



Course Information Form

This Course Information Form provides the definitive record of the designated course

Section A: General Course Information

Course Title	FdA Early Years Studies (with Early Years Educator)
Final Award	FdA
Route Code	FDEYEABF
Intermediate Qualification(s)	
FHEQ Level	5
Location of Delivery	Bedford Campus
Mode(s) and length of study	2 years Full time
Standard intake points (months)	September

External Reference Points as applicable including Subject Benchmark	<p>FHEQ Level 5 Descriptors (2014) www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf</p> <p>QAA Subject benchmarks – Early Childhood Studies 2019 https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-early-childhood-studies.pdf?sfvrsn=7e35c881_8</p> <p>QAA Characteristics statement : Foundation Degree (2020) https://www.qaa.ac.uk/docs/qaa/quality-code/foundation-degree-characteristics-statement-2020.pdf?sfvrsn=6fc5ca81_10</p> <p>DfE EYE criteria 2019 https://www.gov.uk/government/publications/early-years-educator-level-3-qualifications-criteria/early-years-educator-level-3-qualifications-criteria</p>
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	<p>DfE EYE criteria 2019 https://www.gov.uk/government/publications/early-years-educator-level-3-qualifications-criteria/early-years-educator-level-3-qualifications-criteria</p>
HECoS code(s)	<p>100463</p>
UCAS Course Code	<p>.</p>

Course Aims

The Early Years Studies degree is designed to give you an understanding of the complexity of early education, child development, and the developing child in the context of their family and society in local and global contexts, with a particular emphasis on using your workplace setting to provide contextual background and focus. The course focuses on a holistic approach to learning and understanding the needs of children. After an underpinning first year introducing you to key knowledge and skills, you will have the opportunity to explore the broader context of children's lived experiences and the pedagogy used to support them through broadening professional development and within wider care and educational contexts.

You will be able to understand the importance of educational research and enquiry and carry out research in your own educational context. This will provide the background for you to be fully prepared for working in multi-disciplinary teams in the Early Years and for further study. It will also allow your individual interests to be explored.

The course is a Foundation Degree designed for Early Years practitioners working with young children in a range of settings, pre-schools, childminder settings, day nurseries, schools, children's centers. The ability to gain the Early Years Educator qualification alongside the FdA Early Years Studies further supports those who may not currently have a licence to practice and therefore enhances employability and progression within the workplace.

The course is suitable for students who wish to explore the nature of Early Years Studies and Early Years Education, with the opportunity to work, volunteer or gain employment in settings. It is a course that links the vocational aspects of your role in the work place to the academic rigour of an undergraduate course at levels four and five respectively.

The course aims to develop the knowledge, skills and understanding of practitioners with reference to the continuous demands on classroom and setting practice and changes in the curriculum. You will take on more responsibility, across the full birth to five age range, for the support of care, teaching and learning and thus you need to be equipped with curriculum knowledge, greater knowledge about pedagogy, the way children learn and about the different approaches to teaching and learning. You will already have knowledge of your own work and your own working environments. It is the intention of this programme to enhance and deepen that knowledge, skill and understanding and prepare you for the academic rigour of the top up degree. It is designed as a course enabling a smooth progression into the Level 6 BA (Hons) Applied Early Years Studies.

