

The Programme Specification for Levels 4, 5 and 6 can be found in the [Undergraduate](#) section of the programme of study catalogue.

Form NP3



PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School (<i>ICE / SAC / SSHS</i>)	Institute of Childhood and Education
Professional accreditation body (<i>if applicable</i>)	n/a
Final award (<i>eg. BA Hons</i>)	BA (Hons.) with Foundation Year in Education and Childhood
Title of programme(s)	Early Childhood Studies with Foundation Year in Education and Childhood BA (Hons) Education and Religious Studies with Foundation Year in Education and Childhood BA (Hons) Education Studies with Foundation Year in Education and Childhood BA (Hons) Working with Children, Young People and Families with Foundation in Year Education and Childhood
Subsidiary award(s) (<i>if any</i>)	Ordinary Degree (with Foundation Year) Diploma of Higher Education (with Foundation Year) Certificate of Higher Education (with Foundation Year) Foundation Certificate
Honours type (<i>Single / Joint / Combined</i>)	Single and joint after progression to Level 4
Duration and mode(s) of study	4 years full-time (one of these is a foundation year)
Start date (<i>this version</i>) (<i>month and year</i>)	September 2019
Periodic review next due (<i>acad. year</i>)	2023
JACS subject code(s) (<i>Level 3</i>) (Please refer to HESA listing on AQO website)	X300 / 100455 L520 / 100456
UCAS course code & code name	
SITS codes (<i>Course / Pathway / Route</i>)	
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims, including what is special about this programme (from the student's and a marketing perspective)

The aim of the Foundation Year is to provide you with an introduction to issues and questions that are key to understanding educational issues and children's experiences. You will be encouraged to explore issues such as the processes of child development, family life and schooling. You will also gain an understanding of the how learning can be effectively fostered. You will be able to explore how social inclusion and strategies to promote this social outcome. In addition to these opportunities, you will also learn about key educational policies and how they have been implemented.

You will therefore be provided with an opportunity to actively develop your knowledge of education and childhood whilst gaining specialised tuition in core academic skills. Through this process it is anticipated that your confidence and readiness for Level 4 study will be enhanced.

This programme offers you an alternative entry route for undergraduate study if you are not in a position to commence your university studies at Level 4. Therefore, the Education and Childhood Foundation Year pathway aims to provide access to higher education for students who may otherwise be excluded from university study. For example, you might not have the usual entry requirements to commence learning at Level 4. It is also intended to be a useful pathway for students who have been out of education for a number of years. You may also wish to further build your confidence before studying at Level 4. The Foundation Year in Education and Childhood pathway consequently endeavours to promote a widening of participation in higher education.

On completion of the Foundation Year, you should be well equipped to go on to Level 4 study on one of the named linked non-QTS honours degree programmes in the areas of education and childhood.

3. Student learning outcomes at the level of Foundation Certificate. The learning outcomes for full degree Levels 4 – 6 are described in the relevant Programme Specification.

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

On successful completion of the foundation year, students will have demonstrated:

- | | |
|----|--|
| K1 | knowledge of key issues that those involved in providing education and development opportunities for children, young people and families |
| K2 | knowledge of concepts related to education and childhood |
| K3 | an understanding of the basic theories that academics have used to understand education and childhood |
| K4 | knowledge of technical terminology and scholarly conventions of education studies, childhood studies |

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	and associated academic disciplines
K5	knowledge of how to effectively present academic work in a variety of forms
I1	ability to identify and comment on concepts related to undertaking education and childhood
I2	ability to complete a range of assessments
I3	ability to recognise and describe several theories that have been employed to understand education and childhood
I4	ability to present results that draw appropriately upon scholarly research and debate
<u>Employability skills</u>	
E1	Self-management – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient
E2	Teamworking – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others
E3	Problem-solving – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from various sources
E4	Communication – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes
E5	Application of numeracy – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget
E6	Application of information technology – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively
E7	Social, cultural & civic awareness – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.
See also the learning outcomes for subsidiary awards set out in section 4 below.	

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements
The subject benchmark statements that are particularly relevant to this programme are: (1) the QAA subject benchmark statement for Early Childhood Studies (2) the QAA subject benchmark statement for Education Studies

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4. Learning outcomes for subsidiary awards

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 0.	<u>Generic Learning outcomes for the award of <u>Foundation Certificate in Education and Childhood</u>:</u> On successful completion of 120 credits at Level 0, students will be able to access this award if they formally state that they do not wish to further pursue their studies at Level 4 study on one of the linked pathways to the Foundation Year in Education and Childhood. They must have demonstrated an ability to: i) describe key concepts related to education and childhood; ii) outline several different theories that have been used to produce an understanding of education and childhood; iii) communicate their knowledge and awareness coherently, using appropriate scholarly conventions and techniques; iv) undertake a sustained project on a topic related to education and childhood. .

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5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

The Foundation Year in Education and Childhood is designed to provide students with: (1) an introduction to issues related to education and childhood, (2) the skills that will allow them to make a successful progression to Level 4 study and (3) an opportunity to undertake a sustained investigation on topic of their choice in area related to their intended future undergraduate studies.

