

Faculty: of Humanities, Law and Education

Title of Programme: Sure Start Recognised Sector-Endorsed Foundation Degree in
Early Years

Programme Code: HEN

Programme Specification

Start Date: September 2010

Date of Approval: June 2010, updated June 28th 2011

Associate Dean (Academic Quality): Bernice Rawlings

Signature 

Programme Specification Foundation Degree 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	Hertfordshire Higher Education Consortium
University/partner campuses	Hertford Regional College, North Hertfordshire College, Oaklands College, West Herts College
Programme accredited by	University of Hertfordshire
Final Award	Foundation Degree
All Final Award titles	Early Years
FHEQ level of award	5
UCAS code(s)	N/A

A. Programme Rationale

The Early Years Foundation Degree builds on the success of the HNC and HND in Early Childhood Studies that have been offered in the four Hertfordshire Colleges.

The programme is designed to recruit students who are working in Early Years settings and to qualify them to work in the role of senior positions in Early Years settings.

Holders of the Fd (Arts) in Early Years are equipped for a variety of careers including nursery management, Teacher's Assistant, Playwork, project development work, Children's Centres, learning support, advisory work, and lecturing in FE Colleges. The Fd (Arts) in Early Years includes the opportunity to progress onto the final level of the BA (Hons) in Education Studies and potentially to apply for training that leads to Qualified Teacher Status. The criteria set by the Teacher Training Agency and School of Education would need to be met and a competitive interview would occur.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's general educational aims of programmes of study as set out in UPR TL01.

Additionally this programme aims to:

- Provide the appropriate knowledge and understanding required for the care and education of children across Early Years Care and Education and school settings;
- Deliver the professional and practical skills and competencies which are required in a Senior Practitioner working with children from 0-8 years;
- Ensure that students can demonstrate within their practice that they have adopted appropriate values and belief systems for work with children aged 0-8 years. 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;
- Develop students' ability to understand and apply the principles of evidence-based practice;

- Provide an appropriate understanding of the regulatory and legislative framework for Early Years, and prepare students to work within this framework;
- Develop the personal and transferable skills critical to senior positions in Early Years settings. These skills include communication, application of numbers, IT, team working and problem solving.

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:

- Advanced Child Development
- Personal and Professional Skills at senior position level
- Legal and Professional Responsibilities of practitioners working with children 0-8 years.
- Work-based skills and understanding when working with children aged 0-8 years
- Work-based research and change management
- Leadership and Management
- Professional Diversity and Common Goals

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 2003 have been used as a guiding framework for curriculum design.

Knowledge and Understanding of:	Teaching/learning methods & strategies	Assessment
<p>Upon completion of the Foundation Degree, a typical student will be able to demonstrate appropriate knowledge and understanding of:</p> <p>A1- Early Years value and belief systems, including those relating to anti-discriminatory practice and quality of opportunity;</p> <p>A2 -The regulatory and legislative framework for Early Years services, including</p> <ul style="list-style-type: none"> • the rights of children, parents and other relevant individuals; • the protection and safety of children; • Data Protection and confidentiality and security of information. <p>A3 - Significant current and emerging theories and principles relating to:</p> <ul style="list-style-type: none"> • Children's learning, • Child development <p>A4 - Managing self, self-evaluation and reflection. This includes the</p>	<p>Acquisition of A1 and A2 is through a combination of lectures, small group tutorials and coursework at levels 4 and 5 of the programme. Guided learning e.g. reading and online learning material provide additional support for A2.</p> <p>Acquisition of A3 is through a combination of lectures, tutorials and coursework throughout the programme especially at level 5.</p> <p>Acquisition of A4 is through lectures, projects and coursework at levels 4 and 5.</p>	<p>Knowledge and understanding are assessed through a combination of essays, reports, reflective logs and presentations and includes a high proportion of assessment in the workplace. All outcomes to be assessed, including those to be assessed in the workplace are based on the Statement of Requirement for the Sector Endorsed Foundation Degree which can found on the Sure Start web site.</p>

