## A. NATURE OF THE AWARD

**Awarding Institution: Kingston University**

**Programme Accredited by: Kingston University**

**Final Award(s): BA (Hons.)**

**Intermediate Award(s):**

**Field Title: Early Years**

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

**Credit rating by level: 120 Credits @ Level 6**

### JACs code: X900

**QAA Benchmark Statement(s):**

**Minimum/Maximum Period of Registration:**

**Faculty: Arts and Social Sciences**

**School: Education**

**Location: Kingston University**

**Date Specification Produced: June 2009**

**Date Specification Last Revised:**

**B. FEATURES OF THE FIELD**

**1. Title:** BA (Hons.) Education and Childcare

BA (Hons.) Early Years Teaching

**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 programme valued at 120 credits @ Level 6. The field is designed to act as a progression route for the Early Years Foundation Degree (120 Credits @ Level 4 and 120 Credits @ Level 5).

**BA (Hons.) Early Years Education and Childcare** (**Route 1)** offers two modules (15 credits each) and three double modules (30 credits each), one of which contains two assessment points. The final double module is the Extended Study. All modules are at Level 6.

**BA (Hons.) Early Years (Teaching)** (**Route 2)** offers six modules (15 credits each) and an Extended Study (double module, 30 credits). All modules are at Level 6.

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 progression routes 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 this programme are practitioners who may currently be employed in a variety of positions for example, Managers, Key Workers and Room Leaders in private, voluntary and independent Early Years Foundation Stage settings. 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 one year BA(Hons.) Education and Childcare and the BA(Hons.) Early Years Teaching offers undergraduate, work based progression routes for those practitioners interested in developing their personal and professional skills to a Level 6 qualification 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’.

Students who wish to gain entry to this course must be employed in an early years setting, paid or voluntary, for a minimum of 16 hours per week. In addition the student must remain in work for 16 hours per week for the duration of the programme in order to satisfy the requirements of the summative assessments.

On entry to either route students will be required to identify a mentor who will support him or her throughout the course. The mentors’ role will not involve any assessment of the student but will entail giving guidance and encouragement to the student and to help them reflect upon their current work based practice and how best to transfer the knowledge and skills developed through the programme into the workplace.

Kingston University has an appointed Field Liaison Officer who is available to visit students in their settings prior to commencing the BA (Hons.) degree to aid transition from the Foundation Degree and to provide support for work based mentors.

Although the field is offered as an Honours degree it is proposed that students not completing the BA (Hons.) degree but gaining 300 credits can be awarded a BA degree.

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 BA(Hons.) Education and Childcare and the BA(Hons.) Early Years Teaching progression routes 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 BA(Hons.) Education and Childcare or the BA(Hons.) Early Years Teaching progression routes will enhance the University’s existing portfolio of work based provision and meet demand from practitioners and employers working in the Early Years field to attain a Level 6 qualification.

**C. EDUCATIONAL AIMS OF THE FIELD**

The main aims of the field are to:

* produce competent graduates of the highest calibre who have a sound knowledge of the principles and practice of the Early Years Foundation Stage and Key Stage 1;
* present a cohesive programme which builds upon a sound underpinning through an Early Years Foundation Degree route;
* ensure that students can demonstrate, throughout their course, that they have adopted appropriate value and belief systems for Early Years;
* develop students’ self-awareness and reflection of how they interact, relate and respond to others in the environment in which they work;
* develop students’ ability to understand and apply the principles of evidence-based practice;
* provide students with skills and pedagogic knowledge so that they will, in the future, be able to make a valuable contribution to the development of Early Years and Key Stage 1 practice in a range of settings;
* provide an appropriate understanding of the regulatory and legislative frameworks governing practice in the Early Years Foundation Stage and Key Stage 1 and prepare students to work within this framework;
* establish an ethos of continuing professional development;
* develop a comprehensive knowledge of pedagogy which is modelled in taught sessions by the tutors’ explicit articulation and deconstruction of effective strategies for learning and teaching;
* provide the opportunity and a suitable basis for the possible progression to Early Years Professional Status and/or Qualified Teacher Status, subject to entry requirements of the Children’s Workforce Development Council (CWDC) and the Training and Development Agency (TDA) respectively.

**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 further develop their understanding of:

* the aims and principles of the ‘Early Years Foundation Stage’ (2007) and the ‘Common Core of Skills’ (2005);
* how children’s learning can be affected by physical, intellectual, linguistic, social, cultural and emotional development;
* how to plan for learning that takes full account of diversity and promotes equality of opportunity;
* the policy and practice of inclusion and how this relates to the needs of individual children;
* a secure theoretical base that, through practice, demonstrates the ways in which theoretical insights and research findings may inform practice;
* higher order skills including analysis, synthesis, and critical thinking;
* key skills which will enable them to contribute to their future development within and outside of their particular settings;
* the skills required to communicate ideas, principles, theories, arguments and analysis effectively;
* the use of appropriate language, mathematical and scientific skills;
* of appropriate Information Communication Technology skills to support their own practice and children’s development and learning;
* critical thinking and problem solving skills that relate to Every Child Matters: Change for Children (DfES, 2004);
* the skills required to work within a team and as an individual;
* the skills required to promote multi agency and multi 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;
* 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:

