



PROGRAMME SPECIFICATION

1. General information

Awarding institution	Leeds Trinity University College
Teaching institution	Leeds Trinity University College
Professional accreditation body	n/a
Final award	BA (Hons)
Title of programme	Early Years & Education Studies
Subsidiary awards	Cert HE and Dip HE
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	n/a
Duration and modes of study	3 years full-time
Start date	September 2011
Periodic review next due	AY 2012/13
UCAS course code & code name	XL35 BA/EYEDUCS
Venues	On-campus (individual modules off-campus if CPD)

2. Aims of the programme

Rationale and general aims
<p>This programme is designed for students who want to study theoretical concepts around children's early years and around education processes. Through a varied curriculum, taking in a number of different and distinct disciplines (psychology, sociology, education policy, etc) students will be required to explore complex areas of policy and theory. On graduation, students will be equipped to enter the children's workforce – in particular that part of the workforce which focuses on nursery and allied early years work, or alternatively within the primary education sector.</p> <p>Students will also be equipped as a result of this programme to go on to study at postgraduate level in a number of disciplines – in particular (but not exhaustively) primary age teaching.</p>

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- physical skills specific to the subject (P)
- key / transferable skills (T)

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 degree programme students should be able to demonstrate:

- K1 A critical understanding of how children develop in their early years;
- K2 A critical understanding of the way the UK education system has developed and how it works today;
- K3 Detailed knowledge and understanding of the position of children within society;
- I1 An ability to critically analyse and evaluate research and policy documents;
- I2 An ability to synthesise a number of different theoretical models or approaches;
- I3 An ability to make informed choices in areas of ethical behaviour and social responsibility;
- T1 Communication and presentation skills – an ability to present in written and verbal form in a professional and coherent manner;
- T2 Group-working skills;
- T3 Problem-solving skills;
- T4 Research skills – an ability to undertake individual research into an area of study and so improve the quality of intervention with children;
- T5 Information and communication technology skills.

See also the generic objectives set out in section 4 below.

Statement of congruence with the relevant published subject benchmark statements

While there is not a single QAA subject benchmark into which this single honours degree programme easily fits, cognisance has been taken of the following subject benchmarks:

- Early childhood studies (2007)
- Education studies (2007)

Although there is not a precise fit, the overall coherence of this programme is congruent with these benchmarks.

4. Learning outcomes for Certificates and Diplomas of Higher Education and ordinary degrees

<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 and 5.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 and 6.</p>	<p>Generic learning outcomes for the award of Certificate of Higher Education:</p> <p>On successful completion of at least 120 credits, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to the discipline; 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; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p> <p>Generic learning outcomes for the award of Diploma of Higher Education:</p> <p>On successful completion of at least 240 credits, students will have demonstrated, in addition to the outcomes for a Certificate:</p> <ul style="list-style-type: none"> i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context; iii) use of a range disciplinary techniques; iv) proficient communication of the results of their work; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school based training component.</p> <p>Generic learning outcomes for the award of an Ordinary Degree:</p> <p>On successful completion of at least 300 credits, students will have demonstrated, in addition to the outcomes for a Diploma:</p> <ul style="list-style-type: none"> i) an ability to make flexible use of disciplinary concepts and techniques; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience; iv) effective communication of the results of their work in a variety of forms; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.</p>
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5. Content

Summary of content by theme (providing a 'vertical' view through the programme)	
<p>The structure of the programme is set out below. Looking vertically through the three years of the programme it can be seen that there is a series of coherent strands:</p>	
1	Policy developments in education
2	The sociology and psychology of education
3	Child development
4 & 5 (L4)	Children in society

5 (L 5 & 6)	Research					
6 (L4 & 5)	Professional placements / volunteering					
While there is not an exact match, the broad themes are visible. It is also very clear that the subjects become more specialised at Level 5 and again even more so at Level 6.						
Study skills will be addressed throughout Level 4 modules.						
	1	2	3	4	5	6
Level 4	History of Education	Introduction to the Sociology of Education	Child Development: Physical and Cognitive	The Unique Child	Play and the Early Years Environment	Professional Placement
Level 5	Education Policy	Theories and Experiments from Binet to Today	Supporting Transitions	Pedagogy, Practice and Frameworks	Research Methods	Professional Placement OR Volunteering
Level 6	Critical Issues & Contemporary Debates	The Psychology of Education	OPTION	SEN and Diversity	Research project	

