Leeds Trinity University

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	**Leeds Trinity University**
Teaching institution	**Leeds Trinity University**
Professional accreditation body	**n/a**
Final award	**FdA**
Titles of programmes	**Supporting Early Years** **Supporting Learning and Additional Needs** **Supporting Children and Families in Social Contexts**
Subsidiary awards	**Cert HE**
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	**n/a**
Duration and mode of study	**2 years full-time**
Start date	**September 2013**
Periodic review next due	**AY 2013/14**
UCAS course code & code names	**n/a**
Delivery venue(s)	**Leeds Trinity University**

2. Aims of the programme

Rationale and general aims
In the development of this suite of Foundation Degree (FD) programmes, in line with the FD benchmarking focus on employer participation (QAA 2010), programme design consultation also addressed comments from past and present FD students, influential employers, departmental teaching staff and an external examiner, in order to ensure purpose, consistency and efficiency of content (see FD NP1, 2013). Both previous and current Governments have promoted, and continue to promote, the development of integrated multi-agency services for children and families' support (House of Commons Education Committee, 2012). Governments have highlighted legislation such as the Children and Families' Bill (2013), stipulated cohesive principles of advocacy for children's rights, reformed systems that support children and families' welfare (e.g. safeguarding, childcare, additional needs) and encouraged growth in the childcare sector (DfE, March 2013). The thrust of multi-agency working in children's services has produced a range of often complex working roles that cannot be categorised in simple terms.

The integrated structure of this suite of three FD programmes not only incorporates the flexibility to address the needs of a wide range of current roles and working experiences in the children's workforce sector but also offers participants valuable 'multi-agency' professional growth through association with each other. The consensus of consultants was that the three programme titles selected would most appropriately attract, and reflect the needs of, this extensive palette of roles that support and address the welfare, social, developmental and educational needs of children. The range of subject areas addressed, through judicious refinement and selection of key modules, is in alignment with multi-agency children's sector requirements and institutional expertise.

The programmes adhere to QAA, HEFCE and DfE guidelines (see FD NP1, March 2013). They incorporate preparation for accreditation for Higher Level Teaching Assistant Status (HLTA) (TDA, 2007) and can be the first step towards Early Years Teacher Status (DfE, 2013) or Qualified Teacher Status (QTS) (DfE, 2012).

The programmes provide a transition to Higher Education for people who may not have had the opportunity previously, developing their capacity to contribute effectively to their work setting. They are particularly appropriate for experienced practitioners - sometimes managers or employers - working in a range of roles in the integrated children and families' service environment, who wish to build on existing skills in their chosen field and develop their professional attributes and qualifications through a structured programme of study.

As work-based study programmes, the Foundation Degrees (FD) offer an enabling structure, content and delivery design that is consistent with Leeds Trinity's Catholic principles, institutional values and recent strategy. They offer opportunities for inter-departmental collaboration, for fostering of practitioner-based enquiry, for wider participation beyond 'standard' degree programmes and encourage non-traditional students to progress to Level 6 and beyond at Leeds Trinity. FD students progressing to a BA 'top-up' programme have attained some of the institution's highest marks in recent years.

Foundation Degree graduates will be characterised by reflective, critical, well-informed, collaborative practice within their profession and by well-developed organisational and managerial life skills. Graduates will be able to make a positive contribution to the development and well-being of children and families and will be well-placed to respond to burgeoning political agendas that highlight the importance of these.

FD graduates can progress to Level 6 programmes, either through 'top-up' or full-time routes:

- Professional Practice: Early Childhood Studies (Level 6 Top-up)
- Professional Practice: Education Studies (Level 6 Top-up)
- Professional Practice: Supporting Young People, Children and Families (Level 6 Top-up)
- BA (Hons) Early Childhood Studies
- BA (Hons) Education Studies
- BA (Hons) Working with Children, Young People and Families.

Where courses are available, students may progress to teaching, early years or social work professional programmes or higher qualifications.

