

Title of Programme: Foundation Degree in Early Years (USP)

Programme Code: EDUCEFD

For Collaborative: University Validation at USP College

# Programme Specification

This programme specification is relevant to students entering:  
**02 September 2024**

Associate Dean of School (Academic Quality Assurance):  
Alison McLauchlin

Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

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**Summary of amendments to the programme:**

Section	Amendment

If you have any queries regarding the changes please email [AQO@herts.ac.uk](mailto:AQO@herts.ac.uk)

# Programme Specification Foundation Degree in Early Years

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This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

## Section 1

<b>Awarding Institution/Body</b>	University of Hertfordshire
<b>Teaching Institution</b>	Unified Seevic and Palmer's College (USP)
<b>University/partner campuses</b>	Xtend Digital Campus, Canvey Island
<b>Programme accredited by</b>	University of Hertfordshire
<b>Final Qualification</b>	Foundation Degree
<b>All Final Award titles (Qualification and Subject)</b>	Early Years
<b>FHEQ level of award</b>	5

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## A. Programme Rationale

The Foundation Degree programme is designed to provide skills, knowledge and understanding related to the Early Years sector, and combines academic rigour with practice-based experience to allow students to develop as reflective practitioners. This Level 5 qualification will enable students to enter or advance within their employment or progress and complete a further year to the BA (Hons) Degree top-up in Education Studies and Early Years.

Work based learning is an embedded element of the course. It is therefore a requirement that all students who enrol on the FdA EY programme are employed or volunteer, for a minimum of 400 hours in an Early Years setting for the duration of the 2-year course. This will average out to completing at least 50 hours per module as work-based experience. This practice has always been considered to benefit the student by allowing the student to consolidate many of the techniques, skills and practices taught, and enable the student to relate theoretical concepts to practical situations. The programme has a high proportion of employment in the local community, as it is recognised that better qualified staff are more valued and employable.

The modules are designed around the workplace, and students produce authentic assessments, such as child case studies, updating and implementing new practices, investigating topics of relevance to the sector and produce a reflective journal all based around real- life work in their Early Years setting. In addition, it gives students primary research and practical skills, to be more successful during the interview and presentation process as they gain the confidence and knowledge for the employment roles they are seeking.

Teaching and learning take place through a combination of face- to- face and blended learning sessions with tutors. An important aspect of this course is learning from others, and so there is significant emphasis on group work with other students who have different skills, backgrounds, and experiences. Attendance typically follows a model of one day a week on a part time basis. Though mandatory, the work-based learning element is flexible and can be achieved around the delivery sessions and work placement pattern of the students. Students coming onto the course without a recognised Level 3 childcare qualification, have the option to complete a further pathway NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner that will enable them to achieve 'Full and Relevant' status to have a licence to practice. This pathway can be taken in addition to the part time route of the Foundation Degree.

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## B. Educational Aims of the Programme

### Diversity and Inclusion

Our programmes are purposefully designed to enable all students to engage meaningfully with the curriculum by being accessible and representative. We will support students to shape their learning experience, removing barriers and enabling them to succeed. The curriculum explicitly includes multiple and representative perspectives, valuing collective identities and individual diversity. Learning, teaching, and assessment activities help students to understand how they can enhance outcomes both for themselves and for others. All students belong to a learning community, and during their studies we really want to hear their voices, encourage them to listen to others, and express themselves.

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

### Additionally, this programme aims to:

- Provide students with the appropriate skills to construct and sustain a reasoned argument, informed by research about a wide range of issues, engaging critically with evidence based reflective practice.
- Develop appropriate professional attributes, knowledge and understanding required for the care and education of children.
- Equip students to be independent, ethical, reflective practitioners who are advocates for children, families, and communities.
- Enable students to develop learning capabilities that will provide a suitable basis for progression to further academic study or professional qualifications.

This work-based learning programme will broaden the scope of the student's experiential learning beyond that which is possible within a university programme alone, and will provide an opportunity for the student to improve post-graduate employment potential, by acquisition of specific graduate skills, such as:

- understanding of a stronger connection between theory and application.
- ownership, self-awareness, and confidence.
- management skills, goal setting, negotiating, networking, project management and team-working, including their role in safeguarding.
- awareness and implementation of equality, rights, and appreciation of diversity.
- develop solutions to workplace problems drawing on theory and practice.

