

Programme specification

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| 1. Awarding Institution  | 2. Teaching Institution NORTH KENT COLLEGE | 3. School/Department Education & Community Studies | 4. UCAS Code: 543G |
| 5. Final Award Foundation Degree | 6. Programme Title Early Years | | 7. Accredited by: University of Greenwich |
| 8. Quality Assurance Agency (QAA) Benchmarking Group(s) <ul style="list-style-type: none"> • Foundation Degree Qualification Benchmark (QAA, 2010) • Subject Specific Benchmarks and Skills for Early Childhood Studies Degrees (Practitioner Option) (QAA,2007) | | | |
| 9. Entry Requirements <p>Students applying for the Foundation Degree will normally be expected to hold either one full A level or an equivalent level 3 qualification. 180 UCAS points are required. Applicants also need to demonstrate a GCSE grade C or above in English (or equivalent level 2 qualification). It is desirable for students to also carry a GCSE or equivalent qualification in maths and applicants who do not hold this at the start of study are encouraged to gain qualification by the end of the programme.</p> <p>At interview students will be expected to demonstrate aptitude towards working with children in the early years and relevant experience.</p> <p>Applicants who are mature entrants and do not hold a recognised level three qualification will be judged on their level of experience in the workplace. Those displaying a sufficient level of awareness of the needs of children in early years settings, along with an understanding of child development, may be exempt from the level 3 entry requirements.</p> <p>The programme team would like to make exemptions for students carrying a level 4 Advanced Diploma in Childcare & Education so that they can enter direct into level 5 of the FD Early Years.</p> | | | |

10. Educational Aims of the Programme and Potential Career Destinations of Graduates [Maximum 150 words]:

The programme aims to advance professional knowledge and expertise of Early Years educators working across the children's workforce. The programme offers a route into Higher Education whilst maintaining relevant employment and experiences in children's services. This combination of University study and Work-Based Learning enables applicants to develop professionalism and advance their career prospects whilst maintaining their practice in settings. Potential Career destinations include promotions with nurseries, pre-schools and primary schools or transfer across children's services to positions in local authority or advisory contexts working with parents and families within the health and social work sectors.

Many graduates top up their Foundation degree with a one year programme enabling them to gain an BA Honours degree. From this point graduates can progress to graduate leader positions and gain assessment for the Early Years Professional Status or follow a postgraduate qualification to become a teacher in training, or health professional.

11. Summary of Skills Development for Students within the Programme [Maximum 150 words]:

- to provide the appropriate knowledge, understanding and professional skills and aptitudes required for the care and education of young children
- provide an appropriate understanding of the regulatory and legislative framework for Early Years and to prepare students to work within this framework
- to ensure that students demonstrate within their practice that they have adopted appropriate value and belief systems, including anti-discriminatory practice, equal opportunities and inclusive practice for Early Years, play, play-work or school-based settings
- to develop students' self-awareness and reflection, including their ability to evaluate their effect on other people and on the environment in which they work
- to develop students' ability to understand and apply the principles of evidence-based practice
- to develop students as reflective practitioners, with an understanding of the need for commitment to the commencement of lifelong learning
- to develop the personal/ transferable skills and graduate attributes critical to acting as agents for change and graduate leaders in Early Years settings
- to provide a suitable basis for progression to honours level of study or further professional training leading to EYPS, QTS and allied graduate professions across children's services

