

Programme Specification

Title of Course:

Foundation Degree in Early Years (Pathway 1)

**Foundation Degree in Early Years: Leadership and
Management (Pathway 2)**

Date Specification Produced:

September 2013

Date Specification Last Revised:

June 2015

SECTION 1: GENERAL INFORMATION

Title:	Foundation Degree Early Years (Pathway 1) Foundation Degree Early Years: Leadership and Management (Pathway 2)
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University, School of Education
Location:	Brooklands College Kensington and Chelsea College Kingston College NESCOT NEWTEC South Thames College Richmond College West Thames College Whitefields Schools and Centre
Programme Accredited by:	N/A

SECTION 2: THE PROGRAMME

A. Programme Introduction

The Early Years Foundation Degree and Early Years: Leadership and Management Foundation Degree programmes offer 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 programmes have achieved national recognition in terms of excellence in academic rigour combined with positive impact upon working practices. The programmes enable 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 colleges across London and the South East, ensures that the programmes are accessible to students from a wide geographical area.

The programmes have 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 these exciting and dynamic programmes.

Past students have reported how the programmes have 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 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 pathways offer dynamic and exciting learning opportunities for practitioners in early years that have shown positive enhancement to personal and professional practice.

B. 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).

C. Intended Learning Outcomes

The programmes provide opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programmes 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		Intellectual skills – able to:		Subject Practical skills
	On completion of the course students will have knowledge and understanding of:		On completion of the course students will be able to:		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	FK1	Determine the scope of a task (or project)

			manipulate and analyse this data		
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					
<p>The range of learning and teaching strategies includes:</p> <ul style="list-style-type: none"> • Field work • Formal lectures • Workshops • Seminars • Group and individual tutorials • Case studies • Blended learning • Distance learning tasks • Independent learning 					
Assessment strategies					
<p>The assessment strategies employed in the Fields include the following:</p> <ul style="list-style-type: none"> • Essays • Tests • Oral presentations • Poster presentations • Research project • Reports • Peer assessments • Work place observations • Activity Planning • Case studies • Reflective logs and testimonials validated by employers 					

D. 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 for a minimum of 16 hours per week for the duration of the programme Two years post-level 3 qualifying experience in an early years setting (min 16 hours per week)

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

E. 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 or Foundation Degree in Early Years: Leadership and Management.

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

Department for Education

E2. Work-based learning

Employment 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 providing 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.

There are core modules for the Foundation Degree in Early Years and the Foundation Degree in Early Years: Leadership and Management as outlined below.

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 and the Foundation Degree in Early Years: Leadership and Management

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

Additional Core Modules for the Foundation Degree in Early Years only (Pathway 1)

Level 4

Compulsory module	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block
Inclusive Education and Interprofessional Perspectives	QF4030	30	4	0	0	100	2

Additional Core Modules for the Foundation Degree in Early Years: Management and Leadership only (Pathway 2)

Level 4

Compulsory module	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block
Leadership and Management of Identity	QF4040	30	4	0	0	100	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.

LEVEL 5

Core modules for the Foundation Degree in Early Years and the Foundation Degree in Early Years: Management and Leadership

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	
Special Project	QF5050	30	5	0	0	100	2	

Additional Core Modules for the Foundation Degree in Early Years only (Pathway 1)

Level 5								
Compulsory modules	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block	
Early Years Pedagogy and Practice	QF5020	30	5	0	0	100	1	
Effective Communication Skills	QF5030	30	5	0	0	100	2	

Additional Core Modules for the Foundation Degree in Early Years Management and Leadership only (Pathway 2)

Level 5								
Compulsory modules	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block	
Leadership and Management of the Early Years Setting	QF5010	30	5	0	0	100	1	
Leadership and Management of Organisations	QF5040	30	5	0	0	100	2	

F. 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, 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 Programme 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.

G. Support for Students and their Learning

Students are supported by:

- A Programme 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 as well as tutors in different Colleges 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, colleges and university staff and who will prepare documentation for university assessment boards.
- A Module Leader for each module based in respective colleges (College Tutor) who will be responsible for ensuring the content, delivery and assessment strategies are effective.
- A Personal Tutor based in respective colleges (College Tutor) who will support individual student progress.
- Technical support to advise students on IT and the use of software based at each College
- Technical support accessed through Kingston University
- StudySpace – the Kingston University on-line interactive intranet
- A named Senior Adviser for Early Years based in the Learning Resource Centre (Kingston Hill Campus)
- Programme specific Library Resources at each College and at Kingston University
- Interactive Blackboard or Moodle based at each College
- A memory stick containing all key resources to enable access to materials from remote locations
- A substantial Study Skills Centre that provides academic skills support at each College and at KU
- Student support facilities in each College and through Kingston University that provide advice on issues such as finance, regulations, legal matters and international student support
- Dyslexia and Disability student support at each College 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 colleges 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.