### Graduate Attributes

Our graduates will be capable and professional, creative and enterprising, and will build their social and global awareness throughout. In addition to their subject expertise and proficiency, as a University of Hertfordshire graduate, they will be:

- Professionally focused
- Globally minded
- Sustainability driven
- Digitally capable and confident
- Inclusive and collaborative
- Evidence based and ethical

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## C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for the Foundation Degree (2020), the QAA benchmark statements for Early Childhood Studies (2019) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2021) have been used as a guiding framework for curriculum design.

<b>Knowledge and understanding</b>	<b>Teaching and learning methods</b>	<b>Assessment strategy</b>
<p>A1- Define conceptual underpinnings of Early Years, its historical origins, development and limitations</p> <p>A2- Discuss childhood nationally and globally from philosophical, historical, psychological, sociological, cultural, educational, health, and economic perspectives.</p> <p>A3- Identify legislation and policy significant for children and families.</p> <p>A4- Recognise pedagogical approaches for working with young children and families</p> <p>A5- Investigate current and emerging principles of research in the field of Early Years education</p>	<p>Acquisition of knowledge and understanding is through a combination of lectures, seminars tutorials, and workshops and online and guided learning.</p> <p>In addition, visits to Family Hubs will be used to support the acquisition of A4.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p> <p>Examples of learning, teaching and assessment methods used:</p> <ul style="list-style-type: none"> <li>• Tutor led and visiting speaker led seminar groups.</li> <li>• Directed study and set reading</li> <li>• Interactive tutor-led workshops.</li> <li>• Practice/ work-based enquiry.</li> <li>• Peer group study</li> <li>• Reflective journal entries</li> <li>• Written assignments.</li> <li>• Individual and group presentations.</li> <li>• E- learning</li> <li>• Document analysis.</li> </ul>	<p>Knowledge and understanding are assessed through 100% course work assignments, which is made up of presentations, essays, research reports and academic posters.</p>
<b>Intellectual skills</b>	<b>Teaching and learning methods</b>	<b>Assessment strategy</b>
<p>B1- Reason clearly, understand the role of evidence and make critical judgements about arguments relating to the subject area of Early Years</p> <p>B2- Adopt multiple perspectives in relation to Early Years and analyse the relationships between them.</p> <p>B3- Evaluate critically the appropriateness of different approaches and apply these in a work</p>	<p>Intellectual skills are developed through individual, paired and collaborative work in seminars, workshops and tutorials that build on learning and teaching in lectures.</p> <p>The abilities to analyse critically, to synthesise data and to construct and justify an argument (B1-2) are further developed through discussion and verbal feedback in seminars and through the completion of a small scale inquiry.</p> <p>Throughout, the learner is encouraged to develop</p>	<p>Intellectual skills are assessed through a combination of coursework assessments; essays, group and individual visual and/or oral presentations</p>

<p>context to develop as a Reflective Practitioner.</p> <p>B4- Demonstrate the ability to use established techniques to undertake critical analysis of information.</p> <p>B5- Develop the importance of reflection in the Early Years Sector and approaches for being a Reflective Practitioner</p>	<p>intellectual skills further by independent study</p> <p>The abilities to analyse and to construct and justify an argument (B1-4) are further developed through discussion and verbal feedback in seminars.</p> <p>See above for examples of learning, teaching, and assessment methods used</p>	
<b>Practical skills</b>	<b>Teaching and learning methods</b>	<b>Assessment strategy</b>
<p>C1- The ability to reflect on their own and others' learning and practice.</p> <p>C2- Use their knowledge and understanding critically to locate and justify a personal position in relation to the subject.</p> <p>C3- Apply relevant theory and research in developing professional skills and practice.</p> <p>C4- An ability to use information communication technology (ICT) to research, process, and present information and support learning.</p>	<p>Practical skills are developed throughout the programme.</p> <p>Practical skills (C1 - C4) are developed through discussion in seminars, through workplace learning and through guided independent tasks during the programme.</p> <p>Reflective skills (C1, C2, C3,) are developed through discussion in seminars, through workplace learning and through guided independent tasks (blogs, learning journals, discussion tabs) during the programme.</p>	<p>Practical skills are assessed through</p> <ul style="list-style-type: none"> <li>• the use of IT,</li> <li>• the use of academic posters and information leaflets,</li> <li>• web page design,</li> <li>• self and peer assessment, undertaken particularly with formative assignment tasks,</li> <li>• projects and reports,</li> <li>• essays and reflective journals,</li> <li>• portfolios,</li> <li>• presentations, individual and team-based,</li> <li>• collaborative assignments.</li> <li>• Work based learning.</li> </ul>
<b>Transferable skills</b>	<b>Teaching and learning methods</b>	<b>Assessment strategy</b>
<p>D1- Expose and express opinions and arguments in speech and writing using relevant vocabulary.</p> <p>D2- Use ICT in their study and other appropriate situations.</p> <p>D3- Collect and apply numerical data, as appropriate.</p> <p>D4- Present data in a variety of formats including graphical and tabular.</p> <p>D5- Identify and interpret both qualitative and quantitative data.</p> <p>D6- Show competence,</p>	<p>Transferable skills are developed throughout the programme.</p> <p>D1. is developed through the presentation of seminar papers and coursework assignments</p> <p>D2. is developed during induction and through the use of online learning through Canvas. Students will also be introduced to a range of information communication technologies.</p> <p>D3. D4. D5. and D6. are developed through exploration of a range of data during seminars.</p>	<p>Transferable skills are assessed through D1-D6 assessed through essays, reports, tutorials, collaborative team/group work and visual and oral presentations, and self-directed computer mediated learning tasks.</p>

