Leeds Trinity University

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University Barnsley College
'Parent' Faculty (HWLS / BCDI / SHS)	HWLS
'Parent' School	CYPF
Professional accreditation body (if applicable)	Early Years Lead Practitioner IfATE occupational standard. DFE approved 'Full and Relevant' qualification
Final award (eg. BA Hons)	Foundation Degree (FdA)
Title of programme(s)	Early Years Leadership
Subsidiary award(s) (if any)	Certificate of Higher Education
Honours type (Single / Joint / Combined)	Single
Duration and mode(s) of study	2 years/ full time
Month/year of approval of programme	
Start date (this version) (month and year)	Sept 2025
Periodic review next due (academic year)	
HECoS subject code(s)	100463 Early Years Education
UCAS course code & route code (available from Admissions)	N/A
SITS codes (Course / Pathway / Route) (available from Student Administration)	EYRSLSP
Delivery venue(s)	Horsforth Campus…….Yes City Campus…………..No Partner Institutions – Barnsley College (subject to partnership modification approval)

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 Foundation Degree Early Years Leadership is designed for practitioners who are currently working with babies and young children from 0-8 years and their families. The Foundation Degree connects your work-based experiences with the skills, behaviours and knowledge needed to gain higher level study and continue your career progression. The programme provides you with the opportunity to develop in depth knowledge of early education, sustainable leadership, and global childhoods, whilst applying these within your practice to shape the lives of children and families within your care. You will study a wide range of underpinning theories from

physiological, neurological, and developmental education, questioning how these can be incorporated to develop your settings own pedagogy. The progressive curriculum of modules are at the forefront of research informed early years practice, challenging the inequalities of childhood and developing sustainable outcomes that make positive change. The degree debates the current policy context of early years education and care, examining the strengths and challenges of a mixed market approach within the UK when compared to wider international practices.

The Foundation degree is mapped against the Higher Technical Qualification for Early Years Lead Practitioner (level 5) demonstrating this programme carries this national hallmark of quality, with knowledge, skills and behaviour (KSBs) embedded in programme and module content. In addition to this, the Foundation degree is mapped against the 'full and relevant' criteria for Early Years qualifications (Ofsted 2024) and approved as a provided by the DFE. The programme also embeds LTU's priorities of supporting race equity and social justice within the curricula.

The aims of the programme are to (brackets link to HTQ KSBs):
- Understand how individual children learn and develop from conception to 8 years in relation to typical and atypical neurological, cognitive, social, emotional, behavioural, communication and physical development within their social, cultural context, and an awareness of the potential life-long benefits of effective Early Years Practice (K2)
- Analyse and articulate how all children's individual learning can be affected by their current developmental capabilities, characteristics and individual circumstances, promoting equality of opportunity and anti-discriminatory practice to narrow developmental gaps (S1 &S2)
- Develop ethical and rights-based approaches to support each child, listening to the child's authentic voice within their social and cultural context, to enable advocacy and support for their individual journey, whilst developing high quality childcare environments that are continuously evaluated (K1)
- Develop understanding of current and relevant policy, statutory guidance, legal requirements and research informed practice, including the impact of local, national, historical and global contexts for Early Education and Care (K20).
- Evaluate dynamic, evolving and enabling environments that reflect the current interests, motivations, and playfulness of individual and groups of children, through attuned practitioners and shared sustained thinking. (S5, S7, S10)
- Analyse current and contemporary research, theories and approaches to practice to enhance and articulate a clear understanding about informed pedagogy (S15)
- Critically reflect and develop both professionally and personally to enhance early years practice, demonstrating an authentic, fun, playful practice through animated, expressive quality interactions with children. (S16 and B4)
- Develop ethical behaviours as a leading practitioner to support, mentor, coach, train and guide colleagues, providing inspiration and motivation to engage others to develop their practice. (S22)
- Promote, model and support children and families to develop a healthy approach to making choices relating to personal care including eating, sleeping and physical activity (S18)
- Develop behaviours that support ethical, fair and consistent practices for children, families and colleagues, demonstrating the person centred, proactive practice of early years leadership (B1, B2, B3, B4, B5, B6, B7, B8)

3.   Student learning outcomes of the programme

On successful completion of the programme, students will have *demonstrated*:

K1   Awareness of the expected patterns of babies' and children's development from birth to 5 years old, and an understanding of how to support their learning development, through effective planning, enhanced environments and shared sustained thinking (K2, S3, S7).

