## A. NATURE OF THE AWARD

**Awarding Institution: Kingston University**

**Programme Accredited by: Kingston University**

**Final Award(s): FdA**

**Intermediate Award(s):**

**Field Title: Early Years (with optional Early Years Management and Leadership pathway)**

**FHEQ Level for the final award: Foundation Degree**

**Credit rating by level: 120 Credits @ Level 4**

**120 Credits @ Level 5**

### JACs code:

**QAA Benchmark Statement(s): Foundation Degree: qualification benchmark**

**Minimum/Maximum Period of Registration:**

**Faculty: Arts and Social Sciences**

**School: Education**

**Location: Brooklands College**

**Kingston College of Further Education**

**Merton College**

**NESCOT**

**NEWTEC**

**Richmond upon Thames Further Education College**

**South Thames College**

**West Thames College**

**Whitefield Schools and Centre**

**Date Specification Produced: Sept 2008**

**Date Specification Last Revised: July 2009**

**B. FEATURES OF THE FIELD**

**1. Title:** Foundation Degree in Early Years

(with optional pathway leading to Foundation Degree in Early Years Management and Leadership)

**2. Modes of Delivery** The field is offered in a full time mode.

**3. Features of the Field**

The field is offered as a full time Foundation Degree valued at 240 credits (120 Credits @ Level 4 and 120 Credits @ Level 5) in Early Years with an optional pathway in Early Years Management and Leadership. The field is designed to act as a pre requisite for a BA (Hons.) degree valued at 360 Credits @ Level 6.

‘The distinctiveness of the foundation degree can be found in the integration of the following characteristics: accessibility; articulation and progression; employer involvement; flexibility; and partnership. While none of these attributes are unique to foundation degrees, their clear and planned integration within a single award underpinned by work-based learning makes the award highly distinctive.’ (Foundation Degree: Qualification Benchmark). This field has been collaboratively developed to incorporate these characteristics.

The impact of national legislation from the Children’s Workforce Development Council (CWDC) has resulted in the requirement of an Early Years Professional in every children’s centre by 2010 and in every day care setting by 2015. The Early Years Professional Status (EYPS) has been introduced in the national agenda to raise the quality of care and education in the Early Years private, voluntary and independent sectors. The aim is to have a ‘graduate led profession’. CWDC have stated that their aim is to have 20,000 EYPs in Early Years settings by 2015. The demand for the Early Years Foundation Degree and the Early Years Management and Leadership option as a route towards a full degree, is enabling students to work towards their Early Years Professional Status. Established links with neighbouring Local Authority Workforce Development Officers supports this aim.

The students who will access the full Early Years programme are practitioners who may currently be employed in a variety of positions for example, Key Workers and Room Leaders in private, voluntary and independent Early Years Foundation Stage settings. The students who will access the Early Years Management and Leadership pathway in this programme are those practitioners who are employed in a strategic role managing and leading policy and procedures within their settings. The Early Years and the Early Years Management and Leadership pathway within the Foundation Degree will provide the opportunity for these practitioners to continue in their roles whilst studying for their Level 5 qualification.

In addition, the number of support staff in schools has more than doubled in the last ten years to over 305,500 full-time equivalent staff. These include Teaching Assistants, Learning Support Assistants, Nursery Nurses and Early Years Practitioners. The Early Years Foundation Degree programme offers an undergraduate, work based progression route for those practitioners interested in developing their personal and professional skills whilst working in a setting. It effectively provides an opportunity for these practitioners to remain in their work place enabling them to ‘learn as they earn’.

On successful completion of this field students will have a clear progression route towards Early Years Professional Status (EYPS) and/or Qualified Teacher Status (QTS) subject to the entry requirements of the Children’s Workforce Development Council (CWDC) and the Training and Development Agency (TDA) respectively.

The Foundation Degree in Early Years and the optional Early Years Management and Leadership pathway have been developed in collaboration between Kingston University and Partner College Tutors with expertise in the field. This ‘team’ of highly qualified professionals from a range of children’s workforce disciplines has current members who sit on national committees.

The Programme Leader and the Field Leaders are all members of the Children’s Workforce Network (CWN). In addition Employers have been engaged in the programme development to ensure that the content is fit for purpose and relevant to the needs of the workforce.

There is confidence that the Foundation Degree in Early Years and Early Years Management and Leadership pathway will enhance the University’s existing portfolio of work based provision and meet demand from practitioners and employers working in the Early Years field.

**C. EDUCATIONAL AIMS OF THE FIELD**

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 effect on 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 employment and possible progression to BA (Hons.) Degree, Early Years Professional Status (EYPS) and/or Qualified Teacher Status (QTS) (subject to entry requirements).