Course Learning Outcomes	Upon successful completion of your course you should meet the appropriate learning outcomes for your award shown in the table below		
	Outcome	Award	
	1	Demonstrate a developing knowledge and understanding of children and childhood nationally and globally, from philosophical, historical, psychological, sociological, cultural, global health, welfare, legal, political and economic perspectives	FDA Early Years (with EYE)
	2	Understand that professional and ethical behaviour is a key requirement of entrants to graduate careers in the field of Early Years Education	FDA Early Years (with EYE)
	3	Examine the principles and values of Early Years Education and demonstrate a practical understanding of how these support children's learning	FDA Early Years (with EYE)
	4	Demonstrate an awareness of current policies and debates in the world of Early Years education and be able to engage in future debates.	FDA Early Years (with EYE)
	5	Acquire, demonstrate and reflect upon a range of information literacy skills in gathering and collating information from a wide variety of primary and secondary sources.	FDA Early Years (with EYE)
	6	Explore, analyse and reflect upon your ability to communicate plan and work as part of a team	FDA Early Years (with EYE)
7	Demonstrate knowledge, critical understanding and consistent application of the professional conduct required to meet the standards of the early Years Educator qualification	FDA Early Years (with EYE)	
<p>Underpinning the teaching on the FdA is the principle that tutors need to understand students; where they are in their development, and where they need to get to. The aim is to produce an open and transparent curriculum with clearly aligned goals, expectations, learning outcomes and assessments. Students will be supported at key transition points, for example, at the start of each academic year to ensure that early experiences set the tone for future activities and at the transition between Levels 4 and 5. There will be transitional support for students as they embark on work across age bands and within different settings.</p> <p>Through an effective personal development planning strategy based on personal tutors and on-line resources students will be provided with a 'scaffolded' curriculum followed by structured opportunities requiring more independent responsibility and which</p>			

Teaching, learning and assessment strategies

focus on higher-order thinking skills such as analysis, synthesis and evaluation.

The course will be taught using a variety of approaches including lectures, seminars, tutorials, self-support groups, workshops and through the use of the University of Bedfordshire virtual learning environment (VLE) called BREO. Students will be expected to learn through attending timetabled face to face sessions of lectures, seminars, tutorials and workshops. They will also learn from each other and will be encouraged to share their learning experiences with other colleagues in the form of self-support groups, both in reality and through focussed subject/aspect groups on BREO.

Students will learn through activity in their work place, directed by set tasks through the assessments that run through the course and aligned to an academic level of rigour expected at the appropriate level within the course. There is a strong thread of work based practice throughout this course and students will be supported to achieve specific work based elements through directed task, action planning, strategic observation and assessment work to be undertaken both in the work place and via submitted assessment.

Students will also learn through the interaction with their designated mentor, practitioner colleagues within settings as well as with University staff through set tutor visits to the work place. There will an expectation that over the course of their study students will become more independent in their learning and will take increasing responsibility for their continuing professional development.

Placement for the Early Years Educator qualification.

Students will undertake a series of placements over the two years of study.

For the Early Years Educator qualification, students must demonstrate that they have satisfied the basic time requirements in a setting specified by the Department for Education:

350 hours minimum across the two year EYE qualification

Birth to 1 Year old 25 hours – average of 5 days

2 to 2 years 11 months 133 hours – average 23 days

3 to 5 years 192 hours – average 32 days

These are minimum hour requirements and may be exceeded across the two years, the minimum requirement of two days per week contact with children, remains mandatory across the two years of study.

At least one observation per age group is required and will be carried out at a negotiated time between student, tutor and work based setting.

Ideally settings should be graded as Outstanding or Good by Ofsted and the University will provide mentor training and support.

	<p>Assessment</p> <p>The purpose of the assessment strategy is to maximise the outcomes of summative assessment through effective, personalised formative assessment. This is made possible by a variety of assessment types to engage a number of approaches to learning. Assessment types include essay, presentation, case study, literature review, placement tasks, supporting children's learning, developing a teaching pedagogy and observations, completion of VER and University based activity. In the feedback to each unit of work students are marked against a level specific marking grid and are given advice on their strengths and areas for improvement. Such advice should then be fed into their subsequent assignments to form a gradual building of knowledge, rigor and application.</p> <p>It is expected that the student's workplace setting will give context to their individual assessment and will also be used in many of the assessments to provide secondary or primary materials to inform the assessment criteria and achievement of EYE criteria.</p> <p>Substantial guidance is provided on how to complete the assignments on the university Virtual Learning Environment called BREO (Bedfordshire Resources for Education Online) and in Unit handbooks, assessment briefs, unit podcasts, seminars and placement visits and mentoring. Many of the assessments relate to real world situations and encourage students to draw upon work experience, observations from Early Years settings and current affairs.</p> <p>Students will be given regular mentoring from university tutors and mentors in settings on how they are meeting the standards and opportunities to discuss progress and time in settings to ensure they are on track to meeting the placement hours. Students who do not meet the required number of days in placement by the end of year two will be unable to continue on the EYE pathway and will transfer to the FDA Early Years Studies course without EYE</p>
Learning support	<p>The University's comprehensive student support service includes: Student Information Desk, a one-stop shop for any initial enquiries; Student Support team advising and supporting those with physical or learning needs or more general student well being; Study Hub team providing academic skills guidance; Personal Academic Tutoring system; a student managed Peer-Assisted Learning scheme; support from your lecturers</p>
Admissions Criteria	<p>https://www.beds.ac.uk/entryrequirements</p> <p>Approved Variations and Additions to Standard Admission</p> <p>.</p>
	<p>https://www.beds.ac.uk/about-us/our-university/academic-information</p>