Aims:

- to enable students to make links between theory and practice, testing these ideas through their working practice and particular areas of professional development and developing a reflective, professional approach that is durable and adaptable, both during study and after graduation;

- to foster a deeper knowledge and understanding of, and engagement in, current policy issues and research that informs and potentially develops their practice, through

encouraging hypothesising and speculation about current questions informed by academic commentary and national guidance, in the context of national and international political agendas that highlight the importance of supporting children and families;

- to offer a varied, challenging and stimulating learning experience within a supportive and formative learning environment, which will encourage students to reach their potential;

- to offer pedagogical approaches that meet students' individual learning needs;

- to support participants through self-management of change, developing confidence, professional attitudes, awareness of their enduring vocational, academic and personal value and the motivation to engage in further study;

- to develop informed Foundation Degree graduates who are able to work collaboratively to the highest standards, recognising, devising, proposing and sharing patterns of good practice within settings that support children and their families and with the capacity to progress to further study and/or vocational pathways;

- to enhance students' employability through building academic skills and confidence and extending their understanding of professional roles, contexts and activities, preparing for further career advancement.

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)**
- **employability skills (E)**

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 programmes students will have demonstrated:

Knowledge and Understanding

K1   coherent and detailed subject and/or professional knowledge and critical understanding of the well-established principles in their field of study and the way in which those principles have developed, including knowledge of the legislation and policies that underpin current practice, such as issues of children's and families' rights or safety, and awareness of how these support role effectiveness in all working contexts and particularly their own;

K2   understanding of theoretical models, including awareness of the influence of psychological, social, emotional, environmental and economic aspects of supporting children in their disciplinary field and their influence on practice, e.g. awareness of the critical relationship between language and thinking;

K3   awareness of the effects of cultural, societal, political, international, historical and economic contexts on policy and practice affecting key issues;

K4   knowledge and understanding of different perspectives on the social, political, economic and cultural factors affecting UK children and families and how these may impact on their development, behaviour and support needs, including issues of social justice;

K5   knowledge of different individual needs that are manifested, including issues of equality, diversity and inclusivity, how these may be demonstrated in the behaviour, communication, development or learning of the individual, and investigation of strategies and practice addressing these needs and sensitivities around these issues;

K6   knowledge of the main methods of assessment and intervention in their professional field;

K7   initial awareness of research application, methods and methodology;

Intellectual/cognitive/'thinking' skills

I1   development of reasoned arguments and challenging of assumptions; effective and sustained communication of results and arguments;

I2   research, description and analysis of information;

I3   evaluation of the use of role-related techniques/strategies in their field, such as review, planning, observation, counselling, assessment and intervention;

Employability skills

E1   **Self-management** – the ability to plan, organise themselves and manage time effectively; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; being flexible and resilient with appropriate assertiveness; and an attitude that facilitates lifelong learning;

E2   **Team working** – respecting others, co-operating, sharing experiences, contributing to discussions and shared projects, being aware of interdependence with others, negotiating/persuading, leading, applying professional team working strategies and skills including 'critical friendship', in a multi-agency context;

E3   **Sector awareness** – an understanding of the key drivers in their field, including the importance of customer/client relationships and satisfaction; understanding of the sector in which their setting operates; the ability to recognise the external context and pressures on an organisation;

E4   **Problem-solving** – a capacity for applying knowledge in practice; a capacity for critical reasoning and analysis and synthesis; an ability to retrieve, analyse and evaluate information from different sources; proposal of solutions to problems arising from analysis in their field of study and in a work context; and the ability to evaluate critically the appropriateness of different approaches to solving problems in their field of study and apply these in a work context;

E5   **Communication** – the application of literacy including the ability to analyse and respond to questions clearly and appropriately; to effectively communicate information and to tailor messages, in a variety of forms, to specialist and non- specialist audiences; to develop clear, structured argument, both orally and in writing, and deploy key techniques of their discipline effectively in their field of study and in a work context; development of academic presentation, discussion, essay, case study, literature review and report writing skills including how to structure effective argument and use IT skills, including appropriate reference to recent scholarly resources and evidence; and the accurate use of scholarly conventions in so doing;

E6   **Application of numeracy** – a general awareness of mathematics and its application in practical contexts, including managing a project timescale or interpreting statistical data;

E7   **Application of information technology** – basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines; the ability to use virtual learning environments and email effectively and contribute to e-fora; accessing the LibraryWeb, ebrary and journal databases;