**D. LEARNING OUTCOMES (OBJECTIVES) OF THE FIELD**

On the completion of the field the students will have fulfilled the learning objectives under the following areas:

**1. Knowledge and Understanding**

Students will develop their understanding of:

* Early Years value and belief systems;
* regulatory and legislative frameworks including the ‘Early Years Foundation Stage’ (2008) and the ‘Common Core of Skills’ (2005);
* how to access and review literature and research to underpin evidence-based practice;
* theories of learning, development and assessment;
* curriculum and pedagogy for the Early Years Foundation Stage;
* how to engage in self-evaluation, reflection analysis and synthesis;
* roles, norms and cultural aspects of the family and the role of the adult;
* differences and diversity that challenge stereotypes, counter discrimination and promote respect for a range of life-styles and cultures; management and leadership theory and strategies to effect change;
* management and leadership theory and strategies to effect change (MAL FdA pathway only);
* **i**nter-professional relationships and group working.

**2. Cognitive (thinking) Skills**

Students will have developed the skills to be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context. They will develop their ability to:

* critically analyse the principles of Early Years;
* critically analyse management and leadership principles and practice (MAL FdA pathway only);
* understand principal methods of academic and professional inquiry;
* communicate information, argument and analysis;
* be independent, autonomous learners.

**3. Practical Skills**

Students will have developed the skills to be able to undertake further training, develop existing skills, and acquire new competences that will enable them to assume responsibility within organisations. They will:

* demonstrate the skills required to underpin care work and education within Early Years;
* develop collaborative and cooperative working roles commensurate with multi-professional and multi-agency practice;
* plan, deliver, assess, monitor and record specific developments and learning activities;
* differentiate to accommodate individual needs;
* demonstrate suitable strategies to manage and organise their own time.

**4. Key Skills**

On completion of the field students will have acquired transferable skills to:

1. **Communication Skills**

* make clear, relevant contributions in large and small group discussions, developing points and ideas;
* use a variety of techniques, including images, in a presentation;
* select, extract and analyse a range of information with minimum guidance;
* select and use form and style appropriate to purpose and complex subject matter in written materials;
* select appropriate type of image to incorporate in documents;

**b. Numeracy**

* use appropriate methods of data collection, independently;
* select and use appropriate formats for a given secondary data set;
* select and use appropriate techniques for a given set of secondary data, including an estimation of the limitation of data;
* apply appropriate methods to secondary data sets;

**c. Information, Communication and Technology**

* select and use appropriate methods of ICT presentation on a given secondary data set;
* select appropriate types of information and produce a document on a selected topic;
* select appropriate ICT resources and use on a given independent example;
* select and use appropriate on-line communication systems to discuss academic issues with staff and fellow students;

**d. Teamwork**

* identify and agree responsibilities and appropriate working methods with others;
* establish and maintain cooperative working relationships, exchange feedback and agree ways to resolve difficulties;
* organise, monitor and evaluate the planning process and suggest ways of improving effectiveness;

**e. Independent Learning**

* develop ability to identify, locate and evaluate sources of information independently using a range of local and externally provided print and electronic sources;
* develop ability to refine search methods;
* use research skills to identify career interests, investigate career opportunities and related labour market information;
* use standard format in a bibliography;
* consolidate strengths and address weaknesses;
* seek and respond to feedback more effectively.

## E. FIELD STRUCTURE

*“The field is part of the University’s Undergraduate Modular Scheme. Fields in the UMS are made up of modules which are assigned to levels. Levels are progressively more challenging as a student progresses through the field. Each level is normally made up of 8 modules each worth 15 credits (or equivalent combinations of half and multiple modules in some cases). Typically, a student must complete 120 credits at each level. Where the field culminates in an honours degree it is the higher levels that contribute to the classification of the degree. Intermediate awards are normally available after completion of a level. Some students may exit with an intermediate award. All students will be provided with the UMS regulations. Specific variations to the UMS that are required for professional accreditation are outlined in section L and will be provided in detail for students in field handbooks.”*

The duration of the Foundation Degree in Early Years (EYs) with the optional Management and Leadership pathway (MAL) is two academic years, Year 1 at Level 4 and Year 2 at Level 5. To gain the Foundation Degree in Early Years with the optional Management and Leadership pathway (MAL) all core modules must be passed. Each module is four weeks in length. At Levels 4 and 5 module programmes are completed by the students sequentially. The structure of the degree pathways is represented in the following diagrams.

**EARLY YEARS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module Code** | **Module Title** | **Credit Value** | **Status** | **Assessment** | **Level** |
| QF1010 | Personal and Professional Development Portfolio | 15 | Core | 100% Coursework | 4 |
| QF1030 | Child Development (1) | 15 | Core | 100% Coursework | 4 |
| QF1060 | Assessment and Assessment Techniques | 15 | Core | 100% Coursework | 4 |
| QF1040 | Inclusive Education and Special Educational Needs | 15 | Core | 100% Coursework | 4 |
| QF1050 | Multi-Professional Perspectives | 15 | Core | 100% Coursework | 4 |
| QF1020 | Safeguarding Babies and Young Children | 15 | Core | 100% Coursework | 4 |
| QF1070 | Information to Support Decision Making | 15 | Core | 100% Coursework | 4 |
| QF1080 | Personal and Professional Development Review | 15 | Core | 100% Coursework | 4 |
| QF2010 | The Developing Child (2) | 15 | Core | 100% Coursework | 5 |
| QF2020 | ICT to Support Children’s Learning | 15 | Core | 100% Coursework | 5 |
| QF2080 | Action Research Proposal | 15 | Core | 100% Coursework | 5 |
| QF2050 | Develop own Resources | 15 | Core | 100% Coursework | 5 |
| QF2060 | Work Based Learning | 15 | Core | 100% Coursework | 5 |
| QF2070 | Working with Parents | 15 | Core | 100% Coursework | 5 |
| QF2040 | Special Project (Double Module) | 30 | Core | 100% Coursework | 5 |

