

School of Education

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

Programme Code: HENS

For Collaborative: University Validation USP College

Programme Specification

This programme specification is relevant to students entering:
01 September 2021

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	Unified Seevic and Palmer's College (USP- Seevic Campus)
University/partner campuses	Benfleet
Programme accredited by	University of Hertfordshire
Final Qualification	Foundation Degree
All Final Award titles	Early Years
(Qualification and Subject)	
FHEQ level of award	5
UCAS code(s)	X310
Language of Delivery	English

A. Programme Rationale

The Foundation Degree programme is designed to provide skills, knowledge and understanding related to the Early Years sector, and combines academic rigour with practice-based experience to allow students to develop as reflective practitioners. This Level 5 qualification will enable students to enter or advance within their employment or progress and complete a further year to the BA (Hons) Degree top-up in Education Studies and Early Years.

Work based learning is an embedded element of the course. It is therefore a requirement that all students who enrol on the FdA EY programme are employed or volunteer, for a minimum of 400 hours in an Early Years setting for the duration of the 2-year course. This will average out to completing at least 50 hours per module as work-based experience. This practice has always been considered to benefit the student by allowing the student to consolidate many of the techniques, skills and practices taught, and enable the student to relate theoretical concepts to practical situations. The programme has a high proportion of employment in the local community, as it is recognised that better qualified staff are more valued and employable.

The modules are designed around the workplace, and students produce authentic assessments, such as child case studies, updating and implementing new practices, investigating topics of relevance to the sector and produce a reflective journal all based around real- life work in their Early Years setting. In addition, it gives students primary research and practical skills, to be more successful during the interview and presentation process as they gain the confidence and knowledge for the employment roles they are seeking.

This work-based learning programme will broaden the scope of the student's experiential learning beyond that which is possible within a University programme alone, and will provide an opportunity for the student to improve post -graduate employment potential, by acquisition of specific graduate skills, such as:

- understanding of a stronger connection between theory and application.
- ownership, self-awareness, and confidence.
- management skills, goal setting, negotiating, networking, project management and team-working, including their role in safeguarding.
- awareness and implementation of equality, rights, and appreciation of diversity.
- develop solutions to workplace problems drawing on theory and practice.

Teaching and learning takes place through a combination of face-to-face and blended learning sessions with tutors. An important aspect of this course is learning from others, and so there is significant emphasis on group work with other students who have different skills, backgrounds, and experiences. Attendance typically follows a model of one day a week, and students can choose either a Part Time or Full Time route. Though mandatory, the work-based learning element is flexible and can be achieved around the delivery sessions and work placement pattern of the students. Students coming onto the course without a recognised Level 3 childcare qualification, have the option to complete a further pathway NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner that will enable them to achieve 'Full and Relevant' status to have a licence to practice. This pathway can only be taken in addition to the part time route of the Foundation Degree.

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](#).

This programme aims to:

- Provide students with the appropriate skills to construct and sustain a reasoned argument, informed by research about a wide range of issues, engaging critically with evidence based reflective practice.
- Develop appropriate professional attributes, knowledge and understanding required for the care and education of children.
- Equip students to be independent, ethical, reflective practitioners who are advocates for children, families, and communities.
- Enable students to develop learning capabilities that will provide a suitable basis for progression to further academic study or professional qualifications.

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 Characteristics Statement for Foundation Degree (2020) as well as QAA benchmark statements for Early Childhood studies (2019) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Higher Education (2016) have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
<p>On graduating all students should demonstrate a critical understanding of:</p> <p>A1. Define conceptual underpinnings of Early Years, its historical origins, development, and limitations</p> <p>A2. Discuss childhood nationally and globally from philosophical, historical, psychological, sociological, cultural, educational, health, and economic perspectives.</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 to Family Hubs 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/learned and to broaden their individual</p>	<p>Knowledge and understanding are assessed through 100% course work assignments, which is made up of presentations, essays, research reports and academic posters.</p>