collaborate and plan as part of a team, to carry out roles to fulfil agreed responsibilities

Skill D6. is developed through participation in group presentations and seminar activities.

Transferable skills are developed throughout the programme.

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## D. Programme Structures, Features, Levels, Modules, and Credits

The programme has been designed to support student achievement through the emphasis on reflective practice which supports personal and professional development, theorisation of practice and its impact on quality improvement within Early Years settings.

Progression to Level 5 typically requires a minimum of 120 credits and 4 Passes at Level 4. Where students have not met the required credits, they may be allowed to progress subject to the agreement of the Programme Board. Attendance and engagement in the programme will be used to inform decisions made by the Programme Board. A maximum of 30 credits may be carried from one year to the next and will be considered on an individual basis. Progression to Level 6 requires a minimum of 240 credits including 120 at level 5. The grades accumulated at Level 5 will result in a Foundation Degree classification award. Where Students have not met the required credits through deferral or by receiving a FREN grade then they may be allowed to progress subject to the agreement of the Programme Board and Programme Leader. Each case will be considered on an individual basis.

A pathway option to achieve Full and Relevant eligibility to be counted in ratio to practice, can be taken alongside the Foundation Degree on the part-time route only. The NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner will be partly met through cross referencing and mapping to learning outcomes and modules within the Foundation Degree. The remaining criteria will require some additional work and practice-based assessments by the student to complete the qualification.

Attendance at their work-based placement is included in their study time activities to gain experience and practice in an Early Year setting. The work-based hours are monitored by the Employment Engagement Officer who will also have regular contact with the employers/ managers/mentors to ensure the triadic arrangement is beneficial and successful for all involved.

The programme is offered as a Part-time mode of study (2 years – 3 semesters per year) and leads to the award of a Foundation Degree in Early Years. Intake is normally mid-September. The Part-time course is studied over 3 semesters per year – Sept-Jan, Jan – May, May-Sep.

### Professional and Statutory Regulatory Bodies

N/A

### Work-Based Learning, including Sandwich Programmes

The Foundation Degree approach of work-based learning ensures that there are opportunities to apply learning to the workplace and is a specific design of the programme. The Early Years Foundation Degree is designed with a balance of intellectual and practical skills. Learning and work are intricately connected with this programme. Work-related experiences are embedded into the study programme hours of the modules that you study and into the assessments. Working in itself is not sufficient as work-based learning requires the identification and achievement of defined and related learning outcomes. There is a requirement therefore to meet the criteria of a minimum of two hundred hours per year, approximately 50 hours per module, through employment or voluntary work-based practice within the Early Years. Students will be supported in sourcing and/or managing the work-based placement through the college work experience team and supported by the programme's employer engagement officer.

**Student Exchange programme****Incoming Exchange**

N/A

**Study Abroad**

N/A

**Programme Structure**

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

**Table 1a Outline Programme Structure**

The programme structure and progression information below (Table 1a and 1b) are provided for the Foundation Degree award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

**Mode of study: Part-Time**

Part Time Over 6 Semesters, 2 Years

**Entry point Semester A****Level 4**

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
<b>Compulsory Modules</b>						
Module Title						
The Reflective Practitioner	4FHE2024	30	0	100	0	A
The Developing Child	4FHE2025	30	0	100	0	AB
Health and Wellbeing	4FHE2026	30	0	100	0	B
Early Years Policy and Practice	4FHE2027	30	0	100	0	C

**Level 5**

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
<b>Compulsory Modules</b>						
Module Title						
Collaborative Practice	5FHE2022	30	0	100	0	A
Introducing Research Methods through Current Issues	5FHE2023	30	0	100	0	AB
Curriculum Perspectives	5FHE2024	30	0	100	0	B
SEND	5FHE2025	30	0	100	0	C

The award of the Foundation Degree in Early Years requires 240 credit points passed with a minimum of 120 at Level 5.