**a. 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 progression routes, BA(Hons.) Education and Childcare and the BA(Hons.) Early Years Teaching is one academic year at Level 6. To gain the BA(Hons.) Education and Childcare or the BA(Hons.) Early Years Teaching all core modules must be passed. Each single module is four weeks in length and each double module is eight weeks in length. They are completed by the students sequentially apart from Module QY3302 which is introduced in semester 1, revisited in semester 2 and continues throughout the year as part of a blended learning package. The structure of the two progression routes is represented in the following diagram.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Route 1**  **Education and Childcare** | | | | | |
| **Module Code** | **Module Title** | **Credit Value** | **Status** | **Assessment** | **Level** |
| QY3001 | Diversity and Equal Opportunities with Curriculum Links | 30  (two 15 credit assessments) | Core | 100% Coursework | 6 |
| QY3002 | Critical Choices facing Early Years Practitioners | 30 | Core | 100% Coursework | 6 |
| **Route 2**  **Early Years Teaching** | | | | | |
| QY3101 | Progression in the Core Curriculum | 15 | Core | 100% Coursework | 6 |
| QY3102 | Assessment for Learning | 15 | Core | 100% Coursework | 6 |
| QY3103 | Critical issues for Subject Leaders | 15 | Core | 100% Coursework | 6 |
| QY3104 | Creativity across the Curriculum | 15 | Core | 100% Coursework | 6 |
| **Generic for Route 1 and Route 2** | | | | | |
| QY3301 | Learning Environments | 15 | Core | 100% Coursework | 6 |
| QY3302 | Continuity through the Learning Journey | 15 | Core | 100% Coursework | 6 |
| QY3202 | Extended Study | 30 | Core | 100% Coursework | 6 |

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

**Programme Timetable** (subject to change)

|  |  |  |
| --- | --- | --- |
| **Month** | **BA(Hons.) Education and Childcare**  **Route 1 Modules** | **BA(Hons.) Early Years Teaching**  **Route 2 Modules** |
| September | Induction | Induction |
|  | QY3001 Session 1 | QY3101 Session 1 |
|  | QY3001 Session 2 | QY3101 Session 2 |
|  | QY3001 Session 3 | QY3101 Session 3 |
| October | QY3001 Session 4 | QY3101 Session 4 |
|  | QY3001 Session 5 | QY3302 Session 1 |
|  | QY3102 Sessions 1/2 | QY3102 Sessions 1/2 |
| November | QY3001 Session 6 | QY3102 Session 2 |
|  | QY3001 Session 7 | QY3102 Session 3 |
|  | QY3001 Session 8 | QY3102 Session 4 |
|  | QY3301 Session 1 | QY3301 Session 1 |
| December | QY3301 Session 2 | QY3301 Session 2 |
|  | QY3301 Session 3 | QY3301 Session 3 |
|  | QY3301 Session 4 | QY3301 Session 4 |
| January | QY3002 Session 1 | QY3103 Session 1 |
|  | QY3002 Session 2 | QY3103 Session 2 |
|  | QY3002 Session 3 | QY3103 Session 3 |
| February | QY3002 Session 4 | QY3103 Session 4 |
|  | QY3002 Session 5 | QY3104 Session 1 |
|  | QY3002 Session 6 | QY3104 Session 2 |
| March | QY3002 Session 7 | QY3104 Session 3 |
|  | QY3002 Session 8 | QY3104 Session 4 |
|  | QY3102 Sessions 3/4 | QY3102 Sessions 3/4 |
|  | QY3202 Session 1 | QY3202 Session 1 |
| April | QY3202 Session 2 | QY3202 Session 2 |
| May | QY3202 Session 3 | QY3202 Session 3 |
| June | QY3202 Session 4 | QY3202 Session 4 |
| QY3202 Extended Study Tutorials by Appointment | | |

**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).

**G. TEACHING AND LEARNING STRATEGIES**

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

The learning and teaching strategies for the BA(Hons.) Education and Childcare and the BA(Hons.) Early Years Teaching 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 who are working in areas serving different ethnic and cultural communities. The average age of students currently undertaking the progression routes in the School of Education, is thirty five. The 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 the work based learning and this is integrated into the programme through the Blended Learning module QY3302. The programme is 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 progression routes 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; action planning; directed study (including peer support, review and assessment); presentations and focused tasks.

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 further develop a range of skills necessary to work effectively in the field of Early Years.

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 through StudySpace. Initially, the team aims to provide students with access to course documentation and online discussion forums which will enable students 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 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*

***Level 6***

|  |  |  |
| --- | --- | --- |
| Teaching and Learning Strategies | **Indicative hours per week per module** | **Total hours per single 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** | 37.5 | 150 |

H. ASSESSMENT STRATEGIES

The assessment strategies for the BA(Hons.) Education and Childcare and the BA(Hons.) Early Years Teaching 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 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 programme.

