Leeds Trinity University

Programme Specification

With effect from: September 2020

A programme specification is the definitive record of your programme of study at the University. It sets out the aims, learning outcomes, and indicative content of the programme. You should read this programme specification alongside the relevant module descriptors and the University's Taught Programme Academic Regulations.

This specification only applies to the delivery of the programme indicated below. The details in this specification are subject to change through the modifications or periodic review processes.

1   Programme name and award

This programme specification relates to the following award(s)
Foundation Degree Supporting Families and Communities Foundation Degree Supporting Early Years Practice Foundation Degree Supporting Education, Behaviour and Additional Needs

2   Aims of the programme

Rationale and general aims, including what is special about this programme
The aim of your Foundation Degree is to integrate academic and work-based learning through an applied curriculum, created in close collaboration with employers and professional standards across the breadth of services for children, families and communities. The three Foundation Degree pathways work collaboratively, enabling you to acknowledge your previous work-based experiences as a starting point for degree level study, whilst also creating a climate for cross-fertilisation and professional networking which supports your career aspirations and succession planning. The aims of the Foundation Degree pathways are as follows: - You will explore and engage with debates about values and ethical dilemmas raised in professional practice, including race equality. - You will enhance your abilities to deal with complex issues through sound moral reasoning, showing a growing awareness of relevant professional codes of practice, standards and legislation. - You will work to enhance the qualities necessary for situations requiring the exercise of personal responsibility and decision making, when working within your chosen and/or aspirational professional context(s).

> - You will debate the links between theory and practice with a view to providing better lives for children, families, communities and colleagues, and bring about positive social change.
>
> A distinctiveness of the Foundation Degree is its flexibility to support further education providers with a flexible and adaptive programme that can be franchised for delivery within their localised community, enhancing the lives of children, families and professionals beyond the geographical reach of Leeds Trinity University. The adaptability of three parallel FD pathways allows you to choose a route closely aligned to your working experiences, selecting modules to stretch and challenge your practice in that subject area, whilst learning with and from a wide array of multi-agency services who are also considering the same aspect of practice.

3 Level Learning Outcomes and Employability Outcomes

Learning outcomes are expressed in terms of:

- Knowledge and understanding (K)
- Intellectual / cognitive / 'thinking' skills (I)
- Practical skills specific to the subject (P)
- Employability skills (E)

We design assessment tasks to enable you to demonstrate the Level Learning Outcomes and relevant Employability Outcomes for your level of study. To a greater or lesser extent, all Level Learning Outcomes at each level of your study are embedded in the assessment task(s) at that level. This means we can take a more integrated view of your overall performance at a level.

To progress to the next level, or to receive an award, you will need to satisfy the Level Learning Outcomes below and relevant Employability Outcomes and achieve credit as per the Taught Programme Academic Regulations.

Level Learning Outcomes	
Level 4	
K5	Demonstrate knowledge of, and analyse, theories, practice and research related to learning and development.
K6	Identify features of modern life that are influencing children, young people, families or communities and examine the conditions that enable progression, or, make positive outcomes harder to achieve.
K7	Create arguments to challenge existing power relationships which may lead to the marginalisation of children, families, communities or fellow professionals.
I4	Debate ethical dilemmas raised in practical contexts and develop a clear understanding of the relationship between your own value systems and professional codes of practice, standards and, where applicable, legislation.

I5	Utilise systematic reflection to consider your learning and professional development, as well as your developing understanding of the wider professional context.
I6	Ability to present ideas and perspectives to others in appropriate forms, including having a sense of audience.

Level 5	
K1	Critically analyse professional practice, theoretical perspectives and current legislation or standards related to (an area of) your professional field.
K2	Appraise management, leadership and organisational team structures, considering the wellbeing of all involved.
K3	Critically evaluate current research or professional guidance, interrogating validity, methodological approaches and the value added to professional practice.
K4	Examine key features of modern life that are influencing children, young people, families or communities and critique the conditions that enable progression, or, make positive outcomes harder to achieve.
I1	Critically apply the theories of learning, education and care in practical contexts, and where relevant appraise recent research.
I2	Critically analyse problems which are relevant to working in your professional context and identify reasoned ways forward.
I3	Reflect critically on your professional practice and your developing understanding of the wider professional context, including relevant ethical dilemmas.

