

## Foundation Degree in Early Years

### PROGRAMME SPECIFICATION

1	<b>Awarding institution/body:</b> University of Worcester
2	<b>Teaching institution:</b> University of Worcester and Partner Institutions <ul style="list-style-type: none"><li>• North East Worcestershire (NEW) College</li><li>• Worcester College of Technology (WCT)</li><li>• Herefordshire LA Early Years Childcare Service (delivered by University of Worcester at Green Croft and Widemarsh Children's Centres (Hereford))</li><li>• Ludlow College</li><li>• Birmingham Metropolitan College (formerly Sutton Coldfield College)</li><li>• Bournville College, Birmingham</li><li>• Halesowen College</li><li>• Stourbridge College</li></ul>
3	<b>Programme accredited by:</b> Sector Endorsed by Children's Workforce Development Council (CWDC) to 2012
4	<b>Final award:</b> Foundation Degree (FdA)
5	<b>Programme title:</b> Sector Endorsed FdA in Early Years
6	<b>Pathways available:</b> n/a
7	<b>Mode and/or site of delivery:</b> Standard taught programme delivered at partner institutions
8	<b>Mode of attendance:</b> Part-time and full-time
9	<b>UCAS Code:</b> X312 (full time)
10	<b>Subject Benchmark statement:</b> Foundation Degree Qualification Benchmark Statement (2004 / 2 <sup>nd</sup> Ed. 2010). Early Childhood Studies Subject Benchmark Statement (2007) <b>Sector requirements:</b> National Occupational Standards, Common Core of Skills and Knowledge for the Children's Workforce (2010)
11	<b>Date of Programme Specification preparation/revision:</b> June 2011
12	<b>Educational aims of the programme</b> <p>The Sector Endorsed Foundation Degree in Early Years (SEFDEY) provides an opportunity for experienced practitioners working in Early Years settings and students progressing from level 3 qualifications to gain a professional and academic qualification which is recognised nationally and locally within the sector. It is a major route to a top-up honours degree Early Years Professional Status (EYPS) for leaders of early years practice with children under 5 years. The aim of the programme is to play a significant role in the ongoing development of the early years workforce, nationally, regionally and locally.</p> <p>The FdA Early Years aims to provide a child-centred approach and a framework for academic and professional skills development. Thinking skills, including the ability to reflect and analyse, are facilitated through the student's developing knowledge, understanding and experience in practice. The programme, which sits within a culture of inter-agency working, requires students to maintain high standards of care and education. Students are expected to develop their personal and professional dispositions within a framework that supports inclusion and diversity. Students who gain the award of FdA Early Years will have demonstrated intellectual abilities and key transferable attributes, descriptors of which are informed by the QAA Benchmarks for Foundation Degrees. As this degree sits within an arena which has seen many new directives over recent years, there is a need for the programme to remain flexible and responsive to change in its assessment and partnership structure.</p>

The programme aims to:

1. Provide the appropriate knowledge and understanding required for the care and education of children within wider Early Years settings.
2. Develop students as independent reflective practitioners, with a sound understanding of the wider issues relating to young children and their development.
3. Develop students as effective advocates for the rights of young children.
4. Develop an understanding of the regulatory and legislative framework of Early Years, and the effect that it has on children and their families.
5. Enable students to develop appropriate pedagogical approaches to working inclusively with children and families, exploring theory in practice within their settings.
6. Develop students' personal and transferable skills, including communication, IT, team working and leadership, study skills, safeguarding and problem solving.
7. Provide a suitable basis for progression to BA (Hons), EYPS (LEP) or appropriate teaching programmes.

### **13 Intended learning outcomes and learning, teaching and assessment methods**

#### ***Knowledge and understanding:***

- a) Knowledge and critical understanding of the well-established principles of early years care and education and the way in which those principles have developed;
- b) Knowledge of the main methods of enquiry in the subject, and ability to evaluate critically the appropriateness of different approaches to solving problems in early years care and education and apply these in an integrated work context.

