

Course Specification

All boxes should be filled in. The **areas shaded yellow** are required for compliance with the Competition and Markets Authority (CMA) guidance and can only be changed through the University's formal Curriculum Modification process.

Course Summary Information		
1	Course Title	<i>Foundation Degree in Early Years</i>
2	Course Code	<i>UF0512 (Full Time)</i> <i>UF0513 (Part Time)</i>
3	Awarding Institution	<i>Birmingham City University.</i>
4	Teaching Institution(s) (if different from point 3)	<i>South and City College Birmingham</i>
5	Professional Statutory or Regulatory Body (PSRB) accreditation (if applicable)	<i>not applicable</i>

6	Course Description (Marketing text for website)
	<p>Are you passionate about working with young children in public, private, voluntary and independent childcare, early years or education settings? Perhaps you already work within the early years sector and would like to upskill or considering advanced practice.</p> <p>The Foundation degree in Early Years aims to develop the skills and knowledge for you to develop your professional practice and support your career aspirations. The foundation degree is a recognised qualification in the sector and can also be a stepping stone to higher level and degree studies. Many students join an honours degree at level 6 (final year) on completion of the foundation degree.</p> <p><i>What's covered in the course?</i> The course is carefully designed to offer appropriate skills and knowledge relating to professional practice, and the application of work-based experience. It also focuses on your self-development and independent learning, as well as team work and your ability to manage others. Skills and knowledge acquired from your modules combine to give you a thorough appreciation of a child's social and emotional development, covering issues of language, literacy and numeracy, knowledge and understanding of the world, and physical and creative development. Applying your knowledge in real Early Years settings is a vital part of your learning, and you need to complete 720 hours of work placement during the course. As a working, part-time student, you normally achieve this through your professional commitments; if you study full-time, you get all the support you need to find a suitable work placement.</p> <p><i>Why Choose Us?</i></p> <ul style="list-style-type: none"> • Studying in small, intimate groups, trainee Early Years practitioners get the chance to enhance skills and professional standing, while aspiring entrants to the profession enjoy a practical, hands-on introduction to key issues.

	<ul style="list-style-type: none"> • The part-time programme allows time for other commitments and is intended for those who are already working in the early years sector • Based at South and City College Birmingham (Digbeth campus), you will have full use of facilities at the College and the University. Being able to access any of the University sites and be part of the supportive student community of Birmingham City University. • This course supports the Early Years Foundation Stage (EYFS), ensuring you can deliver provision that complies with EYFS learning and development requirements. • Ofsted rates South and City College Birmingham as a 'good' College, that also has an Ofsted rated 'Outstanding' Nursery. • The College also has one of the highest National Student Survey satisfaction rates in the West Midlands and holds Customer Service Excellence status, proof of the importance placed on students' learning experience and satisfaction.
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7	Course Awards		
7a	Name of Final Award	Level	Credits Awarded
	<i>Foundation Degree in Early Years</i>	<i>Level 5</i>	<i>240</i>
7b	Exit Awards and Credits Awarded		
	<i>Certificate of Higher Education in Early Years</i>	<i>Level 4</i>	<i>120</i>

8	Derogation from the University Regulations
	<i>Not applicable</i>

9	Delivery Patterns			
	Mode(s) of Study	Location(s) of Study	Duration of Study	Code(s)
	Full Time	SCCB Digbeth campus	2 years	UF0512
	Part Time	SCCB Digbeth campus	3 years	UF0513

10	Entry Requirements	
	Home:	<p><i>48 UCAS tariff points, which must include points from a full A Level or vocational level 3 programme. Please note we do not accept Business and IT subjects for this course.</i></p> <p><i>GCSE English and Maths at grade 4 or above, level 2 equivalent qualifications will be accepted.</i></p> <p><i>An Enhanced Disclosure and Barring Service (DBS) certificate will be required for studying on this course.</i></p> <p><i>Applicants who do not meet the tariff points but have substantial prior certified or experiential learning may be considered for entry onto the course through an interview process.</i></p>

EU:	<i>EU students will need to evidence English language equivalence to GCSE English at grade 4 or above. This is normally through achievement of IELTS score of 5.5 with no area below 5.0.</i>
International:	<i>International students will need to evidence English language equivalence to GCSE English at grade 4 or above. This is normally through achievement of IELTS score of 5.5 with no area below 5.0</i>
Access:	<i>Applicants will need to have achieved an Access to Higher Education Diploma with a minimum of 45 credits.</i> <i>GCSE English and Maths at grade 4 or above, level 2 equivalent qualifications will be accepted.</i>

