

Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Education		
Course Code(s):	CF004F31LF	Part-time	3 Years
UCAS Code:			
Course Title:	Foundation Degree in Early Years Services at London Early Years Foundation		
Hierarchy of Awards:	Foundation Degree (Arts) Early Years Services Certificate of Higher Education Early Years Services University Statement of Credit Early Years Services		
Language of Study:	English		
Date of DAG approval:	23/Sep/2023		
Last Review:			
Course Specification valid from:	2019/0		
Course Specification valid to:	2025/6		

Academic Staff

Course Leader:	Dawn Jones
Head of Department:	

Course Information

Location of Delivery:	London Early Years Foundation
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

You must be recommended by London Early Years Foundation and have experience of working with children and families.

Hold a level three qualification (NVQ level three, NNEB diploma, BTEC National Diploma, Diploma in Child Care and Education)

Entry to this course requires a Disclosure and Barring Service (DBS) check, if you do not already have one through your employer or as an individual through the DBS update service.

If you have accepted a Conditional Offer made by the University of Wolverhampton and do not hold a valid DBS you will receive correspondence asking you to complete an enhanced Disclosure and Barring Service (DBS) check. The charge for this will be a DBS fee of £40.00 and a £6.00 ID check service fee. Please note: DBS charges can vary

We also offer the opportunity to accredit prior experiential learning and/or prior certificated learning at level 4 through our Recognition of Prior Learning (RPL) process

Distinctive Features of the Course:

Starting degree level study can be a daunting prospect. The Foundation Degree in Early Years Services is designed to help you to develop the skills, knowledge and confidence to succeed in your studies with the University of Wolverhampton at degree level. We value and promote your individual engagement, progression and success as all of our staff will recognise and celebrate your unique learning needs. The curriculum in Early years Services will be relatable to you through our inclusive approaches to your teaching and learning experience.

The course at level 4 and 5 offers a unique blend of theories and practices in relation to early year's services and LEYF pedagogy. We recognise that you will have a unique learning journey and we will maximise your potential through optional assessment choices such as presentations, written assessments, reflective journals, reports and written plans.

Staff at the university and at London Early Years Foundation are active researchers and these interests contribute to high quality teaching, curriculum development and innovation which underpin the teaching and learning that you will experience. You will benefit from the latest research in the areas of Early Childhood such as 'mental health and resilience,' 'early year's professionalism,' 'men in childcare' and 'pedagogy of play.'

Your teaching team and university staff have a range of expertise and practice in Early Childhood, Special Educational Needs, Young People and Families and Education which will help you to make the link between your learning on the course and your experiences and practice.

This Foundation degree is taught on a flexible basis over two evenings and allows you to undertake your studies around your working commitments.

You will have the opportunity to use your work-based experiences and complete tasks to accredit your learning in the workplace or use prior certificated learning at level 4 up to a maximum of 40 credits. This will shorten the time you spend studying for this degree.

Educational Aims of the Course:

The Foundation Degree in Early Years Services is designed for professionals currently working within early year's workforce but who lack a qualification at degree level. As a student on this course, you will develop the skills and knowledge required to work with children from conception to eight years, their families and the services that support them. As part of the course you will learn about the factors which affect children's lives and the complexities of family life and children's development

The linking of theory to your own practice is integral throughout the degree and this will allow you to consider theory and LEYF pedagogy in relation to the implications for practice so you can evaluate and develop creative approaches to working with babies and young children. You will also develop the skills of critical reflection and appraisal which will enable you to understand and analyse ethical principles, health and wellbeing, child protection and safeguarding, multi-agency working and how children learn and communicate.

Your learning on this course will involve gaining knowledge about the multiple perspectives of babies, young children, families and communities by drawing on a range of subject areas, such as history, psychology, education, health, welfare, sociology and social policy, cultural studies, law, and political and economic perspectives. By drawing on these different perspectives you will understand and analyse the processes that shape childhood and babies and young children's lives.

Throughout the course there is an emphasis on LEYF pedagogy and the development of your practical, personal and professional attributes. As you progress through your degree you will have opportunities to develop your critical capabilities through the selection, analysis and combining of relevant perspectives, and be able to justify different positions on matters relating to early years services. This Foundation degree is designed to offer you appropriate education and training as a professional currently working in early year's workforce but who lack a qualification at degree level.

Intakes:

September
January

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
No related data			

PSRB:

None

Course Structure:

January February March April May June July August September October November D (Part-time)

Module	Title	Credits	Period	Type
5CF016	Health in the Early Years	20	SEM1	Core
5CF013	Understanding Children's Worlds	20	SEM1	Core
5CF011	Communication, Language and Literacy in Early Childhood	20	SEM2	Core
5ED002	Becoming a Researcher	20	SEM2	Core

September (Part-time)

Module	Title	Credits	Period	Type
4CF002	Child Development	20	SEM1	Core
4CF014	Introduction to LEYF Pedagogy	20	SEM1	Core
4CF005	Safeguarding and Multi-Agency Perspectives	20	SEM2	Core
4CF012	Role of Play in Childhood	20	SEM2	Core

September (Part-time)

Module	Title	Credits	Period	Type
5CF004	Developing Critical Reflection and Practice	20	SEM1	Core
5CF017	Young Lives, Parenting and Families	20	SEM1	Core

Group 01 | Min Value: 0 | Max Value: 40

Options for students who have not completed Recognition of Prior Learning (RPL).