#### ***Examples of learning, teaching and assessment methods used:***

- Tutor-led and visiting speaker-led seminar groups
- Directed study and set reading
- Interactive tutor-led workshops
- Practice/ work-based enquiry
- Peer group study
- Analysis of reflective journal entries
- Consultation with tutors and professional practice consultants
- Written assignments
- Group presentations
- E-learning and support

#### ***Cognitive and intellectual skills:***

- c) Employ independent learning and research skills to analyse, evaluate and challenge contemporary research, policy and literature in the sector;
- d) Develop academic skills, including the ability to engage in and reflect upon practice/ work-based enquiry and responding to diverse forms of course assessment.

#### ***Examples of learning, teaching and assessment methods used:***

- Tutor-led and visiting speaker-led seminar groups
- Directed study and set reading
- Interactive tutor-led workshops
- Practice/ work-based enquiry
- Peer group study
- Analysis of reflective journal entries
- Group presentations
- Written assignments
- Document analysis
- E-learning and support

<p><b>Practical skills relevant to employment:</b></p> <p>e) To successfully implement skills learnt on the course within the workplace to develop and implement an inclusive curriculum that promotes the education and wellbeing of children in order to help them achieve, safeguard their welfare and promote equality;</p> <p>f) Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in the field of early years care and education and in a work context;</p> <p>g) Undertake further training, develop existing skills, and acquire new competences that will enable students to assume responsibility within organisations.</p>	<p><b>Examples of learning, teaching and assessment methods used:</b></p> <ul style="list-style-type: none"> <li>● Setting agendas and producing action plans</li> <li>● Individual and group presentations</li> <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>● Analysis of reflective journal entries</li> <li>● Self-directed, computer mediated learning tasks</li> <li>● Consultation with tutors and professional practice consultants</li> <li>● Written assignments</li> <li>● E-learning and support</li> </ul>
<p><b>Transferable/key skills:</b></p> <p>h) Ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context;</p> <p>i) An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in the field of early years care and education and in a work context.</p> <p>j) Effective communication of information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively in an early years, inter-agency work context;</p> <p>k) The development of qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision-making;</p> <p>l) The ability to utilise opportunities for lifelong learning.</p> <p>m) Effective use of ICT skills</p>	<p><b>Examples of learning, teaching and assessment methods used:</b></p> <ul style="list-style-type: none"> <li>● Setting agendas and producing action plans</li> <li>● Individual and group presentations</li> <li>● Tutor-led and visiting speaker-led seminar groups</li> <li>● Directed study and set reading</li> <li>● Document analysis</li> <li>● Interactive tutor-led workshops</li> <li>● Practice/ work-based enquiry</li> <li>● Peer group study</li> <li>● Analysis of reflective journal entries</li> <li>● Self-directed, computer mediated learning tasks</li> <li>● Consultation with tutors and professional practice consultants</li> <li>● Written assignments</li> <li>● E-learning and support</li> </ul>
<p><b>14 Assessment Strategy</b></p> <p>The programme's assessment strategy has been considered within the context of UW's Learning, Teaching and Assessment Strategy, Assessment Policy, Curriculum Design Policy and Quality Standards for Work-based and Placement Learning.</p> <p>The programme assesses the ability to critically reflect and link theory and practice rather than operational practice, thereby supporting professional development through academic study and practice/ work-based learning.</p> <p>A range of assessment strategies contribute to the assessment of the overall course learning</p>	

outcomes and module learning outcomes. Formative and summative assessment strategies are used to support personal and professional development, which underpins but also goes beyond the achievement of specific learning outcomes.

Formative assessment is provided through responses to academic and work-based directed tasks including professional development profile tasks and reflective journal entries. Interactive learning and teaching approaches including student evaluation of learning, provides further opportunity for timely formative assessment.

