

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 (Hons) Working with Children, Young People and Families with Foundation in Year Education and Childhood BA (Hons) Primary Education (Early Years 3-7 with QTS) with Foundation Year in Education and Childhood BA (Hons) Primary Education (Later Years 5-11 with QTS) with Foundation Year in Education and Childhood BA (Hons) Philosophy, Ethics and Religion with Foundation Year in 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)
Month/year of approval of programme	
Start date (this version) (<i>month and year</i>)	September 2025
Periodic review next due (<i>academic year</i>)	2026/27

HECoS subject code(s)	100455 – Childhood and Youth Studies (33%) 100456 – Childhood Studies (33%) 100459 – Education Studies (33%)
UCAS course code & route code	
SITS codes (<i>Course / Pathway / Route</i>)	ERYCHFY EDMHSFY WCYPFFY PEDEYFY PEDLTFY PHREFFY
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 not in a position to commence your university students 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 honours degree programmes in the areas of education and childhood, including Primary Education (with Qualified Teacher Status), as appropriate.

For Primary Education (QTS) routes:

If your chosen course is BA (Hons) [Primary Education \(Early Years 3-7 with QTS\)](#) or BA (Hons) [Primary Education \(Later Years 5-11 with QTS\)](#) there are additional requirements for progression to Level 4 - these are determined by the DfE and are set out in section 9 below.

3. Student learning outcomes of the programme

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 7b) and module descriptors to refer to each of these learning outcomes.

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

K1 knowledge of key ethical issues that apply to those involved in providing education and development opportunities for children, young people and families

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 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 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;

E4 **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 different sources;

E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;

E6 **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;

E7	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.
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

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 Framework for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) / National Qualification and Credit Framework (NQF).	
The subject benchmark statements that are particularly relevant to this programme are:	
- The QAA subject benchmarks for Early Childhood Studies - The QAA subject benchmarks for Education Studies - The QAA subject benchmarks for Philosophy	

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 3.	Generic Learning outcomes for the award of <u>Foundation Certificate in Education and Childhood</u>: On successful completion of 120 credits at Level 3, students will be able to access this award if they formally state that they do not wish to further pursue their students at Level 4 study on one of the linked pathways to the Foundation Year in Education and Childhood. You 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 your knowledge and awareness coherently, using appropriate scholarly conventions and techniques; iv) Undertake a sustained project on a topic related to education and childhood.

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 you with an introduction to issues related to education and childhood along with the skills that will allow you to make a 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, linked to BA (Hons) programmes in education and childhood

Duration: 1 year full-time

Level 3 – with effect from September 2025

Students are required to take all 4 modules across Terms 1 and 2; each module is 30 credits:

CYP3113 – Academic skills and studying with confidence (Terms 1 and 2)

PER3003 – Philosophy and Ethics in Society (Terms 1, 2 and 3)

CYP3013 – Introduction to Education, Learning and Teaching (Terms 1 and 2)

CYP3003 – Introduction to Children and Families (Terms 1 and 2)

Additionally, students will be expected to participate in group tutorial sessions during Terms 1, 2 and 3.

7. Learning, teaching and assessment

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

Concise reference should be made to the LTA Strategy 2020-23.

Please also refer to how graduate skills/attributes are developed throughout 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 2020-23. 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 3.

A Progressive Learning Structure is built into the course design:

Your higher education journey will begin in Level 3 by having an opportunity to develop your academic skills and confidence, before having an opportunity to apply these whilst studying specific topics and then a negotiated project in semester 2. How to effectively engage in academic

writing, oral presentations and research information will be focused upon in the first semester of the Foundation Year. In your studies of education and childhood, you will begin by examining key knowledge, topics and 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 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. 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.
- **Tutor groups** held weekly to enhance connection to UG programme and add value through Alumni and current UG/PG students. Tailored and individual support provided for all individual students.
- **Formative Assessment:** formative assessment will be provided in every module that you 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.
- **Diversity of Assessment methods:** Assessment methods will be varied in form and credit value.
- **Negotiated Assessment:** in CYP3103 *General Studies and Project* module you will have the opportunity to negotiate the mode of assessment for a particular assignment. Forms of negotiated assessment might include: video, podcast, written project.

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	Theories	Terminology and scholarly conventions	Present academic work in a variety of forms	Ability to identify and comment on	Ability to complete	Recognise and describe several theoretical	Ability to present results		Self-management	Teamworking	Problem-solving	Communication	Application of numeracy	Application of IT	Social, cultural & civic awareness
CYP3113 Academic Skills and Studying with Confidence																	
PER3003 Philosophy and Ethics in Society																	
CYP3013 Introduction to Education: Learning and Teaching																	
CYP3003 Introduction to Children and Families																	

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 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 <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 the Foundation Year • Programme Regulations for Taught Undergraduate Degrees • Additional Regulations for the Teachers Standards. You will have to pass the Foundation Year to progress to a named linked honours degree programme. All modules are exempt from marginal failure and must be passed for progression. Foundation Year to a linked BA (Hons) Primary Education (Early Years 3-7 with QTS) or BA (Hons) Primary Education (Later Years 5-11 with QTS) In addition to the above, you must meet the minimum entry requirements for progression to a linked degree programme with QTS:

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