### Award classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
Certificate of Higher Education		120 credit points at level 4	4, 5	See UPR AS11, section 13: <a href="http://sitem.herts.ac.uk/secreg/upr/AS11.htm">http://sitem.herts.ac.uk/secreg/upr/AS11.htm</a>

<b>Final Award</b>	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
Foundation Degree	Foundation Degree (Arts) Early Years	240 credit points including at least 120 at level 5	5	All programme learning outcomes (see Table 2)



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## Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) (*delete as applicable*) and [UPR AS14](#)) with the exception of those listed below, which have been approved by the University:

Further points of clarification and interpretation relevant to this specific programme are given below:

- Full attendance is expected at all scheduled taught lectures, seminars, workshops, and tutorials, with a minimum of 80% normally mandatory.
- Full attendance is expected at all work-based learning opportunities with a minimum of 80% normally mandatory. (Monitored through the Employment Engagement Officer).

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## E. Management of Programme & Support for student learning.

### Management

***The programme is managed and administered through:***

- Dean of School
- Associate Dean of School (AQA) who has delegated responsibility for programmes in the School of Law and Education.
- A Collaborative Partner Lead (CPL) based at UH, to provide support and facilitate communication between UH and the College.
- An Admissions team at USP, with specific responsibility for open days and recruitment.
- A designated Administrator to deal with day-to-day administration associated with the programme.
- Module Leaders who are responsible for individual modules
- The Programme Leader, who is responsible for advising students on the programme as a whole and chairing the programme committee
- Student Representatives on programme committees
- A Programme Committee, the membership of which includes the Programme Leader, module leaders of the modules offered in the programme, Student Representatives, and others as appropriate.

### Support

**Students are supported by:**

- An extensive Learning Resources Centre, incorporating a Library and Computer Centre.
- Guided student-centred learning using Canvas.
- The Students' Union
- A careers service for all current students and graduates.
- Placement and tracking of Work Based Learning hours, through the Employer Engagement Officer.
- Access to a database of local Early Years providers that students can access to seek placements.
- An induction session at the beginning of each new academic year.
- Access to the Wellbeing Team and Counselling.
- Hertfordshire Student's Union
- Dedicated programme site.
- A versatile on-line inter-active intranet and learning environment
- You will have a Personal Academic Tutor who will be an important point of contact, able to help you gain a good understanding of the School and programme you are studying
- A Student Success Officer.
- A dedicated HE student Support Tutor to provide pastoral support.

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## F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook.
- A Definitive Module Document (DMD) for each constituent module.
- A Module Guide for each constituent module.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

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## G. Entry requirements

The normal entry requirements for the programme are:

- 96 UCAS points from either:
- A relevant Level 3 qualification such as CACHE Diploma or BTEC National Diploma in Children's Care, Learning and Development, Diploma in Early Years Workforce (Early Years Educator) CACHE Level 3, or Level 3 Access to Education.
- 3 A levels with Social Science or English language preferred.
- Evidence of Level 2 literacy and maths is required, for example GCSE English Language and maths Grade C/4 and above or functional skills English and Maths at Level 2 (or UH accepted equivalent).
- Participation in suitable work-related experience in an Early Years' setting(s) for a minimum of 200 hours at both levels 4 & 5, totalling 400 hours for the programme.
- Attendance at a guidance interview with representatives of the course team before a place on the course is recommended. Interview is highly recommended for all applicants but compulsory for those with non-standard entry.
- Enhanced DBS check.

Entry is normally at Level 4 although it is possible for entry onto the programme at Level 5, Year 2 of the course depending upon a suitable Level 4 qualification equivalent to 120 credits, an English and Maths qualification, enhanced DBS, and access of 200 hours per year to an Early Years work-based learning environment. Applicants who do not hold all of the above qualifications may be considered based on prior professional experience for the purpose of entry, although this is accepted on an individual basis and in accordance with UH policy.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of university policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact:  
[aqo@herts.ac.uk](mailto:aqo@herts.ac.uk) or alternatively [hesupport@uspcollege.ac.uk](mailto:hesupport@uspcollege.ac.uk)

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to [aqo@herts.ac.uk](mailto:aqo@herts.ac.uk)