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 related to working with vulnerable children with families and with professionals from other related agencies; an understanding of cultures and customs in the wider community; awareness of social, organisational and environmental values and responsibilities in the field of children and families' multi-agency services, including issues of equality and inclusion;

E10   **Self-development** – the development of existing skills, and acquisition and application in the workplace of the range of new knowledge, skills and qualities that will prepare participants to assume responsibility within organisations; appreciation of qualities and transferable skills such as the exercise of personal responsibility and decision-making necessary for employment and progression to other qualifications; improved self-confidence through development and appraisal of their own professional and academic skills, attitudes and values; and maintenance of a personal developmental journal.

See also the generic learning outcomes for subsidiary awards set out in section 4 below.

Statement of congruence with the relevant published subject benchmark statements
(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)

Links to professional, statutory and regulatory bodies

The structure, content and delivery of the Foundation Degree programmes are designed in accordance with the requirements of:

- Foundation Degree qualification benchmark (QAA, 2010);
- Subject benchmark statements (QAA): Early Childhood Studies (2007), Social Work (2008) and Youth and Community Work (2009);
- Statutory/non-statutory guidance and frameworks for integrated Children's Services, e.g. National Occupational Standards (NOS) and Common Core of Skills and Knowledge for the Children's Workforce (CWDC, 2010);
- FHEQ (QAA, 2008); Qualifications and Credit Framework (Skills Funding Agency, 2013); Widening Participation research (HEFCE, 2013);
- Pathway towards Early Years Teacher Status (DfE, 2013), Qualified Teacher Status (QTS) (DfE, 2012); and
- Professional accreditation for Higher Level Teaching Assistant Status (HLTA) (TDA, 2007) (Option modules offer preparation for HLTA assessment.)

4. Learning outcomes for subsidiary award

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	**Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:** 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; 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.

5. Content: Summary of content by theme

The three programmes offer distinct module pathways. The timetable adheres to school half-terms, in order to avoid conflict with students' family responsibilities. Pedagogically, the consecutive module structure provides an opportunity for formative progression and the programme is designed to maximise this potential. Module positioning is therefore stipulated in order to provide planned curriculum sequence and development but can be adjusted if required in the future.

At Level 4, the first module FDA 4002 *Developing Learning Skills for Professional Practice* introduces skills involved in professional practice and higher education, including concepts of personal management, reflective practice, formal language, enquiry and criticality, and includes initiating the practice of critical friendship-group skills and providing initial IT and library support. Students set up a personal development journal that is maintained throughout the programme and reviewed in the final Level 5 module. Planned development of the teaching and assessment of essential study skills is integrated within the learning outcomes and assessment design of subsequent modules. As a result of these components, by the end of Level 4 students' study skills are expected to be in line with those of 'traditional' HE students at this point and Level 5 study skill development continues to be actively supported.

Through modules at Level 4, students will be introduced to key areas affecting the support of children and, where applicable, families. Child development theories are core (FDA 4012) and pairing of option modules with an element of commonality of theme ensures that key aspects are studied on all programmes; for example, multi-agency working is the focus of FDA 4082 but is also included as essential content in FDA 4022 *Creating an Enabling Environment for Young Children*. Options offered enable students from a range of working environments to study modules that are relevant to their particular role and interests.

Level 4 modules set a platform of content in preparation for more specific Level 5 work. Key strands, e.g. aspects of working with families, theoretical application, current national policy foci and strategies, inclusion of the needs of minority groups and awareness of relevant research methods, are tracked intra-departmentally across both levels of the programme. Participants' understanding of the multi-agency context is also deepened by the sharing within programme sessions of perspectives from different aspects of children and families' services. At Level 5, content is extrapolated and participants engage more critically with areas specific to their context

and interest. Current research and practice and new theoretical material relating to supporting children and families will be reviewed regularly during the programme and the programme-specific penultimate research-application modules FDA 5102, FDA 5122 and FDA 5132 support students' capacity to maintain currency in their specific fields.