Employability Outcomes	
Employability skills are embedded and assessed throughout your programme. Therefore, we use a generic set of employability outcomes at all levels of study.	
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	**Team-working** – 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 and use 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.

4　　External Benchmarks

Statement of congruence with the relevant external benchmarks
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 Foundation Degree pathways align with: QAA UK Quality Code for Higher Education (2018)   QAA Foundation Degree Characteristics Statement (2020)   QAA Subject Benchmarks (2019) Education Studies   QAA Subject Benchmarks (2019) Early Childhood Studies   QAA Subject Benchmarks (2019) for Youth and Community Work   Professional accreditation for Higher Level Teaching Assistant status (HLTA, TDA 2007)

5　　Indicative Content

Summary of content by theme
The Foundation Degree pathways are created with experienced professionals at the heart of its content. Professionals may work across the diverse range of services for children, young people, families and communities, selecting the most suitable FD pathway based upon working contexts. The modules on the Foundation Degree work to develop your confidence and academic achievement at the same time. This begins at Level 4 with debates about values and principles, where you are encouraged to think bravely about future career possibilities. Level 4 modules also address key areas of knowledge such as theories of learning and development, and inclusion, diversity, equality and SEND. Core modules are studied by all FD students. There are also optional modules for you to choose, based upon your work-based interests and

developing specialisms. Optional modules focus on mental health, physical wellbeing, early years play or gaining Higher Level Teaching Assistant status (HLTA).

At Level 5 the range of optional modules opens up, recognising the increasingly complex situations and skills required by modern professionals. The modules cover issues such as rights and social justice, play and early learning, specialist co-ordinator roles and supporting learning within an interconnected and diverse world, alongside core content focused on safeguarding wellbeing and research informed practice.

Through a reflective culture you will be supported and challenged to study effectively at degree level, develop theoretical insight and relate your learning to current and future work-based practice.

Assessments are based around working contexts, with negotiated assessments featuring at all levels integrating real life practice. The structure of the Foundation Degree programme in module blocks means the first assessment is submitted within 7 weeks of starting the degree, supporting initial assessment. There is also a formative initial assessment in module 1 at Level 4, submitted in week 3, as an additional form of initial assessment to support early intervention.

6 Programme Structure

Programme Structure – Foundation Degree Supporting Families and Communities, Foundation Degree Supporting Early Years Practice, Foundation Degree Supporting Education Behaviour and Additional Needs

Duration	2 years full time / 4 years part time (2 modules per year for part time study). Modules can also be delivered as standalone professional development, awarding 30 credits per module.
Total credit rating	240 (ECTS: 120)

Level 4 – With effect from: 2020

Core: You are required to take the following modules

Module Code	Module Title	Semester	Credits
FDA4003	Values and Roles of a Principled Professional	Block 1 (Semester 1)	30
FDA4013	Theories of Learning and Development	Block 2 (Semester 1)	30
FDA4023	Power, Inclusion and Diversity of Need	Block 4 (Semester 2)	30

Options: You are required to choose 30 credits from the following modules

Module Code	Module Title	Semester	Credits
FDA4033	Healthy Teams Supporting Healthy Children, Families and Communities	Block 3 (Semester 2)	30

| FDA4043 | Creating an Ideal Play Environment | Block 3 (Semester 2) | 30 |
| FDA4053 | Higher Level Teaching Assistant Preparation Level 4 | Block 3 (Semester 2) | 30 |

Level 5 – With effect from: September 2021

Core: You are required to take the following modules

Module Code	Module Title	Semester	Credits
FDA5003	Safeguarding and Promoting Wellbeing	Block 1 (Semester 1)	30
FDA5013	Reflecting on Research Informed Practice	Block 4 (Semester 2)	30

Options: You are required to choose 60 credits from the following modules

Module Code	Module Title	Semester	Credits
FDA5023	Specialist Co-ordinator Roles	Block 2 (Semester 1)	30
FDA5033	Behaviour and Learning in an Interconnected World	Block 2 (Semester 1)	30
FDA5043	Risks, Rights and Social Justice in a Sustainable Society	Block 3 (Semester 2)	30
FDA5053	Play and Early Learning	Block 3 (Semester 2)	30
FDA5063	Higher Level Teaching Assistant Preparation Level 5	Block 3 (Semester 2)	30

7   Pre-requisites

Modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award
Level 4 modules must be passed to progress to Level 5 study.