The modules of the Education and Childhood Foundation Year can be grouped into the following strands:

Study Skills, Confidence Building and Project Work

SOC/SHN/LAW/CYP/BMM/COM/HUM3113

Academic Skills and Studying with Confidence

SOC/SHN/LAW/CYP/BMM/COM/HUM3103

Project

Understanding the Education

CYP3013

Introduction to Education: Learning and Teaching

Childhood

CYP3003

Introduction to Children and Families

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6. Structure

Foundation Year to a linked non-QTS education or childhood honours degree

Duration: 1 year full-time

Total credit rating: 120 (for those not progressing to Level 4 on a linked non-QTS education and childhood degree)

Level 0 – with effect from September 2019

Core: Students are required to take:

SOC/SHN/LAW/CYP/BMM/COM/HUM3113

Academic Skills and Studying with Confidence

Sem 1-2

30 credits

SOC/SHN/LAW/CYP/BMM/COM/HUM3103

Project

Sem 2

30 credits

CYP3013 Introduction to Education: Learning and Teaching

Sems 1-2

30 credits

CYP3003 Introduction to Children and Families

Sems 1-2

30 credits

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7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

The learning and teaching provision on the Foundation Year in Education and Childhood is aligned with the central goals, objectives and features of the University's Learning, Teaching and Assessment Strategy 2015-2020. It will provide an experience which is student-centred; teaching which is responsive to the needs of individual students; and a framework within which students are encouraged to begin to their abilities to engage in critical thinking and analytical skills. These are however contextualised within the nature of Level 0.

The following approaches are prioritised in the Foundation Year of the linked non-QTS education and childhood honours degrees:

Learning

The focus will be on ensuring that students have an opportunity to develop their understandings of key concepts that are introduced in each module by applying them through active enquiry, practical research tasks, exercises, and collaborative projects.

A Progressive Learning Structure is built into the course design:

Students will begin their Level 0 by having an opportunity to develop their academic skills and confidence, before having an opportunity to apply these when they study a negotiated topic of choice for the Project module in semester 2. How to effectively engage in academic writing, orally presentation and research information will be focused upon in the first semester of the Foundation Year. In their studies of education and childhood students will begin by examining at key issues before applying academic concepts and theories to these.

Teaching

- **Student-Led Enquiry:** The main form of teaching session will be seminars and workshops, where concepts and skills introduced by the lecturer will be learned through practical application – specific tasks, problem-solving and discussion, with regular provision of formative feedback on those activities.
- **Directed Activities:** Although students will not undertake directed activities at Level 0, students will be set regular activities that will require completion outside formal classes. Formative feedback will be provided on these.
- **Use of VLE:** To support student-led inquiry, learning materials and resources are supplied in advance via Moodle. Resources offered include bespoke videos and podcasts; links to external sites and online resources; online quizzes; and access to all handouts, powerpoints, etc. In addition, all seminars will be followed by a student-led summary of key points learned and discussed, posted on Moodle.
- **Use of other online resources and technology:** Full use will be made, in teaching sessions, independent study, and assessment, of online resources available to support an understanding of education, childhood and academic skills.

Assessment:

- **Formative Assessment:** Students will have access to formative assessment in every module that they study on. This will usually take the form of feedback on specific tasks given in teaching sessions, online feedback, or feedback on outline plans for assessed work.

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- **Diversity of Assessment methods:** Assessment methods will be varied in form and credit value.

Negotiated Assessment: Students will have the opportunity, in SOC/SHN/LAW/CYP/BMM/COM/HUM3103 *Project* to negotiate the mode of assessment for a particular assignment. Forms of negotiated assessment might include: video, podcast, written project.

7b) Learning outcomes covered

<i>Adjust LO codes as necessary. ↓</i>	K1	K2	K3	K4	K5	I1	I2	I3	I4		E1	E2	E3	E4	E5	E6	E7
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Issues	Concepts	Theories	Terminology and scholarly	Present academic work in a variety of	Ability to identify and comment on	Ability to complete	Recognise and describe several	Ability to present results		Self-management	Teamworking	Problem-solving	Communication	Application of numeracy	Application of IT	Social, cultural & civic awareness
SOC/SHN/LAW/CYP/BMM/COM/HUM3113 Academic Skills and Studying with Confidence																	
SOC/SHN/LAW/CYP/BMM/COM/HUM3103 Project																	
CYP3013 Introduction to Education: Learning and Teaching																	
CYP3003 Introduction to Children and Families																	

8. Entry requirements

Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

5 academic or vocational qualifications, at least one of which should be a GCE 'A' level (or equivalent at level 3) and one should be GCSE English Language at grade C or above (or equivalent). For such students the entry tariff will usually be 32 tariff entry points or above at entry to the foundation year.

It is not a requirement that one 'A' level should be in a specified subjects. A wide range of subjects can be considered relevant.

For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS), with no component below 5.5, or equivalent test.

Applications are welcome from mature students with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

The standard progression requirements, as set out in the current *Taught Course Academic Regulations*, will apply.

You will have to pass the Foundation Year to progress to a named linked honours degree programme.

All modules are exempt from condoned failure and must be passed for progression.

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level.

None

11. External examining arrangements

External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each; any PSRB requirements)

As the foundation year is Level 0, no external examination will be undertaken. This arrangement is in line with the Level 4 pathways that are available on the named linked honours degrees. All level 5 and 6 in linked degrees will be the subject of external examination. Rigorous moderation of students' marks will however be carried out by foundation year tutors.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)

Placements are not part of the foundation and students will access this opportunity when they progress to their levels 4 and 5.

13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs will have access to the 4 year pathway and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.