Critical and research skills are explicitly developed as the programme unfolds. For example, students are introduced to academic writing structures and gathering/understanding data at Level 4 and, at Level 5, knowledge and application of formal enquiry is deepened, e.g. the capacity to interpret data and express argument is encouraged. Key research concepts and terminology, including ethical issues, are introduced systematically across the programme and reinforced in the Level 5 modules, FDA 5102 *Research-informed Practice in the Early Years*, FDA 5122 *Research-informed Practice in Educational Settings* and FDA 5132 *Research-informed Practice in Social Contexts*.

Programme-specific modules are included at both levels. The field of activity of participants determines differentiation of several modules such as FDA 4042 *Communication and Language (Families)* and FDA 4052 *Communication and Language (Schools)*. FDA 5072 *Supporting Children with SEN and Disability* is aimed at educational settings and builds on the Level 4 module FDA 4092 *Introduction to SEN and Disability*; concurrently, FDA 5062 *Assessments and Interventions*, aimed at non-curricular roles, will build on FDA 4032 *Inclusivity and Diversity*. However, previous feedback has highlighted the overlapping roles and interests of the broad participant field and consequent wisdom of not limiting module options too much between programmes. Furthermore, some participants, e.g. Behaviour Support workers, may already have accessed specialist training in specific fields, sometimes at a high level, and prefer not to be limited to study of that module within the programme. The team has, therefore, sought to achieve an appropriate balance of opportunities and offer some choices of module in order to address the needs of participants' diverse working roles. Groups for core modules will be allocated according to students' working roles, in order to focus taught content.

Higher Level Teaching Assistant (HLTA) Preparation is offered at both levels (FDA 4102 and FDA 5092), extended at Level 5 by incorporating an element of historical appraisal. Although assessed for the Foundation Degree award according to University criteria, these modules also prepare candidates for external assessment of competence in HLTA professional standards.

6. Structure

Foundation Degrees in the Department of Children, Young People and Families

Duration: 2 years full-time
Total credit rating: 240
Individual modules may be studied as Continuing Professional Development with optional submission for accreditation.

FdA Supporting Early Years

<u>Level 4</u> – with effect from September 2013

<u>Core</u>
Candidates are required to take:

FDA 4002	Developing Learning Skills for Professional Practice	Block 1	20 credits
FDA 4012	Introduction to Child Development Theory	Block 2	20 credits
FDA 4022	Creating an Enabling Environment for Young Children	Block 4	20 credits

<u>Option A</u>
Candidates choose one of:

FDA 4042	Communication and Language (Families)	Block 3	20 credits
FDA 4102	HLTA Preparation Level 4	Block 3	20 credits

Option B
Candidates choose one of:

FDA 4062	Working with Families	Block 5	20 credits
FDA 4072	Working with Twenty-first Century Children	Block 5	20 credits

Option C
Candidates choose one of:

FDA 4032	Inclusivity and Diversity	Block 6	20 credits
FDA 4092	Introduction to SEN and Disability	Block 6	20 credits

Level 5 – with effect from September 2014

Core
Candidates are required to take:

FDA 5002	Play and Early Learning	Block 1	20 credits
FDA 5062	Assessments and Interventions	Block 2	20 credits
FDA 5102	Research-Informed Practice in the Early Years	Block 5	20 credits
FDA 5012	Becoming a Reflective Practitioner	Block 6	20 credits

Option A
Candidates choose one of:

FDA 5022	Developing Social and Emotional Resilience	Block 3	20 credits
FDA 5092	HLTA Preparation Level 5	Block 3	20 credits

Option B
Candidates choose one of:

FDA 5042	Leading and Managing	Block 4	20 credits
FDA 5052	Developing Literacy	Block 4	20 credits

FdA Supporting Learning and Additional Needs

Level 4 – with effect from September 2013

Core
Candidates are required to take:

FDA 4002	Developing Learning Skills for Professional Practice	Block 1	20 credits
FDA 4012	Introduction to Child Development Theory	Block 2	20 credits
FDA 4082	Working in a Multi-agency Environment	Block 4	20 credits

Option A
Candidates choose one of:

FDA 4052	Communication and Language (Schools)	Block 3	20 credits
FDA 4102	HLTA Preparation Level 4	Block 3	20 credits

Option B
Candidates choose one of:

FDA 4062	Working with Families	Block 5	20 credits
FDA 4072	Working with Twenty-first Century Children	Block 5	20 credits