**EARLY YEARS MANAGEMENT AND LEADERSHIP PATHWAY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module Code** | **Module Title** | **Credit Value** | **Status** | **Assessment** | **Level** |
| QF1010 | Personal and Professional Development Portfolio | 15 | Core | 100% Coursework | 4 |
| QF1030 | Child Development (1) | 15 | Core | 100% Coursework | 4 |
| QF1320 | Management and Leadership Skills | 15 | Core | 100% Coursework | 4 |
| QF1020 | Safeguarding Babies and Young Children – The Manger’s Perspective | 15 | Core | 100% Coursework | 4 |
| QF1340 | Inter-Professional Working – Policies in Practice | 15 | Core | 100% Coursework | 4 |
| QF1300 | Early Years Foundation Stage | 15 | Core | 100% Coursework | 4 |
| QF1070 | Information to Support Decision Making | 15 | Core | 100% Coursework | 4 |
| QF1080 | Personal and Professional Development Review | 15 | Core | 100% Coursework | 4 |
| QF2010 | The Developing Child (2) | 15 | Core | 100% Coursework | 5 |
| QF2280 | Management and Leadership | 15 | Core | 100% Coursework | 5 |
| QF2080 | Action Research Proposal | 15 | Core | 100% Coursework | 5 |
| QF2300 | Early Years Strategies for Improvement | 15 | Core | 100% Coursework | 5 |
| QF2320 | Inclusive Practice-The Manager’s Perspective | 15 | Core | 100% Coursework | 5 |
| QF2340 | Management and Leadership in Early Years | 15 | Core | 100% Coursework | 5 |
| QF2040 | Special Project (Double Module) | 30 | Core | 100% Coursework | 5 |

The following table illustrates an indicative delivery outline for the Early Years programme.

**Programme Timetable** (subject to change)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Month** | **Year 1**  **EYs Modules** | **Year 1**  **EYs MAL**  **Modules** | **Year 2**  **EYs**  **Modules** | **Year 2**  **EYs MAL Modules** |
| September | QF1010 | QF1010 | QF2010 | QF2010 |
|  | QF1010 | QF1010 | QF2010 | QF2010 |
| October | QF1010 | QF1010 | QF2010 | QF2010 |
|  | QF1010 | QF1010 | QF2010 | QF2010 |
|  | QF1030 | QF1030 | QF2020 | QF2280 |
| November | QF1030 | QF1030 | QF2020 | QF2280 |
|  | QF1030 | QF1030 | QF2020 | QF2280 |
|  | QF1030 | QF1030 | QF2020 | QF2280 |
|  | QF1060 | QF1320 | QF2080 | QF2080 |
| December | QF1060 | QF1320 | QF2080 | QF2080 |
|  | QF1060 | QF1320 | QF2080 | QF2080 |
|  | QF1060 | QF1320 | QF2080 | QF2080 |
| January | QF1040 | QF1020 | QF2050 | QF2300 |
|  | QF1040 | QF1020 | QF2050 | QF2300 |
|  | QF1040 | QF1020 | QF2050 | QF2300 |
|  | QF1040 | QF1020 | QF2050 | QF2300 |
| February | QF1050 | QF1340 | QF2060 | QF2320 |
|  | QF1050 | QF1340 | QF2060 | QF2320 |
|  | QF1050 | QF1340 | QF2060 | QF2320 |
| March | QF1050 | QF1340 | QF2060 | QF2320 |
|  | QF1020 | QF1300 | QF2070 | QF2340 |
|  | QF1020 | QF1300 | QF2070 | QF2340 |
|  | QF1020 | QF1300 | QF2070 | QF2340 |
|  | QF1020 | QF1300 | QF2070 | QF2340 |
| April | QF1070 | QF1070 | QF2040 | QF2040 |
|  | QF1070 | QF1070 | QF2040 | QF2040 |
| May | QF1070 | QF1070 | QF2040 | QF2040 |
|  | QF1070 | QF1070 | QF2040 | QF2040 |
|  | QF1080 | QF1080 | QF2040 | QF2040 |
| June | QF1080 | QF1080 | QF2040 | QF2040 |
|  | QF1080 | QF1080 | QF2040 | QF2040 |
|  | QF1080 | QF1080 | QF2040 | QF2040 |

**F. FIELD REFERENCE POINTS**

* All procedures associated with the field comply with the QAA Codes of Practice for Higher Education.
* All procedures and regulations comply with the University’s Undergraduate Modular Scheme (version 12/07, January 2008).
* All procedures and regulations comply with ‘The framework for higher education qualifications’ (the FHEQ).
* All procedures and regulations comply with the QAA Foundation degree: qualification benchmark statements.