6. Structure

BA (Hons) Early Years & Education Studies			
Single Honours			
Duration:	3 years full-time		
Total credit rating:	360		
Level 4 – with effect from September 2011			
Please see section 8 and refer to the Prospectus for entry requirements.			
Core: Candidates are required to take:			
CYP 4002	History of Education	Sem 1 / 2 or 1&2	20 credits
CYP 4012	Introduction to the Sociology of Education	Sem 1 / 2 or 1&2	20 credits
CYP 4022	Child Development: Physical and Cognitive	Sem 1 / 2 or 1&2	20 credits
CYP 4032	The Unique Child	Sem 1 / 2 or 1&2	20 credits
CYP 4042	Play and the Early Years Environment	Sem 1 / 2 or 1&2	20 credits
CYP 4052	Professional Placement	Sem 1&2	20 credits
Level 5 – with effect from September 2012			
Progression requirements: 120 credits from Level 4, or equivalent			
Core: Candidates are required to take:			
CYP 5002	Education Policy	Sem 1 / 2 or 1&2	20 credits
CYP 5012	Theories & Experiments from Binet to Today	Sem 1 / 2 or 1&2	20 credits
CYP 5022	Supporting Transitions	Sem 1 / 2 or 1&2	20 credits
CYP 5032	Pedagogy, Practice and Frameworks	Sem 1 / 2 or 1&2	20 credits
CYP 5042	Research Methods	Sem 1 / 2 or 1&2	20 credits
Option: Candidates must choose one of:			
CYP 5052	Professional Placement	Sem 1&2	20 credits
CYP 5112	Volunteering with Children, Young People and Families	Sem 1&2	20 credits

Level 6 – with effect from September 2013

Progression requirements: 120 credits from Level 4, or equivalent, plus 120 credits from Level 5, or equivalent

Core: Candidates are required to take:

CYP 6002	Critical Issues and Contemporary Debates	Sem 1 / 2 or 1&2	20 credits
CYP 6012	The Psychology of Education	Sem 1 / 2 or 1&2	20 credits
CYP 6022	SEN and Diversity	Sem 1 / 2 or 1&2	20 credits
CYP 6034	Research project	Sem 1 / 2 or 1&2	40 credits

Option: Candidates must choose one of:

CYP 6042	Managing an Early Years Setting	Sem 1 / 2 or 1&2	20 credits
CYP 6052	The International Scene	Sem 1 / 2 or 1&2	20 credits

7. Learning, teaching and assessment

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

This programme provides students to study a coherent set of modules which progress from Level 4 to Level 6 in a logical and considered manner.

Leeds Trinity's Learning, Teaching and Assessment strategy requires all programmes "to adopt a variety of delivery methods". To this end, each module will be taught employing a variety of different teaching styles:

- **Formal lectures:** Formal taught sessions where an academic will teach students new theory or conceptual models.
- **Seminars:** Less formal, discursive sessions with the module cohort being separated into smaller groups. These sessions will either be facilitated by the module tutor or be student led – with the tutor overseeing the work of a number of groups
- **Small group tutorials:** Individual or very small "consultations" with the module tutor. These sessions would enable an individual student to clarify any issues from the module which they need clarification on.
- **Independent study:** Either individually or in small groups
- **E-learning:** By use of Moodle and other online learning environments, students will be encouraged to undertake on line tasks which will compliment the face to face teaching

While not all modules will employ all of them, each module will employ a range of the methods outlined above.

Care has been taken to ensure that there is a variety of assessment methods to ensure that students are required to demonstrate ability to synthesise what they have been taught and to explore them further through independent study. The range of assessment methods equally allows students to develop a range of skills – formal writing, presentation, collaborative working, independent research – which will increase their employability at the conclusion of this programme.