The form of summative assessment (for each module) is determined by its appropriateness in allowing the student to demonstrate they have understood and can meet the learning outcomes with potential for achievement across the full range of grades. Some forms of assessment require forms of representation that facilitate the assessment of theory linked to practice and incorporate work-based study.

**Assessments:**

- Are a maximum of 4,000 words (per 15 credit module)
- Include formative and summative elements
- Are aligned with subject, course, module outcomes and learning and teaching methods
- Summatively assess all module learning outcomes
- Include different assessment points and split assessments within modules where this approach is deemed to be beneficial to the students achievement of course and module learning outcomes
- Provide opportunity for achievement of all grades
- Provide opportunity for choice/negotiation where appropriate to the module content, learning outcomes and level of study
- Include a range of assessment methods that enable students to demonstrate achievement of learning outcomes and the transferable skills inherent within them

Further information on how the assessment methods at each level are mapped to modules is included in the Student Handbook.

The University of Worcester generic assessment criteria with Institute of Education implementation guidance apply to all modules.

Module learning outcomes are explicitly stated in module programmes, and are relevant to the appropriate level of study as identified in QAA's Framework for Higher Education Qualifications (FHEQ 2008) and provide the focus for the assessment of student achievement. Module outlines identify the learning outcomes being assessed for each summative assessment task.

**15 Programme structures and requirements**

**Requirements at level 4**

*Students must take the 8 mandatory modules  
Students must successfully complete 120 credits in total at level 4.*

**LEVEL 4**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status Mandatory (M) or Optional (O)</b>	<b>Prerequisites (Code of Module required)</b>
ECST 1401	Introduction to Professional and academic reflective practice	15	M	NA

ECST 1402	Childhood, children and learning: theory to practice	15	M	NA
ECST 1403	Developing a professional, practical and responsive play-based curriculum (Practice/ work-based learning)	15	M	NA
ECST 1404	Developing academic reflective practice	15	M	NA
ECST 1405	Safeguarding children in the early years	15	M	NA
ECST 1406	Assessment, observation and planning to support children's learning (Practice/ work-based learning)	15	M	NA
ECST 1407	Collaborative working with parents and others	15	M	NA
ECST 1408	Developing positive learning environments	15	M	NA

*Students must have successfully completed 90 credits at level 4 in order to progress to Level 5 study.*

#### **Requirements at level 5**

*Students must take the 8 mandatory modules*

*Students must successfully complete 120 credits in total at level 5.*

#### **LEVEL 5**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status Mandatory (M) or Optional (O)</b>	<b>Prerequisites (Code of Module required)</b>
ECST 2401	Introduction to Professional and academic reflective practice	15	M	NA
ECST 2402	Childhood, children and learning: theory to practice	15	M	NA
ECST 2403	Developing a professional, practical and responsive play-based curriculum (Practice/ work-based learning)	15	M	NA
ECST 2404	Developing academic reflective practice	15	M	NA
ECST 2405/6	Safeguarding children in the early years	30	M	NA
ECST 2407/8	Assessment, observation and planning to support children's learning (Practice/ work-based learning)	30	M	NA

#### **Practice-based learning**

Part-time students are required to be in employment or working voluntarily in an early years setting for at least one day (7 hours) per week (in order to fulfil the requirements of Sector Endorsement <http://www.cwdcouncil.org.uk/foundation-degrees/sector-endorsement/wwyp-se-criteria> ). This setting will usually be OFSTED registered.

Full-time students are required to be in placement in an early years setting for at least 60 days per year (120 days in total). This will usually involve two days (14 hours) per week for 40 days per year (serial placement) and 20 days in two blocks of 10 days at the end of each semester. Again, this setting will usually be OFSTED registered.

*\*The completion of practice requirements forms part of the assessment requirements for the practice-based modules.*

### **16 QAA Academic Infrastructure**

The QAA Foundation Degree Qualification Benchmark Statement (2010 2<sup>nd</sup> ed.), Early Childhood Studies Subject Benchmark Statement (2007), Section 9: Work-based and placement learning (2007) and Framework for Higher Education Qualifications (FHEQ 2008) have been used as a framework within which this programme has been developed, and within which it will be implemented and monitored.