8   Learning, Teaching and Assessment

The University's Learning, Teaching and Assessment Strategy informs the design of your programme. You can find more information about learning, teaching and assessment for your programme (including information on Integrated Assessment) within the relevant Assessment Handbooks.

9 Entry requirements

Do the University's standard entry requirements apply?	No
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	N/A

10 Additional support needs

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.

Programme-specific requirements / unavoidable restrictions on participation in the programme
N/A

11 Technical Information

Awarding Body / Institution	Leeds Trinity University
Teaching institution	Leeds Trinity University; Barnsley College (Franchised provision)
Parent School	Institute of Childhood and Education
Department	CYPF
Professional accreditation body	N/A
Final award	Foundation Degree
Title of programme(s)	Supporting Families and Communities Supporting Early Years Practice Supporting Education, Behaviour and Additional Needs
Subsidiary award(s)	Certificate of Higher Education in Supporting Families and Communities Certificate of Higher Education in Supporting Early Years Practice Certificate of Higher Education in Supporting Education, Behaviour and Additional Needs

Honours type	Single
Duration and mode(s) of study	Full time 2 years, part time 4 years
Month/year of approval of programme	August 2020
Periodic review due date	TBC
HECoS subject code(s)	Supporting Education, Behaviour and Additional Needs – 100462/100625 Supporting Early Years Practice – 100463/100456 Supporting Families and Communities – 100502/100653
UCAS course code(s)	UCAS code N/A SPLANFD SPEARFD SPCFSFD
SITS route codes	SOFACFD SPEYPFD SPEBAFD
Delivery venue(s)	Leeds Trinity University Barnsley College

12 Level Learning Outcomes and Employability Outcomes

The learning outcomes of the programme are assessed by level. The grids below demonstrate where level learning outcomes are assessed at module level and ensure that students are assessed in all level learning outcomes at each level of their study.

Level 4	Skills development																					
	K1	K2	K3	K4	K5	K6	K7	I1	I2	I3	I4	I5	I6	E1	E2	E3	E4	E5	E6	E7	E8	E9
														Self-management	Teamworking	Business & sector aw	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship	Social, cultural & civic
FDA 4003 *Values and roles of a principled professional*					X						X	X				X				X		
FDA 4013 *Theories of Learning and Development*					X	X							X	X								
FDA 4023 *Power, Inclusion and Diversity of need*						X					X		X								X	X
FDA 4033 *Healthy teams, supporting healthy children, families and communities*					X	X								X	X	X						
FDA 4043 *Creating an ideal play environment*					X	X									X		X					
FDA 4053 *Higher Level Teaching Assistant Level 4*					X						X	X			X			X				

Level 5	Skills development																					
	K1	K2	K3	K4	K5	K6	K7	I1	I2	I3	I4	I5	I6	E1	E2	E3	E4	E5	E6	E7	E8	E9
														Self-management	Teamworking	Business & sector aw	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship	Social, cultural & civic
FDA 5003 *Safeguarding and Promoting well-being*	X		X	X						X							X					
FDA 5013 *Reflecting on research informed practice*			X						X		X			X								X
FDA 5023 *Specialist Coordinator Roles*		X		X					X								X					
FDA 5033 *Behaviour and learning in an interconnected world*	X	X							X	X											X	
FDA 5043 *Risks, rights and social justice in a sustainable society*			X	X				X		X									X			
FDA 5053 *Play and Early Learning*	X									X	X								X			
FDA 5053 *Higher Level Teaching Assistant Level 5*		X						X	X								X					X