Text

Description automatically generated

**Programme Specification**

**Title of Course: Foundation Degree in Early Years**

**Date Specification Produced: September 2013**

**Date Specification Last Revised: August 2022**

**SECTION 1: GENERAL INFORMATION**

|  |  |
| --- | --- |
| **Title:** | Foundation Degree Early Years |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University, School of Education |
| **Location:** | 1. Brooklands College 2. Kingston College 3. Morley College 4. Reach Academy Feltham 5. Richmond College 6. West Thames College 7. Whitefield Academy Trust |
| **Programme Accredited by:** | N/A |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

The Early Years Foundation Degree programme offers an undergraduate, work based progression route for those practitioners interested in developing their personal and professional knowledge and skills whilst continuing employment in an early years setting.

The programme has achieved national recognition in terms of excellence in academic rigour combined with positive impact upon working practices. The programme enables practitioners working with young children to continue in employment whilst engaging in academic study during the evenings with occasional weekend attendance. The location of the early years foundation degrees at partnership institutions across London and the South East, ensures that the programmes are accessible to students from a wide geographical area.

The programme has been designed collaboratively with employers and workforce development officers to ensure that recent and relevant issues are addressed and students gain the knowledge and skills required of effective practitioners in a work setting. A team of highly qualified professionals from a range of children’s workforce disciplines lead the programmes. The lecturers and tutors are actively engaged in national and international research projects ensuring that students are fully involved with ‘cutting edge’ theories and emerging issues that may impact upon practice making this an exciting and dynamic programme.

Past students have reported how the programme has enabled them to rationalise and support change within their workplace that has had positive impact on children and their families. In addition they report increasing confidence in their personal as well as professional lives.

“The Foundation Degree has given me confidence both personally and professionally. I have gained new knowledge which has led me to become a more effective EYFS practitioner.” (Undergraduate Student)

Recent research looking at the impact of the Foundation Degree on working practices has highlighted how employers value the development of specialised knowledge and transferrable skills as students make progress through the programme.

“The foundation degree makes a difference to everyone in the team as the learning and knowledge is shared at meetings and planning days. Staff members are now more reflective and confident in their roles. It raises their professionalism and the status of the profession.”

(Children’s Centre Deputy Manager)

Students that have successfully completed the Foundation Degree have reported that they have had opportunities for career enhancement. Some have taken on posts of responsibility within their settings and others have made the choices to continue their studies in order to gain a full honours degree and subsequently the Early Years Teacher (EYT) status and/or Qualified Teacher Status (QTS) subject to the entry requirements of the Teacher Agency (TA). The early years foundation degree pathway offers dynamic and exciting learning opportunities for practitioners in early years, which have shown positive enhancement to personal and professional practice.

1. **Aims of the Programme**

The main aims of the field are to:

* provide appropriate knowledge and critical understanding of the well-established principles in Early Years 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;
* 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 and their work context;
* provide an appropriate understanding of the regulatory and legislative frameworks for Early Years 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 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 subject benchmarks for the Foundation Degree (2010) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Programme Learning Outcomes** | | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course students will have knowledge and understanding of:** |  | **Intellectual skills – able to:**  **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 |
| **Key Skills** | | | | | | |
|  | **Self Awareness Skills** |  | **Communication Skills** | |  | **Interpersonal Skills** |
| AK1 | Take responsibility for own learning and plan for and record own personal development | BK1 | Express ideas clearly and unambiguously in writing and the spoken work | | CK1 | Work well with others in a group or team |
| AK2 | Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | BK2 | Present, challenge and defend ideas and results effectively orally and in writing | | CK2 | Work flexibly and respond to change |
| AK3 | Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | BK3 | Actively listen and respond appropriately to ideas of others | | CK3 | Discuss and debate with others and make concession to reach agreement |
| AK4 | Work effectively with limited supervision in unfamiliar contexts |  |  | | CK4 | Give, accept and respond to constructive feedback |
|  |  |  |  | | CK5 | Show sensitivity and respect for diverse values and beliefs |
|  | **Research and information Literacy Skills** |  | **Numeracy Skills** | |  | **Management & Leadership Skills** |
| DK1 | Search for and select relevant sources of information | EK1 | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | | FK1 | Determine the scope of a task (or project) |
| DK2 | Critically evaluate information and use it appropriately | EK2 | Present and record data in appropriate formats | | FK2 | Identify resources needed to undertake the task (or project) and to schedule and manage the resources |
| DK3 | Apply the ethical and legal requirements in both the access and use of information | EK3 | Interpret and evaluate data to inform and justify arguments | | FK3 | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |
| DK4 | Accurately cite and reference information sources | EK4 | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | | FK4 | Motivate and direct others to enable an effective contribution from all participants |
| DK5 | Use software and IT technology as appropriate |  |  | |  |  |
|  | **Creativity and Problem Solving Skills** |  |  | |  |  |
| GK1 | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |  |  | |  |  |
| GK2 | Work with complex ideas and justify judgements made through effective use of evidence |  |  | |  |  |
| **Teaching/learning methods and strategies** | | | | | | |
| The range of learning and teaching strategies includes:   * Field work * Formal lectures * Workshops * Seminars * Group and individual tutorials | | | | * Case studies * Blended learning * Distance learning tasks * Independent learning | | |
| **Assessment strategies** | | | | | | |
| The assessment strategies employed in the fields include the following:   * Essays * Oral presentations * Poster presentations * Research project | | | | * Reports * Peer assessments * Work place observations * Activity Planning * Case studies * Reflective logs and testimonials validated by employers | | |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