The qualification benchmark statements defining the distinctive features of the foundation degree within the Framework for Higher Education Qualifications (FHEQ 2008) ensures that expectations placed on student performance are recorded in language appropriate to the levels on module outlines and that assessment of knowledge, understanding and skills of students is appropriate at individual centres and across the partnership i.e. supporting moderation and standardisation. Feedback from external examiners facilitates ongoing evaluation of the expectations placed on students and the extent of their attainment.

Specific Sector requirements (for CWDC Sector Endorsed FdA's) are embedded within the aims and learning outcomes and include the National Occupational Standards and Common Core of Skills and Knowledge for the Children's Workforce (2005). CWDC's 'Core criteria across the children's workforce' for Sector Endorsement are addressed following initial application through annual reports.

### **17 Support for students**

*Students are supported by a Personal Tutor, Module Tutors, Course Leaders, a Professional Partner and Professional Practice Consultant (these are explained shortly). A peer learning support system is integral to the course design and organisation. A student handbook and module outlines provide relevant information and guidance.*

#### **Individual support**

A named academic (personal) tutor will be available so that a learning relationship can quickly be established. This tutor will normally be the tutor leading the practice-based modules. Tutors are accessible by telephone, e-mail or in person by appointment.

#### **Online and distance learning**

Blended learning and online tutor support will be available through e-mail and the use of VLE's.

#### **Curriculum design**

The programme has been designed to support student's achievement through three themes of: personal and professional development, theory and practice and practice/ work-based modules within a progressive framework. As the students progress through the programme and gain confidence they will be expected to work more independently. To support a holistic learning experience these themes are articulated within specific modules but applied and integrated across groups of modules and conference days in the first two years and are integral to modules in the third year. Practice learning outcomes are embedded in the first and second year modules with an emphasis on self-evaluation, and working on identified learning needs in the third year. The learning outcomes of the programme reflect a student-centred approach enabling students from diverse but relevant educational backgrounds to build on previous learning and experience.

### **Study skills**

Study skills are introduced within a dedicated module at the beginning of the programme, developed specifically within the core skills modules and applied in other modules throughout the programme.

### **Practice/ work-based learning**

Practice/ work-based learning forms approximately 50% of the Foundation Degree, with practice based learning incorporated into taught modules and dedicated practice/ work-based modules. It is supported through a mixture of face-to-face delivery, e- learning, directed tasks, a reflective diary and a reflective journal. Deadlines will be set for the completion of tasks. Students have responsibility for organising their own time to meet deadlines.

### **Support in the workplace / on placement**

Practice/work-based learning requires as much support as traditional learning.

The structure consists of appropriate support from the setting, a Professional Partner, a Professional Practice Consultant and a Personal, Academic Tutor (as above). The Professional Partner will be a colleague within the student's setting, chosen by themselves. This person is someone with whom they can chat informally and from whom they can gain day-to-day advice and feedback.

The Professional Practice Consultant will normally be a Local Authority employed early years advisor who is part of the support network for students. They will know what is expected of students within their settings and on the course and may offer support as necessary. Where possible they will have a role as a member of the Partnership Management Committee.

### **Peer Group Support.**

Learning groups will be established with a central membership of peers and will meet for informal but regular discussions based on personal and professional development. Learning groups will also be utilised within module group work where appropriate.

Other methods of peer group support include e-mail communication and online conferencing, described above.

UW and Partner Colleges provide other support through:

- An Induction Programme at the beginning of each academic year for new entrants
- Student Services
- Student representatives
- Careers
- Learning Resources inc Library, Media and IT (supported by visits to UW and visits to partner colleges by ILS staff)
- Student union, Sports & Leisure facilities
- Day conferences

## **18 Admissions policy, criteria and procedures**

### Admissions policy for the course

The course seeks to recruit students from a range of educational and experiential backgrounds, including those with significant experience of working in early years settings and those who are progressing from vocational or academic courses at College or school. A lack of formal qualifications is not necessarily a barrier to joining the course if you have relevant experience and commitment to learning.