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| <p>11. The programme provides opportunities for you to achieve the following outcomes:</p> <p><i>These are related to the benchmarking statements for the subject you are studying, described under 8 above.</i></p> | <p>The following teaching, learning and assessment methods are used to enable you to achieve and demonstrate these outcomes:</p> |
| <p>A. Knowledge and understanding of: →</p> | <p>A. Teaching and learning methods:</p> |
| <p>A1 Principles and educational philosophy that underpins Early Childhood Education including pedagogical concerns such as learning through play and child welfare</p> <p>A2 Significant current research and theory relating to child development and learning</p> <p>A3 The legislative curricular frameworks and regulations embedded in Early Years Policy</p> | <p>Acquisition of knowledge and understanding is through lectures delivered by tutor and visiting speaker lectures, group discussion, seminars, case studies and audio-visual materials, reinforced through work-based practice and online learning resources.</p> |
| <p>A4 The roles and responsibilities of multi- agency teams integrated within the children’s workforce</p> <p>A5 The dynamic relationships and influential factors that impact on the ecology of childhood and developmental trajectories</p> | <p>A. Assessment methods:</p> <p>Assessment will be a combination of formative and summative assessment tasks. A range of methods will include: verbal presentations, essays, reports, group projects, research projects, posters, group presentations, role play, electronic and reflective portfolios of practice.</p> |

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| <p>B. Intellectual skills: →</p> <p>B1 The application of principles and theories through: observing children and planning meaningful learning experiences, extending understanding of child development, implementation and evaluation of the curricular frameworks personalising pedagogy to meet children’s special rights and educational needs</p> <p>B2 Access and review literature to underpin evidence-based practice and develop and use a range of skills to research , understand and evaluate theories and ideas from multiple sources through critical analysis and reflection</p> <p>B3 Manage self, self evaluation and reflection</p> | <p>B. Teaching and learning methods:</p> <p>Development of intellectual skills is through lectures from tutors and visiting speakers, group discussion, seminars, case studies and audio- visual material, reinforced by work-based experiences and working with the designated mentor.</p> <p>.</p> <hr/> <p>B. Assessment methods:</p> <p>Assessment will be a combination of formative and summative assessment tasks. A range of methods will include essays, reports, oral presentations and group projects. Assessment will also be through the learning in the work- place.</p> |
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| C. Subject practical skills: | 1. Teaching and learning methods: |
| <p>C1 Demonstrate the experience, knowledge and skills that underpin good Early Years Care and Education and/or Playwork practice, both evidence-based and reflective</p> <p>C2 Design, implement, monitor and assess specific activities which support the individual development and learning of children and which meet the statutory and regulatory requirements</p> <p>C3 Manage sessions with children, taking account of their individual needs and demonstrating a thorough understanding of anti-discriminatory practice and equal opportunities</p> <p>C4 Manage and evaluate self, critically reflect on own practice; manage time, resources, records and information to support decision making</p> <p>C5 Demonstrate professional attributes and effective reflective practice in collaboration and partnership with children, families and multi-agency teams</p> | <p>Subject practical skills will be rehearsed within workshops and tutorials, but will primarily be developed within the work-place and supported by a designated mentor as work-based learning</p> |
| | C. Assessment methods: |
| | <p>Assessment will be a combination of formative and summative assessment tasks including case studies and individual projects. The main assessment for practical skills will be the completion of a work-based professional practice e-portfolio consisting of evidence-based competencies.</p> |

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| D. Transferable/key skills: | D. Teaching and learning methods: |
| <p>D1 The use and application of a range of a range of communication skills</p> <p>D2 The use of mathematical and scientific skills and capabilities to ensure the efficient and effective delivery of mathematical and scientific skills to children</p> <p>D3 The use of ICT to support own development, and the learning and development of children</p> <p>D4 Work within a team and individually to complete relevant and agreed tasks.</p> <p>D5 The ability to improve performance through self-appraisal and reflection, the implementation of evidence-based practice and continuing professional development activities</p> | <p>Transferable skills will be developed and rehearsed through tutorials, workshops, in the course of preparing for various assessments, and in the workplace alongside the mentor.</p> |
| | 2. Assessment methods: |
| | <p>Assessment will be a combination of formative and summative assessment tasks including essays, reports, group research and presentations, case studies, oral presentations, group and individual projects and through the electronic portfolio of practice.</p> |