H. 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

I. Employability Statement

The Foundation Degree in Early Years and the Foundation Degree in Early Years: Leadership and Management are 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 Workers 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.

J. 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.

K. 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.

Module Code		Level 4						Level 5					
		QF4000 Prof Dev	QF4010 Child Dev	QF4020 Child Protect	Pathway 1 QF4030 Inclusive Ed	Pathway 2 QF4040 LaM Identity	QF5030 Ped & Prac	QF5050 Special Proj	Pathway 1 QF5000 Hist /Interna	Pathway 1 QF5030 Effect Comm	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					F		
		A3		S	F				S		F		
		A4	F		S	F		F		F	F	F	
	Intellectual Skills	B1				S	S			F			
		B2	S										
		B3						S		F			
		B4	S			F			S		F	F	
	Practical Skills	C1		S	F				S			F	
		C2		S		F							
		C3			S				F				
		C4				S	F			S	S		
	Key Skills	AK1	F	F/S					S				
		AK2				F			S		F		
		AK3	S					F	F				
		AK4			F		F		S				
		BK1	S			F	F			S	S		
		BK2			F					S	S		
		BK3	F			F	F			S	S		
		CK1			F					S		S	
		CK2				F		S		F	S	F	
		CK3			F	F	F			S			
		CK4			F	F					S		
		CK5	F				S	S		F	F		
		DK1	S	F					S				
		DK2		S	F					S	S		

DK3			S	F			S		F	F	
DK4	F		F				S	S		S	
DK5	F	F				S		S		S	
EK1		F/S			F	F	S				
EK2		S		S			F				S
EK3				F			S		F		
EK4	F										
FK1		F/S		S			S		F	F	
FK2			F		F			S		S	
FK3	F						F	S		S	
FK4			F			S		S			
GK1							S		F/S		F/S
GK2	F						S		F		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	Self Evaluation and Reflective Log	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				
Early Years (Pathway 1)																
4	Inclusive Education and Interprofessional Perspectives	QF4030	30	Core	Critical Analysis Peer Journal Critique	2000	50	S	Essay	1,500	50	S				
Early Years Leadership and Management (Pathway 2)																
4	Leadership and Management of Identity	QF4040	30	Core	Critical Analysis Peer Journal Critique	2000	50	S	Essay	1,500	50%	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	Special Project	QF5050	30	Core	Research Plan	500	0	F/S	Independent Research	4000	100	S				
Early Years (Pathway 1)																
5	Early Years Pedagogy and Practice	QF5020	30	Core					Professional Portfolio	4000	100	S				
5	Effective Communication Skills	QF5030	30	Core	Peer Presentation	2000	50	F/S	Essay	3000	50	S				
Early Years Management and Leadership (Pathway 2)																
5	Leadership and Management of the Early Years Setting	QF5010	30	Core					Audit/ Action plan/ Critical Evaluation	4000	100	S				
5	Leadership and Management of the Organisation	QF5040	30	Core	Rationale/ Business Plan/ Evaluation	5000	100	S								

Technical Annex

Final Award(s):	<i>Foundation Degree Early Years Foundation Degree Early Years: Leadership and Management</i>	
Intermediate Award(s):	<i>Certificate in Higher Education</i>	
Minimum period of registration:	<i>2 years</i>	
Maximum period of registration:	<i>4 years</i>	
FHEQ Level for the Final Award:	<i>Level 5</i>	
QAA Subject Benchmark:	<i>Foundation Degree (2010)</i>	
Modes of Delivery:	<i>Full Time with Part Time Attendance</i>	
Language of Delivery:	<i>English</i>	
Faculty:	<i>Health, Social Care and Education</i>	
School:	<i>Education</i>	
JACS code:	<i>This is the Joint Academic Coding System (JACS) agreed jointly by UCAS and HESA. Early Years: X110 plus campus code Leadership and Management: XN12 plus campus code</i>	
UCAS Code:		
Course and Route Code:	Brooklands College	UFEYR1EYR03
	Kensington and Chelsea College	UFEYR1EYR10
	Kingston College	UFEYR1EYR02
	NESCOT	UFEYR1EYR05
	NEWTEC	UFEYR1EYR07
	Richmond College	UFEYR1EYR06
	South Thames College	UFEYR1EYR04
	West Thames College	UFEYR1EYR01
	Whitefield School	UFEYR1EYR08