**G. TEACHING AND LEARNING STRATEGIES**

**Teaching and Learning Strategies for Work Based Learning**

The learning and teaching strategies for the Foundation Degree in Early Years and Early Years Management and Leadership optional pathway are the means through which the students are enabled to achieve the intended learning outcomes. The strategies take into account the relevance of the students’ skills and their application in the work setting, underpinned by academic knowledge and understanding.

The programme utilises a variety of teaching and learning strategies to meet the needs of the diverse student population as Partner Colleges are located in areas serving different ethnic and cultural communities. Partner Colleges that will deliver the programme cater for students returning to study after some considerable time. The average age of students currently undertaking Foundation Degrees in the School of Education, is thirty five. The Foundation Degree in Early Years including the Early Years Management and Leadership programme is designed to promote a collaborative learning culture to support mature students working in different locations.

Consideration is given to the skills-learning element of a foundation degree and this is integrated into the programmes from the beginning, as the first module encourages the students to identify their strengths and areas for development that can be monitored over the duration of the programme. The programmes are designed to provide sufficient time for self-directed learning and reflection to encourage lifelong learning by supporting students to develop action plans, demonstrate active learning and facilitate the students’ ownership of the learning process.

The foundation degree will normally be delivered using a range of diverse and innovative learning and teaching methods including the use of web-based and distance learning methods; self-directed studies; project work; workshops; lectures; seminars; discussion groups; auditing and subject knowledge; target setting and action planning; directed study (including peer support, review and assessment); presentations and focused tasks.

At Levels 4 and 5 the modules are completed by the students sequentially. Each module within the programme has been designed to develop students’ knowledge, linking theory to practice. Each module is inter-linked and builds upon the knowledge and experienced gained from the previous one. There is a clear progression of learning through the modules. The teaching and learning and, ultimately the assessment, strategies have been designed to enable all students the opportunity to develop a range of skills necessary to work effectively in the field of Early Years for example, designing a child’s achievement book, developing an Individual Education Plan and the delivery of a presentation for parents.

A key element of the programme is the expected attendance of students at all taught sessions. This is to create a collaborative learning culture for work based learners enabling students to share effective practice examples. Regular attendance and face to face contact with peers and tutors are essential for effective learning and motivation. However, the team is keen to enhance this experience by developing online resources and support. All Partner Colleges have complementary technological learning environments, for example, ‘StudySpace’, and they recognise the potential that this technology can provide. Initially, the team aims to provide students with access to course documentation and online discussion forums which will enable students, across the colleges, to exchange information, support each other and share ideas. The interactive learning environment will continue to be developed using the current established resources such as the 'virtual nursery setting' where common issues can be explored and discussed.

Individual tutorial support will be available to students from module tutors by e-mail and telephone. In addition students will normally meet once a week with their tutor and tutorial group.

Each Partner College involved in the delivery of the Foundation Degree in Early Years and the Early Years Management and Leadership optional pathway has student support services. In addition, Kingston University has its own support structure for students with English as an Additional Language, Specific Learning Difficulties and a Professional Counselling Service.

For each module there is a maximum of 46 ‘taught’ hours and an overall ‘learning’ time of 150 hours.

*Indicative Teaching and Learning Strategies*

***Levels 4 and 5***

|  |  |  |
| --- | --- | --- |
| Teaching and Learning Strategies | **Indicative hours per week per module** | **Total hours per Module** |
| Lectures and tutorials | 5 | 20 |
| Seminars | 2 | 8 |
| Workshops | 2 | 8 |
| Fieldwork | 16 | 64 |
| Directed study | 2.5 | 10 |
| Distance learning | 5 | 20 |
| Independent study | 5 | 20 |
| **Totals** |  | 150 |

H. ASSESSMENT STRATEGIES

The assessment strategies for the Foundation Degree in Early Years and Early Years Management and Leadership optional pathway have been designed to be compliant with the University’s generic assessment regulations.

The assessments include a variety of formal and informal, and formative and summative techniques as outlined below:

* Formative, to support the acquisition and assimilation of knowledge and understanding and to support the application of practical and professional skills.
* Summative, to confirm the outcomes in terms of: the acquisition of knowledge and understanding through appropriate assignments of all types and the demonstration of professional and practical competence in work-based situations through the application of knowledge in practice, where relevant.

The assessment strategies demonstrate a combination of work-based learning and other more traditional means of assessment. To support formative assessment strategies students are expected to develop a reflective learning log throughout the programme. This will contain reflective and evaluative evidence of their learning enabling students to review their progress and the impact on personal and professional practice in the work setting.

Employers will not be directly involved with the summative assessment of the learning outcomes however, they will be actively encouraged to support the students’ formative development through a mentoring role. Each student will be expected to identify a work based mentor on admission to the programme to support elements of their learning and practice. The Employers will be invited to attend training for this role at Kingston University or at one of the Partner Colleges at strategic points during the programme. Employers will normally be informed in advance of the programme contents and the assessment requirements for each module. This arrangement will be reviewed regularly as part of the ongoing monitoring and review of the programmes.

Flexibility and choice is built into the assessment programmes so that wherever possible student’s individual interests can be reflected in the assessments. The programme includes a significant amount of group working which enables specific information regarding regulations governing cheating and plagiarism to be provided to the students.