Option C
Candidates choose one of:

FDA 4032	Inclusivity and Diversity	Block 6	20 credits
FDA 4092	Introduction to SEN and Disability	Block 6	20 credits

Level 5 – with effect from September 2014

Core
Candidates are required to take:

FDA 5072	Supporting Children with SEN and Disability	Block 2	20 credits
FDA 5122	Research-informed Practice in Educational Settings	Block 5	20 credits
FDA 5012	Becoming a Reflective Practitioner	Block 6	20 credits

Option A
Candidates choose one of:

FDA 5082	Children, Families and Social Policy	Block 1	20 credits
FDA 5002	Play and Early Learning	Block 1	20 credits

Option B
Candidates choose one of:

FDA 5022	Developing Social and Emotional Resilience	Block 3	20 credits
FDA 5032	Understanding Children's Behaviour	Block 3	20 credits
FDA 5092	HLTA Preparation Level 5	Block 3	20 credits

Option C
Candidates choose one of:

FDA 5042	Leading and Managing	Block 4	20 credits
FDA 5052	Developing Literacy	Block 4	20 credits

FdA Supporting Children and Families in Social Contexts

Level 4 – with effect from September 2013

Core
Candidates are required to take:

FDA 4002	Developing Learning Skills for Professional Practice	Block 1	20 credits
FDA 4012	Introduction to Child Development Theory	Block 2	20 credits
FDA 4082	Working in a Multi-agency Environment	Block 4	20 credits
FDA 4032	Inclusivity and Diversity	Block 6	20 credits

Option A
Candidates choose one of:

FDA 4042	Communication and Language (Families)	Block 3	20 credits
FDA 4102	HLTA Preparation Level 4	Block 3	20 credits

Option B
Candidates choose one of:

FDA 4062	Working with Families	Block 5	20 credits
FDA 4072	Working with Twenty-first Century Children	Block 5	20 credits

Level 5 – with effect from September 2014

Core
Candidates are required to take:

FDA 5082	Children, Families and Social Policy	Block 1	20 credits
FDA 5062	Assessments and Interventions	Block 2	20 credits
FDA 5132	Research-Informed Practice in Social Contexts	Block 5	20 credits
FDA 5012	Becoming a Reflective Practitioner	Block 6	20 credits

Option A
Candidates choose one of:

FDA 5022	Developing Social and Emotional Resilience	Block 3	20 credits
FDA 5032	Understanding Children's Behaviour	Block 3	20 credits
FDA 5092	HLTA Preparation Level 5	Block 3	20 credits

Option B
Candidates choose one of:

FDA 5042	Leading and Managing	Block 4	20 credits
FDA 5052	Developing Literacy	Block 4	20 credits

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

Foundation Degree learners are acknowledged to be very diverse and this has been reflected in Leeds Trinity's experience. The key effect of this is in the variety of participants' backgrounds

(significant in a work-based programme) and their often very low level of academic experience on entry. This is balanced by the working experience presented.

The programme is designed as a full-time programme that (seeking to accommodate particular students' circumstances) can be accessed part-time on an *ad hoc* basis as Continuing Professional Development.

In accordance with the Leeds Trinity Learning, Teaching and Assessment Strategy and its complementary strategies, for example on Equality and Diversity, and with the Foundation Degree qualification benchmark, the FDs' continued priority is student-centred learning. Programme delivery seeks to provide an environment that embraces learners from various backgrounds and workplaces, enriching their learning experiences and practices. The key factor that informs the FD programmes is consideration of what is best for supporting the student and the student experience.

The FDs' sequential module timetable, based on school half-terms, enables several advantages for the students. The FD assessment strategy is reviewed annually and FD students, who usually work full-time in addition to study, consistently value the steady pace of FD submissions throughout the year and state that more significant submissions at particular times of the year would not be as effective as the current system. Feedback to students from the previous module is received by them before the next submission date, enabling formative development of study skills. Furthermore, over the course of the programme a planned sub-curriculum of skill development is implemented, ensuring that all students engage with a full range of study skill aspects that prepare them for the penultimate research-introduction module at Level 5.

