

## Changes to previous information

During the global COVID-19 pandemic, we prioritised the health, wellbeing and safety of our students and staff.

As we start the new academic year, your health, wellbeing and safety remains our top priority. This means when we return to our campuses and buildings in September 2020 social distancing and other health and safety measures will be in place. This is to help keep you, and others around you, safe. We will respond to the requirements of vulnerable students regarding their personal safety on an individual basis.

We remain committed to delivering an outstanding education and student experience both on campus and online. Like most universities, we'll be providing a mix of on-site face-to-face and digital learning and teaching. The exact mix will vary between courses and course modules taking into account teaching requirements and other considerations such as meeting the safety of vulnerable staff.

It is important to emphasise that a face-to-face, on-site experience will be delivered within the Government and Public Health England guidance and providing there are no serious unforeseeable public health issues that result in the Government introducing further lockdown measures.

Our response to the pandemic means we may have made changes to your course. This is to take account of these important health and safety measures.

We ask you to read the information provided about course changes carefully. We detail what we include in our online prospectus and explain what has changed.

You should read our statement of changes alongside any information provided in videos, at open days or in other promotional materials. This is because the information may also have been affected by the changes we had to make. We are providing this information so you can make an informed choice about whether the course remains suitable for you.

When you register for your course, you will be asked to confirm you have read about our changes and you agree to them. It means that by choosing to continue with your application, and register with us, you accept these changes and are happy to study your course with us.

We really look forward to seeing you in the next academic year. In the meantime, if you want to find out more about University life from this September, and being part of our supportive and welcoming community, please visit our [September 2020 web pages](#).

Current published course related information		
Course title	Early Childhood Education and Care Foundation Degree	Please note that the award title is Foundation Degree in Early Childhood Education and Care
Award level	FdA - Foundation Degree	Please note that Foundation Degree is abbreviated to FD
<b>How do you want to study?</b>		
Start Date	Sept 2020	
Modes of study	Full-time	
Duration	2 years full-time	
UCAS code	X234	
Location	Canterbury	
Partner institution	N/A	
Available with a Foundation Year	No	
<b>Overview</b>		
	<p>This course is perfect if you already work with young children but have a thirst for knowledge in the subject of early childhood education and care. It will enable you to learn, gain a qualification and maintain your work alongside study.</p> <p>You'll explore a variety of factors affecting childhood from different perspectives – including leadership, teaching, child development, health and parental input – and put these into practice through work-based learning.</p> <p>Taught by a team, including award-winning practitioners who are invested in and passionate about childcare, you will have the option of taking our BA Top-up and gaining a full honours degree in Early Childhood Education and Care.</p>	No change
<b>Why study Early Childhood Education and Care Foundation Degree?</b>		
	The early years workforce requires highly qualified and motivated graduates with knowledge and understanding of the multi-disciplinary nature of working with young children and their families, as well as an	No Change

	<p>appreciation of the importance of quality partnerships with parents and other agencies.</p> <p>On this course, you'll build skills, knowledge and understanding of theories, issues and practice relating to early childhood education and care to help you develop your own practice.</p> <p>On successful completion of the course, you'll be equipped with new personal and professional skills and experience, enabling you to forge a career working in a wide range of roles supporting children and families. You'll also be able to continue your studies by taking the BA Top-up and gaining a full honours degree in Early Childhood Education and Care.</p> <p>Throughout the course, you'll reflect on your own experiences and you'll continually relate your learning to practice. You'll explore the concept of 'being, belonging and becoming' in relation to both children's holistic development and learning, and also your own personal development. For example, the state of 'being' values your experiences, knowledge and participation as the foundation of your professional identity; the notion of 'belonging' supports you and your feelings of inclusion and participation at University and in the wider early years community; and finally, the notion of 'becoming' supports your critical engagement with diverse perspectives on children, childhood and the wider political, societal and global issues influencing the lives of children and their families.</p>	
--	--	--