The course is committed to widening participation. University and partner college equal opportunity policies apply in relation to course admissions processes and selection criteria.

We welcome applicants who hold alternative qualifications/experience different to those shown in this section who can demonstrate the ability to benefit from the course and show their potential to complete the course successfully. Although recent preparatory study at an appropriate level (e.g. an Access to HE Diploma) is recommended, students may be considered on the basis of prior evidenced professional/work experience and/or other assessment procedures, and the assessment of personal suitability. University Admissions office staff will be able to offer information, advice and guidance on this process.

The part-time course is aimed at people who are already employed or working voluntarily in an early years setting for at least 7 hours per week.

The full-time courses is aimed at people who are progressing from level 3 study or those who may not have relevant qualifications or previous experience in an early years context who are looking to develop practice experience and achieve a relevant qualification.

### Entry Requirements

4 GCSEs (including English Language) at Grade C or above plus a minimum of 1 A Level and maximum of 31/2 A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University web pages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University web pages or from the Registry Admissions Office (01905 855111).

Applicants for the part-time programme route who do not hold the above qualifications will be considered on the basis of prior professional experience and the criteria indicated above.

Part-time students need:

- evidence of appropriate support from their setting
- a testimony that supports the students commitment and suitability for the course

All students need:

- current police clearance to work with young children (Enhanced CRB)

Further information or guidance is available from Registry Admissions Office (01905 855111) or from <http://www.worc.ac.uk/courses/howtoapply/476.html>

### Admissions procedures

Full-time applicants apply through UCAS (Code X312)

Part-time applicants\* apply directly to University of Worcester (UW) (Part-time application form available on UW website).

*\*Part-time applicants to North East Worcestershire (NEW) College apply directly to the college*

All applicants for the part-time programme route who are working an Early Years setting will be required to provide:

- a statement of support from their current employer / voluntary placement to provide the time, opportunity and provision of support for work-based requirements and release to attend college, where appropriate, including identification of a Professional Partner within the setting.
- a testimony/reference from an appropriate professional.

All applicants will be required to provide:

- evidence of current police clearance to work with young children (Enhanced CRB)

Full-time students will be assisted in finding placements.

Students are required to let the programme know if there are any changes in their employment and are responsible for ensuring they continue to be cleared by the police to work with young children throughout their course of study.

### Admissions/selection criteria

Offers of places are usually made on the basis of the application and interview.

The criteria for selection of applicants are:

- Literacy skills which will enable them to fulfil the requirements of the course as evidenced by qualifications and/or other appropriate written evidence \*
- Commitment to personal development as evidenced through work experience, previous study, and/or training courses, conferences attended; portfolio of professional achievements, performance assessments, personal interests etc
- Ability to work at Level 4 and learn from previous experience in working with children

*\*Students who do not possess Grade C or above in GCSE English Language will be given the task of producing an extended piece of writing.*

### **Accreditation of Prior Learning**

Students with relevant previous study at HND or degree level or extensive experience may be considered eligible for Accreditation of Prior Learning.

Entry may be possible to Year Two of the course, depending upon the qualifications or experience gained. Credit can also be given for individual modules in the part-time programme.

### **19. Methods for evaluating and improving the quality and standards of teaching and learning**

The course is monitored at a local level by student evaluation of modules and student representation at course committees. Each institution writes its own Annual Evaluation Report; these are then collated to develop an overall course Report at UW. The support from link tutors and regular cross-moderation and standardisation events for the whole course team ensure quality and standards are consistent across partner institutions. This process is further strengthened by external examiners who verify work and marks across the institutions. Tutors at partner institutions are registered lecturers of UW, which supports and offers opportunities for staff development and scholarly activity. Conference days at UW provide further opportunity for CPD, collaborative working and peer assessment. A Partnership Management Committee oversees Quality Assurance and Enhancement. This is further supported by UW's Partnership Management Team who also manage the ongoing communication and delivery of the programme. Regular partnership team meetings are essential to the delivery and development of the programme.

