



PART 1 – PROGRAMME SPECIFICATION		
1	Awarding institution	St Mary's University, Twickenham
2	Partner institution and location of teaching (if applicable)	N/A
3	Type of collaborative arrangement (if applicable)	N/A
4	Award title	Early Years Education
5	Final award	Foundation Degree (FdA)
6	Interim award(s) with award titles (if specific titles have been designated)	Certificate in Higher Education
7	School with responsibility for the programme	Education, Humanities and Social Sciences (Institute of Education)
8	Language of study	English
9	Joint Honours combinations	N/A
10	UCAS code	N/A
11	JACS code	X310
12	Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition	N/A
13	QAA subject benchmark or other relevant external reference point	The Foundation Degree characteristics statement (QAA, 2015) Subject Benchmark Statement for Early Childhood Studies (QAA 2014)
14	Normal completion time and maximum duration of study	Normal completion time: Full-time study – 2 years (4 semesters) Maximum duration of study – 5 years (10 semesters)
15	Mode of study	Full time
16	Mode of delivery	Face to Face
17	Date approved and name of authorised body	September 2019
18	Applies to students commencing study in (month/year)	September 2019



PART 2 – CURRICULUM SPECIFIC DETAILS

19	Summary of the programme	<p>The Foundation Degree in Early Years Education provides an overview of Early Years Education and Early Childhood Development.</p> <p>FdA Early Years Education gives those already working in education the opportunity to gain a vocational foundation degree (FdA) via day release once a week.</p> <p>The programme provides opportunities for people working directly with children, or those working in other educational support roles, to build their knowledge and experience through study at higher education level. The programme, which will help to enhance the students' understanding of their current professional roles, can be completed through two years of full-time study via a day release model.</p> <p>This programme aims to build self-confidence in the workplace and at home. The current emphasis on the development of the school workforce as a whole has been one of the driving forces behind this degree.</p> <p>The FdA Early Years Education will open up a range of opportunities in the education sector to graduates.</p>
20	Aims of the programme	<p>Within the context of St Mary's University Corporate Vision 2025 and the School of Education, Theology and Leadership Strategic Intent, a number of over-arching aims can be identified. The programme aims:</p> <ul style="list-style-type: none">• To widen access into higher education by placing value on students' previous experience;• To provide a balanced, stimulating and academically sound education within the area of educational support which allows students to develop their academic, moral, physical and spiritual potential irrespective of their faith perspective, cultural background, age, gender or ethnicity;• To enable students to acquire knowledge, skills and understanding related to the jobs in which they are currently employed in education;• To equip students with a framework to observe, analyse and reflect on theoretical and professional issues related to early years education;• To develop students' abilities to engage in reading, reflection, debate, and critical analysis;• To develop students' academic and critical writing skills;• To provide a base for an alternative route into teaching or other careers involving work with young children that will enable students to working within an early years setting.
21	Criteria for admission	<p>Applicants must satisfy the general admissions requirements of St Mary's University Admissions Policy. Candidates must satisfy the general admissions requirements of St Mary's University and the APEL procedures detailed below.</p>



