

Template C4



Programme Specification

Title of Course: *Foundation Degree Early Years*

Date first produced	31/08/2013
Date last revised	19/09/2024
Date of implementation of current version	02/09/2024
Version number	9
Faculty	Faculty of Health, Science, Social Care & Education
School	School of Education, Midwifery and Social Work
Department	Department of Education
Delivery Institution	1. Kingston College 2. Brooklands College 3. Morley College London 4. Reach Academy Feltham 5. Flourish Learning Trust 6. Harrow, Uxbridge and Richmond upon Thames College 7. LETTA Trust

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

Award(s) and Title(s): <i>Up to 10 pathways</i>	Foundation Degree Early Years
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Certificate in Higher Education Foundation Degree in Early Years Learning and Development
Course Code <i>For each pathway and mode of delivery</i>	UFEYR1EYR03
UCAS code <i>For each pathway</i>	

Award(s) and Title(s): <i>Up to 10 pathways</i>	FdA Early Years with Early Years Educator
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Certificate in Higher Education Foundation Degree in Early Years Learning and Development
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	

RQF Level for the Final Award:	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 6. Harrow, Uxbridge and Richmond upon Thames College 7. LETTA Trust
Location:	1. Kingston College 2. Brooklands College 3. Morley College London 4. Reach Academy Feltham 5. Flourish Learning Trust 6. Richmond College 7. LETTA Trust
Language of Delivery:	English
Modes of Delivery:	Full Time
Available as:	Full field
Minimum period of registration:	Full Time - 2
Maximum period of registration:	Full Time - 4

<p>Entry Requirements:</p>	<p><u>The minimum entry qualifications for the programme are:</u></p> <p><u>Qualification:</u> 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</p> <p><u>Maths and English:</u> 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.</p> <p><u>RPL:</u> 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.</p> <p><u>Employment:</u> 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.</p> <p><u>Experience:</u> 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.</p> <p><u>DBS:</u> Applicants must have a Disclosure Barring Service (DBS) check before they can start this course.</p> <p><u>Critical Professional Associate:</u> 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.</p>
<p>Programme Accredited by:</p>	<p>N/A</p>
<p>QAA Subject Benchmark Statements:</p>	<p>QAA Subject Benchmarks for Early Childhood Studies 2020</p>

	DfE Early Years Educator Level 3: qualifications criteria QAA Subject Benchmarks for Early Childhood Studies 2020 DfE Early Years Educator Level 3: qualifications criteria
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
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	n/a
Recruitment, Selection and Admission process:	n/a
End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. 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;
- 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).

B. 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:

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the ['Sector Recognised Standards in England'](#) (OFS 2022).

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

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. 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.

Foundation Degree Early Years

Level 4							
Foundation Degree Early Years							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
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	3			
Personal and Professional Development through Reflective Practice	QF4000	30	4	1			

Reflective Professional Practice Record	QF405 1	0	4	1 and 2		1	
Optional Modules							

Progression to Level 5

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							
Foundation Degree Early Years							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Early Years Pedagogy and Practice	QF5020	30	5	1			
Effective Communication Skills	QF5030	30	5	2			
Historical and International Perspectives of Early Years Education	QF5000	30	5	1			
Special Project	QF5050	30	5	3			
Optional Modules							

FdA Early Years with Early Years Educator

Level 4							
FdA Early Years with Early Years Educator							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Child Development, Observation and Assessment	QF4010	30	4	1 and 2		1	
CHILD PROTECTION AND ETHICAL PRACTICES OF WORKING WITH CHILDREN	QF4020	30	4	1 and 2		1	
Inclusive Education and Interprofessional Perspectives	QF4030	30	4	1 and 2		1	

Personal and Professional Development through Reflective Practice	QF4000	30	4	1 and 2		1	
Reflective Professional Practice Record	QF4050	0	4	1 and 2		1	
Optional Modules							

Level 5							
FdA Early Years with Early Years Educator							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Early Years Pedagogy and Practice	QF5020	30	5	1 and 2		1	
Effective Communication Skills	QF5030	30	5	1 and 2		1	
Historical and International Perspectives of Early Years Education	QF5000	30	5	1 and 2		1	
Special Project	QF5050	30	5	1 and 2		1	
Optional Modules							

Progression to Level 6

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 (with Early Years Educator).

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.

D. 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.

E. 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 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.

F. 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
- Staff Student Consultative 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

G. 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, students will be recognised as practitioners with a 'licence to practice'.

Work-based learning, including sandwich courses and higher or degree apprenticeships

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.

H. 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 College

<https://www.rutc.ac.uk/courses/access-and-higher-education/590-level-4/433-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>

Whitefield Academy Trust

<https://www.whitefieldpds.org.uk/58/early-years-foundation-degree>

Reach Academy

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

LETTA Trust

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

I. 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.

Module Code		Level 4					Level 5				
		QF4030	QF4051	QF4010	QF4000	QF4020	QF4050	QF5050	QF5030	QF5020	QF5000
Knowledge & Understanding	A2										
	A3			S							S
	A4					S					
	A1					S		S			
Intellectual Skills	B4							S			
	B3									S	
	B1	S									
	B2										
Practical Skills	C1			S				S			
	C2			S							
	C3					S					
	C4	S							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.