

School of Education

Title of Programme: Foundation Degree in Early Years (Seevic)

Programme Code: HENS

Programme Specification

This programme specification is relevant to students entering:
15 September 2014

Associate Dean of School (Academic Quality Assurance):
Marian Woolhouse

Signature

Programme Specification

Foundation Degree in Early Years

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	Seevic College
University/partner campuses	Benfleet
Programme accredited by	University of Hertfordshire
Final Award	Foundation Degree
All Final Award titles	Early Years
FHEQ level of award	5
UCAS code(s)	

A. Programme Rationale

The programme is designed to recruit students from a diverse range of backgrounds, who have an interest in early years. Students will be able to develop their understanding of early years care, learning and development and to relate this to their studies in order to enhance their understanding of learning and development. The programme aims to develop students personally, professionally and academically, enhancing their ability to think critically and to think critically about early years care, learning and development.

Students are encouraged to engage with fundamental questions concerning the aims and values of early years care, learning and development and their relationship to children and adults who work in the sector and to understand the problematic nature of Early Years theory, policy and practice. Students will be able to make the links between Early Years policy, its delivery and the experience of groups and individuals.

There are clear progression routes that facilitate opportunities for students to progress towards another qualification. On graduation, graduates could follow a career in Early Years practice or could use their Foundation degree as entry into the BA (Honours) Education Studies and Early Years at Seevic

The programme sits within the distinctive nature of the Foundation Degree Qualification Benchmark and supports opportunities for lifelong learning in the local area.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

Additionally this programme aims to:

- develop students' ability to think critically
- develop students' ability to reflect
- enhance students' personal development and employability

- develop students' ability to reflect on a range of philosophical, historical, psychological, sociological cultural, health, welfare, legal, political and economic perspectives and consider how these underpin different understandings of children and childhood.
- enable students to demonstrate knowledge and understanding of the areas of interest contributing to early years studies across skills areas, and of how they interrelate
- develop students' knowledge and understanding of pedagogical approaches for working with young children and families

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2010 have been used as a guiding framework for curriculum design.

Knowledge and Understanding of:	Teaching/learning methods & strategies	Assessment
<p>On graduating all students should demonstrate a critical understanding of:</p> <p>A1- The conceptual underpinnings of Early Years, its historical origins, development and limitations A2 - Children and childhood nationally and globally from philosophical, historical, psychological, sociological, cultural, educational, health, welfare, legal, political and economic perspectives; A3 - Significant policy and provision for children and families; A4 - Pedagogical approaches for working with young children and families A5 – The importance of reflection in the Early Years sector and approaches for being a reflective practitioner A6 – current and emerging principles of research in the field of early years education</p>	<p>Acquisition of knowledge and understanding is through</p> <p>Acquisition of knowledge and understanding is through a combination of lectures, seminars, tutorials and workshops and online and guided learning.</p> <p>In addition, visits will be used to support the acquisition of A4.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	<p>Knowledge and understanding are assessed through 100% course work</p>
<p>Intellectual skills - able to:</p> <p>On graduating all students should be able to demonstrate the ability to:</p> <p>B1 Reason clearly, understand the role of evidence and make critical judgements about arguments</p>	<p>Teaching/learning methods & strategies</p> <p>Intellectual skills are developed through individual, paired and collaborative work in seminars, workshops and tutorials that build on learning and teaching in lectures.</p> <p>The abilities to analyse critically,</p>	<p>Assessment</p> <p>Intellectual skills are assessed through a combination of coursework assessments; essays, group and individual visual and/or oral presentations</p>