K2   Critical understanding of the factors that can impact the health, well-being and early learning of children from conception to 8 years, effectively deploying staff and resources appropriately to aid development (K3, S10, S19).

K3   Coherent understanding of legal requirements, statutory and non-statutory guidance on curriculum content and pedagogical practice, including health, safety, security, and confidentiality of information (K5, S20, S21).

K4   Knowledge of the different roles and responsibilities in relation to curriculum development, environmental safety, safeguarding and security, including child protection, duty of care, reporting, and confidentiality of information, including how to utilise own supervision and as a process to support others (K5, S20, S21).

K5   Knowledge and skills to support children in developing a positive sense of self, who hold effective relationships, and are supported to recognise, understand and manage their emotions through co-regulation and self-regulation (K6, K7, B3)

K6   Current approaches in the development of emergent literacy and numeracy skills, such as synthetic phonics, including how to stimulate children's creativity and curiosity and why and how this enables enquiry based active learning (K10, K12)

I1   Working in partnership with the key person, colleagues, parents and/or carers or other professionals and agencies to improve the outcomes for all children, support nurturing personal care and reduce educational inequalities (K3, K4, K7, S11, S22, S24, B1)

I2   Implement strategies to support inclusion and equality, including SEND, cultural differences and family circumstances, as an important part of professional practice, utilising theories of attachment and how these relate to promoting relationships effectively (K6, K8, K16, K21, S1, S2, S4, S12, S19)

I3   The importance of play and its underpinning theoretical perspectives including how to advocate for a child's wishes or interests through utilising effective planning and use of a key person system to support learning and development (K9, S4, S5, S15, S24, B3)

I4   The implementation of observation, assessment and planning to facilitate playful opportunities which consider individual learning opportunities, small groups and whole groups of children (K9, K13, K15, S3, S5, S9)

I5   Effective and sustained communication skills, verbally and in writing, addressing a range of audiences including as a mentor to colleagues (K19, S22, B2)

I6   The principles of reflection to support continuous development of early years practice, showing a commitment to life-long learning, continual professional development and action research (K18, S16, S22, B6, B9)

Attributes and Skills Outcomes (undergraduate)

AS1   **Working Independently** - prioritising workload, anticipating and troubleshooting potential problems, and achieving this without requiring continual oversight from a supervisor or manager (B5)

AS2	**Research & Thinking Critically** - systematic investigation of resources to identify relevant information. Critical thinking refers to a process of independent scrutiny, allowing formation of a well-reasoned opinion for application of the research to decision-making and action; (B9)
AS3	**Digital Confidence** - identifying, learning and confident adoption of digital tools, applications and software to improve existing processes, meet emerging challenges or develop new approaches; (S21, K19)
AS4	**Adaptability** - the ability to make the most of changing circumstances and adapt to new conditions; (B9, B6, S26, S23
AS5	**Resilience** - the ability to recognise that you will be exposed to adversity but that you will be able to respond positively and ultimately adapt and grow from challenging events; (B9, B6, S2, S23)
AS6	**Professional Outlook** - preparing yourself to successfully research, plan and apply for opportunities through effectively articulating your skills and attributes whilst understanding how to present yourself in professional working environments to achieve your career goals; (B9)
AS7	**Effective Communication** - the ability to work cooperatively with others to achieve a group objective and the recognition that good leadership empowers achievement of collective goals through combined efforts; (B5, B3, K19)
AS8	**Ethics, Diversity, Sustainability** - making a positive impact on society and the environment as a whole; (B1, S2, K16)
AS9	**Enterprise and Entrepreneurship** - entrepreneurship is the application of enterprise behaviours, attributes and competencies into the creation of cultural, social, or economic value. Enterprise is generating and applying ideas that are practical when undertaking a new venture or project.