7b) Module details

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form (eg. Essay)	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
CYP 4002 History of Education	Lectures, seminars and tutorials	Review	2,000-words	50%	Mid-module	Andy Lloyd Kevin Brain Paul Coman	If CPD: off campus
		Essay	2,000 words	50%	End of module		
CYP 4012 Introduction to the Sociology of Education	Lectures, seminars and tutorials	Assignment	1,500 words	40%	Mid-module	Andy Lloyd Kevin Brain Paul Coman	If CPD: off campus
		Reflective biography	2,000 words	60%	End of module		
CYP 4022 Child Development: Physical & Cognitive	Lectures, seminars and tutorials	Essay Essay	2,000 words 2,000 words	50% 50%	Mid-module End of module	Andy Lloyd Ray Steele	If CPD: off campus
CYP 4032 The Unique Child	Lectures, seminars and tutorials	Case-study report	4,000 words	100%	End of module	Andy Lloyd Cathryn Keighley Marie Potter Syra Shakir	If CPD: off campus
CYP 4042 Play and the Early Years Environment	Lectures, seminars and tutorials	Potrfolio	4,000- word equivalent	100%	End of module	Andy Lloyd Cathryn Keighley Marie Potter	If CPD: off campus
CYP 4052 Professional Placement	Lectures, seminars and tutorials	Portfolio Placement Reflective report	1,000-word equivalent 6 weeks 2,500 words	40% Pass / Fail 60%	Semester 2 Semester 2 Semester 2	Andy Lloyd Syra Shakir Alun Pelleschi	n/a
CYP 5002 Education Policy	Lectures, seminars and tutorials	Essay Policy paper presentation	2,000 words 2,000-word equivalent	50% 50%	Mid-module End of module	Andy Lloyd Kevin Brain Louise Priestley	If CPD: off campus
CYP 5012 Theories and Experiments from Binet to Today	Lectures, seminars and tutorials	Essay	2,000 words	50%	Mid-module	Andy Lloyd Paul Coman Syra Shakir	If CPD: off campus
		Analysis of documentation	2,000 words	50%	End of module		
CYP 5022 Supporting Transitions	Lectures, seminars and tutorials	Case study evaluation	4,000 words	100%	End of module	Andy Lloyd Syra Shakir Louise Priestley	If CPD: off campus

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form (eg. Essay)	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
CYP 5032 Pedagogy, Practice and Frameworks	Lectures, seminars and tutorials	Planning exercise	1,000-word equivalent	30%	Mid-module	Andy Lloyd Alun Pelleschi Kevin Brain	If CPD: off campus
		Report	3,000 words	70%	End of module		
CYP 5042 Research Methods	Lectures, seminars and tutorials	Research proposal	4,000 words	100%	End of module	Andy Lloyd Kevin Brain Carmen Clayton Sue Elmer	If CPD: off campus
CYP 5052 Professional Placement	Lectures, seminars and tutorials	Portfolio	1,500-word equivalent	30%	Semester 1	Andy Lloyd Syra Shakir Alun Pelleschi	n/a
		Placement Reflective report	6 weeks 3,500 words	Pass / Fail 70%	Semester 2 Semester 2		
CYP 6002 Critical Issues & Contemporary Debates	Lectures, seminars and tutorials	Essay	4,000 words	100%	End of module	Andy Lloyd Cathryn Keighley Nathan Loynes	If CPD: off campus
CYP 6012 The Psychology of Education	Lectures, seminars and tutorials	Essay Essay	2,500 words 2,500 words	50 % 50%	Mid-module End of module	Andy Lloyd Ray Steele	If CPD: off campus
CYP 6022 SEN and Diversity	Lectures, seminars and tutorials	Essay Planning activity	3,000 words 1,000-word equivalent	70% 30%	End of module End of module	Andy Lloyd Syra Shakir Louise Priestley	If CPD: off campus
CYP 6034 Research project	Individual tutor sessions, lectures	Research project	8-10,000 words	100%	End of semester 2	Andy Lloyd Ray Steele Kevin Brain	n/a
CYP 6042 Managing an Early Years Setting	Lectures, seminars and tutorials	Critical review	4,000 words	100%	End of module	Andy Lloyd Cathryn Keighley Marie Potter	If CPD: off campus
CYP 6052 The International Scene	Lectures, seminars and tutorials	Case-study Essay	2,000 words 2,000 words	50% 50%	Mid-module End of module	Andy Lloyd Alun Pelleschi	If CPD: off campus

8. Entry requirements

Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:
5 academic or vocational qualifications, of which at least 2 should be GCE or VCE 'A' levels (or equivalent at level 3) and one should be GCSE English Language (or equivalent).

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).

Applications are welcome from those 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 the College's Assessment of Prior Learning (APL) procedures.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)
(Modules which must be passed for progression and award; any deviation from the standard College stipulations for award classification)

Standard Leeds Trinity stipulations apply – 120 credits must be achieved at each level for progression and award.

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level
Include the rationale which justifies imposition of the prerequisite(s).

Students must pass CYP 4052 *Professional Placement* before undertaking CYP 5052 *Professional Placement*.

Students must pass CYP 5042 *Research Methods* before undertaking CYP 6034 *Research project*.

11. External examining arrangements

External examining arrangements
(eg. joint with another programme or separate, single/multiple examiners and which modules covered by each)

A minimum of two external examiners will examine all the work from Level 5 and Level 6 on this programme.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, eg. study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees

n/a

13. Additional support needs

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

(Key aspects of the Equality Impact Assessment for the Programme – see Form NP2G for further details)

No special arrangements