## Foundation Degree in Early Years (USP)

**Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules**

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																													
		Knowledge & Understanding					Intellectual Skills					Practical Skills					Transferable Skills														
	Module Title	Module Code	A1	A2	A3	A4	A5				B1	B2	B3	B4	B5				C1	C2	C3	C4				D1	D2	D3	D4	D5	D6
Level 4	The Reflective Practitioner	4FHE2024			X	X	X				X	X	X	X				X	X	X	X				X	X					X
	The Developing Child	4FHE2025	X	X	X	X				X	X	X	X	X				X	X	X	X				X	X	X	X	X	X	X
	Health and Wellbeing	4FHE2026		X	X	X	X			X	X	X	X	X				X	X	X	X				X	X	X	X	X	X	X
	Early Years Policy and Practice	4FHE2027	X	X	X	X	X			X	X	X	X	X				X	X	X	X				X	X	X	X	X	X	X
Level 5	Collaborative Practice	5FHE2022	X	X	X	X	X			X	X	X	X	X				X	X	X	X				X	X	X	X	X	X	X
	Research Methods through a Current Issue	5FHE2023		X	X	X	X			X	X	X	X	X				X	X	X	X				X	X	X	X	X	X	X
	SEND	5FHE2025	X	X	X	X	X			X	X	X	X	X				X	X	X	X				X	X	X	X	X	X	X
	Curriculum Perspectives in the Early Years	5FHE2024	X	X	X	X	X			X	X	X	X	X				X	X	X	X				X	X	X	X	X	X	X

## KEY TO PROGRAMME LEARNING OUTCOMES

### Knowledge and Understanding

- A1. Define conceptual underpinnings of Early Years, its historical origins, development, and limitations
- A2. Discuss childhood nationally and globally from philosophical, historical, psychological, sociological, cultural, educational, health, and economic perspectives.
- A3. Identify legislation and policy significant for children and families.
- A4. Recognise pedagogical approaches for working with young children and families
- A5. Investigate current and emerging principles of research in the field of Early Years education

### Intellectual Skills

- B1. Reason clearly, understand the role of evidence and make critical judgements about arguments relating to the subject area of Early Years
- B2. Adopt multiple perspectives in relation to Early Years and analyse the relationships between them
- B3. Evaluate critically the appropriateness of different approaches and apply these in a work context to develop as a Reflective Practitioner
- B4. Demonstrate the ability to use established techniques to undertake critical analysis of information
- B5. Develop the importance of reflection in the Early Years sector and approaches for being a Reflective Practitioner

### Practical Skills

- C1. The ability to reflect on their own and others' learning and practice;
- C2. Use their knowledge and understanding critically to locate and justify a personal position in relation to the subject
- C3. Apply relevant theory and research in developing professional skills and practice
- C4. An ability to use information communication technology (ICT) to research, process and present information and support learning

### Transferable Skills

- D1. Expose and express opinions and arguments in speech and writing using relevant vocabulary.
- D2. Use ICT in their study and other appropriate situations
- D3. Collect and apply numerical data, as appropriate
- D4. Present data in a variety of formats including graphical and tabular
- D5. Identify and interpret both qualitative and quantitative data
- D6. Show competence, collaborate and plan as part of a team, to carry out roles and to fulfil agreed responsibilities

**Table 3: Development of Graduate Attributes in the Constituent Modules.**

This map identifies where Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses. [Note that there is no requirement for the Graduate Attributes to be assessed through these modules].

	Module Title	Module Code	Professionally Focused	Globally Minded	Sustainability Driven	Digitally capable & confident	Inclusive and collaborative	Evidenced based and Ethical
Level 4	The Reflective Practitioner	4FHE2024	D			D	D	D
	The Developing Child	4FHE2025	D	D	D	D	D	D
	Health and Wellbeing	4FHE2026	D	D	D	D	D	D
	Early Years Policy and Practice	4FHE2027	D	D	D	D	D	D
Level 5	Collaborative Practice	5FHE2022	D	D	D	D	D	D
	Introducing Research Methods through Current Issues	5FHE2023	D	D	D	D	D	D
	Curriculum Perspectives	5FHE2024	D	D	D	D	D	D
	SEND	5FHE2025	D	D		D	D	D

## Section 2

### Programme management

**Relevant QAA subject benchmarking statements**  
**Type of programme**  
**Date of validation/last periodic review**  
**Date of production/ last revision of PS**  
**Relevant to level/cohort**  
**Administrative School**  
**Language of Delivery**

Foundation Degree QAA benchmark Statements (2020)  
Undergraduate  
May 23  
May 21  
Level 4 entering September 2023  
School of Law and Education  
English

Table 4 Course structure

Course details			
Course Code	Course Description	HECOS	UCAS
EDUCEFD	Foundation Degree in Early Years, USP	100463	X310