		<p>Candidates for Foundation Degree (FdA) in Early Years Education must have been employed in a primary school or an Early Years Foundation Stage setting for a minimum of a year in either a paid or voluntary capacity for a minimum of 2.5 days per week. They must continue to be employed in this capacity during the programme.</p> <p>In addition, candidates will be expected to:</p> <ul style="list-style-type: none"> • have a GCSE Grade C or level 4 or above in English Language or equivalent (for example O-Level, or IELTS level 6.0 overall with no less than 5.5. in any section.) • have evidence of success at NVQ level 3 or equivalent, including A-Levels, Vocational A-Levels (VCEs), AS Levels, BTEC or Access qualifications; • have a Disclosure Barring Service enhanced disclosure check (DBS) and/or any other appropriate background check; • demonstrate they can read effectively and are able to communicate clearly and accurately in Standard English. This will be assessed as part of a short written test as part of the interview process. • <p>For entry to Foundation Degree (FdA) in Early Years Education, a letter from the applicant's employer / head teacher must accompany any application. This letter must support the application by confirming that the applicant works with children or young people and state that every effort will be made to support the applicant in undertaking the work-based activities required by the programme.</p> <p>Applications based on prior credits will be considered on a case-by-case basis.</p> <p>N.B. This programme is not suitable for those wishing to follow QTS Secondary Pathway due to its generic nature lacking detailed taught subject specialism required for the secondary age phase.</p>																		
22	<p>Scheduled learning time <i>(the number of learning hours (GLH) is 1 hour per 10 credits</i> http://www.qaa.ac.uk/en/Publications/Documents/contact-hours-student.pdf)</p>	<table border="1"> <thead> <tr> <th>Type of learning time</th> <th>Number of hours</th> <th>Expressed as %</th> </tr> </thead> <tbody> <tr> <td>Contact time</td> <td>240</td> <td>10%</td> </tr> <tr> <td>Placement/work-based learning hours</td> <td>240</td> <td>10%</td> </tr> <tr> <td>Guided learning hours</td> <td>1776</td> <td>74%</td> </tr> <tr> <td>Independent study time</td> <td>144</td> <td>6%</td> </tr> <tr> <td>TOTAL</td> <td>2400</td> <td>100%</td> </tr> </tbody> </table>	Type of learning time	Number of hours	Expressed as %	Contact time	240	10%	Placement/work-based learning hours	240	10%	Guided learning hours	1776	74%	Independent study time	144	6%	TOTAL	2400	100%
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23	<p>Programme learning outcomes</p>	<p>On successful completion of this programme students will:</p> <ol style="list-style-type: none"> 1. Understand a range of theoretical perspectives which underpin practice in the early years and how these have changed over time, 																		



		<p>including those relating to play and school-based value and belief systems and anti-discriminatory practice and equality of opportunity.</p> <ol style="list-style-type: none">2. Have knowledge of the legislation and statutory frameworks which govern the Early Years Foundation Stage (EYFS) in particular those relating to the global status of children, including the role of children as active participants, their rights, their health and well-being, and perspectives on child protection, safeguarding, disability, diversity and inclusion.3. Understand the factors contributing to children's learning and development including the role of play and the assessment of progress.4. Have and understanding of the process of planning, development, implementation and evaluation of the curriculum and pedagogy for children, including those with special educational needs.5. Know how to promote effective relationships between adult and child, adult and adult, worker and management, and between organisations and professionals including the importance of valuing diversity – roles, norms and cultural aspects.6. Be able to access and review knowledge, including literature, to underpin evidence-based practice7. To use a range of texts from different sources to research and evaluate theories, practices and ideas relating to early years education.8. Solve theoretical and practical problems that have occurred or are likely to occur, when supporting learning in the Early Years Foundation Stage.9. Have developed ICT skills to support the use of IT in Early Years settings to support the development of children's learning and implementation of the curriculum.10. Communicate ideas clearly in speech and writing to demonstrate understanding of the role of evidence and different perspectives, and critically evaluate these to arrive at supported conclusions.11. Manage tasks and time, identify and solve problems using information sources and utilise skills for own personal and career development.
24	Programme structure and module requirements	<p>In order to qualify for the Foundation Degree (FdA) in Early Years Education students are required to successfully achieve 120 credits at Level 4 and 120 credits at Level 5.</p>