BTEC: Level 3 National Diploma in Children’s Play, Learning and Development and/or equivalent

CACHE: Level 3 Diploma in an Early Years related subject and/or equivalent

NVQ Level 3 in an Early Years related subject and/or equivalent

Plus: Employment in an early years 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 at least two years of practice experience in an early years 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 School of Education for advice.

It is usual for every applicant to undergo an interview at the partner college of their choice where qualifications and experience are carefully considered. All students who do not possess a DfE recognised Level 3 Early Years qualification would be informed at interview regarding their eligibility/non-eligibility to be counted within the Early Years Level 3 ratios.

A minimum IELTS score of 6.5 or equivalent is required for those for whom English is not their first language.

1. **Programme Structure**

This programme is offered in full-time mode with part-time attendance, and leads to the award of Foundation Degree in Early Years.

Entry is normally at level 4 with qualifications and experience identified in section D. Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules – but is at the discretion of the course team. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

Registration with the Sector Endorsed Foundation Degree in Early Years (SEFDEY) Network and the Office for Students

**E2. Work-based learning**

Employment (either paid or voluntary) in an early years setting for a minimum of 16 hours per week is an essential requirement of this programme. It is the responsibility of individual students to source and secure such employment (either paid or voluntary) and to provide confirmation evidence. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

**E3. Outline Programme Structure**

Each level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level. The modules will run sequentially, one after the other, enabling students to complete work based tasks and to gather data for formative and summative assessments. All modules are core modules for the Foundation Degree in Early Years.

All students will be provided with the University’s Undergraduate Regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

**LEVEL 4**

**Core modules for the Foundation Degree in Early Years**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Level 4** (all core) | | | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **%**  **Written exam** | **% practical exam** | **%**  **course-work** | **Teaching Block** |
| Personal and Professional Development through Reflective Practice | QF4000 | 30 | 4 | 0 | 0 | 100 | 1 |
| Child Development, Observation and Assessment | QF4010 | 30 | 4 | 0 | 0 | 100 | 1 |
| Child Protection and Ethical Practices of Working with Children | QF4020 | 30 | 4 | 0 | 0 | 100 | 2 |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Inclusive Education and Interprofessional Perspectives | QF4030 | 30 | 4 | 0 | 0 | 100 | 3 |   **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.**  **LEVEL 5**  **Core modules for the Foundation Degree in Early Years** | | | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level 5** (at least 60 credits = core) | | | | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **%**  **Written exam** | **% practical exam** | **%**  **course-work** | **Teaching Block** |  |
| Historical and International Perspectives of Early Years Education | QF5000 | 30 | 5 | 0 | 0 | 100 | 1 |  |
| Early Years Pedagogy and Practice | QF5020 | 30 | 5 | 0 | 0 | 100 | 3 |  |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Effective Communication Skills | QF5030 | 30 | 5 | 0 | 0 | 100 | 1 |  | | Special Project | QF5050 | 30 | 5 | 0 | 0 | 100 | 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 tasks 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.