In accordance with these factors, effective Foundation Degree pedagogical practice includes:

1. specific taught study-skill development, including academic writing skills and IT, planned across the programme via module objectives and integrated in assessment;

2. taught development of reflective and formative practices underpinned by: maintenance of a reflective journal, reviewed in the initial and final modules; and use of Critical Friendship Groups as peer study support; good use of drafts, presentations and peer review activities that contribute formatively to the assessed outcome; planned formative feedback of some draft submissions during modules; and students' formative tracking of study skill development targets, shared with markers;

3. tutors drawing on information relating to students' diverse roles and work-settings in order to facilitate responsiveness to the needs of learners, e.g. by setting coherent grouping for core modules (e.g. by age range of children supported, or whether working roles are curriculum-based) and differentiating delivery for these groups;

4. recognition of students' existing knowledge and experience and active encouragement to share these through group discussion, developing teamwork skills. Such sharing also facilitates contextual learning about the multi-agency context, enhancing employability;

5. use of group discussion activities to encourage development of academic expression, criticality, confidence and associated linguistic skills including challenging debate, reflection and theorising that underpin the development of academic writing skills;

6. integration of experiential learning as a key strategy for effective learning. Students learn through applying formal source findings or theories to work-based practice; they engage in problem-solving activities, role-play and applied project work such as investigations of setting practices;

7. some flexibility of delivery style and learning modes, for example study patterns may include web-based learning, supported workshops or group tutorial sessions, designed to suit the

learners; increased contact time for students with tutors to help staff get to know students' needs better and develop effective partnerships to support learning;

8. recognition of the requirements of student engagement, learning needs and negotiated assessment in groups of a maximum of 30 students;

9. flexibility to negotiate assessments in order to accommodate the diversity of working contexts and pay attention to employers' priorities;

10. work-based and assessment tasks which enable participants to apply theory to working experiences, with subsequent review and academic commentary; initial focus at Level 4 on developing report-writing skills, that simulate workplace requirements but also draw on active experience, before progressing to more abstract essay content;

11. work-based tasks and clear assessment structures combined with peer support activities and tutor contact, including e-tutorials and flexibility of opportunities for learning development, that enhance development of the students' independent learning skills related to reading, research, development of argument, reflection and evaluation; furthermore, as students progress through Levels 4 and 5, assignments increasingly demand reflection, more critical analysis, synthesis and problem-solving;

12. assessment of knowledge and understanding through a variety of assessment modes that prepares students for further study, i.e. at Level 4:

    a. Portfolios that compile and compare material or develop aspects of academic writing;
    b. reflective self-review and work-based reviews;
    c. case-study/needs analysis/reflective reports developing critical capacity;
    d. literature review, report- and essay-writing structures;
    e. formative use of oral presentation or project work to plan and prepare for written submissions

    and at Level 5:

    a. Leaflet/brochure/poster and rationale;
    b. Portfolio compiling, summarising and reporting on review;
    c. Reports on work-based practice;
    d. Essays and appraisals;

13. the nature and range of assessments both reflect the needs of the students and develop skills valued by employers, enhancing employability; and the number, length and synchronisation of assessment components are carefully calibrated to allow students to develop confidence over time to write longer academic pieces, while avoiding overload;

14. high frequency of assessment feedback and reflection on targets, facilitating a steep learning curve;

15. tutorial support that helps students to reflect on their performance as an ongoing tool to enable students to be aware of how well they are doing in achieving deadlines and working at the rate expected. Studying on a full-time 2-year programme alongside working and family responsibilities requires the balance of workload to be acknowledged and supported;

16. transparent initial assessment information/guidance in the module handbook including tutors' allocation of time to assignment support/workshops/group tutorials/tutorials and e-support;

17. overall compilation throughout the programme of a reflective journal, in line with FD benchmarking, that reviews and supports professional and skill development.

