**Template C4**



**Programme Specification**

**Title of Course:**

**Foundation Degree in Early Years and Children’s Services: Leadership and Management**

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| **Date first produced** | September 2013 |
| **Date last revised** | September 2020 |
| **Date of implementation of current version** | September 2022 |
| **Version number** | 3 |
| **Faculty** | Health, Social Care and Education |
| **School** | School of Education, Midwifery and Social Work |
| **Department** | Department of Education |
| **Delivery Institution** | Kingston University |

This Programme Specification is designed for prospective students, current students, academic staff and 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 they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Award(s) and Title(s):** | 1. Foundation Degree in Early Years and Children’s Services: Leadership and Management |
| **Intermediate Awards:** | Certificate in Higher Education |
| **FHEQ Level for the Final Award:** | Foundation Degree Level 5 |
| **Awarding Institution:** | Kingston University, School of Education |
| **Teaching Institution:** | Kingston University |
| **Location:** | Kingston University, Kingston Hill Campus |
| **Language of Delivery:** | English |
| **Modes of Delivery:** | Full time with part time attendance |
| **Available as:** | Full field |
| **Minimum period of registration:** | Two years |
| **Maximum period of registration:** | Four years |
| **Entry Requirements:** | The minimum entry qualifications for the programme are:  BTEC National: Level 3 National Diploma in Children’s Play, Learning and Development and/or equivalent  CACHE: Level 3 Diploma in an Early Years, Level 3 Early Years Educator, Playwork, Children and Young People or T Level Technical Qualification in Education and Childcare or related subject and/or equivalent  NVQ Level 3 in an early years, health and social care or related subject and/or equivalent working with children aged five and below    Plus: Employment in a setting in either paid or voluntary capacity for a minimum of 16 hours per week for the duration of the programme  It is normally expected that applicants should have prior experience in an appropriate setting prior to undertaking the Foundation Degree. However, Kingston University is committed to widening participation and encourages potential applicants who may not have ‘typical’ qualifications and/or experience to contact the Department of Education for advice.  It is usual for every applicant to undergo an interview at the Partner of their choice where qualifications and experience are carefully considered  A minimum IELTS score of 6.5, TOEFL scores of 79 to 93 or equivalent is required for those for whom English is not their first language.  Students who have experience in an appropriate setting and possess a minimum of 3 A Levels with a successful interview outcome can apply for Recognition of Prior Learning.  Students are required to evidence a current Disclosure and Barring Services Clearance |
| **Programme Accredited by:** | Sector Endorsed Foundation Degree in Early Years (SEFDEY) Network |
| **QAA Subject Benchmark Statements:** | QAA Foundation Degree Characteristics Statement |
| **Approved Variants:** | Students accessing the programme are employed as practitioners working with children and their families. All modules must be passed without compensation in order to achieve the Foundation Degree. |
| **UCAS Code:** | XN13-Foundation Degree in Early Years and Children's Services: Leadership & Management |

**SECTION 2: THE COURSE**

1. **Aims of the Course**

The main aims of the field are to:

* provide appropriate knowledge and critical understanding of the well-established principles in early years and beyond and the way in which those principles have developed;
* deliver the professional, practical skills and competencies which are required to work with children in the Foundation Stage and those transitioning beyond the Foundation Stage
* ensure that students can demonstrate, within their practice, that they have adopted appropriate values and principles of working with babies and young children;
* develop students’ self-awareness and reflection including the ability to evaluate their impact upon other people in the environment in which they work;
* develop students’ ability to understand and apply the principles of evidence-based practice and develop an understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge in the field of early years, subsequent key stages and their work context;
* provide an appropriate understanding of the regulatory and legislative frameworks for early years and those transitioning to Key Stage One and to prepare students to work within these frameworks;
* provide a suitable basis in terms of transferable skills necessary for continued employment and possible progression to BA(Hons.) Degree, Early Years Teacher status (EYT) and/or Qualified Teacher Status (QTS) (subject to entry requirements).