<p>A3. Identify legislation and policy significant for children and families.</p> <p>A4. Recognise pedagogical approaches for working with young children and families</p> <p>A5. Investigate current and emerging principles of research in the field of Early Years education</p>	<p>knowledge and understanding of the subject.</p> <p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> • Tutor led and visiting speaker led seminar groups. • Directed study and set reading • Interactive tutor-led workshops. • Practice/ work based enquiry. • Peer group study • Reflective journal entries • Written assignments. • Individual and group presentations. • E- learning • Document analysis. 	
<u>Intellectual skills</u>	<u>Teaching and learning methods</u>	<u>Assessment strategy</u>
<p>B1. Reason clearly, understand the role of evidence and make critical judgements about arguments relating to the subject area of Early Years</p> <p>B2. Adopt multiple perspectives in relation to Early Years and analyse the relationships between them.</p> <p>B3. Evaluate critically the appropriateness of different approaches and apply these in a work context to develop as a Reflective Practitioner.</p> <p>B4. Demonstrate the ability to use established techniques to undertake critical analysis of information.</p> <p>B5. Develop the importance of reflection in the Early Years Sector and approaches for being 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 critically, 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.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study</p> <p>The abilities to analyse and to construct and justify an argument (B1-4) are further developed through discussion and verbal feedback in seminars.</p> <p>See above for examples of learning, teaching, and assessment methods used.</p>	<p>Intellectual skills are assessed through a combination of coursework assessments; essays, group and individual visual and/or oral presentations.</p>
<u>Practical skills</u>	<u>Teaching and learning methods</u>	<u>Assessment strategy</u>
<p>C1. The ability to reflect on their own and others' learning and practice;</p>	<p>Practical skills are developed throughout the programme.</p>	<p>Practical skills are assessed through</p> <ul style="list-style-type: none"> • use of IT,

<p>C2. Use their knowledge and understanding critically to locate and justify a personal position in relation to the subject;</p> <p>C3. Apply relevant theory and research in developing professional skills and practice;</p> <p>C4. An ability to use information communication technology (ICT) to research, process, and present information and support learning.</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>Reflective skills (C1, C2, C3,) are developed through discussion in seminars, through workplace learning and through guided independent tasks (blogs, learning journals, discussion tabs) during the programme.</p>	<ul style="list-style-type: none"> • the use of academic posters and information leaflets, • web page design, • self and peer assessment, undertaken particularly with formative assignment tasks, • projects and reports, • essays and reflective journals, • portfolios, • presentations, individual and team-based, • collaborative assignments. • Work based learning.
Transferable skills	Teaching and learning methods	Assessment strategy
<p>D1. Expose and express opinions and arguments in speech and writing using relevant vocabulary.</p> <p>D2. Use ICT in their study and other appropriate situations.</p> <p>D3. Collect and apply numerical data, as appropriate;</p> <p>D4. Present data in a variety of formats including graphical and tabular;</p> <p>D5. Identify and interpret both qualitative and quantitative data;</p> <p>D6. Show competence, collaborate and plan as part of a team, to carry out roles to fulfil agreed responsibilities.</p>	<p>Transferable skills are developed throughout the programme.</p> <p>D1. is developed through the presentation of seminar papers and coursework assignments</p> <p>D2. is developed during induction and through the use of online learning through Canvas. Students will also be introduced to a range of information communication technologies.</p> <p>D3. D4. D5. and D6. are developed through exploration of a range of data during seminars.</p> <p>Skill D6. is developed through participation in group presentations and seminar activities.</p> <p>Transferable skills are developed throughout the programme.</p>	<p>Transferable skills are assessed through D1-D6 assessed through essays, reports, tutorials, collaborative team/group work and visual and oral presentations, and self-directed computer mediated learning tasks.</p>

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

The programme has been designed to support student achievement through the emphasis on reflective practice which supports personal and professional development, theorisation of practice and its impact on quality improvement within Early Years settings.

Progression to Level 5 typically requires a minimum of 120 credits and 4 Passes at Level 4. Where students have not met the required credits, they may be allowed to progress subject to the agreement of the Programme Board. Attendance and engagement in the programme will be used to inform decisions made by the Programme Board. A maximum of 30 credits may be carried from one year to the next and will be considered on an individual basis. Progression to Level 6 requires a minimum of 240 credits including 120 at level 5. The grades accumulated at Level 5 will result in a Foundation Degree classification award. Where Students have not met the required credits through deferral or by receiving a FREN grade then they may be allowed to progress subject to the agreement of the Programme Board and Programme Leader. Each case will be considered on an individual basis.

A pathway option to achieve Full and Relevant eligibility to be counted in ratio to practice, can be taken alongside the Foundation Degree on the part-time route only. The NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner will be partly met through cross referencing and mapping to learning outcomes and modules within the Foundation Degree. The remaining criteria will require some additional work and practice-based assessments by the student to complete the qualification.