3a   External benchmarks

Statement of congruence with the relevant published subject benchmark statements *(including appropriate references to any PSRB, employer or legislative requirements)*
All Leeds Trinity University programmes are congruent with the Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF)).
QAA Characteristics Statement Foundation Degree - February 2020
Higher Technical Qualification (HTQ) Early Years Lead Practitioner Level 5 - 2023
DFE Early Years Educator (Level 3) criteria - 1 September 2024
QAA Early Childhood Studies 20223

4.   Learning outcomes for subsidiary awards

Guidance	
	Learning outcomes for the award of <u>Certificate of Higher Education</u>:
The assessment strategy is designed so that each of these outcomes is addressed by more	On successful completion of 120 credits at Level 4, students will have demonstrated an ability to: i) interpret and evaluate data appropriate to the discipline;

than one module at Level 4.	ii) make sound judgements in accordance with basic disciplinary theories and concepts;
	iii) evaluate the appropriateness of different approaches to solving problems within the discipline;
	iv) communicate the results of their work coherently;
	and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.
	N.B The fallback award does not carry DFE 'full and relevant status' nor HTQ award, these are awarded at the completion of level 5 only.

5. Content

Summary of content by theme
(providing a 'vertical' view through the programme)

The programme is designed to ensure students possess an exceptional level of knowledge, skills and behaviours to nurture children's learning through research informed pedagogy, that can confidently be articulated to parents, carers and families in ways that positively influences the home learning environment. The main emphasis of the programme is to ensure that students understand the principles and potential lifelong benefits of effective Early Years Practice, informed by evidence-based research and where confident reflective leadership fosters a culture of mutual support.

Throughout the programme the theme of effective support for babies and children within their earliest years is critiqued, as well as considering the wider social benefits to communities and society and the financial advantages through reduced costs for public services and increased life-long participation in the economy. Students access a spiral curriculum which enables them to deliver pedagogy that helps children learn and progress in preparation for school; identify and scaffold development for children with special educational needs and disabilities; act confidently in areas of child protection or promoting health and wellness; and work reflectively with a diverse range of professionals where practitioners can be assertive and exercise diplomacy.

All modules across the programme are designed to explore concepts and ideas to support, influence and develop early educational provision. Dialogical teaching, employer created case studies and negotiated assessments enable connections between work-based practice and module content to be thoughtful and grounded in lived experiences. These modules have all been designed to ensure students will reflect on their professional practice within their current employment whilst also considering a variety of policy contexts - locally, nationally and internationally.

Across each level of the programme students study one day per week in taught sessions, with at least 2 days per week in work based practice. This equates to at least 784 hours in practice across the programme (70% in work related practice, 30% in taught sessions).

Across each level of the programme students will have the opportunity to undertake a micro-credential qualification which is offered across the School of Children, Young People and Families. These are optional CPD opportunities for Foundation degree students as it is likely the delivery of content will fall beyond the remit of their one day per week study and encroach on student's time in employment. Micro-credential qualifications could include; paediatric first aid, an introduction to trauma informed practice, autism awareness or mental health first aid. The provision of the micro-credential qualifications offered is subject to availability and advice from employers regarding the changing needs and priorities across the sector. The qualifications will be delivered by either LTU qualified staff or external specialists in the discipline who have been individually selected by LTU.

Upon graduation, students will be able to demonstrate, apply knowledge, and show understanding of how to lead effective Early Years practice, having explored a range of career opportunities and planning for their own life-long learning.