<p>potential effect of personal attitudes, values and behaviour on work with children, parents, colleagues within the organisation and on those with whom they need to work from outside their own organisation;</p>		
<p>A5 - Inter-professional relationships and group working.</p>	<p>Acquisition of A5 is through lectures, tutorials, coursework and workplace mentoring at levels 4 and 5.</p> <p>Throughout, the learner is encouraged to undertake independent study to supplement, consolidate and broaden their individual knowledge and understanding.</p>	
<p>Intellectual skills - able to:</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>
<p>B1- Ability to apply underlying concepts and principles outside the context in which they were first studied including, where appropriate, the application of those principles in an employment context;</p> <p>B2 - Understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.</p> <p>B3 - Effectively communicate information, arguments and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;</p> <p>B4 - Undertake further training, develop existing skills, and acquire new competencies that will enable them to assume significant responsibility within organisations;</p>	<p>Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above. Analysis, evaluation, problem solving and the application of theory and concepts to practice are further developed through tutorial work, in-course exercises e.g. observations in the workplace and workplace mentoring.</p> <p>Throughout, the learner is encouraged to further develop intellectual skills by independent study.</p>	<p>B1-5 are assessed through coursework including presentations, reports, case studies, essays and reflective logs. In particular, the assessment for the Research module brings all of these intellectual skills together. Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above.</p>

<p>B5 - How to access and review literature and to underpin decisions with evidence based practice. How to use this knowledge within extended written projects, case studies, reports and self-reflective studies;</p> <p>And will have: The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.</p>		
<p>Practical skills - able to:</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>
<p>C1- Carry out effectively and efficiently the work roles expected of a senior position in an Early Years setting</p> <p>C2 - Design, implement, monitor and assess specific activities which support the individual development and learning of children and which meet the statutory and regulatory requirements, in consultation with other professionals where necessary;</p> <p>C3 - Manage sessions with groups of children, taking account of their individual needs;</p> <p>C4 - Demonstrate a thorough understanding of difference and diversity recognising individual needs as well as developing tolerance and understanding of others;</p> <p>C5 - Manage and evaluate self, and critically reflect on own practice, in relation to work with children, parents, colleagues within the organisation and those with whom they need to</p>	<p>Practical skills are developed throughout the programme by integration of theory and practice in learning</p> <p>Skill C1, C2 and C3 are developed through lectures, seminars, and tutorials but especially by</p> <ul style="list-style-type: none"> • workplace mentoring • workplace experience <p>Skill C4 and C5 are developed through planned and evaluated activities and observations carried out in the workplace that draw on the lectures, tutorials, workshops, reading and distance learning materials from the programme.</p> <p>Skill C5 is developed in reflection on practice in the light of theory from lectures, tutorials and reading and from the assignment for the research module. During the course students are expected to make effective use of the library to obtain relevant, current</p>	<p>The professional and practical skills will need to be demonstrated in the main part by work based evidence, but coursework assignments, reflective logs, case study reports, presentations and project reports will also contribute to assessment.</p>

<p>work from outside their own setting;</p>	<p>information.</p> <p>Throughout, the learner is expected to consolidate their development of practical computing skills by use of personal computers available in the learning resources centre.</p>	
Transferable skills - able to:	Teaching/learning methods & strategies	Assessment
<p>D1- Communicate ideas, principles and theories, arguments and analysis effectively in speech and writing, using visual and ICT media as tools where appropriate, to specific and non-specific audiences;</p> <p>D2 - Demonstrate appropriate critical thinking skills, including the ability to:</p> <ul style="list-style-type: none"> • Identify and summarise the main points in an argument; • Present and develop an argument, drawing upon appropriate evidence, literature and theory; • Analyse and synthesise research, theories and ideas from multiple sources; • Examine issues from a range of professional and theoretical perspectives; • Produce critical and evaluative responses to the content of the learning outcomes. <p>D3 - Use ICT to support their own development, and the learning and development of children;</p> <p>D4 - Work within a team and individually to complete a relevant and agreed project or task;</p> <p>D5 - Improve their own performance through critical self-reflection, the implementation of</p>	<p>Transferable skills are developed through the programme by developing the student's awareness of these transferable skills, their application to working with children and the means that they might be developed further. e.g.</p> <p>Skill D1 is developed through coursework reports, oral presentations and project reports especially in the Work based Module 2.</p> <p>Skill D2 is developed through group work and tutorials and reflection and evaluation on workplace experience, case studies and scenarios and through discussion and analysis of workplace experience.</p> <p>Skill D3 is developed through ICT workshops and use of the Learning Resources Centre throughout the programme.</p> <p>Skill D4 is developed both in the workplace but also when undertaking group presentations and seminars.</p> <p>Skill D5 is developed throughout the programme but especially as part of the module Personal and Professional Skills where the</p>	<p>Transferable skills are assessed throughout the programme through the links between theoretical learning and practice assessment that are such a key feature.</p>

evidence-based practice, and continual professional development activities.

learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a skills audit.