The indicative assessment strategies include: peer presentations; small project work; case studies; ICT searches; design and implementation of individual and group learning plans; action research and personal and professional reflection. These strategies have been designed to develop the knowledge and skills required for effective practice relating to the students’ roles within the work place.

The following diagrams illustrate the assessment strategies for the full Early Years programme and the optional Early Years Management and Leadership pathway.

|  |  |  |
| --- | --- | --- |
| **LEVEL 4**  **MODULE** | **EARLY YEARS**  **INDICATIVE ASSESSMENT** | **INDICATIVE ASSESSMENT STRATEGY** |
| **Module 1**  **QF1010**    **Personal and**  **Professional Development Portfolio**  15 CREDITS | This assignment is in two parts.  Part A (Formative) Design a poster (A2 size) to support a presentation to your colleagues called ‘About Me’. Your presentation should include:   * a description of your setting; * the environment you work in and the resources available; * your professional experience to date.   Part B (Summative indicative) Explain how your previous experience influenced your interest in Early Years and why you chose to do this Foundation Degree? Write a reflective account of planning, producing and delivering your poster as a presentation including reference to the feedback received from peers and tutors. Identify 3 key areas for personal and professional development to monitor over time in order to review in Module 8. | **POSTER PRESENTATION**  **PERSONAL AND PROFESSIONAL TARGETS (REFLECTIVE ACCOUNT)** |
| **Module 2**  **QF1030**  **Child Development**  15 CREDITS | Plan and make a book which celebrates the achievements of a child in your setting. Focus on development and learning achievements which you have observed in your setting. Choose some samples of their work and photographs (with permission) and write explanatory notes linking to theory and development that may help parents understand their child’s achievements. | **PRODUCTION OF ACHIEVEMENT BOOK**  **EXPLANTORY NOTES** |
| **Module 3**  **QF1060**  **Assessment and Assessment Techniques**  15 CREDITS | Devise and implement a formative assessment activity which takes into account the differing developmental stages of a small group of children within your work setting. Write a rationale for your design, demonstrating a systematic process of planning, implementation and evaluation of the task. Discuss in your rationale how you will use the results in creating teaching and learning strategies to meet the particular needs of the children in your care. | **PLANNING, DELIVERY AND EVALUATION OF ACTIVITY** |
| **Module 4**  **QF1040**  **Inclusive Education and SEN**  15 CREDITS | Undertake a child case study focusing on one child, who has additional needs, from assessment to the development of an Individual Education Programme (IEP). Demonstrate your ability to develop, follow and review an Individual Educational Programme in your setting in order to demonstrate a breadth of knowledge and understanding of Special Educational Needs and how difficulties may be addressed. | **OBSERVATION AND INDIVIDUAL EDUCATION PLAN** |
| **Module 5**  **QF1050**  **Multi-Professional Perspectives**  15 CREDITS | Design and plan collaboratively a small peer group seminar presentation on the role of a professional. The seminar presentation will provide evidence which will need to be analysed in your written assignment including reference to the interface between professionals working in the field of Early Years. | **GROUP PRESENTATION** |
| **Module 6**  **QF1020**  **Safeguarding Babies and Young Children**  15 CREDITS | Choose a recent case of child abuse that has been investigated and reported. Identify how this case has affected the way we understand safeguarding children. Highlight its impact on emerging theories and practice in relation to safeguarding children. Illustrate resulting recommendations referring to key legislation introduced for the protection of children. | **CASE STUDY REPORT** |
| **Module 7****QF1070** **Provide Information to Support Decision Making**  15 CREDITS | Perform a search of the literature (after 2000) pertaining to either ‘Equal Opportunities in teaching and learning’ or ‘Play’ depending upon personal interest and/or experience that will inform your teaching and professional practice. Identify in a flow chart your use of various methods of search strategies including the internet and computerised library databases as well as books and journals. Select one piece of **research** and critically analyse it including a short overview of the piece and what was learnt from it. Present a selection of the literature found in your search in a folder, which could be used as a learning resource in your work place. | **RESEARCH ANALYSIS** |
| **Module 8**  **QF1080**  **Personal Development Review**  15 CREDITS | This assignment is an extension of the initial poster presentation from module one. Write a reflective and analytical account of your personal and professional learning and practice, including theoretical underpinnings throughout your Level 4 work. Include evidence of targets that you have met. | **REFLECTIVE REVIEW**  **PDP** |
| Total **120Credits** |  |  |

