

EVERYONE HAS AN INNER GENIUS

We can help
you find yours



UK Quality Assured

TEF Silver

AWARDED SILVER IN THE
2017 TEACHING EXCELLENCE
FRAMEWORK

Course Approved by



EdA Early Years (0-8)

Are you passionate about the quality of education and care children receive? Do you aspire to have a positive impact on the quality of provision?

COURSE OVERVIEW

Are you looking for an alternative route into teaching or to work with children and families? Then our Foundation Degree in Early Years will enable you to develop your personal and professional qualities to further your career in early years. Throughout the course you will cover modules in Child Development, Children as Learners, The Early Years Curriculum, Child Protection and other relevant areas of study.

This course requires you to work in an Ofsted approved setting, either as an employee or volunteer for at least seven hours per week, while attending college for one day per week. This course is validated by the University of Worcester and Early Years Sector Endorsed.

MODULES

Year 1 and 2

- 1500 and 2500 Practice Based Learning

These modules are non-credit bearing but successful achievement and evidence of completion of the practice requirements is essential to the professional requirements of this course. It allows students to provide evidence of competency in professional practice within early years settings. It thereby facilitates enhanced student employability on completion of the award.

LOCATION

REDDITCH
REYR-DG5-2023

WORCESTER

WEYR-DG5-2023

(Delivery sites may change dependent upon viable recruitment)

COURSE LENGTH

3 years part-time

TUITION FEES

£4,000 per year

AWARD ON SUCCESSFUL COMPLETION

Foundation Degree in
Early Years (Level 5)

HOW TO APPLY

Please apply through
our website at
www.howcollege.ac.uk

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Year 1

- 1501 Understanding Children's Development and Learning

The module will challenge, transform and extend student learning in relation to perceptions of the developing child. The child is maintained at the centre of consideration whilst recognising and valuing the diverse nature of childhood experience and implications for development. Starting with student's own understandings, the module will consider the relevance of theory to inform the study of children and their development.

- 1502 Supporting Learning and Development in Practice

This module supports students in beginning to investigate and reflect on the implications of practice for children's learning and development. The child continues to be at the centre of consideration within the context of their learning environments. The role of practitioners in enabling children as learners is investigated within the context of current early childhood provision and related policy.

- 1503 Protecting and Safeguarding: Working Together for the Child

This module explores how the family, (however constituted) is of central importance to young children. It recognises that practitioners need to work together with families to effectively support the child and identifies ways for professionals to be proactive and protect the welfare of children. This requires understanding of social contexts and the impact of poverty, ill health and adversity. Within this framework students will explore knowledge of statutory responsibilities and guidance in managing responses to concerns about child welfare. The concept of children's rights and the importance of listening to young children and empowerment will be evaluated within this context.

Year 2

- 1504 Working Together to Develop Positive Learning Environments

This module supports students in beginning to investigate and reflect on the implications of practice for children's learning and development. The child continues to be at the centre of consideration within the context of their learning environments. The role of practitioners in enabling children as learners is investigated within the context of current early childhood provision and related policy.

- 2501 Investigating Key Features of Quality Enhancement in Education and Care

Within the framework of the student as a developing reflective practitioner this module is based on a view that effective individuals and teams are essential to organising, evaluating, monitoring and supporting work with young children and their families. It underlines collaboration and multi-agency working in that it views collaborative practice based inquiry as an important part of quality improvement.

Within this framework it considers the role of leadership and management in supporting the management of change.

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- 2502 Evaluating and Developing the Curriculum for Young Children

This module examines in greater depth policy, principles, theories and research that inform the planning and organisation of learning opportunities.

Students will be supported in learning from critical examination of different approaches to planning, organising and supporting learning within the curriculum, applying this to practice within their setting and identifying their own role and responsibilities.

Year 3

- 2503 Reflecting, Learning and Responding: Practice and Self.

A practice / work- based module that requires students to self-evaluate practice, identify areas for professional development and engage in a process of reflective learning and action. Developing a professional identity as a reflective practitioner is a key theme of the module.

- 2504 Practice/ Work-based Enquiry: Improving Quality in Early Years Settings

The Module provides an introduction to the processes and techniques for engaging in practice/ work-based enquiry. It reinforces the central focus of developing a purposeful approach to enquiry. It allows you (at Level 5) to gain a sound theoretical and practice based knowledge and experience of practice/ work-based enquiry. The Module offers a model of practice/ work-based enquiry which allows the student to evaluate and develop their professional effectiveness. There is a strong emphasis on improving quality and ensuring that any investigation is purposeful. The selection of the theme of focus for enquiry is a strong element of the taught component, underpinned by theoretical perspectives.

ENTRY REQUIREMENTS

- 4 GCSEs at Grade C (grade 4) or above.
- Evidence of level 2 Literacy (for example Key Skills or Functional Skills at level 2 or GCSE English Language at C (grade 4) or above. If students do not have evidence of Literacy at level 2, it will be necessary to complete a non-standard entry essay to demonstrate competence in written English.
- 32 UCAS points to include: a minimum of 1 A Level or Level 3 qualification; for example the CACHE Diploma or EdExcel BTEC National Diploma in Children's Care, Learning and Development.
- Current police clearance to work with young children (DBS) - and a testimony / reference that supports the student's commitment and suitability for the course.

The College has a commitment to widening participation in Higher Education, and will therefore give careful consideration to prior experiential learning, non-traditional qualifications and qualifications obtained outside of the United Kingdom.



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DELIVERY INFORMATION

Classroom lectures and workshops, discussion groups and independent research.

7 hours per week for 22 weeks in college plus 7 hours practice based work or placement per week. 7 hours per week guided independent study.

You will also need to attend university for two Saturday sessions per year.

METHODS OF ASSESSMENT

You will complete a range of course work, including case studies, presentations, essay, reflective practice tasks, portfolios and work-based learning. There are no formal examinations.

CAREER OPPORTUNITIES

The FDEY will qualify you for a range of careers in the early years sector, including day nurseries, family support work, children's centres and enable you to progress towards nursery management. With further qualifications you can enter Primary Teacher Training.

You can progress from the FDEY to a BA (Hons) Top-Up degree in Integrated Working with Children and Families (Level 6) at the University of Worcester, or a similar degree at a university. After gaining Level 6, you can then apply for teacher training on a one-year PGCE course. An alternative university course is the Early Years Teacher Status: Level 6. NB: PGCE and EYTS courses require GCSE English, maths and science at C grade.

STAFF EXPERIENCE

The team are highly qualified with full Honours Degrees or Masters in Education. Other qualifications include QTLS, PGCE, a qualified head teacher (NPQH) .

All staff are experienced practitioners in the childcare industry in both pre-school and school environments. They are therefore able to offer clear insights into day to day practice which supports the theory, both of which are necessary to study at this level. Specialist areas of additional qualifications: English, play-work, early years, school Based Practice.