



UNIVERSITY OF
PORTSMOUTH

COURSE SPECIFICATION

Foundation Degree (Arts) Early Years Care and Education

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COURSE SPECIFICATION

Course Title	Foundation Degree (Arts) Early Years Care and Education
Final Award	FdA
Exit Awards	CertHE
Course Code / UCAS code (if applicable)	C1582PTC C1582FTC
Mode of study	Part time, Full time
Mode of delivery	College campus based
Normal length of course	Part time: 3 years Full time: 2 years
Cohort(s) to which this course specification applies	September 2023 intake onwards
Awarding Body	University of Portsmouth
Teaching Institution	IOW College
Faculty	Faculty Humanities and Social Sciences
School/Department/Subject Group	School of Education, Languages and Linguistics
School/Department/Subject Group webpage	https://www.port.ac.uk/about-us/structure-and-governance/organisational-structure/our-academic-structure/faculty-of-humanities-and-social-sciences/school-of-education-languages-and-linguistics
Course webpage including entry criteria	https://www.port.ac.uk/study/courses/fda-early-years-care-and-education
Professional and/or Statutory Regulatory Body accreditations	Sector-Endorsed Foundation Degrees in Early Years https://www.sefdey.com/
Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	Level 4 & 5

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the [Course and Module Catalogue](#) for further information on the course structure and modules.

Educational aims of the course

- To provide a challenging and stimulating study environment.
- To provide a framework allowing students to follow a flexible coherent programme of study.
- To provide a high level of work-based learning.
- To develop technical and work specific skills underpinned by academic learning.
- To equip graduates with the necessary transferable skills for lifelong learning, employability and flexibility in the context of changing labour markets.
- To provide students with the skills and knowledge required to maximise career opportunities.

The aims of the Foundation Degree:

- Provide the appropriate knowledge and understanding required for the care and education of children aged 0-8 across a range of settings
- Deliver the professional and practical skills and competencies which are required to work as a professional Early Years’ practitioner and align with the Early Childhood Graduate Competencies
- To develop and demonstrate within practice appropriate value and belief systems for Early Years settings including those relating to anti-discriminatory practice, diversity and equality of opportunity and inclusive practice
- To develop 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 students as reflective practitioners, with an understanding of the need for and commitment to lifelong learning; to be able to reflect on their value systems, development and practices, question concepts and theories encountered in their studies and to interrogate the assumptions underpinning theory and research.
- To provide consideration of the international and inter-cultural dimension of education, the effect of new technologies, the impact of increased world-wide mobility
- Provide a suitable basis for progression to BA (Hons) Education Studies course, to BA (Hons) Early Childhood Studies (Level 6, Top Up) programme or to gain Early Years Initial Teacher Training (EYITT).

Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The [Quality Assurance Agency for Higher Education \(QAA\)](#) sets out a national framework of qualification levels, and the associated standards of achievement are found in their [Framework for Higher Education Qualifications](#) document.

The Course Learning Outcomes for this course are outlined in the tables below.

A. Knowledge and understanding of:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	<p>Early Years Care and Education, play and school-based value and belief systems, including those relating to anti-discriminatory practice and equality of opportunity</p> <p>This aligns with:</p> <ul style="list-style-type: none"> ● Early Childhood Graduate Practitioner Competencies ● QAA Early Childhood Studies Benchmarks (2019) ● QAA Foundation Degree Benchmarks (2015) 	<i>Lectures, group discussions, seminars, work-based learning activities</i>	<i>Online discussions, essays, presentations, reports, work-based research</i>
A2	Current and emerging theories and principles relating to a child’s learning from sociological, psychological and philosophical perspectives.	<i>Lectures, group discussions, seminars, work-</i>	<i>Online discussions, essays,</i>

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
	<p><i>This aligns with:</i></p> <ul style="list-style-type: none"> ● <i>Early Childhood Graduate Practitioner Competencies</i> ● <i>QAA Early Childhood Studies Benchmarks (2019)</i> ● <i>QAA Foundation Degree Benchmarks (2015)</i> 	<i>based learning activities</i>	<i>presentations, reports, work-based research</i>
A3	<p>The regulatory and legislative framework for Early Years services including provisions, children and families, rights and responsibilities of children, families and others, protection and safety of children and data protection.</p> <p><i>This aligns with:</i></p> <ul style="list-style-type: none"> ● <i>Early Childhood Graduate Practitioner Competencies</i> ● <i>QAA Early Childhood Studies Benchmarks (2019)</i> ● <i>QAA Foundation Degree Benchmarks (2015)</i> 	<i>Lectures, group discussions, seminars, work-based learning activities</i>	<i>Online discussions, essays, presentations, reports, work-based research</i>
A4	<p>Planning, development, implementation and evaluation of the curricula and pedagogy for all children</p> <p><i>This aligns with:</i></p> <ul style="list-style-type: none"> ● <i>Early Childhood Graduate Practitioner Competencies</i> ● <i>QAA Early Childhood Studies Benchmarks (2019)</i> ● <i>QAA Foundation Degree Benchmarks (2015)</i> 	<i>Lectures, group discussions, seminars, work-based learning activities</i>	<i>Online discussions, essays, presentations, reports, work-based research</i>
A5	<p>Roles, norms, relationships and cultural aspects relating to the role of the family and the role of the adult within the Early Years context.</p> <p><i>This aligns with:</i></p> <ul style="list-style-type: none"> ● <i>Early Childhood Graduate Practitioner Competencies</i> ● <i>QAA Early Childhood Studies Benchmarks (2019)</i> ● <i>QAA Foundation Degree Benchmarks (2015)</i> 	<i>Lectures, group discussions, seminars, work-based learning activities</i>	<i>Online discussions, essays, presentations, reports, work-based research</i>