1. **Intended Learning Outcomes**

The course outcomes are referenced to the relevant QAA subject benchmarks indicated and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

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| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  On completion of the course students will be able to: |  | **Intellectual Skills**  On completion of the course students will be able to |  | **Subject Practical Skills**  On completion of the course students will be able to |
| A1 | Early years regulatory and legislative frameworks | B1 | Critically analyse legislation, theories of learning, development and assessment | C1 | Demonstrate effective practice within the regulatory framework |
| A2 | Early years principles, values and belief systems of effective practice (including international influences) | B2 | Engage in self-evaluation and critical reflection of professional practice | C2 | Plan, deliver, assess, monitor and record specific developments and learning activities with young children |
| A3 | Differences and diversity that challenge stereotypes, counter discrimination and promote respect for a range of life-styles and cultures | B3 | Critically analyse the principles of early years | C3 | Differentiate to accommodate individual needs |
| A4 | Interprofessional expectations of practice | B4 | Understand principal methods of academic and professional inquiry | C4 | Develop collaborative and cooperative working roles commensurate with interprofessional practice |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Outline Programme Structure**

Full details of each module will be provided in module descriptors and student module guides.

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| **Level 4 (all core) for FdA Early Years and FdA Early Years and Children’s Services: Leadership and Management** | | | | |
| **Core Modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Personal and Professional Development through Reflective Practice | QF4000 | 30 | 4 | 1 |
| Child Development, Observation and Assessment | QF4010 | 30 | 4 | 1 |
| Child Protection and Ethical Practices of Working with Children | QF4020 | 30 | 4 | 2 |

**Additional Core Modules for the Foundation Degree in Early Years and Children’s Services: Leadership and Management**

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| --- | --- | --- | --- | --- |
| **Core Module** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Leadership and Management of Identity | QF4040 | 30 | 4 | 2 |

Progression to level 5 requires all core modules to be passed.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education.

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| **Level 5 (all core) for FdA Early Years and FdA Early Years and Children’s Services: Leadership and Management** | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Historical and International Perspectives of Early Years Education | QF5000 | 30 | 5 | 1 |
| Special Project | QF5050 | 30 | 5 | 2 |

**Additional Core Modules for the Foundation Degree in Early Years and Children’s Services: Leadership and Management (Pathway 2)**

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| --- | --- | --- | --- | --- |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Leadership and Management of the Early Years Setting | QF5010 | 30 | 5 | 1 |
| Leadership and Management of Organisations | QF5040 | 30 | 5 | 2 |

1. **Principles of Teaching, Learning and Assessment**

The teaching and learning strategies have been developed to take account of the Kingston University Curriculum Design Principles. The programme utilises a wide range of strategies that will enable all students to be actively engaged throughout the course. These strategies have also been carefully considered to ensure that students are able to meet the learning outcomes of the modules. The teaching and learning strategies include delivering each module sequentially enabling the dates for submission of assignments to be staged across the academic year. This is an important element of work based programmes to enable the planning and collation of data to meet with the demands of employment in the education sector.

The range of teaching and learning strategies includes lectures, group work, seminar discussions, peer feedback workshops and practical tasks. Opportunities will be provided for students to gain experience in the use of technology enhanced learning both as a recipient and for enhancing their professional role. Experienced tutors will guide students in how to access e-learning professional discussion boards as well as enable students to practice using different technologies in order to enhance their personal and professional knowledge and skills. Practice using different technologies have been planned to take place in a supportive environment before the requirement of skills to be evidenced in any summative assessment.

A range of assessments have been designed to enable students to demonstrate the acquisition of key knowledge and skills. These include peer assessments, oral presentations, report writing, planning activities, observations and poster presentations. The assessments within each module have been designed to provide formative opportunities that allow students to make links between theory and practice and to receive ‘feed forward’ in preparation for the summative assessments.

An important element of the programme is the level of support that is embedded in the design to enable students to be successful. It is acknowledged that most of the students accessing this programme will be mature and experienced workers who may have taken a break from studies or who may not have been in education for some time. The programme has been developed to ensure that students are very well supported. This not only includes opportunities to practice key skills and receive formative feedback prior to summative assessments but also the individual support that will be provided by an allocated Personal Tutor. This role will ensure that students’ progress is monitored closely and individualised tutorial support is available to address any specific issues as they arise.

The development of academic skills is also a focus of the first module at level 4 but is also threaded throughout the programme and assessed through formative and summative tasks. Formative assessments in the first module and at intervals throughout the course will be utilised by the Personal Tutor to monitor progress in the development of skills but also to identify where students may need additional help which may come via other tailored support. Students are also given the opportunity to take part in group as well as individual tutorials in order to develop personal and key skills.