Attendance at their work-based placement is included in their study time activities to gain experience and practice in an Early Year setting. The work-based hours are monitored by the Employment Engagement Officer who will also have regular contact with the employers/ managers/mentors to ensure the triadic arrangement is beneficial and successful for all involved.

Professional and Statutory Regulatory Bodies

N/A

Work-Based Learning, including Sandwich Programmes

The Foundation Degree approach of work-based learning ensures that there are opportunities to apply learning to the workplace and is a specific design of the programme. The Early Years Foundation Degree is designed with a balance of intellectual and practical skills. Learning and work are intricately connected with this programme. Work-related experiences are embedded into the study programme hours of the modules that you study and into the assessments. Working in itself is not sufficient as work-based learning requires the identification and achievement of defined and related learning outcomes. There is a requirement therefore to meet the criteria of a minimum of 200 hours per year, approximately 50 hours per module, through employment or voluntary work-based practice within the Early Years. students will be supported in sourcing and/or managing the work-based placement through the college work experience team and supported by the programme's employer engagement officer.

Erasmus Exchange programme

N/A

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours 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 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study: Full Time or Part Time Options

Full Time – 4 Semesters - 2 years

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
The Developing Child	4FHE1216	30	English	0	100	0	A
Health and Wellbeing	4FHE1110	30	English	0	100	0	B
Early Years Policy and Practice	4FHE1218	30	English	0	100	0	B
Level 5							
Collaborative Practice	5FHE1236	30	English	0	100	0	A
Introducing Research Methods through Current Issues	5FHE1238	30	English	0	100	0	A
Curriculum Perspectives in the Early Years	5FHE1122	30	English	0	100	0	B
Special Educational Needs and Disability.	5FHE1237	30	English	0	100	0	B

Mode of study:

Part Time Over 6 Semesters, 2 Years

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
The Developing Child	4FHE1216	30	English	0	100	0	A/B
Health and Wellbeing	4FHE1110	30	English	0	100	0	B
Early Years Policy and Practice	4FHE1218	30	English	0	100	0	C
Level 5							
Collaborative Practice	5FHE1236	30	English	0	100	0	A
Introducing Research Methods through Current Issues	5FHE1238	30	English	0	100	0	A/B
Curriculum Perspectives in the Early Years	5FHE1122	30	English	0	100	0	B
Special Educational Needs and Disability	5FHE1237	30	English	0	100	0	C

Awards

The award of a Foundation Degree requires 240 credit points passed with a minimum of 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:

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
Certificate of Higher Education	Certificate of Higher Education in Early Years	120 credit points at level 4	4, 5	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm A1, A2, A3, A4, A5, A6. B1, B2, B3, C1, C3, C4, D1, D2, D6.
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)

Programme-specific Assessment Regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) 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:

- Attendance at a minimum of 80% of all schedules taught lectures, seminars, workshops, and tutorials is mandatory.
- Attendance at a minimum of 80% of all work-based learning opportunities is mandatory (Monitored through the Employment Engagement Officer).

E. Management of Programme & Support for Student Learning.

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.
- A Collaborative Partner Lead (CPL) based at UH, to provide support and facilitate communication between UH and the College.
- An Admissions Tutor, at USP, 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 is 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 using Canvas.
- A substantial student Services Centre that provides advice on issues such as finance, University regulations, legal matters etc.
- Equal Opportunities Officer
- The Students' Union

- A careers service for all current students and graduates.
- Tracking of Work Based Learning hours, through the employer engagement officer.
- Access to a database of local Early Years providers that students can access to seek placements.
- An induction session at the beginning of each new academic year.
- Access to the Wellbeing Team and Counselling.

The School of Education provides:

- A CPL to help students understand the programme.

USP provides:

- A Programme Leader to manage the programme.
- A dedicated HE student Support Tutor to provide pastoral support.
- A Programme Support Tutor provides academic support.
- A Student Success Officer
- 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:

- Programme (or student) guidance.
- A Definitive Module Document (DMD) for each constituent module.
- A Module Guidance 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, well-being 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 online, 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 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 consistently delivers 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>

This programme aligns with the quality assurance requirements at the University of Hertfordshire through the following processes:

- Five yearly cycle of revalidation.
- Interim review of collaborative provision.
- System of moderators for collaborative provision.
- Ongoing monitoring through the Programme review process.
- Programme Boards
- Consideration of marks and graduate profiles at Exam Boards.
- Engagement with programme student representatives.