B. Cognitive (Intellectual or Thinking) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	<p>Analyse the function and purpose of Early Years provision</p> <p><i>This aligns with:</i></p> <ul style="list-style-type: none"> ● <i>Early Childhood Graduate Practitioner Competencies</i> ● <i>QAA Early Childhood Studies Benchmarks (2019)</i> ● <i>QAA Foundation Degree Benchmarks (2015)</i> 	<i>Lectures, group discussions, seminars, work-based learning activities</i>	<i>Online discussions, essays, presentations, reports, work-based research</i>
B2			

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
	Interrogate assumptions underpinning theory and research. This aligns with: <ul style="list-style-type: none"> ● Early Childhood Graduate Practitioner Competencies ● QAA Early Childhood Studies Benchmarks (2019) ● QAA Foundation Degree Benchmarks (2015) 	<i>Lectures, group discussions, seminars, work-based learning activities</i>	<i>Online discussions, essays, presentations, reports, work-based research</i>
B3	To deploy information and argument effectively and in a self-reflective manner, and to evaluate alternative perspectives or points of view. This aligns with: <ul style="list-style-type: none"> ● Early Childhood Graduate Practitioner Competencies ● QAA Early Childhood Studies Benchmarks (2019) ● QAA Foundation Degree Benchmarks (2015) 	<i>Lectures, group discussions, seminars, work-based learning activities</i>	<i>Online discussions, essays, presentations, reports, work-based research</i>
B4	Understand, interrogate and apply different theoretical positions, and to develop an awareness of their applicability in different contexts. This aligns with: <ul style="list-style-type: none"> ● Early Childhood Graduate Practitioner Competencies ● QAA Early Childhood Studies Benchmarks (2019) ● QAA Foundation Degree Benchmarks (2015) 	<i>Lectures, group discussions, seminars, work-based learning activities</i>	<i>Online discussions, essays, presentations, reports, work-based research</i>
B5	Plan and conduct practitioner-based enquiry through self-formulated questions and to identify appropriate social research methodologies. This aligns with: <ul style="list-style-type: none"> ● Early Childhood Graduate Practitioner Competencies ● QAA Early Childhood Studies Benchmarks (2019) ● QAA Foundation Degree Benchmarks (2015) 	<i>Lectures, group discussions, seminars, work-based learning activities</i>	<i>Online discussions, essays, presentations, reports, work-based research</i>

C. Practical (Professional or Subject) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	Demonstrate the experience, knowledge and skills that underpin effective evidence-based and reflective Early Years Care and Education practice to the standard of a level 5 qualification. This aligns with: <ul style="list-style-type: none"> ● Early Childhood Graduate Practitioner Competencies ● QAA Early Childhood Studies Benchmarks (2019) ● QAA Foundation Degree Benchmarks (2015) 	<i>Lectures, group discussions, seminars, work-based learning activities</i>	<i>Online discussions, essays, presentations, reports, work-based research</i>

C2	<p>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>This aligns with:</p> <ul style="list-style-type: none"> ● Early Childhood Graduate Practitioner Competencies ● QAA Early Childhood Studies Benchmarks (2019) ● QAA Foundation Degree Benchmarks (2015) 	<p><i>Lectures, group discussions, seminars, work-based learning activities</i></p>	<p><i>Online discussions, essays, presentations, reports, work-based research</i></p>
C3	<p>Manage sessions with groups of children, taking account of their individual needs;</p> <p>This aligns with:</p> <ul style="list-style-type: none"> ● Early Childhood Graduate Practitioner Competencies ● QAA Early Childhood Studies Benchmarks (2019) ● QAA Foundation Degree Benchmarks (2015) 	<p><i>Lectures, group discussions, seminars, work-based learning activities</i></p>	<p><i>Online discussions, essays, presentations, reports, work-based research</i></p>
C4	<p>Demonstrate a thorough understanding of difference and diversity, recognising individual needs as well as developing tolerance and understanding of others;</p> <p>This aligns with:</p> <ul style="list-style-type: none"> ● Early Childhood Graduate Practitioner Competencies ● QAA Early Childhood Studies Benchmarks (2019) ● QAA Foundation Degree Benchmarks (2015) 	<p><i>Lectures, group discussions, seminars, work-based learning activities</i></p>	<p><i>Online discussions, essays, presentations, reports, work-based research</i></p>
C5	<p>Manage and evaluate self, including time management, resources and information and critically reflect on own practice, in relation to work with children, parents, colleagues within the organisation and those with whom they need to work from outside their own setting;</p> <p>This aligns with:</p> <ul style="list-style-type: none"> ● Early Childhood Graduate Practitioner Competencies ● QAA Early Childhood Studies Benchmarks (2019) ● QAA Foundation Degree Benchmarks (2015) 	<p><i>Lectures, group discussions, seminars, work-based learning activities</i></p>	<p><i>Online discussions, essays, presentations, reports, work-based research</i></p>

