

# Programme Specification

## Foundation Degree in Early Years

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 (1) at <http://www.ed.uce.ac.uk/education/docs/>, (2) in the Module Specifications and (3) in the Student Course Handbook.

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.

<b>1</b>	<b>Awarding Institution / Body:</b>	<b>Birmingham City University</b>
<b>2</b>	<b>Teaching Institution:</b>	<b>South Birmingham College</b>
<b>3</b>	<b>Programme accredited by:</b>	<b>Birmingham City University</b>
<b>4</b>	<b>Final Award:</b>	<b>Foundation Degree in Early Years</b>
<b>5</b>	<b>Programme Title:</b>	<b>Foundation Degree in Early Years</b>
<b>6</b>	<b>Mode of study:</b>	<b>Part time</b>
<b>7</b>	<b>Language of study:</b>	<b>English</b>
<b>8</b>	<b>UCAS Code:</b>	<b>not applicable</b>

<b>9</b>	<b>Relevant subject benchmark statements and other external and internal reference points used to inform programme outcomes:</b>
	QAA Foundation Degree

<b>10</b>	<b>Aims of the programme</b>
	<p><b>The programme aims to enable students to demonstrate appropriate knowledge and understanding so that in the workplace that they can:</b></p> <ul style="list-style-type: none"> <li>• demonstrate the experience, knowledge and skills that underpin good Early Years Care and Education and/or Playwork practice;</li> <li>• carry out effectively and efficiently the work roles expected of a Senior Practitioner in an Early Years or Playwork setting or in supporting a teacher within a compulsory educational setting;</li> <li>• manage sessions with children, taking account of individual needs;</li> <li>• manage, evaluate and critically reflect on their own practice, in relation to work with colleagues and other professionals;</li> <li>• effectively communicate ideas, theories, arguments and analysis using written, visual and oral media;</li> <li>• demonstrate critical thinking at an appropriate level;</li> <li>• solve theoretical and practical problems which occur while carrying out their role;</li> <li>• demonstrate awareness of difference and diversity.</li> </ul>

- 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:**

### **Knowledge and understanding**

<p><b>Knowledge and understanding</b></p> <p>Students will gain knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Early Years Care and Education, play and school-based value and belief systems, including those relating to anti-discriminatory practice;</li> <li>• the regulatory and legislative framework for Early Years services;</li> <li>• how to access and review literature to underpin evidence-based practice and how to use this knowledge;</li> <li>• the diverse needs of young children in a variety of contexts;</li> <li>• developmental processes and how these affect learning and development;</li> <li>• the interaction between learning, development, societal and environmental factors;</li> <li>• planning, development, implementation and evaluation of the curriculum and pedagogy;</li> <li>• managing self, self-evaluation and reflection;</li> <li>• power relationships between: adult and child; adult and adult; worker and management; organisation and organisation;</li> <li>• inter-professional relationships and group working.</li> </ul>	<p><b>Teaching, learning and assessment methods used:</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding is acquired through seminars, discussions, workshops, tutorials, presentations, directed study, independent reading and research. At level 5 there will be an element of problem-based learning.</li> <li>• Assessment is formative and summative, through the production of written essays, oral and written presentations with supporting documentation, reflective journals and placements reports.</li> <li>• Grades are awarded for analysis, issues, communication, planning and management of learning and research. Specific assessment criteria for each module and generic criteria across all modules are specified.</li> </ul>
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### **Skills and other attributes**

<p><b>Intellectual / cognitive skills</b></p> <p>Students will learn to:</p> <ul style="list-style-type: none"> <li>• systematically analyse concepts, theory, policy and practice in relation to early childhood educate;</li> <li>• use strategies to select relevant information from a variety of sources and an informed knowledge base;</li> <li>• analyse, evaluate and interpret evidence to formulate arguments;</li> <li>• apply skills needed for academic study and enquiry.</li> </ul>	<p><b>Teaching, learning and assessment methods used:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Assessment is through written assignments, project proposal, oral and written presentations with supporting documentation.</li> </ul>
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<p><b>Practical, research and independent learning skills</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• communicate with peers, colleagues, staff and children (as appropriate) in a professional and responsible manner;</li> <li>• be aware of and comply with research ethics when undertaking research based on/with young children and adults;</li> <li>• participate and contribute to discussions and peer reviews during taught sessions and presentations;</li> <li>• select, collect, interpret and present data appropriately;</li> <li>• manage time and resources, demonstrating the ability to meet deadlines;</li> <li>• recognise the significance and limitations of theory and research in the development of early years provision and practice;</li> <li>• demonstrate knowledge and critical awareness of current issues, draw independent conclusions and be proactive in developing appropriate skills.</li> </ul>	<p><b>Teaching, learning and assessment methods used:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Assessment is through project proposal, written assignments, oral presentations with supporting documentation, placement reports and reflective journal.</li> </ul>
<p><b>Transferable / key skills</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• work effectively as a member of a team and independently;</li> <li>• communicate effectively with a range of individuals;</li> <li>• share responsibility for tasks;</li> <li>• take responsibility for, critically reflect on and evaluate personal and professional development;</li> <li>• manage change effectively and respond appropriately to developing demands within the workplace;</li> <li>• develop research and ICT skills;</li> <li>• develop academic and technical skills necessary for work in the early years field or professional options.</li> </ul>	<p><b>Teaching, learning and assessment methods used:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

