

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



PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School (<i>ICE / SAC / SSHS</i>)	FHWLS
Department	Children Young People and Families / Teacher Education
Professional accreditation body	Teacher Regulation Agency (QTS Routes only)
Final award (<i>eg. BA Hons</i>)	BA (Hons) with Foundation Year in Education and Childhood
Title of programme(s)	BA (Hons) Early Childhood Studies with Foundation Year in Education and Childhood BA (Hons) Education, Mental Health and SEND with Foundation Year in Education and Childhood BA

	100456 – Childhood Studies (33%) 100459 – Education Studies (33%)
UCAS course code & route code	
SITS codes (Course / Pathway / Route)	ERYCHFY EDMHSFY WCYPFFY PEDEYFY PEDLTFY ???TBC
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, ethical ideas and children's experiences. You will be encouraged to explore issues such as the processes of child development, family life and school. You will also gain an understanding of how learning can be effectively fostered and explore social inclusion strategies. 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

K2 knowledge of concepts related to education, childhood and real-world societal issues.

K3 an understanding of the basic theories that academics have used to understand educational, familial, societal and religious issues.

K4 knowledge of technical terminology and scholarly conventions of philosophy, education studies, childhood studies and associated academic disciplines

K5 knowledge of how to effectively present academic work in a variety of forms

I1 ability to identify the concepts related to philosophy, 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 philosophy, education and childhood

I4 ability to present results that draw appropriately upon scholarly research and debate

Employability skills

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

- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **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

successful progression to Level 4 study and an opportunity to undertake a sustained investigation on a topic of your choice. Throughout the year you will study 4 different modules as follows:

- CYP3113 – Academic skills and studying with confidence
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- PER3003 – Philosophy and Ethics in Society
- CYP3013 – Introduction to Education, Learning and Teaching
- CYP3003 – Introduction to Children and Families

6. Structure

Foundation Year

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 3, 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.

7b) Programme 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	The														

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)	

GCSE English Language, maths and science at grade 4/C (or Equivalent)

Professional Skills Tests in Maths and English

You will also be required to successfully complete the University's selection process for this programme including an interview, enhanced DBS check and 'fit to teach' assessment. If you are unable to meet the requirements for progression on to a linked Primary Education with QTS degree but have passed the foundation year, you may opt to progress onto a linked childhood and education degree.

10. Prerequisites

Details of modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award

N/A.

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.