|  |  |  |
| --- | --- | --- |
| **LEVEL 5**  **MODULE** | **EARLY YEARS**  **INDICATIVE ASSESSMENT** | **INDICATIVE ASSESSMENT STRATEGY** |
| **Module 1 QF2010**  **Child Development 2**  15 CREDITS | Choose two examples of international Early Years systems and critically analyse their impact on pedagogy and practice inEngland. Include any examples of your practice and experience to support your findings. | **CRITICAL ANALYSIS** |
| **Module 2**  **QF2020**  **ICT to Support Children’s Learning**  15 CREDITS | **Part One** You will be required to find a piece of software or a technological toy and assess its effectiveness in promoting learning for a group of children in your setting.  **Part Two – Personal** You will be required to track your personal use of ICT in your professional role over a period of one month.  **Part Three – Professional** You will be required to identify opportunities where you might develop ICT as part of your professional role, for example monitoring, assessment, recording and accountability, planning Individual Education Plans, or in terms of children's direct experiential learning. | **ICT MAPPING** |
| **Module 3**  **QF2080**  **Action Research Proposal**  15 CREDITS | In preparation for the later ‘Special Project’, produce an exploratory report in the form of a PowerPoint presentation which should include:   * an explanation of the intended methodology and of the way it will be used to inform the study; * the identification of the key issues to be investigated, showing evidence of appropriate preparatory and background reading; * a discussion on appropriate data and a demonstration of the relationship between the data and the ‘local’ research issues; * clear plans for the recording of events and collection of data; * an indication of how the data might be analyzed in order to meet the aims and objectives of the study.   Accompany the presentation with a rationale for the work that demonstrates its significance to your personal, professional and institutional development. Identify an area for development that may enhance the educational experiences of the children in your setting. Explore management and leadership theories and the involvement of the staff team in the process of change. Acknowledge your role and recognise the expertise of other professionals in the planning and implementation of the proposed change. | **POWERPOINT PRESENTATION OF REASEARCH PROPOSAL** |
| **Module 5**  **QF2050**  **Develop Own Resources**  15 CREDITS | Produce a **report** to address the following headings after an introduction to the setting’s context. **Formative:** Management Strategies –Identify how you share responsibility for all aspects of the role you play in your setting, the age group you work with, and other members of the team, linking theory to practice. Policy and Practice –Identify how effectively as a team you make sure that there is a safe working environment inside and outside for example Health and Safety issues.  Behaviour management –Identify what strategies you use to ensure a calm atmosphere with consistent boundaries for behaviour, in which children can develop independence, self-esteem and confidence. **Summative:** Using the Formative information write a self assessment profile with written evidence and testimonials. Make a collection of strategies for good management using formative and summative evidence as a reference for further work in this area, presenting your evidence in a file that may be used as a resource in the setting. |  |
| **Module 6**  **QF2060**  **Work Based Learning**  15 CREDITS | **Plan, implement and evaluate an activity to** show the child/ren’s learning outcomes being achieved. **Write a rationale** for why you chose this activity and how it meets the needs of the child/ren and the chosen learning outcomes. **Relationship to theory.** Relate your activity and rationale to relevant theories, legislation and the child/ren’s specific needs. **Evaluation and analysis**  Demonstrate the use of critical analysis and evaluation throughout the work. | **TEACHING AND LEARNING EVALUATION OF ACTIVITY** |
| **Module**  **QF2070**  **Working with Parents to Support their Child’s Learning**  15 CREDITS | Working in groups of 4, plan a two hour workshop for parents to raise awareness of early literacy skills which addresses equal opportunities and recognises cultural differences in the following areas:   * Speaking and Listening; * Literature Resources; * Socio-dramatic Play; * Toys and games that promote language development.   Each choose one area, and as a group working collaboratively, present to your peer group (20 minute presentation). Write a rationale explaining why you have chosen the format for the workshop. Highlight any issues you might need to address to ensure that your workshop is accessible to the parents. Identify your personal learning linking theory to practice in your chosen area. | **WORKSHOP PRESENTATION WITH EXPLANATORY NOTES** |
| **Module QF2040**  **Special Project**  30 CREDITS | Complete a special project (5000 words) which will include elements of your Action Research proposal. The project will be a systematic process of enquiry, underpinned by theory relating to your chosen area for development within the field of Early Years. You will be required to demonstrate critical analysis and personal and professional reflection throughout. | **ENQUIRY PROJECT** |
| **Total 120 Credits** |  |  |