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| <p>E. Greenwich Graduate Attributes: →</p> | <p>E. Teaching and learning methods:</p> |
| <p>Scholarship & Autonomy</p> <ol style="list-style-type: none"> 1. Have an informed understanding of their discipline or professional practice, and the ability to question its principles, practices and boundaries 2. Think independently, analytically and creatively, and engage imaginatively with new areas of investigation 3. Appreciate disciplines and forms of professional practice beyond their own, and draw connections between them 4. Are intellectually curious, responsive to challenges, and demonstrate initiative and resilience <p>Creativity and Enterprise</p> <ol style="list-style-type: none"> 1. Recognise and create opportunities, and respond effectively to unfamiliar or unprecedented situations or problems 2. Generate new ideas and develop creative solutions or syntheses 3. Communicate clearly and effectively, in a range of forms, taking account of different audiences 4. Make use of familiar and emerging information & communication technologies 5. Seize and shape the opportunities open to them on leaving university <p>Cross-cultural and International Awareness</p> <ol style="list-style-type: none"> 1. Engage effectively in groups whose members are from diverse backgrounds 2. Appreciate the importance of behaving sustainably 3. Move fluently between different cultural, social and political contexts 4. Value the ability to communicate in more than one language | <p>Scholarship and autonomy is developed through challenging and stimulating study tasks involving professional judgement combined with insightful critical analysis in collaboration with peers, tutors, academics, employers, colleagues within the sector.</p> <p>Creativity and enterprise is developed through learning tasks that involve working with colleagues and peers to transfer knowledge in and out of settings</p> <p>Cross-cultural and international awareness is supported through literature searches and a range of multi-media teaching resources developed within lectures and professional discussions with colleagues from the sector and guest speakers.</p> <p>The teaching and learning methods employed include a customised range of learning activities are chosen to support students as they link theory to practice within their professional development. Learning experiences include: Professional discussion of experiences and transformational learning, Lectures accompanied by On line Learning Resources Group research and presentation tasks Workshops and seminars Guest speakers and podcasts Individual guided study Joint reflection on case study scenarios and shared professional experiences</p> |
| | <p>3. Assessment methods:</p> <p>Assessment will be a combination of formative and summative assessment tasks including case studies and individual projects. The main assessment for practical skills will be the completion of a work-based professional practice e-portfolio consisting of graduate level evidence.</p> |

Programme Outline of Professional & Graduate Attributes

Courses mapped against the Common Core of Skill & Knowledge for the Children’s Workforce (CWDC, 2010) & Early Years Professional Status Standards (TA,2012)

| Course level Mapping | Common Core Skills & Knowledge for the Children’s Workforce (CWDC, 2010) | | | | | | Greenwich Graduate Attributes |
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| <p>*2 hours of personal tutorials are included on all courses except the Professional Practice courses that have 10 hours. This additional time is allocated to support mentoring and to support graduate study skills. These courses are personalised according to professional roles and a self-evaluation of Continuing Professional Development needs.</p> | <p>Effective communication and engagement with children, young people and families</p> | <p>Child and young person development</p> | <p>Safeguarding and promoting the welfare of the child</p> | <p>Supporting transitions</p> | <p>Multi-agency working</p> | <p>Sharing Information</p> | <p>The University of Greenwich is committed to producing graduates who:</p> <p>Scholarship and Autonomy Have an informed understanding of their discipline or professional practice, and the ability to question its principles, practices and boundaries Think independently, analytically and creatively, and engage imaginatively with new areas of investigation Appreciate disciplines and forms of professional practice beyond their own, and draw connections between them</p> |
| <p>Professional Practice 1* ACAD 1223 Level 1, 30 Credits EYPS 5. Make use of observation and assessment to meet the individual needs of every child. 6. Plan provision taking account of the individual needs of every child</p> <ul style="list-style-type: none"> Subject Specific Benchmarks and Skills for Early Childhood Studies Degrees (Practitioner Option) (QAA,2007) | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>Scholarship and Autonomy Have an informed understanding of their discipline or professional practice, and the ability to question its principles, practices and boundaries Think independently, analytically and creatively, and engage imaginatively with new areas of investigation Appreciate disciplines and forms of professional practice beyond their own, and draw connections between them</p> |

