compulsory	15	2
EYE5010	Introduction to Research	Compulsory	30	1 and 2
EYE5011	Policy, Perspectives and Influences on Early Childhood Education	Compulsory	15	1
EYE5012	Early Literacy and Communication	Compulsory	15	2
EYE5013	Early Maths and Exploration	Compulsory	15	1
EYE5014	Understanding Young Children's Behaviour	Compulsory	15	2
EYE5015	Leading and Managing	Compulsory	15	2
How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?	N/A			
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				