<p>Entry requirements</p>	<p>GCSE English language grade C (or equivalent)</p> <p>If you do not have English language at GCSE grade C or above you will be required to take and pass the University Equivalency tests for entry onto this course.</p> <p>You must be working (employed or voluntary) in a relevant setting with young children for a minimum of 15 hours per week.</p> <p>Current DBS is required.</p>	<p>No change</p>
<p>About the course</p>		
	<p>During the course, you'll study theory and research drawn from an interdisciplinary perspective. This could include the fields of education, health and welfare, sociology, psychology, geography, history, children's rights, law and justice, political and economic science, anthropology, social policy and philosophy.</p> <p>You'll examine the socio-cultural perspective of children, families and their wider communities, exploring how children's development and learning is inter-related culturally and biologically.</p>	<p>No change</p>
<p>Module information</p> <p>Please note that the list of modules and their availability may be subject to change. We continually review and where appropriate, revise the range of modules on offer to reflect changes in the subject and ensure the best student experience.</p>		
<p>Core year 1</p>		
	<p>Planning for Personal and Career Development (employment based) Core module - (20 Credits)</p> <p>This module in Trimester 1 forms the basis of your introduction to University. It includes an induction to the library, as well as the main Canterbury Campus. Sessions will introduce you to the range of resources available on Blackboard, including study support and turnitin buckets. You'll learn about skills of academic writing and referencing, which you'll begin to practice through specific activities. You will have opportunities to reflect on your personal</p>	<p>No change</p>

	development and core graduate competencies, including communication, team work and collaborating with others.	
--	---	--

	<p>Being, Belonging and Becoming (employment based) Core module - (20 Credits)</p> <p>This module in Trimester 1 is taught alongside the module Personal and Career Development. The focus is on establishing the concept of 'being, belonging and becoming', in relation to the journey that you are embark on when studying with us. You will discuss and debate potential barriers in society relating to discrimination and inequality that may include gender, disability or poverty. A values-based approach to inclusion will be introduced, drawing on the notion of democratic participation and advocacy.</p>	<p>No change</p>
	<p>Child Development and Learning (employment based) Core module - (20 Credits)</p> <p>In this module, you'll study the theories that underpin the prime areas of learning and development. You will draw on work-based observations of development from different settings, responding to questions relating to relationships, environments and theoretical understanding. You will evaluate the early years foundation stage (EYFS) in relation to the developing science of child development. You will start to explore and understand human development, looking at stages and domains in human growth and development. Discussions will focus on the learning and development that occurs during the period from conception to five years of age. You will be encouraged to recognise and discuss the changing nature of developmental theories.</p>	<p>No change</p>
	<p>Perspectives of Childhood (Employment based) Core module - (20 Credits)</p> <p>In this module, you'll study children's socialisation, meaning how children are raised by their families and society. You will explore how we understand children and childhood by looking at a number of 'perspectives', for example, how does the past influence our or thinking? You will explore a range of contexts that impact on</p>	<p>No change</p>

	<p>childhood which may include historical perspectives, family structures, social and cultural expectations, environmental issues, political and economic policies. You will investigate the factors that impact on the development of a child's identity such as the influence of social class, religious backgrounds, gender and ethnicity. There will be opportunities for personal reflection on personal experiences and to consider these reflections in the light of new understanding and learning. Through investigating a variety of resources, you will start to recognise the impact of inequalities on children's well-being, such as access to housing, healthcare, education, work and leisure activities, in the UK and in the wider world.</p>	
--	---	--

	<p>Discovery, Inquiry and Exploration (employment based) Core module - (20 Credits)</p> <p>In this module, you will explore the fields of research related to working with young children and families. You will learn about the concept of research with children and the importance of listening to the voices of young children.</p>	No Change
	<p>Child Health and Wellbeing (employment based) Core module - (20 Credits)</p> <p>What happens in pregnancy and early childhood impacts on physical and emotional health all the way through to adulthood. Supporting good maternal health is important for safe delivery and good birth weight to give babies the best start. In this module, you will evaluate the contexts of health including physical, mental/emotional, environmental and social contexts. You will consider the implications of ill health by identifying a specific area of study and analysing the implications for the child's health and wellbeing, their family and wider society. You will examine a range of philosophies, theories, models of health promotion and public health and underpinning current legislation and government strategies.</p>	No change
Core year 2		
	<p>The Developing Child (employment based) Core module - (20 Credits)</p> <p>In this module, you will build your understanding of human development, looking at human growth, development, developmental stages and domains in varying contexts. You will focus on the growing, development and learning that occurs with an emphasis on the period from conception to eight years of age. The module will also enable you to recognise and discuss the changing nature of developmental theories and their application.</p>	No change
	<p>Global and International Perspectives on Early Childhood</p>	No change