relating to the subject area of Early Years B2. Adopt multiple perspectives in relation to early years and analyse the relationships between them	to synthesise data and to construct and justify an argument (B1-2) are further developed through discussion and verbal feedback in seminars and through the completion of a small scale inquiry. Throughout, the learner is encouraged to develop intellectual skills further by independent study Throughout, the learner is encouraged to develop intellectual skills further by independent study	
Practical skills - able to:	Teaching/learning methods & strategies	Assessment
On graduating all students should be able to demonstrate: C1. The ability to reflect on their own and others' learning and practice; C2. The ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject; C3. An understanding of the significance and limitations of theory and research in developing professional practice; C4. An ability to use information communication technology (ICT) to research, process and present information;	Practical skills are developed throughout the programme. Reflective skills (C1,C2, C3, C4) are developed through discussion in seminars, through work place learning and through guided independent tasks (blogs, learning journals, wikis) during the programme.	Reflective skills (C1-C4) are assessed throughout the programme. In essays and presentations students are expected to develop and justify a personal position in relation to the subject.
Transferable skills - able to:	Teaching/learning methods & strategies	Assessment
On graduating, all students should be able to: D1. Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary; D2. Use ICT in their study and other appropriate situations; D3. Collect and apply numerical data, as appropriate; D4. Present data in a variety of formats including	Transferable skills are developed throughout the programme. D1 is developed through the presentation of seminar papers and coursework assignments. D2 is developed during induction and through use of online learning through StudyNet. Students will also be introduced to a range of information communication technologies. D3, D4 ,D5 and D6 are developed through exploration of a range of data during seminars.	D1-D6 are assessed through essays, reports, work books and visual and oral presentations.

graphical and tabular;
 D5. Analyse and interpret both qualitative and quantitative data;
 D6. Have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfill agreed responsibilities

Skill D6 is developed through participation in group presentations and seminar activities.

Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in 2 years over 6 semesters and leads to the award of a Foundation Degree in Early Years. Entry is normally at level 4 with A-level or equivalent qualifications but is possible at level 5 with a suitable level 4 qualification. Intake is normally semester A (September)

Work-Based Learning, including Sandwich Programmes

The Early Years Foundation Degree is designed with a balance of intellectual and practical skills. There are opportunities to apply learning to the workplace considered in the design of the programme. Learning and work are closely interlinked within this programme. Work-related experiences is appropriate to Early Years sector and provides knowledge and transferable skills needed for employment.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study Part Time
Entry point Semester A
Level 4

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Percentage Practical	Semesters
The Reflective Practitioner	4FHE1112	30	English	0%	100%	0%	A, B, AB
Child Development	4FHE1113	30	English	0%	100%	0%	A, B, AB
Health and Wellbeing	4FHE1110	30	English	0%	100%	0%	B, C, BC
Professional Responsibilities	4FHE1111	30	English	0%	100%	0%	B, C, BC
Working With Others	5FHE1120	30	English	0%	100%	0%	A, B, AB
Current Issues in Early Years	5FHE1121	30	English	0%	100%	0%	A, B, AB

An Introduction to Research Curriculum Perspectives	5FHE1123	30	English	0%	100%	0%	B, C, BC
	5FHE1122	30	English	0%	100%	0%	B, C, BC

Progression to level 5 requires a minimum of 90 credits and 3 Passes in level 4

The award of a Foundation Degree requires 240 credit points passed with a minimum of at least 120 at level 5.

Awards with Distinction or Commendation

The University has approved structure and assessment regulations common to all programmes. Full details are provided in UPR AS14.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Award	Minimum requirements	Available at end of Level
Certificate of Higher Education (Early Years)	120 credit points at level 4	4, 5
Foundation Degree (Arts) (Early Years)	240 credit points including at least 120 at level 5	5

E. Support for students and their learning

Students are supported by;

- An extensive Learning Resources Centre, incorporating a library and computer centre
- Guided student-centred learning through the use of Studynet.
- A substantial Student Services Centre that provides advice on issues such as finance, University regulations, legal matters etc
- An Equal Opportunities Officer
- The Students' Union
- A careers service for all current students and graduates.

