# Template C4



# Programme Specification

Title of Course: Foundation Degree in Early Years

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| Date first produced | September 2022 |
| Date last revised | August 2023 |
| Date of implementation of current version | September 2023 |
| Version number | 4 |
| Faculty | Health, Science, 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 module 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): | Foundation Degree in Early Years |
| Intermediate Awards(s) and Title(s): | Certificate in Higher Education or  Foundation Degree in Early Years Learning and Development |
| FHEQ Level for the Final Award: | Foundation Degree Level 5 |
| Awarding Institution: | Kingston University |
| Teaching Institution: | 1. Kingston College 2. Brooklands College 3. Morley College London 4. Reach Academy Feltham 5. Flourish Learning Trust (formerly Whitefield Academy Trust) 6. West Thames College 7. Richmond upon Thames College 8. LETTA Trust |
| Location: | Various locations in and around London and Surrey |
| Language of Delivery: | English |
| Modes of Delivery: | Full time with part time attendance at teaching institution and a minimum of 16 hours in the workplace |
| Available as: | Full field |
| Minimum period of registration: | 2 years full time |
| Maximum period of registration: | 4 years |
| Entry Requirements: | The minimum entry qualifications for the programme are:  Qualification: A full relevant Early Years Qualification listed on the Department for Education Early Years Qualifications List  Please refer to the link below for full and relevant Early Years Qualifications pre and post 2014 which are accepted as entry for the Foundation Degree in Early Years at Kingston University.  [Department for Education Early Years Qualifications List](https://www.gov.uk/government/publications/early-years-qualifications-achieved-in-england)  Maths and English: English and Maths requirements for level 3 ratios (See EYFS 2021 for further details) will be discussed with candidates as part of the interview process for the course, however they are not a requirement for the course commencement.  RPL:  Entry is normally at Level 4 with A-level or equivalent qualifications (See section D).  Transfer from a similar course 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.  Employment:  Employment in an early year setting in either paid or voluntary capacity for a minimum of 16 hours per week for the duration of the programme with the flexibility of visiting provisions catering up to the age of 8.  Experience:  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.  DBS:  Applicants must have a Disclosure Barring Service (DBS) check before they can start this course.  Critical Professional Associate:  All candidates will be interviewed as part of the application process and will have to identify a Critical Professional Associate (Mentor) in the workplace who is qualified to Level 6 in a related field and who is willing to carry out workplace assessments. A mandatory training for the Critical Professional Associate will be provided by the university. |
| Programme Accredited by: | Kingston University |
| QAA Subject Benchmark Statements: | QAA Subject Benchmarks for Early Childhood Studies 2020  DfE Early years full and relevant qualifications list |
| Approved Variants: | All modules must be passed without compensation in order to achieve the Foundation Degree in Early Years.  Students registered on this pathway who pass all credit bearing modules but do not pass the non-credit bearing Reflective Professional Practice Record (RPPR) will exit with a Foundation Degree in Early Years Education and Learning |
| UCAS Code: | X110 |

## SECTION 2: THE COURSE

### 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 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 up to the age of 8 years;
* 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 the 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).

### Intended Learning Outcomes

The course outcomes are referenced to the relevant QAA Early Childhood Studies subject benchmarks (2020) 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:

### Programme Learning Outcomes

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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 | Understand 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 | Understand 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 | Understand 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 | Understand 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 listed in the following Graduate and Academic Success Framework:

### Key Skills

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Self-Awareness Skills | Communication Skills | Digital and numerical skills | Interpersonal skills | Research Skills | Management and Leadership | Creativity and problem-solving skills |
| Take responsibility for own learning and plan for and record own personal development | Synthesise information to express ideas clearly in writing and the spoken word to diverse and multiple audiences | Handle and understand number as required for context | Work well with others in a group or team | Identify and use effective ways to search and validate information | Seek opportunities to initiate and determine the scope of a task/project | View problems from a diverse range of perspectives to find solutions |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas effectively | Summarise and visualise numerical data | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Seek opportunities to identify and secure resources needed to undertake the task/project; efficiently schedule and manage the resources | Seek opportunities to address global and long-term challenges |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen to the ideas of others in an unbiased way | Navigate, interact and contribute effectively, safely and legally with various digital platforms, including the web | Discuss and debate with others and make concessions to reach agreement | Apply the ethical requirements in both the access and use of information | Seek opportunities to set the direction, successfully complete and evaluate a task/project, revising the plan where necessary | Imagine, create and exploit solutions and more abstract ideas, including experimentation and risk-taking |
| Work effectively without supervision in unfamiliar contexts |  | Use personal and professional digital tools and environments | Give, accept and respond to constructive feedback | Comply with legal requirements in both the access and use of information | Seek opportunities to motivate and direct others to enable an effective contribution from all diverse participants | Work with complex ideas and problems, making evidence-based recommendations |
|  |  | Use technologies to effectively communicate and collaborate across dispersed/global teams. | Show sensitivity and respect for diverse values and beliefs | Accurately cite and reference information sources |  | Enterprise skills (ability to anticipate, identify, and grasp opportunities) |
|  |  |  |  |  |  | Demonstrate commercial acumen |