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| | | | | | | | Are intellectually curious, responsive to challenges, and demonstrate initiative and resilience |
| <p><i>Working in Multi-Agency Teams</i> <i>SOCW 1141</i> <i>Level 1, 30 Credits</i> EYPS7. Fulfil wider professional responsibilities by promoting positive partnership working to support the child.</p> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | <p>Scholarship and Autonomy Have an informed understanding of their discipline or professional practice, and the ability to question its principles, practices and boundaries Think independently, analytically and creatively, and engage imaginatively with new areas of investigation Appreciate disciplines and forms of professional practice beyond their own, and draw connections between them</p> <p>Are intellectually curious, responsive to challenges, and demonstrate initiative and resilience</p> |

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| <p><i>Children & Families</i> <i>PSYH 1026</i> <i>Level 1, 30 Credits</i> EYPS 2. Work directly with children and in partnership with their families to facilitate learning and support development.</p> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | <p>Cross-cultural and International Awareness Engage effectively in groups whose members are from diverse backgrounds Appreciate the importance of behaving sustainably Move fluently between different cultural, social and political contexts Value the ability to communicate in more than one language</p> |
| <p><i>Learning & Development Through Play</i> <i>PSYH 1027</i> <i>Level 1, 30 Credits</i> EYPS 4. Set high expectations which inspire, motivate and challenge every child.</p> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | <p>Creativity and Enterprise Recognise and create opportunities, and respond effectively to unfamiliar or unprecedented situations or problems Generate new ideas and develop creative solutions or syntheses Communicate clearly and effectively, in a range of forms, taking account of different audiences Make use of familiar and emerging information & communication technologies</p> <p>Seize and shape the opportunities open to them on leaving university</p> |

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| <p><i>Professional Practice 2</i> ACAD 1135 Level 2, 30 Credits . EYPS5. Make use of observation and assessment to meet the individual needs of every child.</p> <p>6. Plan provision taking account of the individual needs of every child</p> <p>Subject Specific Benchmarks and Skills for Early Childhood Studies Degrees (Practitioner Option) (QAA,2007) *</p> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | <p>Scholarship and Autonomy Have an informed understanding of their discipline or professional practice, and the ability to question its principles, practices and boundaries Think independently, analytically and creatively, and engage imaginatively with new areas of investigation Appreciate disciplines and forms of professional practice beyond their own, and draw connections between them Are intellectually curious, responsive to challenges, and demonstrate initiative and resilience</p> |
| <p><i>Impact Project BUSI 1428</i> Level 2, 30 Credits EYPS8. Lead practice and foster a culture of continuous improvement.</p> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | <p>Creativity and Enterprise Recognise and create opportunities, and respond effectively to unfamiliar or unprecedented situations or problems Generate new ideas and develop creative solutions or syntheses Communicate clearly and effectively, in a range of forms, taking account of</p> |

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| | | | | | | | <p>different audiences</p> <p>Make use of familiar and emerging information & communication technologies</p> <p>Seize and shape the opportunities open to them on leaving university</p> |
| <p><i>Safeguarding Children's Welfare</i> SOCW 1142 Level 2, 30 Credits EYPS</p> <p>3. Safeguard and promote the welfare of children.</p> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | <p>Scholarship and Autonomy</p> <p>Have an informed understanding of their discipline or professional practice, and the ability to question its principles, practices and boundaries</p> <p>Think independently, analytically and creatively, and engage imaginatively with new areas of investigation</p> <p>Appreciate disciplines and forms of professional practice beyond their own, and draw connections between them</p> <p>Are intellectually curious, responsive to challenges, and demonstrate initiative and resilience</p> |
| <p><i>Birth To Eight</i> SOCW 1146 Level 2, 30 Credits</p> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | <p>Creativity and Enterprise</p> <p>Recognise and create opportunities, and respond effectively to unfamiliar or</p> |