## 20. Regulation of assessment

### Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module (apart from 1401 which is pass/fail).
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see URF.

### Retrieval of failure

- Students are entitled to re-sit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

### Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

### Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
Foundation Degree FdA/FdSc	Passed a minimum of 240 credits with at least at 120 credits Level 4 or higher and 120 credits at Level 5

*\* Requirements for practice experience are embedded within the work-based modules*

These awards are not classified.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

## 21. Indicators of quality and standards

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

External examiners reports confirm that standards are appropriate for study at Level 4/5 and are in line with Foundation Degrees elsewhere.

Course review May 2010: Good Practice and Innovation

The Panel noted the following features of good practice and innovation:

1. The involvement of Local Authorities and their representatives, particularly from Shropshire and Herefordshire as partners in the design, development and delivery of the programme, and specifically as essential and core elements of the work based learning initiative.
2. The collaboration between partner college staff and University staff in pedagogical research and development projects culminating in presentations at national conferences and publications.
3. The development of the partnership across areas of Shropshire and Herefordshire which has allowed access to higher education for non-traditional students and those who would not otherwise have had such an opportunity.
4. The conceptual model of the 'team around the student' underpinning the new course proposal and the potential for employers and tutors to work together in supporting the development of students as professional practitioners.
5. The way in which the partnership team has built a community of practice and encouraged engagement in a joint learning experience.
6. The way in which the team has made use of staff expertise in the development of the course and specific projects, including mentoring of staff across the partnership to support both individuals and course teams.
7. Strong links with a range of UW support services, particularly ILS and the Welfare and Financial Advice Service to help with students' induction into the course.

An increasing number of students are progressing on to UW's BA (Hons) in Integrated Early Childhood Studies Top-up or Early Years Professional Status (EYPS) Long Extended Pathway, which have also received praiseworthy reports from external examiners.

The Foundation Degree continues to receive sector endorsement from CWDC because of its high levels of employer engagement and its relevance to community development. The Foundation Degree remains a sought after qualification for those wishing to progress in the area of Early Years education and care.

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UW is accredited as Investors in People (2008, <http://www.worc.ac.uk/personnel/706.htm>).

## 22. Career Opportunities & Links with Employers

The FdA EY opens up opportunities for career progression for students who are already in employment, working voluntarily in the sector or progressing from Level 3 study. Employers are involved in the design of the course, its on-going delivery and review. A Partnership Forum which includes representatives from Early years LA Services across the region supports collaborative working with UW and FE providers.

Following further study the Sector Endorsed FdA in Early Years will enable students to pursue careers in areas such as the following:

- Social Care
- Children's charities: e.g. Barnardos
- Nursery management, Pre-schools and Playwork
- Early years education, teaching assistant
- Day Care
- School Welfare Services
- Early Years Services
- Careers information is available at <http://www.worc.ac.uk/careers/>.

Progression routes include: Early Years Professional Status (EYPS) (Long Extended Pathway), third year of an honours degree course including BA(Hons) Integrated Early Childhood Studies, BA(Hons) Social Welfare, BA(Hons) Education Studies leading on to EYPS (Full, Short or Validation pathways).

Applicants to the Early Years Professional Status Long Extended Pathway require GCSE's in English Language and Mathematics at the point of validation (in addition to a Level 5 qualification). All other pathways require GCSE's in English Language and Mathematics at the point of validation, in addition to a non honours degree.

Applicants for a PGCE Qualified Teacher Status (QTS) course or the Graduate Teacher Programme (QTS) require a good honours degree and GCSE's in English Language, Mathematics and Science.

Further information is available at <http://www.worc.ac.uk/departments/8792.html>

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guides and course student handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.