4CF003	Power, Inclusion and Diversity	20	SEM2	
4CF004	Growing Up in the 21st Century	20	SEM2	

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Exemption from 4.4.3.: the requirement to compensate marginal failure in a module

Exemption Approval 30/01/2020

N.B 4CF005 Safeguarding and Multi-agency Perspectives needs to be successfully passed as it is exempt from compensation in the event of marginal failure

Reference Points:

[UK Quality Code for Higher Education](#)

[Qualifications and Credit Frameworks](#)

[Subject Benchmark Statements](#) for Early Childhood Studies (2019)

[University Policies and Regulations](#)

Equality Act (2010)

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes**Modules**

CERTED01 Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study

CERTED02 Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.

CERTED03 Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

CERTED04 Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments

CERTED05 Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

FD01 To demonstrate knowledge and understanding of the importance and challenges of developing quality practice using LEYF pedagogy and supporting others, to meet the needs of children and families, including health and well-being

FD02 To demonstrate knowledge and understanding of the expected pattern of children's development from birth, including LEYF pedagogical approaches, play, creative planning of learning opportunities, the curriculum, the learning environment, assessment and methods of researching these.

FD03 To recognise and critically analyse issues in relation to rights, diversity, equity and inclusion in relation to working with children and families across cultures and societies.

FD04 To make critical judgements about key theories, principles and issues of policy in a systematic way through their development as a reflective practitioner

FD05 To be able to reflect critically on your own value system and evaluate your personal strengths and weaknesses for future learning and apply this to your academic study and professional practice.

FD06 To undertake enterprising work-based investigation and problem-solving and be able to communicate clearly a wide range of theoretical positions to a range of audiences using appropriate media and digital literacy skills

Teaching, Learning and Assessment:

At the University of Wolverhampton there are a range of teaching and learning activities to help you achieve successfully on your course. Your sessions will have formative learning opportunities and formative assessment which will help you prepare for your final marked assessment (summative assessment). These include

- Active contribution to lectures, group activities, including critical debate and discussion in seminars.
- Individual and group tutorials Individual and group research activities using a range of sources, reading of the literature relating to issues raised in lectures and through independent research
- Participation in online tasks and discussions
- Problem solving activities and work-related learning and research

There are also a variety of assessment types are used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course will include a variety of assessment activity, which may include:

- Coursework (for example, essays, reports, project proposals, and case study analysis)
- Practical (for example, oral presentations)

An integral part of the philosophy of a Foundation degree is the use of Recognition of Prior Learning (RPL). At level four there is the opportunity to use your current workplace experience to claim for up to 40 credits through the completion of a range of work-related tasks. If you do not wish to apply for recognition of prior learning you have the opportunity to undertake taught modules level four modules, namely, Growing up in the 21st Century and Power, Inclusion and Diversity.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University support:

Resources for modules will be provided by the London Early Years Foundation; in addition you are eligible to access University resources. [University Libraries](#) are the key source of academic information for students, providing access to a wide range of books, journal, DVDs etc. Each library offers a range of study areas to allow students to study in the environment that suit them best, including group and quiet areas with access to PCs. In addition the Library enables access to wide range of online information sources, including eBooks, e-Journals and subject databases. See support for [Students Based Off-Campus](#) .

The Library also provides students with academic skills support via the [Skills for Learning programme](#) . Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Course Specific Support

- You will be allocated a Personal Tutor
- Specific assessment support will be factored into each module.
- If you have disabilities and/or specific learning difficulties you can gain a wide range of support from Student Support and Well Being.
- Higher Education academic skills will be embedded throughout the curriculum.

Employability in the Curriculum:

A range of employability skills is built into this programme in order that you develop and refine attributes that will be beneficial to you in the workplace, such as sharing information with others, working in groups, literacy and oral skills, leadership, using critical thinking, and becoming a reflective practitioner.

Successful completion of this course can lead to progression onto the BA (Hons) Early Childhood Studies at level 6. You may also choose to apply for Graduate Employment Based Early Years Teacher Training with the University of Wolverhampton. Additionally, successful completion of this course, following further study to achieve your BA (Hons) Early Childhood Studies which could lead to primary teaching, social work, health education, early year's management, children's information services, play services and community family support work.

Also after successful completion on this course If you want to become a teacher you may choose to undertake a Postgraduate Certificate in Education (PGCE). You could also choose to apply for a Master's Degree in Social Work or Education or undertake a Post Graduate teaching Certificate in Adult Education.