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| **LEVEL 4**  **MODULE** | **EARLY YEARS MANAGEMENT AND LEADERSHIP**  **INDICATIVE ASSESSMENT** | **INDICATIVE ASSESSMENT STRATEGY** |
| **Module 1**  **QF1010**    **Personal and**  **Professional Development Portfolio**  15 CREDITS | This assignment is in two parts.  Part A (Formative) Design a poster (A2 size) to support a presentation to your colleagues called ‘About Me’. Your presentation should include:   * a description of your setting; * the environment you work in and the resources available; * your professional experience to date.   Part B (Summative indicative) Explain how your previous experience influenced your interest in Early Years Management and Leadership and why you chose to do this Foundation Degree? Write a reflective account of planning, producing and delivering your poster as a presentation including reference to the feedback received from peers and tutors. Identify 3 key areas for personal and professional development to monitor over time in order to review in Module 8. | **POSTER PRESENTATION**  **PERSONAL AND PROFESSIONAL TARGETS (REFLECTIVE ACCOUNT)** |
| **Module 2**  **QF1030**  **Child Development**  15 CREDITS | Plan and make a book which celebrates the achievements of a child in your setting. Focus on development and learning achievements which you have observed in your setting. Choose some samples of their work and photographs (with permission) and write explanatory notes linking to theory and development that may help parents understand their child’s achievements. | **PRODUCTION OF ACHIEVEMENT BOOK**  **EXPLANTORY NOTES** |
| **Module 3**  **QF1320**  **Management and Leadership Skills**  15 CREDITS | Produce a report on self management including references to theory that address the following statements:   * examine why effective communication is key within management; * describe the team you work with in terms of where it is in the development cycle and the roles individuals play within in it; * identify the management techniques, methods and processes you would use to promote effective practice in relation to your teams working and group dynamics; * analyse how this impacts on your management style and on your own communication style with the team; * in view of this analysis, describe what actions you will take in order to improve your management and communication style.   Each section should be no longer than 500 words. | **REPORT WRITING AND REFLECTIVE ACCOUNT** |
| **Module 4**  **QF1020**  **Safeguarding Babies and Young Children -The Manager’s Perspective**  15 CREDITS | Choose a recent case study on safeguarding children to discuss and explore in detail, looking at the lessons learnt and the implications and changes that can be made within your setting. Include reference to key legislation such as Every Child Matters (2003) and The Children Act (2004). Identify the role the manager plays in implementing current legislation. Highlight the impact of emerging theories and practice and identify recommendations for the protection of children in education and childcare settings. | **CASE STUDY REPORT** |
| **Module 5**  **QF1340**  **Inter-professional working - Policies in Practice**  15 CREDITS | Write an essay to identify an area for development within your setting which will form the basis of policy adaptation or the creation of a new policy. Demonstrate how this development will be brought about by analysing the impact of current legislation on your policy making and on your setting. | **POLICY AUDIT AND PLANNING** |
| **Module 6**  **QF1300**  **Early Years Foundation Stage**  15 CREDITS | Identify how the use of Information Communication Technology (ICT) can be used as an effective tool for learning in the Early Years Foundation Stage. Create a holistic plan for implementing change to demonstrate ICT cross curricular links with the EYFS (2007). | **STRATEGIC PLANNING FOR CHANGE MANAGEMENT** |
| **Module 7** **QF1070** **Information to Support Decision Making**  15 CREDITS | Perform a search of the literature (after 2000) pertaining to either ‘Equal Opportunities in teaching and learning’ or ‘Play’ depending upon personal interest and/or experience that will inform your teaching and professional practice. Identify in a flow chart your use of various methods of search strategies including the internet and computerised library databases, as well as books and journals. Select one piece of **research** and critically analyse it including a short overview of the piece and what was learnt from it. Present a selection of the literature found in your search in a folder, which could be used as a learning resource in your work place. | **RESEARCH ANALYSIS** |
| **Module 8**  **QF1080**  **Personal Development Review**  15 CREDITS | This assignment is an extension of the initial poster presentation from module one. Write a reflective and analytical account of your personal and professional learning and practice, including theoretical underpinnings throughout your Level 4 work. Include evidence of targets that you have met. | **REFLECTIVE REVIEW**  **PDP** |
| Total **120Credits** |  |  |

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| **LEVEL 5**  **MODULE** | **EARLY YEARS MANAGEMENT AND LEADERSHIP**  **INDICATIVE ASSESSMENT** | **INDICATIVE ASSESSMENT STRATEGY** |
| **Module 1 QF2010**  **Child Development 2**  15 CREDITS | Choose two examples of international Early Years systems and critically analyse their impact on pedagogy and practice in England. Include any examples of your practice and experience to support your findings. | **CRITICAL ANALYSIS** |
| **Module 2**  **QF2280**  **Management and Leadership**  15 CREDITS | Write a report reviewing the effectiveness of the Recruitment and Selection policies and procedures within your organisation, including recommendations, where appropriate, for improvement.  It is expected that the report will include reference to the following areas:   * an outline of the recruitment and selection procedures in place and analysis of these against good practice (including diversity) and employment legislation; * the key practitioners in the recruitment and selection process and the impact of this process on practitioners; * the training provided to staff involved in recruitment and selection and the degree to which this is effective; * how new members of staff are inducted and supported within the setting, making specific reference to the induction procedures. | **REFLECTIVE ANALYSIS REPORT** |
| **Module 3**  **QF2080**  **Action Research Proposal**  15 CREDITS | In preparation for the later ‘Special Project’, produce an exploratory report in the form of a PowerPoint presentation which should include:   * an explanation of the intended methodology and of the way it will be used to inform the study; * the identification of the key issues to be investigated, showing evidence of appropriate preparatory and background reading; * a discussion on appropriate data and a demonstration of the relationship between the data and the ‘local’ research issues; * clear plans for the recording of events and collection of data; * an indication of how the data might be analyzed in order to meet the aims and objectives of the study.   Accompany the presentation with a rationale for the work that demonstrates its significance to your personal, professional and institutional development. Identify an area for development that may enhance the educational experiences of the children in your setting. Explore management and leadership theories and the involvement of the staff team in the process of change. Acknowledge your role and recognise the expertise of other professionals in the planning and implementation of the proposed change. | **POWERPOINT PRESENTATION OF REASEARCH PROPOSAL** |
| **Module 4**  **QF2300**  **Early Years Strategies for Improvement**  15 CREDITS | Carry out a quality audit within your setting, from which an action plan will be developed, identifying areas for improvement and resources needed. Describe how your action plan will be achieved linking to organisational theory and strategic planning. | **ACTION PLAN** |
| **Module 5**  **QF2320**  **Inclusive Education - The Manager’s Perspective**  15 CREDITS | Focus on your setting’s inclusion policy identifying your legal obligations in providing for inclusive practice. Produce a report that demonstrates how you will support your staff in meeting these requirements and the children’s individual needs, as well as identifying what resources are available to support inclusive practice. | **POLICY DEVELOPMENT** |
| **Module 6**  **QF2340**  **Management and Leadership in Early Years**  15 CREDITS | Write a business plan for your setting that demonstrations your ability to develop, follow and review a business plan in order to demonstrate a breadth of knowledge and understanding of what is involved, how difficulties may be addressed and the action taken to tackle these issues. | **BUSINESS PLAN** |
| **Module QF2040**  **Special Project**  30 CREDITS | Complete a special project (5000 words) which will include elements of your Action Research proposal. The project will be a systematic process of enquiry, underpinned by theory relating to your chosen area for development within the field of Early Years. You will be required to demonstrate critical analysis and personal and professional reflection throughout. | **ENQUIRY PROJECT** |
| **Total 120 Credits** |  |  |