11	Course Learning Outcomes
	By the end of the course, students will:
	Knowledge and understanding
1	Be able to demonstrate knowledge and critical understanding of early years nationally and globally from psychological, sociological, health, welfare, educational, cultural, philosophical, legal, historical, political and economic perspectives
2	Have a critical understanding of all aspects of significant policy and provision for babies and young children, families and communities
3	Have a working knowledge of the importance of, but also the challenges and constraints of, multi-professional, inter-professional, multi-agency and inter-agency working in order to meet the needs of babies and young children, families and communities
4	Demonstrate a critical understanding of the underlying concepts and pedagogical approaches for working with babies and young children, families and communities
5	Demonstrate a well-developed critical understanding of the links between ethics, economics, politics, culture and ideology in the lives of babies and young children and their families and communities.
	Skills and other attributes
6	Use a range of established techniques to initiate and undertake critical analysis of information, and propose solutions to problems arising from that analysis
7	Develop a systematic knowledge of a range of research paradigms, research methods and measurement techniques, and an awareness of their limitations
8	communicate information, arguments and analysis effectively in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
9	Develop the qualities and transferable skills necessary for employment in the early years sector, demonstrating the exercise of personal responsibility and decision-making
10	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

12	Course Requirements																																					
12a	<p>Level 4:</p> <p><i>In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):</i></p> <table border="1"> <thead> <tr> <th>Module Code</th> <th>Module Name</th> <th>Credit Value</th> </tr> </thead> <tbody> <tr> <td>EYS4041</td> <td>Introducing professional practice</td> <td>40</td> </tr> <tr> <td>EYS4042</td> <td>Safeguarding children</td> <td>20</td> </tr> <tr> <td>EYS4043</td> <td>Learning through play</td> <td>20</td> </tr> <tr> <td>EYS4044</td> <td>Observing children's holistic development</td> <td>20</td> </tr> <tr> <td>EYS4045</td> <td>Early years curricula</td> <td>20</td> </tr> </tbody> </table> <p>Level 5:</p> <p><i>In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):</i></p> <table border="1"> <thead> <tr> <th>Module Code</th> <th>Module Name</th> <th>Credit Value</th> </tr> </thead> <tbody> <tr> <td>EYS5021</td> <td>Developing professional practice</td> <td>40</td> </tr> <tr> <td>EYS5022</td> <td>Early years research as a driver for change</td> <td>20</td> </tr> <tr> <td>EYS5023</td> <td>Fostering children's mental health and well-being</td> <td>20</td> </tr> <tr> <td>EYS5024</td> <td>Promoting inclusion and parental partnerships</td> <td>20</td> </tr> <tr> <td>EYS5025</td> <td>Social construction of the child</td> <td>20</td> </tr> </tbody> </table>		Module Code	Module Name	Credit Value	EYS4041	Introducing professional practice	40	EYS4042	Safeguarding children	20	EYS4043	Learning through play	20	EYS4044	Observing children's holistic development	20	EYS4045	Early years curricula	20	Module Code	Module Name	Credit Value	EYS5021	Developing professional practice	40	EYS5022	Early years research as a driver for change	20	EYS5023	Fostering children's mental health and well-being	20	EYS5024	Promoting inclusion and parental partnerships	20	EYS5025	Social construction of the child	20
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12b Structure Diagram
Full time Delivery Structure
Level 4

SEMESTER ONE	SEMESTER TWO
Introducing professional practice (40 credits)	
Safeguarding children (20 credits) Learning through play (20 credits)	Observing children's holistic development (20 credits) Early years curricula (20 credits)

Level 5

SEMESTER ONE	SEMESTER TWO
Developing professional practice (40 credits)	
Research in early years practice (20 credits) Fostering children's mental health and well-being (20 credits)	Promoting inclusion and parental partnerships (20 credits) Social construction of the child (20 credits)

Part time Delivery Structure

Level 4

SEMESTER ONE – Level 4	SEMESTER TWO – Level 4
Introducing professional practice (40 credits)	
Safeguarding children (20 credits)	Learning through play (20 credits)

Level 4 and Level 5

SEMESTER THREE – Level 4	SEMESTER FOUR – Level 5
Observing children's holistic development (20 credits) Early years curricula (20 credits)	Developing professional practice (40 credits) (semester four and five) Research in early years practice (20 credits)

Level 5

SEMESTER FIVE – Level 5	SEMESTER SIX – Level 5
Developing professional practice (40 credits) (semester four and five) Fostering children's mental health and well-being (20 credits)	Promoting inclusion and parental partnerships (20 credits) Social construction of the child (20 credits)

Level 4
Workload

Full time students: 21% time spent in timetabled teaching and learning activity

Part time students: 18% time spent in timetabled teaching and learning activity

Activity	Full Time Number of Hours	Part Time Number of Hours
Scheduled Learning	312	264
Directed Learning	660 (including 300 hours of placement)	708 (including 300 work experience or placement hours)
Private Study	528	528
Total Hours	1200 + 300 hours placement	1200 + 300 hours work experience or placement

Balance of Assessment

Assessment Mode	Percentage
Coursework	70%
Exam	8%
In-Person	22%

Level 5
Workload

Full time students: 19% time spent in timetabled teaching and learning activity

Part time students: 16% time spent in timetabled teaching and learning activity

Activity	Full Time Number of Hours	Part Time Number of Hours
Scheduled Learning	312	264
Directed Learning	780 (including 420 hours of placement)	828 (including 420 work experience or placement hours)
Private Study	528	528
Total Hours	1200 + 420 hours placement	1200 + 420 hours work experience or placement

Balance of Assessment

Assessment Mode	Percentage
Coursework	70%
Exam	0%
In-Person	30%