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

The programme is offered in part-time mode and leads to the award of a Foundation Degree in Early Years. Entry is normally at Level 4 with suitable qualifications. Intake is normally Semester A (September).

Professional and Statutory Regulatory Bodies

The Programme is endorsed by the Childrens Development Workforce Council

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 Level 4

Level 4

Compulsory Modules Module Titles	Module Code	Credit Points	% examination	% coursework	Semester
Legal and Professional Responsibilities	4FHE0119	30	0	100	AB
Personal and Professional Skills / APL	4FHE0118	30	0	100	AB
Starting with the Child: Advanced Child Development	4FHE0117	30	0	100	A
Work-based module 1	4FHE0120	30	0	100	BC

Level 5

Compulsory Modules Module Titles	Module Code	Credit Points	% examination	% coursework	Semester
Work-based module 2	5FHE0114	30	0	100	AB
Curriculum Frameworks for Children 0-8	5FHE0115	30	0	100	A
Leadership and Management	5FHE0116	30	0	100	B
Professional Diversity and Common Goals	5FHE0119	30	0	100	BC

Level 4 modules are assessed as Pass or Fail.

Progression to level 6 requires a minimum of 240 credits and passes in all modules including the Professional Practice element.

Awards with Distinction or Commendation

The award of a Foundation Degree requires

- 120 credits at Level 4 and
- 120 credits at Level 5

Awards with Distinction or Commendation will be made on the basis of performance in level 5 modules. 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	120 credit points at level 4	4, 5
Foundation Degree	240 credit points including at least 120 at level 5	5

E. Support for students and their learning

At UH students are supported by

- An Learning Resources Centre, incorporating a library and computer centre
- A Student Centre that provides advice on issues such as finance, University regulations, legal matters etc
- A Mathematics Drop-in Centre
- A Disabled Student Co-ordinator
- An Equal Opportunities Officer
- Student representatives on programme committees
- The Students' Union

In the Hertfordshire HE Consortium Colleges students are supported by

- A Programme Tutor in each College to help students understand the course/programme structure
- An induction week at the beginning of each new academic session
- Personal Tutors to provide academic and pastoral support
- A Learning Resources Centre, incorporating a library and computer centre
- Student Support Services

F. Entry requirements

The normal entry requirements for the programme are:

- A relevant level 3 qualification in Child Care (equivalent to 120 UCAS points or above). Non-traditional learners with significant relevant work experience but without formal entry qualifications may be considered for entry on a case by case basis. However, this would be in exceptional circumstances.
- GCSE Grade C or above in English Language and Mathematics (or equivalent that is recognised by the University of Hertfordshire).
- At least 2 years experience working with children and on-going work experience in either a paid or voluntary role.
- A letter of support from an employer or organisation providing work experience.
- All applicants will be interviewed to ensure work experience is relevant.

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

JACS code(s)	X300
Modes of study	P/T
Intakes	A
Relevant QAA subject benchmarking group	Elements of <ul style="list-style-type: none">• Social Policy and Administration• Social Work• Education• Health
Date of validation/last periodic review	Foundation Degree Benchmark statement
Date of production/ last revision of PS	February 2005
Relevant cohorts	June 2010
Faculty	Level 4 entering September 2010
Administrative School(s)/Departments	Humanities, Law and Education Education

Course (i.e. pathway) details

Course (ie. Pathway Point) Titles

Foundation Degree in Early Years
Certificate of Higher Education

Course (ie. Pathway Point) Codes

FEYP2, FEYP3
FEYP1

The programme is managed by;