		FHEQ Level 4 Modules				
		Code	Title	No. of credits	Sem of Delivery	Module status
		EYE4001	Understanding the Early Years	20	1	Core
		EYE4002	Using and Applying Technology within the Early Years Environment	20	1	Core
		EYE4003	Professional Skills Development Part 1	20	1	Core
		EYE4004	Personal, Social and Emotional Development	20	2	Core
		EYE4005	Learning through Play in the Early Years	20	2	Core
		EYE4006	Working in Partnerships	20	2	Core
		FHEQ Level 5 Modules				
		Code	Title	No. of credits	Sem of delivery	Module status
		EYE5001	Classroom Management in the Early Years	20	1	Core
		EYE5002	Communication and Language, Literacy	20	1	Core
		EYE5003	Professional Skills Development Part 2	20	1	Core
		EYE5004	Changing Policy and Practice in Early Years Education	20	2	Core
		EYE5005	Mathematics, Knowledge and Understanding	20	2	Core
		EYE5006	Physical Development	20	2	Core
25	Work placements or study abroad	Students will be working in school for at least 50% of the week and coming to university once a week for one day. They will therefore be able to apply learning to practice and carry out a range of set, non-assessed work-based tasks throughout the programme.				
26	Links to industry and employability	Students will be working with children in schools, either in a paid or voluntary capacity. Most will be employed as teaching assistants or non-qualified teaching staff. They will be able to apply knowledge and skills learned on the programme to directly inform and improve their practice in their home school. This Foundation Degree (FdA) in Early Years Education enables students to gain access to Level Six programmes to achieve a BA (Hons) degree and subsequently Qualified Teacher Status. In the future they will therefore be able to work as teachers within an Early Years Setting or a Primary School.				
27	Programme awards	This programme conforms to the University Academic Regulations . In order to qualify for the award of FdA students must have successfully achieved 240 credits.				



PART 3 – TEACHING, LEARNING & ASSESSMENT		
28	Programme teaching and learning strategies	<p>Lecturers who are outstanding teachers with recent classroom practice will employ a wide range of teaching and learning strategies such as paired and group collaborative tasks, micro-teaching (group and individual presentations), student-led teaching, and guided weekly tasks. Since students on this programme will be working with young children, the Programme Team aim to develop their teaching skills as well as appealing to different learning styles, developing independent learning and transferable skills. The above will also enhance learning and the overall student engagement.</p> <p>Each student will be allocated a personal tutor who will support the student throughout his or her time at St Mary's University. Students are only at university one day a week. They will receive regular individual and group tutorials where targets will be set and reviewed. The programme will practice an 'open door' policy. Students will be able to make additional appointments for extra tutorials if support is needed with personal, social and academic issues.</p>
29	Programme assessment strategy	<p>A wide range of assessment options will be used: written assignments, case studies, portfolios, oral presentations, poster leaflet presentations, green screen films, and work-based tasks. As students will be working in school, the programme's assessments aim to model excellent practice in order to develop their core teaching skills in the workplace. Moreover, this range of assessment will allow students to develop a wide range of personal and professional skills. The assessments draw on strengths and develop areas of weakness.</p> <p>In line with the University's Assessment Policy all assessments will be marked and made available to students within three weeks.</p>
PART 4 – UNIVERSITY SUPPORT		
30	Student support and guidance	<p>We have a dedicated Student Centre in the heart of the University. Our aim is to assist, guide and support students throughout their period of study. The Student Wellbeing Service provides personal 1-1 Counselling in addition to group workshops such as mindfulness. The Disability Service includes both physical disabilities and learning support such as Dyslexia. Mental Health Advisors and Mentors together with an on-site Health Centre. Our Student Life and Guidance Team includes; the Accommodation Services, Student Funding, Pastoral Care & Advice & Guidance. Each student is allocated a Personal Tutor who can assist with any academic advice and support with any personal issues.</p> <p>As this programme recruits students from widening participation they often require a higher level of pastoral and academic support. We ensure that the students are aware and make full use of the services provided to them by the St Mary's. This ranges from seeking</p>



		<p>counselling from student services, academic support from the Learning Development Lecturers and Disability and Dyslexia Support Service. In addition as a team we hold the regulatory personal tutorials but encourage the students to come as often as they like in order to support their needs whilst with us and thus ensure success and retain our high retention rates.</p>
31	Quality management arrangements	<p>This programme aligns with the quality assurance requirements of St Mary's University through the following processes:</p> <ul style="list-style-type: none">• Five yearly cycle of revalidation• On-going monitoring through the Programme Review process• Programme Boards• Consideration of marks and graduate profiles at Exam Boards• Engagement with programme student representatives• Engagement with approved external examiners