G. Entry requirements

The typical entry requirements for the programme are either:

- 96 UCAS points from either:
- A relevant Level 3 qualification such as CACHE Diploma or BTEC National Diploma in Children's Care, Learning and Development, Diploma in Early Years Workforce (Early Years Educator) CACHE Level 3, or Level 3 Access to Education.
- 3 A levels with Social Science or English language preferred.
- Evidence of Level 2 literacy and maths is required, for example GCSE English Language and maths Grade C/4 and above or functional skills English and Maths at Level 2 (or UH accepted equivalent).
- Participation in suitable work-related experience in an Early Years' setting(s) for a minimum of 200 hours at both levels 4 & 5, totalling 400 hours for the programme.
- Attendance at a guidance interview with representatives of the course team before a place on the course is recommended. Interview is highly recommended for all applicants but compulsory for those with non-standard entry.
- Enhanced DBS check.
- Entry is normally at Level 4 although it is possible for entry onto the programme at Level 5, Year 2 of the course depending upon a suitable Level 4 qualification equivalent to 120 credits, an English and Maths qualification, enhanced DBS, and access of 200 hours per year to an Early Years work-based learning environment. Applicants who do not hold all of the above qualifications may be considered based on prior professional experience for the purpose of entry, although this is accepted on an individual basis and in accordance with UH policy.

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 the 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	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6		
Level 4	The Reflective Practitioner	4FHE1112			x	x	x			x	x	x	x	x	x	x	x				x		
	The Developing Child	4FHE1216	x	x	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	x				x	x	
	Early Years Policy and Practice	4FHE1218	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	
	Collaborative Practice	5FHE1236	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x
	Research Methods through a Current Issue	5FHE1238		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Level 5	SEND	5FHE1237	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x	
	Curriculum Perspectives in the Early Years	5FHE1122	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x	x	

Key To Programme Learning Outcomes

Knowledge and Understanding

- A1. Define conceptual underpinnings of Early Years, its historical origins, development, and limitations
- A2. Discuss childhood nationally and globally from philosophical, historical, psychological, sociological, cultural, educational, health, and economic perspectives.
- A3. Identify legislation and policy significant for children and families.
- A4. Recognise pedagogical approaches for working with young children and families
- A5. Investigate current and emerging principles of research in the field of Early Years education

Intellectual Skills

- 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.
- B3. Evaluate critically the appropriateness of different approaches and apply these in a work context to develop as a Reflective Practitioner.
- B4. Demonstrate the ability to use established techniques to undertake critical analysis of information.
- B5. Develop the importance of reflection in the Early Years sector and approaches for being a Reflective Practitioner

Please 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 she/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specification

Practical Skill

- C1. The ability to reflect on their own and others' learning and practice;
- C2. Use their knowledge and understanding critically to locate and justify a personal position in relation to the subject;
- C3. Apply relevant theory and research in developing professional skills and practice;
- C4. An ability to use information communication technology (ICT) to research, process, and present information and support learning.

Transferable Skills

- D1. Expose and express opinions and arguments in speech and writing using relevant 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. Identify and interpret both qualitative and quantitative data;
- D6. Show competence, collaborate and plan as part of a team, to carry out roles and to fulfil agreed responsibilities.

Section 2

Programme Management

Relevant QAA subject benchmarking statements

Type of programme

Date of validation/last periodic review

Date of production/ last revision of PS

Relevant to level/cohort

Administrative School

Foundation Degree qualification benchmark

Undergraduate

May 21

May 21

Level 4 entering September 2021

School of Education

Table 3 Course structure

Course details					
Course code	Course description				HECOS
HENS	Foundation Degree in Early Years (Seevic)				HECOS Code(s)
Course Instances					
Instances code	Intake	Stream	Instances Year	Location :	Mode of study
FEYSVPA1P-1 FEYSVPA1P- 2	A	Foundation Degree in Early Years	1	USP, Benfleet, Essex	Full-time
	A	Foundation Degree in Early Years	1	USP, Benfleet, Essex	Part- time
FEYSVPA1P-1 FEYSVPA1P- 2	A	Foundation Degree in Early Years	2	USP, Benfleet, Essex	Full-time
	A	Foundation Degree in Early Years	2	USP, Benfleet, Essex	Part-time