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| <p>EYPS 1. Support the healthy growth and development of children from birth to the age of five.</p> | | | | | | | <p>unprecedented situations or problems Generate new ideas and develop creative solutions or syntheses Communicate clearly and effectively, in a range of forms, taking account of different audiences Make use of familiar and emerging information & communication technologies Seize and shape the opportunities open to them on leaving university.</p> |
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12. Programme Structure: Levels, Courses and Credits

Awards, Credits and Progression of Learning Outcomes

Flexible modes of study are offered. Please see the table below.

Full-Time

Full time students enrol on for all four core level 4 courses in year 1 making a total of 120 credit points. In their second year of study full-time students enrol on all four courses at level 5 making a total of 240 credit points at the end of two years.

Part-Time Mode

The standard mode of part-time study is to complete a total of 90 credit points (3 courses) in year 1, a further 90 credit points in year 2 and complete the remaining 2 courses at level 5 in the third and final year.

Fast-Track Mode.

On the foundation degree programme it is possible as a part-time student to take an accelerated pattern of study because 30 credits at year 1 (level 4) and 30 credits at year 2 (level 5) are completed in the workplace. It is therefore possible to register for 120 credits in year 1, and again in year 2 under a part-time registration. This allows students to complete the programme in two years. This accelerated mode of part-time study is not applicable to honours degrees students and so students wishing to progress onto a third year honours degree 'top-up' award will not be able to continue with a 'fast-track' mode and as a part-time student will be limited to studying a maximum of 90 credits at level 6, per year, upon graduation of their foundation degree.

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| Level 4 | Full-Time & Fast-Track Students YEAR 1 | All courses are compulsory and run across the academic year Professional Practice 1 ACAD1223 (<i>Work-Based Learning</i>) Working in Multi-Agency Teams SOCW1141 Children & Families PSYH1026 Learning & Development through Play PSYH1027 | Certificate of Higher Education (Cert. HE) |
| Level 5 | Full-Time & Fast-Track Students YEAR 2 | All courses are compulsory and run across the academic year Professional Practice 2 ACAD1135 (<i>Work-Based Learning</i>) Impact Project BUS11428 Safeguarding Children's Welfare SOCW1142 (<i>Students must pass all assessed items relating to this course to be fit for practice with children. Fail grades may not be compensated and students will not be able to graduate without successful completion of this course</i>) (30 credits at level 5) Birth to Eight SOCW 1146 | Diploma of Higher Education (Dip. HE) |
| Level 6 | | | Honours Degree Students may progress to the BA Hons Early Years Top Up or the final year of the BA Hons Childhood Studies or BA Hons |

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| | | Education Studies at the University of Greenwich. |
| Part –Time | | |
| Year 1 | Professional Practice 1 ACAD1223 (30 credits at level 4) Working in Multi-Agency Teams SOCW1141 (30 credits at level 4) Children & Families PSYH1026 (30 credits at level 4) | As with the full-time mode listed above students who have completed 120 credits at level 4 may receive an Exit Award: a Certificate in Higher Education if they choose not to progress onto the level 5 courses required to complete their foundation degree. Graduates of the Foundation Degree hold 240 credit points and can therefore apply to do a Top Up qualification to reach an Honours Degree classification. |
| Year 2 | Learning & Development through Play PSYH1027 (30 credits at level 4) Professional Practice 2 ACAD1135 (30 credits at level 5) Impact Project BUSI1428 (30 credits at level 5) | |
| Year 3 | Safeguarding Children’s Welfare SOCW1142 (<i>Students must pass all assessed items relating to this course to be fit for practice with children. Fail grades may not be compensated and students will not be able to graduate without successful completion of this course</i>). (30 credits at level 5) Birth to Eight SOCW 1146 (30 credits at level 5) | |