### Outline Programme Structure

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

Note: As per [GR5](https://d68b3152cf5d08c2f050-97c828cc9502c69ac5af7576c62d48d6.ssl.cf3.rackcdn.com/documents/user-upload/kingston-university-63963086086-kingston-university-gr5-changes.pdf) within the general regulations, the University aims to ensure that all option modules listed below are delivered. However, for various reasons, such as demand, the availability of option modules may vary from year to year or between teaching blocks. The University will notify students by email as soon as these occur.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 4** (all core) | | | | |
| **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 |
| Inclusive Education and Interprofessional Perspectives | QF4030 | 30 | 4 | 2 |

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Early Years

Progression to level 5 requires all credit bearing 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) | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Early Years Pedagogy and Practice | QF5020 | 30 | 5 | 1 |
| Historical and International Perspectives of Early Years Education | QF5000 | 30 | 5 | 2 |
| Effective Communication Skills | QF5030 | 30 | 5 | 2 |
| Special Project | QF5050 | 30 | 5 | 2 |

**Non-Credit Bearing Modules for the award of Foundation Degree in Early Years**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core Module** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Reflective Professional Practice Record (subject to validation) | QF4051 | 0 | 4 | 2 |

Students exiting the programme at this point who have successfully completed 120 credits at level 5 and passed the non-credit bearing module are eligible for the award of Foundation Degree in Early Years.

Students registered on this pathway who pass all credit bearing modules but do not pass the non-credit bearing Reflective Professional Practice Record (RPPR) will exit with a Foundation Degree in Early Years Education and Learning.

Progression to level 6 BA Hons Early Years Top Up programmes require all credit-bearing modules to be passed.

In order to be eligible for registration on the Early Childhood Graduate Competencies offered alongside the Level 6 BA Hons Early Years Top Up programmes all level 4 and 5 credit and non-credit bearing modules to be passed.

## 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 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 practise using different technologies in order to enhance their personal and professional knowledge and skills. Practise using different technologies has 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 has 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 practise 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 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.

**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 Critical Professional Associate (CPA) who will support the student to reflect on the professional development and engage with their Reflective Professional Practice Record.
* A designated programme administrator based in the Department 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.

## Employability and work-based learning

The Foundation Degree in Early Years with Early Years Educator 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 or schools.

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 a positive impact upon early years settings in terms of ensuring quality learning and development opportunities for young children and their families. On successful completion, which includes both credit and non-credit bearing modules with a total of 240 credits.

**Work-based learning.**

It is an expectation on entry to the course that all students are either in paid employment or volunteering for minimum of 16 hours per week. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience which they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

## Other sources of information that you may wish to consult

Brooklands College

<https://www.brooklands.ac.uk/course-detail/course/foundation-degree-in-early-years-care-yr2/>

Morley College London

<https://www.morleycollege.ac.uk/courses/course/foundation-degree-in-early-years-offered-in-collaboration-with-kingston-university/foundation-degree-in-early-years-offered-in-collaboration-with-kingston-university/>

Kingston College

<https://stcg.ac.uk/kingston-college/childcare-and-early-years/foundation-degree-fda-early-years-sector-endorsed>

Richmond upon Thames College

<https://www.rutc.ac.uk/courses/early-years/355-level-4/1559-early-years-foundation-degree.html>

West Thames College

<https://www.west-thames.ac.uk/courses/childcare/345-level-5/1418-foundation-degree-in-early-years>

Flourish Learning Trust

<https://www.flourishspecialisteducationservices.org.uk/28/foundation-degrees>

Reach Academy

<https://www.reachchildrenshub.com/news/early-years-foundation-degree>

LETTA Trust

<https://www.letta.org.uk/>

## 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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| **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 | Understand 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 | Understand 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 | Understand 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 | Understand Interprofessional expectations of practice | B4 | Understand principal methods of academic and professional inquiry | C4 | Develop collaborative and cooperative working roles commensurate with interprofessional practice |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module Code** |  | QF4051 RPPR | QF4000  Prof Dev | QF4010  Child Dev | QF4020  Child Protect | QF4030 Inclusive education | QF5020 Early Years Pedagogy | QF5000 Historical and International  Perspective | QF5030 Effective Communication | QF5050  Special Project |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | F | F/S |  | S | F/S |  |  |  | F/S |
| A2 | F | S | F/S |  |  | F/S | F/S |  |  |
| A3 | F |  | S | F | F |  | S | S |  |
| A4 | F | F |  | S | F/S |  |  | F |  |
| **Intellectual Skills** | B1 | F |  | S |  | F | F/S | F |  |  |
| B2 | F | S |  |  | F |  | F | F | F |
| B3 | F |  | S |  |  | S | F |  | S |
| B4 | F | S |  |  | F/S |  |  |  | F/S |
| **Practical Skills** | C1 | F | S | S | F/S | S |  |  | F/S | S |
| C2 | F |  | S |  |  | S | S |  | S |
| C3 | F |  | S | S | F | F/S | F | S | F |
| C4 | F | F |  | F | S |  |  | F | F |

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