Flexibility and choice is built into the assessment programme so that wherever possible student’s individual interests and work roles 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 are shown below and include: observations; 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.

## INDICATIVE ASSESSMENT MAP

|  |  |
| --- | --- |
| **Level 6**  **Route 1: BA(Hons.) Early Years Education and Childcare** | |
| **Module QY3001**  **(Double Module with 2 assessment points)**  **Diversity and Equal Opportunities with Curriculum Links**  30 Credits | By the end of the double module students will produce two pieces of interlinked work, alongside their portfolio to provide evidence of their success inachieving the learning outcomes.   * **Assessment point 1** (summative)   An assignment identifying and critically analyzing current stereotypical resources, behaviour and practice in early year’s education, using current research and theory to underpin findings. (2500 words)   * **Assessment point 2** (formative and summative)   A collection of observations during children’s play that illustrates stereotypical behaviour, using these observations to design, plan and implement/or support others to implement an activity for children to challenge stereotypes and linking findings to relevant theory. (2500 words) |
| **Module QY3002**  **Critical Choices Facing Early Years Practitioners in the Workplace**  30 Credits | By the end of this double module students will provide evidence of their success in achieving the learning outcomes through the following:   * the development and collection of evidence for a work based learning portfolio (formative); * a critical analysis and reflection upon central issues involved in multi-agency and multi-disciplinary working, underpinned by both theory and practice (summative). (5000 words) |
| **Module QY3301**  **Learning Environments**  Generic to Route 1 and Route 2  15 Credits | By the end of this module students will produce evidence of an effective and inclusive learning environment which will promote cross curricular learning.  (2500 words) |
| **Module QY3302**  **Continuity through the Learning Journey**  Generic to Route 1 and Route 2  15 Credits | By the end of this module students will provide evidence of provision made for the smooth transition between phases and identify areas for development linking findings with current and relevant research and theory. (2500 words) |
| **Module QY3202**  **Extended Study**  Generic to Route 1 and Route 2  30 Credits | An in-depth work based study of a learning and teaching issue relating to the student’s professional setting.  Using appropriate techniques of enquiry, analysis and exposition the student will provide a sustained contextualized argument which generates tentative recommendations for future professional practice.  (8000 words) |

|  |  |
| --- | --- |
| **Level 6**  **Route 2: BA(Hons.) Early Years Teaching** | |
| **Module QY3101**  **Progression in the Core Curriculum**  15 Credits | A composite assignment in a work based context comprising an analysis of the issues involved in progression in English, mathematics, science or ICT from Early Years to Key Stage 1, with a working knowledge of Key Stage 2. ( 2500 words) |
| **Module QY3102**  **Assessment for Learning**  15 Credits | An assignment reflecting on key research and practice related to Assessment for Learning in the Primary and Early Years curriculum. (2500 words) |
| **Module QY3103**  **Critical Issues for Subject Leaders**  15 Credits | Identification of an area for development in an Early Years setting based on available evidence and informed by research.  The assignment will include an action plan for the resolution of the issue identified and will include a discussion about the management of change. (2500 words) |
| **Module QY3104**  **Creativity across the Curriculum**  15 Credits | A critical analysis of how creativity enhances the learning environment and fosters higher order thinking skills.  (2500 words) |
| **Module QY 3301**  **Learning Environments**  Generic to Route 1 and Route 2  15 Credits | Identify, plan and develop an effective and inclusive learning environment in an area of your setting which will promote cross curricular learning. (2500 words) |
| **Module QY 3302**  **Continuity through the Learning Journey**  Generic to Route 1 and Route 2  15 Credits | A critical reflection upon current practice, in terms of provision made for the smooth transition between phases, and the identification of an area for development underpinned by current research and theory. (2500 words) |
| **Module QY 3202**  **Extended Study**  Generic to Route 1 and Route 2  30 Credits | An in-depth study of a learning and teaching issue related to the student’s professional setting.  Using appropriate techniques of enquiry, analysis and exposition the student will provide a sustained contextualized argument which generates tentative recommendations for future professional practice. (8,000 words) |

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 progression routes have been developed primarily for mature students continuing their study from a Sector Endorsed Foundation Degree in Early Years (Level 5). However, credit and previous experience can be taken into account as learners may have achieved some of the competences and/or underpinning knowledge and understanding required for the progression route from previous study, e.g. on a Childhood Studies Degree 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.

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

* Sector Endorsed Foundation Degree in Early Years;
* employment in an Early Years Setting.

## J. CAREER OPPORTUNITIES

The BA(Hons.) Education and Childcare and the BA(Hons.) Early Years Teaching represent an important aspect of a 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 6. It gives these practitioners the opportunity to ‘learn as they earn’.

The progression routes give practitioners the opportunity to progress towards Early Years Professional Status and/or Qualified Teacher Status, subject to the entry requirements of these programmes.

The Honours Degrees 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 these progression routes have been developed. The External Examiners’ reports relating to the existing programmes have been excellent. These progression routes will enable the successful completers of the Foundation Degree in Early Years 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 by the Children’s Workforce Development Council (CWDC). The reports have been highly complimentary 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