All assignments (15 credit modules) will be equivalent to 2500 words. The composite assignments will be marked holistically. Due to the sensitive nature of working with babies and young children, the students will be required to have permission from parents and/or professionals before undertaking any investigative work. Each student will be provided with an ethical statement for use with staff, children and families to protect confidentiality. Under legislative guidance students will be supported in finding appropriate strategies to value the child as an active participant and an agent in their own right.

**I. ENTRY QUALIFICATIONS**

**1. The minimum entry qualifications for the field.**

The Foundation Degree has been developed primarily for mature students. The normal entry requirement is NVQ Level 3 (or equivalent) plus three years experience. However, credit and previous experience can be taken into account within the framework of the Foundation Degree. Learners may have achieved some of the competences and/or underpinning knowledge and understanding required for the degree from previous study, e.g. on a vocationally-related qualification programme or the NVQ/SVQ Level 4 programme; it would be unproductive and demoralising to ignore this expertise.

* AP(E)L workshops may be offered to support those who are not sure of the qualification requirements and their current value. The workshops will support evidence of achievement through a variety of formats such as reports, witness statements and evidence based work experience.
* Candidates who wish to progress into teaching will be advised about the guidance from the Training and Development Agency requiring GCSE passes at Grade C or above in Science, English and Mathematics.
* Candidates who wish to progress onto a pathway towards Early Years Professional Status will be advised about the guidance from the Children’s Workforce Development Council requiring GCSE passes at Grade C or above in English and Mathematics.
* Admission to the Foundation Degree in Early Years requires students to have a satisfactory reference and a statement of support from the manager or head of their setting. It is also advisable to have a named Mentor.
* Admission is also subject to a satisfactory interview.

**2. Typical entry qualifications set for entrants to the field are:**

* NVQ Level 3 (or equivalent) in Childcare, Education or related field;
* employment in an Early Years Setting;
* normally a minimum of three years experience in an educational establishment.

## J. CAREER OPPORTUNITIES

The Foundation Degree in Early Years and Early Years Management and Leadership pathway represents the first part of an important career path for those professionals who wish to develop their knowledge and skills within the field of Early Years. It enables practitioners who work with children to remain in their workplace whilst gaining a recognised qualification at Level 5. It gives these practitioners the opportunity to ‘learn as they earn’.

The Foundation Degree in Early Years and the Foundation Degree in Early Years Management and Leadership pathway gives practitioners a career pathway to gain a BA (Hons.) degree and to progress towards Early Years Professional Status and/or Qualified Teacher Status, subject to the entry requirements of these programmes.

The Foundation Degree can connect with a number of managerial employment based routes for other types of education and care work in the independent, private and voluntary sector as well as the state sector.

**K. INDICATORS OF QUALITY**

The School of Education has been subject to regular and rigorous inspections by OfSTED of its Initial Teacher Training and Continuing Professional Development provision. Over the last three years OfSTED have rated the School’s work as “Good” or better.

The existing Early Years work has been subject to ‘Internal Subject Reviews’ and QAA ‘Collaborative Partnership Inspections’ and these have highly praised the programme on which this Foundation Degree has been reviewed and developed. The External Examiners’ reports relating to the existing Foundation Degree in Early Years and the BA (Hons.) progression routes have been excellent. These progression routes will enable the successful completers of the Foundation Degree to progress towards an honours degree.

The work of the School of Education in regards to the pathways delivered for Early Years Professional Status has been regularly audited and assessed by the Children’s Workforce Development Council (CWDC). The reports have been highly complementary of the organization, delivery, evaluation and ongoing development of these pathways. As a result of this success members of the teaching team have been invited to be involved directly with CWDC on workforce developments on a Regional and National basis.

**L. APPROVED VARIANTS FROM THE UMS/PCF**

None