	<p>Core module - (20 Credits)</p> <p>In this module, you will develop a deeper knowledge and understanding of children's lives in different cultures and contexts. You will study childhood across the world and the key influences of geography, history, politics and economics.</p>	
	<p>Diversity and Inclusion in the Early Years (employment-based) Core module - (20 Credits)</p> <p>The aims of this module are to ensure you develop a critical understanding of the issues that surround discrimination, disability and equality in our society and of the concept of inclusion with a particular focus on young children and their families. You will explore the history, psychology, economic and social dimensions of these issues, along with an analysis of their impact upon individual young children and their families.</p>	<p>No change</p>
	<p>Creativity, Imagination and Play (employment-based) Core module - (20 Credits)</p> <p>You will develop your awareness of both your own creativity and children's creative development. This module will expand your knowledge of the processes involved in the development of children's creativity. You will learn about the importance of applying thinking skills and theories relating to cognitive development. You will be introduced to theories of creativity and will consider these in relation to your own lives and the lives of children. You will also consider issues surrounding play provision and creativity in the wider environment and explore the issues impacting on young children and their lives.</p>	<p>No change</p>
	<p>Working with Children, Families and Communities (employment-based) Core module - (20 Credits)</p> <p>The module aims to provide an introduction to ecological systems theory, helping you to recognise and discuss the changing nature of neighbourhoods and society, and how practitioners might respond in terms of</p>	<p>No change</p>

	<p>advocacy and action. You will have a range of opportunities to engage with children, families and communities through theoretical perspectives, previous and current experiences, observation in action and reflection.</p>	
	<p>Safeguarding Children; A Risky Business? (employment-based) Core module - (20 Credits)</p> <p>In this module, you will explore concepts, theories, legislation and policy relating to safeguarding and protecting children. You will study concepts such as significant harm, neglect and abuse while considering decision making strategies and interventions that might be utilised by professionals in the field.</p>	<p>No change</p>

How you'll learn		
Teaching	<p>This course consists of two years of study. Year 1 requires a pass to proceed into Year 2.</p> <p>You will typically attend University one day per week (9am-4pm) Each year, you will complete six 20 credit modules.</p> <p>Teaching and learning may include, but not be limited to lectures, seminars, workshop, personalised tutorials, guided learning, independent study and blended learning.</p> <p>The teaching strategies and learning experiences reflect an increasing proportion of individualised and self-directed learning approaches.</p>	<p>As a result of the ongoing COVID-19 situation, we have redesigned our courses so that they can deliver a mix of face-to-face and digital learning. This will mean that courses can continue while following social distancing rules, even if further lockdowns occur. We have tried to do this in a way that is purposeful, thoughtful and driven by your likely needs.</p> <p>All lectures will be delivered digitally. Small interactive lectures may happen on campus (if suitable rooms are available).</p> <p>This means that as part of 'contact hours' for the course, you can expect to engage with a structured mix of:</p> <ul style="list-style-type: none"> <li>• on-site face-to-face teaching</li> <li>• 'live' digital teaching</li> <li>• other digital activities.</li> </ul> <p>We will take into account any guidance from local or national governments and the University, and will keep you informed of any changes that are necessary.</p>
Independent study	You are expected to carry out around 90 hours of independent research and study for each module.	
Overall workload		
Academic input	<p>The teaching team includes lecturers, senior lecturers, programme directors and module leaders. Many staff also pursue their own continuing education, from masters degrees to doctorates and PhDs, as well as pursuing their own research interests.</p> <p>Staff come from a range of professional backgrounds including education, social care, health, psychology, local authorities, the third sector, commissioning services, charities and other agencies. They provide a multidisciplinary and dynamic learning environment that includes specialist</p>	

	<p>knowledge in the field.</p> <p>All academics have a recognised teaching qualification for higher education and fellowship of the Higher Education Academy or are working towards these.</p>	
<b>How you'll be assessed</b>		
	<p>You will be assessed through a range of methods, including individual presentations, poster presentations, resource design, case studies and essays. There is no formal examination assessment.</p> <p>Assessment procedures will take account of not only your acquired knowledge and skills, but also the process of developing skills and the ability to apply such knowledge and skills in the world of work.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• case studies</li> <li>• Essays</li> <li>• Presentations</li> <li>• analysis of issues which arise from work experience, reading or seminars</li> <li>• self-evaluations</li> <li>• artefacts.</li> </ul>	No change
<b>Fees</b>		
UK/EU	Full-time - £7,050	
Overseas	N/A	
<b>Course specific costs</b>		
Accommodation costs for Placements	N/A	
Clothing / Kit	N/A	
Professional accreditation	N/A	
Industry links	N/A	
<b>Other important information</b>		
	N/A	
Date of publishing	29/6/2020	