Students successfully completing the Foundation Degree will be able to proceed automatically to a one year BA (Honours) Early Childhood Education Studies top-up year at Birmingham City University and from that to apply for professional courses in teacher training or social work.

## 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

L4: 1	Child Protection	12
L4: 2	Work with Other Professionals	12
L4: 3	Planning to Meet the Needs of Children	24
L4: 4	Intellectual and Cognitive Development of Children	12
L4: 5	Personal, Social and Emotional Development of Children	12
L4: 6	Working with Parents/carers	12
L4: 8	Developing and Managing Self	12
L4: 9	Using ICT to Support Children's learning	12
L4: 10	Children and their Entitlement	12
		120 Credits

### Level 5

L5: 1	Professional Development	24
L5: 2	Supporting Children's Learning	12
L5: 3	Managing the Learning Environment	12
<b>Students will then choose Route Specific Modules:</b>		
<b>Working with Children from Birth to Three Years</b>		
L5: 4	Physical Development	12
L5: 5	Working to Support Parents in the Care and Development of Babies	12
L5: 6	Supporting Intellectual and Language Development	24
L5: 7	Developing a Positive Sense of Self	24
<b>Working with Foundation Stage Children</b>		
L5: 8	Supporting Communication, Language, Literacy and Creative Development	24
L5: 9	Supporting Mathematical Development	12
L5: 10	Supporting Knowledge and Understanding of the World	12
L5: 11	Supporting Personal, Social, Emotional and Physical Development	24
<b>Teaching Assistants</b>		
L5: 12	Support the Literacy Needs of Children: Plan the Foundation Stage Curriculum for Communication, Language, Literacy and Creativity	24
L5: 13	Support Children's Development in Mathematics	24
L5: 14	Support the Development of Children's Scientific Knowledge, Understanding and Skills	24
<b>Playwork</b>		
L5: 15	Manage and Develop Play Opportunities	36
L5: 16	Design Play Experiences for Children in a Range of Play Situations	36
<b>Managing Early Years Provision</b>		
L5: 17	Managing People	24
L5: 18	Management and Early Years	12

L5: 19	Managing Change in Early Years Settings	12
L5: 20	Managing Resources and Activities	24
Award: Foundation Degree Early Years		<b>240 credits</b>

### 13 Support for Learning

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:

- in the first year a three-week induction programme for orientation, development of study skills and introduction to Personal Development Planning (PDP);
- in Year 2 a two-week induction to build on and enhance study skills;
- there will be two weekend workshops each year which will consolidate study skills and knowledge;
- a Student Handbook, student charter and detailed module specification booklets;
- library, IT and study skills support at Birmingham City University;
- library, IT and study skills support at South Birmingham College;
- access to a curriculum resource centre with specialised resources pertinent to the department of early years, care and health studies;
- assigned mentors in placement and tutor support;
- personal tutor and weekly tutorial support;
- clear guidance on assignment brief requirements and feedback related to specific assessment criteria;
- PDP is an integral part of the programme. You will be introduced to PDP in induction and will complete two assignments related to personal and professional development.

### 14 Criteria for admission

Candidates must satisfy the general admission requirements of the programme. The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

## 15 Evaluation and improvement of quality and standards

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**Committees:**

- Board of Studies
- Examination Board
- 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
  - Annual review of modules by module leaders
  - Annual course evaluation reports and action plans
  - Annual monitoring process
  - Appraisal of teaching
  - 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
  - Ofsted inspections
  - Annual course development days
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