The School of Education provides:

- A Link Tutor to help students understand the programme

Seevic provides:

- A programme tutor to manage the programme.
- A dedicated HE Student Support Tutor to provide pastoral support
- A Programme Support Tutor to provide academic support.
- Student representatives on programme committees.
- Induction activities at the beginning of and during the programme.
- A designated programme administrator (also at UH.)
- An extensive Learning Resource Centre incorporating a library and computer centre (also at UH.)

F. Entry requirements

The normal entry requirements for the programme are:

- An appropriate level 3 BTEC Qualification (Distinction, Merit, Merit grade or Seevic accepted equivalent)
- Seevic accepted A level qualifications (280 UCAS points)
- GCSE Grade C or above in English and Mathematics (or UH accepted equivalent) at the time of entry to the programme.

- Have access to suitable work-related experience in an early years setting for a minimum of **300** hours, normally 150 hours per year.
- A successful formal interview with a programme tutor

The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

Section 2

Programme management

Relevant QAA subject benchmarking statements	Foundation Degree qualification benchmark
Date of validation	March 09
Date of production/ last revision of PS	type here
Relevant intakes	Level 4 entering September 2014
Administrative School	School of Education

Table 3 Course structure

Course details					
Course code	Course description			JACS	
HENS	Foundation Degree in Early Years (Seevic)			X900/X310	
Course Instances					
Instances code	Intake	Stream	Instances Year	Location:	Mode of study
FEYSVPA1P-1 FEYSVPA1P-2	A	Foundation Degree in Early Years	1	Seevic, Benfleet, Essex	Part-time
FEYSVPA1P-1 FEYSVPA1P-2	A	Foundation Degree in Early Years	2	Seevic, Benfleet, Essex	Part-time

The programme is managed by;

- Dean of School
- Head of Multi Professional Education who has overall responsibility
- A Link Tutor
- An Admissions Tutor, with specific responsibility for open days and selection
- A designated Administrator to deal with day to day administration associated with the programme
- Module Leaders who are responsible for individual modules
- Membership of programme committees
- Programme Tutor who has responsibility for the programme.
- A programme committee

Programme-specific assessment regulations

The programme is compliant with the University's generic assessment regulations (Structure and Assessment Regulations for Academic Programmes, [UPR AS14](#)) with the exception of those listed below, which have been specifically approved by the University:

Further points of clarification and interpretation relevant to this specific programme are given below:
None

Other sources of information

V1.6 / Level 0 to 2 Programme Specification / January 2013 / AS
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- Definitive Module Documents
- Module Guides
- Student Handbook
- Seevic website
<http://www.herts.ac.uk/courses/>
- QAA Benchmark Statement website:
<http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>
- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2008:
<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/default.asp>
- SEEC Credit Level Descriptors for Further and Higher Education 2010:
<http://www.seec.org.uk/sites/seec.org.uk/files/SEEC%20Level%20Descriptors%202010.pdf>
- External Quality Review report website:
<http://www.qaa.ac.uk/reviews/reports/instReports.asp?ukprn=10007147>
- Professional or Statutory Regulatory Body information: <insert URL>
- UNISTATS website:
<http://www.unistats.com/>
- University of Hertfordshire Academic Quality Office website:
(StudyNet → Staff → Department Lists → Academic Quality Office)
- Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14:
<http://sitem.herts.ac.uk/secreg/upr/AS14.htm>
- Learning and Teaching Policy and Graduate Attributes, UPR TL03:
<http://sitem.herts.ac.uk/secreg/upr/TL03.htm>
- Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03:
<http://sitem.herts.ac.uk/secreg/upr/SA03.htm>
- Academic Quality, UPR AS17:
<http://sitem.herts.ac.uk/secreg/upr/AS17.htm>
- Index of UPRs for students:
http://sitem.herts.ac.uk/secreg/upr_azlist_info.htm
- Information on Programme and Module External Examiners
<http://www.studynet1.herts.ac.uk/ptl/common/studentcentre.nsf/Teaching+Documents/184A221E5EECA6B780257A5C00250BA9?OpenDocument>

Other information relevant to the programme

University policies relevant to the Programme

The University undertakes to use all reasonable endeavours to deliver, assess and administer this programme in accordance with this Programme Specification. At the same time it is recognised that it is in the nature of academic developments that changes, for example to the structure, curriculum, and assessment of a programme may be necessary in order to ensure that the programme remains up to date, in response to issues raised as a result of on-going monitoring and evaluation, and/or in order to conform to new regulatory requirements imposed by this institution, by professional or statutory bodies, or by national or governmental bodies.