Ranges of assessments have been designed to enable students to demonstrate the acquisition of key knowledge and skills. These include peer assessments, oral presentations, in-class tests, 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. Diagnostic testing 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 in each partner college 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 as well as tutors in different partner institutions 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, partners and university staff and who will prepare documentation for university moderation events and assessment boards.
* A Module Leader for each module based in respective partner institutions (Partner Tutor) who will be responsible for ensuring the content, delivery and assessment strategies are effective.
* A Personal Tutor based in respective colleges (Partner Tutor) who will support individual student progress.
* Technical support to advise students on IT and the use of software based at each Partner Institution
* Technical support accessed through 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 each Partner and at Kingston University
* Interactive Blackboard or Moodle or any other VLE based at each College
* A substantial Study Skills Centre that provides academic skills support at each partner institution and at KU
* Student support facilities in each partner institution and Kingston University that provide advice on issues such as finance, regulations, legal matters and international student support
* Dyslexia and Disability student support at each partner institution and 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. Tutors in the partner institution bring students to the University site to familiarise students with the layout, to meet University staff and to experience the resources available. In addition online tools in each college 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 Voice Committee
* Annual review and development
* Periodic review undertaken at the subject level
* Student evaluation
* Moderation policies
* National accreditation by the Sector Endorsed Foundation Degree in Early Years (SEFDEY) Network
* Professional Advocate Training package
* Standardisation Events
* Staff Development Days

1. **Employability Statement**

The Foundation Degree in Early Years is a work based learning programme. The students who will access the programme 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 programme has 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. **Approved Variants from the UMS/PCF**

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.

1. **Other sources of information that you may wish to consult**

www.education.gov.uk

**Development of Programme Learning Outcomes in Modules**

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Level 5** | | | | | | |
|  | **Module Code** |  | QF4000  Prof Dev | QF4010  Child Dev | QF4020  Child Protect | QF4030 Inclusive Ed | QF5020  Ped & Prac | QF5050  Special Proj | QF5000  Hist /Interna | | QF5030  Effect Comm |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | F/S |  | S |  |  | F/S |  | |  |
| A2 | S |  |  | F |  |  |  | |  |
| A3 |  | S | F |  |  |  | S | |  |
| A4 | F |  | S | F | F |  |  | | F |
| **Intellectual Skills** | B1 |  |  |  | S |  |  | F | |  |
| B2 | S |  |  |  |  |  |  | |  |
| B3 |  |  |  |  | S |  | F | |  |
| B4 | S |  |  | F |  | S |  | | F |
| **Practical Skills** | C1 |  | S | F |  |  | S |  | |  |
| C2 |  | S |  | F |  |  |  | |  |
| C3 |  |  | S |  |  | F |  | |  |
| C4 |  |  |  | S |  |  |  | | S |
| **Key Skills** | AK1 | F | F/S |  |  |  | S |  | |  |
| AK2 |  |  |  | F | S |  |  | |  |
| AK3 | S |  |  |  | F | F |  | |  |
| AK4 |  |  | F |  |  | S |  | |  |
| BK1 | S |  |  | F |  |  |  | | S |
| BK2 |  |  | F |  |  |  |  | | S |
| BK3 | F |  |  | F |  |  |  | | S |
| CK1 |  |  | F |  |  |  | S | |  |
| CK2 |  |  |  | F | S |  |  | | F |
| CK3 |  |  | F | F |  |  |  | | S |
| CK4 |  |  | F | F |  |  |  | |  |
| CK5 | F |  |  |  | S |  |  | | F |
| DK1 | S | F |  |  |  | S |  | |  |
|  |  | DK2 |  | S | F |  |  |  |  | | S |
|  |  | DK3 |  |  | S | F |  | S |  | | F |
|  |  | DK4 | F |  | F |  |  | S | S | |  |
|  |  | DK5 | F | F |  |  | S |  | S | |  |
|  |  | EK1 |  | F/S |  |  | F | S |  | |  |
|  |  | EK2 |  | S |  | S |  | F |  | |  |
|  |  | EK3 |  |  |  | F |  | S |  | | F |
|  |  | EK4 | F |  |  |  |  |  |  | |  |
|  |  | FK1 |  | F/S |  | S |  | S |  | | F |
|  |  | FK2 |  |  | F |  |  |  | S | |  |
|  |  | FK3 | F |  |  |  |  | F | S | |  |
|  |  | FK4 |  |  | F |  | S |  | S | |  |
|  |  | GK1 |  |  |  |  |  | S |  | | F/S |
|  |  | GK2 | F |  |  |  |  | S |  | | F |