6. Structure

FDA Early Years Leadership

Duration: 2 years full-time

Total credit rating: 240 (120 ECTS)

<u>Level 4</u> – with effect from September 2025

Core: Students are required to take:

FDA 4063	Reflective Practitioner	Sem 1 Block 1	30 credits
FDA 4073	Children's Health, Care and Relational Wellbeing	Sem 1 Block 2	30 credits
FDA 4083	Supporting Children's Learning and Development	Sem 2 Block 3	30 credits
FDA 4093	Diverse Childhoods	Sem 2 Block 4	30 credits

<u>Level 5</u> – with effect from September 2026

Core: Students are required to take:

FDA 5073	Safeguarding and Child Protection	Sem 1 Block 1	30 credits
FDA 5083	Sustainable Leadership	Sem 1 Block 2	30 credits
FDA 5093	Equitable Inclusive Education	Sem 2 Block 3	30 credits
FDA 5103	Reflective Research Informed Practice	Sem 2 Block 4	30 credits

Indicate as applicable:

+   The indicated module(s) are not available to visiting students.

++ Integrated Assessment Modules

*   There is a prerequisite for enrolment on this module – see section 10.

7. Learning, teaching and assessment

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

The programme aligns with Leeds Trinity University Learning, Teaching and Academic Experience Strategy (LTAE 2022-2026) in that it aims to transform the way we work co-creatively with students, how we connect students and our learning and teaching with the work-based practice, and societal issues, supporting all our learners on a personalised, values-based and career-led journey through their studies. The programme integrates the acquisition and application of research knowledge, theory and practice and equips graduates with advanced knowledge and skills in the arena of early years leadership, which supports the diverse needs of babies, children and families. The programme content is delivered by a wide variety of teaching methods including blended learning and work-based experience. This will also include lectures, seminars, tutorials, group- work, workshops, problem-based learning, case studies, and directed and self-directed activities. Using this diverse approach to learning students will be engaged in active, participatory learning, with a clear understanding of the value of their educational journey (LTAE, 2022). The programme recuits students who are embedded in work-based practice and this application of knowledge and understanding is continually reflected upon, co-creating challenge between academic staff, students and employer needs. Practical work, in the form of presentations, groupwork and practice activities, form an essential part of the programme, alongside opportunities for students to consolidate and practically apply their learning through work-based reflections and assessed visits. Through practical application and research-informed pedagogy

the curricula creates a culture of pedagogical inquiry and innovation and an environment in which our students employ and value the importance of evidence and research in practice (LTAE, 2022).

As part of the assessment strategy students will be asked to provide a series of documents in the form of a portfolio to evidence learning and development across their professional experiences. The School has well-established relationships with a range of employers to support co-assessment of work-based evidence, and also who provide stretch and challenge within module content. Students are encouraged to visit other students work places, and share the diversity of experiences and emaployers within a cohort.

The programme embeds diversity as part of the University's work towards achieving the Race Equality Charter by ensuring that module reading lists incorporate ethnic and gender diversity, by considering mental health and educational and social care issues from the perspective of marginalised communities, and by integrating a critical approach to considering the impact of wider issues linked to poverty impact on an individual. Students' learning is supported via the use of digital pedagogies utilising a variety of learning technology. This includes the use of the Moodle virtual learning environment as a learning resource for every module, and technology such as lecture capture and Panopto for video recording of lectures, podcasts, assessment support and assessment feedback. The integration of appropriate technology is reinforced through the use of e-books and e-journals across the programme, and every module in the programme has a dedicated Subject Liaison Librarian who supports the programme team in ensuring learning and library resources are available and accessible. The programme supports students to make a positive transition between levels of study and to achieve their potential, by integrating diverse assessment methods that can often include negotiated assessment topics between student and academic tutor. The summative assessments methods on the programme include presentations, live professional discussions, collaborative groupwork, formal essays, practical skills assessments, and reflective e-portfolios. This ensures that students are prepared for their graduate careers and future study opportunities. For students to experience multi-disciplinary thinking and working, case study work will be developed from a range of perspectives. The programme also includes confidence building assessment processes by integrating formative, process and summative assessments across a range of modules. All students will have an opportunity within the modules for formative assessment support, to incrementally aid the completion of summative assessment tasks. Formative assessments may take the form of peer review, guided self-reflection, tutorial, draft feedback, and where relevant employer feedback. Students are able to negotiate elements of the assessment method and the topic they will focus on with guidance from the assigned learning outcomes. Embedded within modules across the programme students are able to regularly update live records of practical, academic and transferable skills to ensure they can track and identify gaps in their continued professional development.