The programme operates within the guidelines and policies relating to equal opportunities and environmental issues which may be agreed from time to time by the Board of Governors and/or the Academic Board of the University.

Where the programme is offered in collaboration with another institution these policies and guidelines will normally be those of the partner institution.

The programme operates in accordance with the University's Regulations Governing Studies Involving the Use of Human Subjects ([UPR RE01](#)) agreed from time to time by the Academic Board of the University. However, where the programme is offered in collaboration with another institution (for

example through a franchise arrangement for all or part of the programme) then specific approval must be obtained from the University for the operation of the programme within ethical guidelines prepared by the partner institution. The partner institution will be responsible for all insurance liability in connection with the observance of ethical guidelines.

Signed

Date.....

Choose an item.
Associate Dean of School (Academic Quality Assurance)

If you would like this information in an alternative format please contact:
The Programme Tutor

Foundation Degree in Early Years

Table 2: Development of Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																																
		Knowledge & Understanding								Intellectual Skills								Practical Skills								Transferable Skills								
Module Title		Module Code	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8
Level 1	The Reflective Practitioner	4FHE1112			x	x	x				x	x							x	x	x						x	x					x	
	Child Development	4FHE1113	x	x		x		x			x	x							x	x	x	x					x	x					x	
	Health and Wellbeing	4FHE1110		x	x	x	x				x	x							x	x	x	x					x	x					x	
	Professional Responsibilities	4FHE1111	x	x	x	x	x	x			x	x							x	x	x	x					x	x					x	
Level 2	Working with Others	5FHE1120		x	x	x	x	x			x	x							x	x	x	x					x	x					x	
	Current Issues in Early Years	5FHE1121	x	x	x	x	x	x			x	x							x	x	x	x					x	x					x	
	An Introduction to Research	5FHE1123	x	x	x	x		x			x	x							x	x	x	x					x	x	x	x	x	x	x	
	Cyrriculum Perspectives	5FHE1122	x	x	x	x		x			x	x							x	x	x	x					x	x					x	

Key: Learning Outcome which is assessed as part of the module

Key to Programme Learning Outcomes

Knowledge and Understanding eg

A1- The conceptual underpinnings of Early Years, its historical origins, development and limitations

A2 - Children and childhood nationally and globally from philosophical, historical, psychological, sociological, cultural, educational, health, welfare, legal, political and economic perspectives;

A3 - Significant policy and provision for children and families;

A4 - Pedagogical approaches for working with young children and families

A5 – The importance of reflection in the Early Years sector and approaches for being a reflective practitioner

A6 – current and emerging principles of research in the field of early years education

Intellectual Skills eg

B1 Reason clearly, understand the role of evidence and make critical judgements about arguments relating to the subject area of Early Years

B2. Adopt multiple perspectives in relation to early years and analyse the relationships between them

Practical Skills

C1. The ability to reflect on their own and others' learning and practice;

C2.. The ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject;

C3. An understanding of the significance and limitations of theory and research in developing professional practice;

C4. An ability to use information communication technology (ICT) to research, process and present information;

Transferable Skills

D1. Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary;

D2.. Use ICT in their study and other appropriate situations

D3. Collect and apply numerical data, as appropriate

D4. Present data in a variety of formats including graphical and tabular;

D5. Analyse and interpret both qualitative and quantitative data

D6. Have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfill agreed responsibilities