At the end of Level 5 students will undertake a project that will utilise knowledge and skills accumulated throughout the programme. Students will select an area of interest for an in-depth special project requiring data collection and analysis of working with young children within their employment setting. The topic of the project will be agreed by the module leaders and where necessary in negotiation with the university Course Leader. The special project enables students to develop research skills within a work setting and provides them with the foundations for further study if they wish to pursue it.

1. **Support for Students and their Learning**

Students are supported by:

* A Course Leader based at Kingston University who will be responsible for ensuring that programme reviews incorporate up to date field developments and that quality assurance policies and procedures are adhered to.
* A Field Liaison Officer who will visit a sample number of students, their mentors and employers in the employment setting to gather important feedback on programme development and enhancement.
* A designated programme administrator based in the School of Education to ensure effective communication between students and university staff and who will prepare documentation for university assessment boards.
* A Module Leader for each module who will be responsible for ensuring the content, delivery and assessment strategies are effective.
* A Personal Tutor who will support individual student progress.
* Technical support to advise students on IT and the use of software at Kingston University
* CANVAS – the Kingston University on-line interactive intranet
* A named Senior Adviser for Early Years based in the Library (Kingston Hill Campus)
* Programme specific Library Resources at Kingston University
* A substantial Study Skills Centre that provides academic skills support at KU
* Student support facilities at Kingston University that provide advice on issues such as finance, regulations, legal matters and international student support
* Dyslexia and Disability student support at Kingston University
* The Students’ Union
* An induction week at the beginning of each new academic session

Specific arrangements have also been made to support students in accessing University resources for the duration of the Foundation Degree. Students who are mostly work based learners are inducted to the University site to familiarise students with the layout, to meet University staff and to experience the resources available. In addition, online tools enable students to view virtual tours of the university’s teaching spaces and library areas. Guidance for the search and selection of resources has also been developed to encourage students to access the breadth of material available to enable success in their studies.

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation
* Student Staff Consultative Committee
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including Module Evaluation Questionnaire (MEQs), level surveys and the National Student Survey (NSS)
* Moderation policies
* Feedback from employers
* National accreditation by the Sector Endorsed Foundation Degree in Early Years (SEFDEY) Network

1. **Employability and work-based learning**

The Foundation Degree in Early Years and Children’s Services work based learning programmes. The students who will access the programmes are practitioners who may currently be employed in a variety of positions for example, Teaching Assistants, Setting Managers, Key Persons and Room Leaders in private, voluntary, independent and maintained Early Years Foundation Stage settings.

The students who will access the Early Years: Leadership and Management programme (Pathway 2) are those practitioners who may be employed in a strategic role leading practice or managing policy and procedures across a group or within individual settings.

The programmes have been designed with the engagement of employers to ensure that the content enables students to develop key knowledge and skills in order to enhance their professional role and to make positive impact upon early years settings in terms of ensuring quality learning and development opportunities for young children and their families.

1. **Other sources of information that you may wish to consult**
2. **Development of Course Learning Outcomes in Modules**

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

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|  | **Module Code** |  | QF4000  Prof Dev | QF4010  Child Dev | QF4020  Child Protect | Pathway 2 QF4040  LaM Identity | QF5050  Special Proj | QF5000  Hist /Interna | Pathway 2  QF5010  LaM Setting | Pathway 2  QF5040  LaM Org |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | F/S |  | S | F | F/S |  |  |  |
| A2 | S |  |  |  |  |  | F |  |
| A3 |  | S | F |  |  | S | F |  |
| A4 | F |  | S |  |  |  | F | F |
| **Intellectual Skills** | B1 |  |  |  | S |  | F |  |  |
| B2 | S |  |  |  |  |  |  |  |
| B3 |  |  |  |  |  | F |  |  |
| B4 | S |  |  |  | S |  | F |  |
| **Practical Skills** | C1 |  | S | F |  | S |  |  | F |
| C2 |  | S |  |  |  |  |  |  |
| C3 |  |  | S |  | F |  |  |  |
| C4 |  |  |  | F |  |  | S |  |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**