D. Transferable (Graduate and Employability) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	<p>Communicate information, ideas, arguments, principles and theories by a variety of means.</p> <p>This aligns with:</p> <ul style="list-style-type: none"> ● Early Childhood Graduate Practitioner Competencies 	<p><i>Lectures, group discussions, seminars, work-based learning activities</i></p>	<p><i>Online discussions, essays, presentations, reports, work-</i></p>

	<ul style="list-style-type: none"> ● QAA Early Childhood Studies Benchmarks (2019) ● QAA Foundation Degree Benchmarks (2015) 		<i>based research</i>
D2	<p>Use IT, textual studies, and fieldwork to identify, gather and discuss primary data and source material to compile bibliographies, inform research and enhance presentations.</p> <p>This aligns with:</p> <ul style="list-style-type: none"> ● Early Childhood Graduate Practitioner Competencies ● QAA Early Childhood Studies Benchmarks (2019) ● QAA Foundation Degree Benchmarks (2015) 	<i>Lectures, group discussions, seminars, work-based learning activities</i>	<i>Online discussions, essays, presentations, reports, work-based research</i>
D3	<p>Attend to, reproduce accurately and reflect on the arguments of others</p> <p>This aligns with:</p> <ul style="list-style-type: none"> ● Early Childhood Graduate Practitioner Competencies ● QAA Early Childhood Studies Benchmarks (2019) ● QAA Foundation Degree Benchmarks (2015) 	<i>Lectures, group discussions, seminars, work-based learning activities</i>	<i>Online discussions, essays, presentations, reports, work-based research</i>
D4	<p>Work collaboratively as a member of a team or group and undertake independent study demonstrating initiative and motivation as appropriate</p> <p>This aligns with:</p> <ul style="list-style-type: none"> ● Early Childhood Graduate Practitioner Competencies ● QAA Early Childhood Studies Benchmarks (2019) ● QAA Foundation Degree Benchmarks (2015) 	<i>Lectures, group discussions, seminars, work-based learning activities</i>	<i>Online discussions, essays, presentations, reports, work-based research</i>
D5	<p>Show through critical reflection, self-awareness about one's own professional core value base.</p> <p>This aligns with:</p> <ul style="list-style-type: none"> ● Early Childhood Graduate Practitioner Competencies ● QAA Early Childhood Studies Benchmarks (2019) ● QAA Foundation Degree Benchmarks (2015) 	<i>Lectures, group discussions, seminars, work-based learning activities</i>	<i>Online discussions, essays, presentations, reports, work-based research</i>

Academic Regulations

The current University of Portsmouth [Academic Regulations for Collaborative Partners](#) will apply to this course.

Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the [MyPort](#) student portal.

In addition to these University support services this course also provides:

- A personal tutor for each student throughout their studies
- A Wellbeing and Diversity Co-ordinator

Course specification for [FdA Early Years Care and Education](#)

- Learning Development Tutors

Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our [Policy for Listening to and Responding to the Student Voice](#) where you can also find further information.

Reference Points

The course and outcomes have been developed taking account of:

- [University of Portsmouth Curriculum Framework Specification](#)
- [University of Portsmouth Strategy](#)
- [University of Portsmouth Code of Practice for Work-based and Placement Learning](#)
- [Quality Assurance Agency UK Quality Code for Higher Education](#)
- [Quality Assurance Agency Qualification Characteristic Statements](#)
- [Quality Assurance Agency Subject Benchmark Statement](#) for Foundation Degrees 2015
- [Quality Assurance Agency Subject Benchmark Statement](#) for Early Childhood Studies 2019
- [Quality Assurance Agency Framework for Higher Education Qualifications](#)
- Requirements of Professional and/or Statutory Regulatory Bodies: Sector Endorsed Early Years Foundation Degree
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- National Occupational Standards: Early Childhood Studies Degree Network

Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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Author	Jo Elliott

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