**Assessment
Regulations**

Note: Be aware that our regulations change every year

Approved Variations and Additions to Standard Assessment Regulations'

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Section B: Course Structure

The Units which make up the course are listed below. Each unit contributes to the achievement of the course learning outcomes either through teaching (T), general development of skills and knowledge (D) or in your assessments (A).

Unit	Unit Name	Level	Credits	Core or Option	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
EDC018-1	Introduction to Higher Education Studies	4	30	Core				D1	T2	D2									
EDC048-1	Narratives of Childhood	4	30	Core	D2			T1	D2										
EDC055-1	Early Child Development	4	15	Core	D2			T1, D			D2								
EDC056-1	Early Years Curriculum Studies	4	15	Core				1T, D	2T, D										
EDC060-1	Developing English and Mathematics	4	30	Core	D1		TD1 /2		D1	TD 2									
EDC066-1	Vocational Evidence Record 1	4	0	Core		D1	D2				D1								
EDC042-2	Developing Professional Practice	5	30	Core	DA 1	DA1	DA2	DA2		DA 2									
EDC063-2	Developing Teaching Practice	5	15	Core				T1	T1, D										
EDC077-2	Early Years: The child, the family, the community	5	30	Core	TD 1	DA2		DA1 /2	TD1	TD 2									
EDC078-2	Importance of Play	5	30	Core		TA1 /2	DA1		TA1	DA 2									
EDC085-2	Vocational Evidence Record 2	5	0	Core		DA1	DA2				DA 2								
EDC72-2	Inclusive Education in Early Years	5	15	Core		T1, D	T1, D												

Section C: Assessment Plan

The course is assessed as follows :

FDEYEABF- FdA Early Years Studies (with Early Years Educator)

Unit Code	Level	Period	Core/Option	Ass 1 Type code	Ass 1 Submit wk	Ass 2 Type code	Ass 2 Submit wk	Ass 3 Type code	Ass 3 Submit wk	Ass 4 Type code	Ass 4 Submit wk
EDC018-1	4	SEM 1	Core	CW-ESS	6	PR-OR	10				
EDC055-1	4	SEM1	Core	EX-PT	12						
EDC056-1	4	SEM1	Core	PR-POST	14						
EDC048-1	4	SEM2	Core	CW-ESS	6	PJ-EXH	14				
EDC060-1	4	SEM2	Core	CW-PO	7	CW-PO	15				
EDC066-1	4	TY	Core	PR-PLC	10	PR-PLC	20	PR-PLC	30		
EDC063-2	5	SEM1	Core	PR-ORAL	12						
EDC072-2	5	SEM1	Core	CR-RW	13						
EDC078-2	5	SEM1	Core	PR-ORAL	6	CW-ESS	15				
EDC042-2	5	SEM2	Core	CW-LR	6	CW-PO	15				
EDC077-2	5	SEM2	Core	WR-PO	8	CW-ESS	14				
EDC085-2	5	TY	Core	PR-PLC	10	PR-PLC	20	PR-PLC	30		

Glossary of Terms for Assessment Type Codes

CW-ESS	Coursework - Essay
CW-LR	Coursework - Literature Review
CW-PO	Coursework - Portfolio
PJ-EXH	Coursework - Exhibition
PR-OR	Practical - Oral Presentation

PR-PLC	Practical - Placement
WR-PO	Coursework - Poster

Administrative Information

Faculty	Faculty of Education, English & Sport
School	School of Education and English Language
Head of School/Department	Andy Goodwyn
Course Coordinator	Karen Siddons