

School of Education

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

Programme Code: HENS

For Collaborative: Franchise at Seevic and Palmer's Colleges Group

Programme Specification

This programme specification is relevant to students entering:
01 September 2019

Associate Dean of School (Academic Quality Assurance):
Alison McLauchlin



Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

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 and Palmer's Colleges Group
University/partner campuses	Benfleet
Programme accredited by	University of Hertfordshire
Final Qualification	Foundation Degree
All Final Award titles (Qualification and Subject)	Early Years
FHEQ level of award	5
UCAS code(s)	N/A
Language of Delivery	English

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 analysis of the early years sector.

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. Students will be able to make the links between Early Years policy, its delivery and the experience of groups and individuals.

This is a work –related programme enabling students to combine work in the Early Years sector with study. The college works closely with local employers: support from employers includes release from work to study and provision of a work based mentor. The programme sits within the distinctive nature of the Foundation Degree Qualification Benchmark and supports opportunities for lifelong learning in the local area.

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 Sevic College.

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:

Developing as a reflective Early Years Practitioner

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 QAA benchmark statements for Early Childhood and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
<p>A1. The theoretical aspects of Early Years.</p> <p>A2. Early Years policy and provision.</p> <p>A3. Pedagogical approaches in the Early Years sector.</p> <p>A4. Research methods in Early Years.</p>	<p>Acquisition of knowledge and understanding is through a combination of lectures, seminars, tutorials and workshops and online and guided learning.</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>
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>B1. Make judgments about arguments relating to Early Years.</p> <p>B2. Analyse multiple perspectives in the Early Years Sector.</p> <p>B3. Develop as a reflective practitioner.</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 and to construct and justify an argument (B1-3) are further developed through discussion and verbal feedback in seminars.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>Intellectual skills are assessed through a combination of coursework assessments; essays, group and individual visual and/or oral presentations.</p>
Practical skills	Teaching and learning methods	Assessment strategy
<p>C1. The ability to reflect on their own and others' learning and practice;</p> <p>C2. The ability to analyse their knowledge and understanding to locate and justify a personal position in relation to Early Years.</p> <p>C3. An understanding of theory and research methods in developing</p>	<p>Practical skills are developed throughout the programme.</p> <p>Practical skills (C1 - C4) are developed through discussion in seminars, through work place learning and through guided independent tasks during the programme.</p>	<p>Practical 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.</p>

professional practice. C4. An ability to use information communication technology (ICT) to research, process and present information.		
Transferable skills	Teaching and learning methods	Assessment strategy
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. Have the ability to collaborate as part of a team.	Transferable skills are developed through out 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 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.	Transferable skills are assessed through D1-D3 are assessed through essays, reports, work books and visual and oral presentations.

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).

Professional and Statutory Regulatory Bodies

N/A

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 are appropriate to Early Years sector and provide 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

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.

Mode of study Part Time

Entry point Semester A

Level 4

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Level 4							
The Reflective Practitioner	4FHE1112	30	English	0	100	0	A
Child Development	4FHE1113	30	English	0	100	0	AB
Health and Wellbeing	4FHE1110	30	English	0	100	0	B
Professional Responsibilities	4FHE1111	30	English	0	100	0	C
Level 5							
Working With Others	5FHE1120	30	English	0	100	0	A
Current Issues in Early Years	5FHE1121	30	English	0	100	0	AB
Curriculum Perspectives	5FHE1122	30	English	0	100	0	B
An Introduction to Research	5FHE1123	30	English	0	100	0	C

Progression to level 5 requires a minimum of 120 credits and 4 Passes in level 4 unless a student has approved Serious Adverse Circumstances that allow retrieval of deferred modules up to 30 credits.

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

Award classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
Foundation Degree	Foundation Degree (Arts) Early Years	240 credit points including at least 120 at level 5	5	All programme learning outcomes (see Table 2)

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
University Certificate		45 credit points at level 4	4	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
Certificate of Higher Education		120 credit points at level 4	4, 5	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm

Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) (*delete as applicable*) and [UPR AS14](#)) with the exception of those listed below, which have been approved by the University:

Further points of clarification and interpretation relevant to this specific programme are given below:

Progression to level 5 requires a minimum of 120 credits and 4 Passes in level 4 unless a student has approved Serious Adverse Circumstances.

E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:

- Dean of School
- Associate Dean of School (AQA) who has delegated responsibility for programmes in the School of Education.
- Head of Multi Professional Education who has overall responsibility
- A Link Tutor based at UH, to provide support and facilitate communication between UH and the College.
- An Admissions Tutor, at Seevic, 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
- Programme Leader who has responsibility for the programme.
- A programme committee, the membership of which includes the Programme Leader, module leaders of the modules offered in the programme, student and, ex-officio, the Dean of School.

Support

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 Leader 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. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at: <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147>

G. 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 (112 UCAS points).
- GCSE Grade 4 or above in English Language and Mathematics at Grade 3 or above (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 in total, normally 150 hours per year.
- A successful formal interview with a Programme Leader.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

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

aqo@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

Foundation Degree in Early Years

Table 2: Development of Intended 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 4	The Reflective Practitioner	4FHE1112	x		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					
	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					
Level 5	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					
	An Introduction to Research	5FHE1122	x	x	x						x	x	x						x	x	x	x					x	x	x					
	Curriculum Perspectives	5FHE1123	x	x	x	x					x	x	x						x	x	x	x					x	x	x					

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

- A1. The theoretical aspects of Early Years.
- A2. Early Years policy and provision.
- A3. Pedagogical approaches in the Early Years sector.
- A4. Develop as reflective practitioner.

Practical Skills

- C1. The ability to reflect on their own and others' learning and practice.
- C2. The ability to analyse their knowledge and understanding to locate and justify a personal position in relation to Early Years.
- C3. An understanding of theory and research methods in developing professional practice.
- C4. An ability to use informational communication technology (ICT) to research, process and present information.

Intellectual Skills

- B1. Make judgments about arguments relating to Early Years.
- B2. Analyse multiple perspectives in Early Years.
- B3. Develop as a reflective practitioner

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. Have the ability to collaborate as part of a team.

Section 2

Programme management

Relevant QAA subject benchmarking statements

Foundation Degree qualification benchmark

Type of programme

Undergraduate

Date of validation/last periodic review

March 14

Date of production/ last revision of PS

March 2019

Relevant to level/cohort

Level 4 entering September 2019

Administrative School

School of Education

Table 3 Course structure

Course details					
Course code	Course description			JACS	
HENS	Foundation Degree in Early Years (Seevic)			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