- Head of School (UH)
- A Link Tutor (UH)
- A College based Programme Tutor who is responsible for the day to day management of the programme and can advise students on the programme as a whole
- A College-based Admissions Tutor, with specific responsibility for open days and selection
- A designated Administrator at UH to deal with day to day academic administration associated with the programme
- College-based Module Leaders who are responsible for individual modules
- Membership of the Programme Committees that includes the Dean of Humanities, Law and Education (ex officio), the Head of School (ex officio), the Link Tutor, the UH Student Administrator, the Faculty LIS representative, the Programme Tutors from each College, Module Tutors and Student Representatives

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:

- Students need to be working with or for children throughout the programme. This would normally be in paid employment, but other forms of work may be acceptable and need to be discussed at interview.
- A Professional Practice Folder containing evidence to meet skills-based learning outcomes specified in the DMDs has to be completed and verified before each module grade can be awarded.
- If a student's attendance drops below 80%, his or her status on the programme is at the discretion of the Module and Programme Board. If there are extenuating circumstances for poor attendance these will be considered at the Module Board.

Other sources of information

- Definitive Module Documents
- Module Guides
- Student Handbook
- Programme Specification website:

(StudyNet → Staff → Department Lists → Academic Quality Office → Programme Management → Programme Specifications)

- University of Hertfordshire Course 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 2003: <http://www.seec-office.org.uk/creditlevel descriptors2003.pdf>
 - External Quality Review report website:
http://www.qaa.ac.uk/revreps/inst_reports.asp?instID=H-0060
 - <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://herts.ac.uk/secreg/upr/AS14.htm>
 - Learning and Teaching Policy and General Educational Aims, UPR TL01:
<http://herts.ac.uk/secreg/upr/TL01.htm>
 - Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03:
<http://herts.ac.uk/secreg/upr/SA03.htm>
 - Academic Quality, UPR AS17:
<http://herts.ac.uk/secreg/upr/AS17.htm>
- Index of UPRs for students:
http://www.herts.ac.uk/secreg/upr/upr_azlist_student_info.htm

Other information relevant to the programme

Progression to honours from the Foundation Degree in Early Years is available at the University of Hertfordshire. Students who have successfully completed all required Level 4 and 5 modules and have achieved 240 credits can study a BA (Hons) in Education Studies. This will normally be part time over 2 years, although there may be an opportunity to apply to study full time over one year. Optional modules in Early Years are available within the BA 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 *Bernice Rawlings* Date.....28/06/2011.....
Chair of Faculty Academic Quality Enhancement Committee

If you would like this information in an alternative format please contact:
Nicola Stallard, School Administration Manager, School of Education.

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		Code	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	
Level 4	Starting with the Child	4FHE0117	X		X			X	X			X	X	X		X		X	X				
	Personal and Professional Skills	4FHE0118				X	X	X		X	X	X				X	X			X	X		
	Legal and Professional Responsibilities	4FHE0119	X	X			X	X	X							X			X				
	Work-based module 1	4FHE0120			X	X		X				X	X	X	X		X	X					X
Level 5	Work-based module 2	5FHE0114				X		X	X	X	X		X				X	X	X				X
	Curriculum Frameworks	5FHE0115		X	X		X					X	X	X	X					X			
	Leadership and Management	5FHE0116	X	X			X		X	X			X			X	X	X		X	X		
	Professional Diversity and Common Goals	5FHE0119	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

- A1. Early Years value and belief systems
- A2. The regulatory and legislative framework for Early Years services
- A3. Significant current and emerging theories and principles
- A4. Managing self, self-evaluation and reflection
- A5. Inter-professional relationships and group working.

Intellectual Skills

- B1. Ability to apply underlying concepts and principles
- B2. Understanding of the limits of their knowledge
- B3. Effectively communicate information, arguments and analysis,
- B4. Undertake further training, develop existing skills, and acquire new competencies
- B5. How to access and review literature and to underpin decisions with evidence based practice

Practical Skills

- C1. Carry out effectively and efficiently the work roles expected of a someone in a senior position
- C2. Design, implement, monitor and assess specific activities
- C3. Manage sessions with groups of children
- C4. Demonstrate a thorough understanding of difference and diversity
- C5. Manage and evaluate self, and critically reflect on own practice

Transferable Skills

- D1. Communicate ideas, principles and theories, arguments and analysis effectively
- D2. Demonstrate appropriate critical thinking skills,
- D3. Use ICT to support their own development, and the learning and development of children
- D4. Work within a team and individually to complete a relevant and agreed project or task
- D5. Improve their own performance