**S**  indicates where a summative assessment occurs.

**F** where formative assessment/feedback occurs.

**Indicative Module Assessment Map**

This map identifies the elements of assessment for each module. Course teams are reminded that:

* There should be no more than three elements of assessment per module
* There should be no more than one formal examination per module.
* Synoptic assessments that test the learning outcomes of more than one module are permitted

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module** | | | | | **Coursework 1** | | | | **Coursework 2** | | | | **Examination** | | | |
| **Level** | **Module Name** | **Module code** | **Credit value** | **Core/**  **option** | **Type of coursework** | **Word Length** | **Weighting %** | **S/F\*** | **Type of coursework** | **Word Length** | **Weighting %** | **S/F\*** | **Written/**  **practical** | **Duration** | **Weighting %** | **S/F\*** |
| 4 | Personal and Professional Development through Reflective Practice | QF4000 | 30 | Core | Reflective Account | 1000 | 0 | F | Literature Review | 2,500 Words | 100 | S |  |  |  |  |
| 4 | Child Development, Observation and Assessment | QF4010 | 30 | Core | Observations | 2000 | 30 | F/S | Case Study | 3000 | 70 | S |  |  |  |  |
| 4 | Child Protection and Ethical Practices of Working with Children | QF4020 | 30 | Core | Report | 2,500 | 100 | S | Work based learning scenarios |  | 0 | F |  |  |  |  |
| 4 | Inclusive Education and Interprofessional Perspectives | QF4030 | 30 | Core | Critical Analysis of a Peer Journal Critique | 2500 | 100 | S |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module** | | | | | **Coursework 1** | | | | **Coursework 2** | | | | **Examination** | | | |
| **Level** | **Module Name** | **Module code** | **Credit value** | **Core/**  **option** | **Type of coursework** | **Word Length** | **Weighting %** | **S/F\*** | **Type of coursework** | **Word Length** | **Weighting %** | **S/F\*** | **Written/**  **practical** | **Duration** | **Weighting %** | **S/F\*** |
| 5 | Historical and International Perspectives of Early Years Education | QF5000 | 30 | Core | Exhibition | 2500 | 50 | S | Critical Analysis | 2500 | 50 | S |  |  |  |  |
| 5 | Early Years Pedagogy and Practice | QF5020 | 30 | Core | Research Plan | 500 | 0 | F/S | Independent Research | 4000 | 100 | S |  |  |  |  |
| 5 | Effective Communication Skills | QF5030 | 30 | Core | Essay and Activity Plan | 3000 | 100 | S |  |  |  |  |  |  |  |  |
| 5 | Special Project | QF5050 | 30 | Core | Peer  Presentation | 2000 | 50 | F/S | Essay | 3000 | 50 | S |  |  |  |  |

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award:** | *Foundation Degree Early Years* |
| **Intermediate Award(s):** | *Certificate in Higher Education* |
| **Minimum period of registration:** | *2 years* |
| **Maximum period of registration:** | *4 years* |
| **FHEQ Level for the Final Award:** | *Level 5* |
| **QAA Subject Benchmark:** | *Foundation Degree (2010)* |
| **Modes of Delivery:** | *Full Time with Part Time Attendance* |
| **Language of Delivery:** | *English* |
| **Faculty:** | *Health, Science, Social Care and Education* |
| **School:** | *Education* |
| **JACS code:** | *This is the* [*Joint Academic Coding System*](http://www.qaa.ac.uk/WorkWithUs/Documents/jacs_codes.pdf) *(JACS) agreed jointly by UCAS and HESA.* |
| **UCAS Code:** | Early Years: X110 plus campus code |
| **Course and Route Code:** | |  |  | | --- | --- | | Brooklands College | UFEYR1EYR03 | | Morley College | UFEYR1EYR10 | | Kingston College | UFEYR1EYR02 | | Reach Academy Feltham | UFEYR1EYR07 | | Richmond College | UFEYR1EYR06 | | West Thames College | UFEYR1EYR01 | | Whitefield Academy Trust | UFEYR1EYR08 | |