In line with the LTU Programme design handbook (2024, p.35) "the working and personal context of probably mature learners" has be taken into account, with "particular care... to address study skills needs and to break down early assessment tasks." This particularly builds upon previous student feedback and strong pass rates in earlier Foundation degree module designs.

This diversity enables students to learn from their progress, from their peers and to respond to feedback to inform their future academic and practical work. Individual students' academic progression is supported via the Personal Tutoring system, whereby every student has access to a named personal tutor who provides academic and pastoral support. Additional academic support is provided by the Learning Hub team, which provides individual and group support across a range of academic and study related topics, supporting all students to achieve to their potential. Alongside taught sessions, students are expected to undertake a significant quantity of unsupervised study in the form of self-directed activities and directed reading.

7b) Programme learning outcomes covered

Level 4 — *Adjust LO codes as necessary.*	Assessed learning outcomes of the programme													Skills development								
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	K1 Patterns of development	K2 Factors impacting	K3 Legal req. and S& NS	K4 Roles and responsibilites	K5 Positive sense of self	K6 Literacy and numeracy in	I1 Partnership with others	I2 EDI & SEND	I3 Play and key Person	I4 OAP	I5 Communicatio	I6 Reflection		AS1 Working Independently	AS2 Research & think Critically	AS3 Digital confidence	AS4 Adaptability	AS5 Resilience	AS6 Professional Outlook	AS7 Effective Communicatio	AS8 Ethics, Diversity,	AS9 Entrepreneurs hip /
FDA4063 Reflective Practitioners	▨		▨									▨		▨		▨	▨					▨
FDA4073 Children's Health, Care and Relational Wellbeing	▨	▨		▨	▨		▨		▨					▨			▨					
FDA4083 Supporting Children's Learning and Development																						
FDA4093 Diverse Childhoods		▨										▨			▨						▨	

Level 5 — *Adjust LO codes as necessary.*	Assessed learning outcomes of the programme													Skills development								
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	K1 Patterns of development	K2 Factors impacting	K3 Legal req. and S& NS Guidance	K4 Roles and responsibilites	K5 Positive sense of self	K6 Literacy and numeracy in Ch.	I1 Partnership with others	I2 EDI & SEND	I3 Play and key Person	I4 OAP	I5 Communication	I6 Reflection		AS1 Working Independently	AS2 Research & think Critically	AS3 Digital confidence	AS4 Adaptability	AS5 Resilience	AS6 Professional Outlook	AS7 Effective Communication	AS8 Ethics, Diversity, Sustainability	AS9 Entrepreneurship / enterprise
FDA5073 Safeguarding and Child Protection	▨	▨			▨		▨	▨			▨						▨					
FDA5083 Sustainable Leadership			▨								▨	▨			▨						▨	
FDA5093 Equitable and Inclusive Education	▨	▨				▨		▨						▨							▨	
FDA5103 Reflective Research Informed Practice	▨											▨		▨					▨			▨

8. Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	Yes
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	Applicants will be expected to have a GCSE at grade 4 or above (or accepted equivalent) in English (Language or Literature), 1 level 3 qualification, and a minimum of 1 years experience in a relevant role.

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 <u>must</u> be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)
The following regulations apply, together with the General Academic Regulations): • Programme Regulations for Taught Undergraduate Degrees

10. Prerequisites

Details of modules students <u>must</u> study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award
Level 5 is the awarding year with relevant programme regulations applied.

11. 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 are welcome 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.