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 Leeds Trinity premises)
		Component form	Magnitude (e.g. 2,000 words *or* 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
FDA 4002 Developing Learning Skills for Professional Practice	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess-ment support and work based tasks	Portfolio e.g. self-review, target action plan, formal report writing components	4,000-word equivalent	100% Pass/Fail	Draft formative submissions throughout sessions culminating 1st week of following module	**Louise Priestley** Alun Pelleschi	
FDA 4012 Introduction to Child Development Theory	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess-ment support and work based tasks	Literature review Reflective report	3,000-word equivalent 1,000 words	75% Pass/Fail 25% Pass/Fail	1st session of following module	Janet Wilkinson	
FDA 4022 Creating an Enabling Environment for Young Children	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess-ment support and work based tasks	ICT presentation and rationale Observation/needs analysis report	2,000-word equivalent 2,000 words	50% Pass/Fail 50% Pass/Fail	Final session (presentation) First session of following module (rationale) First session of following module	Cathryn Keighley	
FDA 4032 Inclusivity and Diversity	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess-ment support and work based tasks	PowerPoint or poster Evaluation report	2,000-word equivalent 2,000 words	50% Pass/Fail 50% Pass/Fail	Final session of module Normally 2 weeks after end of module; flexibility required to take account of post term holiday arrangements	Malcolm Price	

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in **bold** script)	Venue (if not Leeds Trinity premises)
		Component form	Magnitude (e.g. 2,000 words *or* 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
FDA 4042 Communication and Language (Families)	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess- ment support and work based tasks	Case study report Reflective review	2,500 words 1,500 words	70% Pass/Fail 30% Pass/Fail	1st session of following module 1st session of following module	Louise Priestley	
FDA 4052 Communication and Language (Schools)	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess- ment support and work based tasks	Case study report Reflective review	2,500 words 1,500 words	70% Pass/Fail 30% Pass/Fail	1st session of following module 1st session of following module	Louise Priestley	
FDA 4062 Working With Families	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess- ment support and work based tasks	Portfolio e.g. Group forum, analysis, review, essay	4,000-word equivalent	100% Pass/Fail	Formative draft submissions throughout module. Summative submission in first week of following module	Tapo Chimbganda	
FDA 4072 Working with Twenty-first Century Children	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess- ment support and work based tasks	Essay Critique	3,000 words 1,000 words	70% Pass/Fail 30% Pass/Fail	1st session of following module 1st session of following module	Malcolm Price	
FDA 4082 Working In a Multi- agency Environment	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess- ment support and work based tasks	Report	4,000 words	100% Pass/Fail	1st session of following module	Paul Coman Louise Priestley	

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in **bold** script)	Venue (if not Leeds Trinity premises)
		Component form	Magnitude (e.g. 2,000 words *or* 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
FDA 4092 Introduction to SEN and Disability	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess-ment support and work based tasks	Presentation rationale	2,000-word equivalent	50% Pass/Fail	Normally two weeks after end of module, flexibility required to accommodate post term holiday arrangements	Janet Wilkinson	
		Case study report	2,000 words	50% Pass/Fail	Normally two weeks after end of module, flexibility required to accommodate post term holiday arrangements		
FDA 4102 HLTA Preparation Level 4	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess-ment support and work based tasks	Portfolio of tasks demonstrating HLTA competence	4,000-word equivalent	Pass/Fail	By cohort deadline agreed with national assess-ment provider	Malcolm Price	
FDA 5002 Play and Early Learning	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess-ment support and work based tasks	Leaflet and rationale Report	2,000-word equivalent 2,000 words	50% 50%	1st session of following module 1st session of following module	Cathryn Keighley	
FDA 5012 Becoming a Reflective Practitioner	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess-ment support and work based tasks	Portfolio compiling, summarising and reporting on review	4,000-word equivalent	100%	Normally two weeks after end of module, flexibility required to accommodate post term holiday arrangements	Alun Pelleschi	

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in **bold** script)	Venue (if not Leeds Trinity premises)
		Component form	Magnitude (e.g. 2,000 words *or* 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
FDA 5022 Developing Social and Emotional Resilience	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess-ment support and work based tasks	Portfolio: compilation/ comparison of data	2,000 words	50%	Formative draft submissions throughout module culminating in summative submission in first week of following module	Alun Pelleschi	
		Workplace report	2,000 words	50%	1st session of following module		
FDA 5032 Understanding Children's Behaviour	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess-ment support and work based tasks	Portfolio: compilation/ comparison of data	2,000 words	50%	Formative draft submissions throughout module culminating in summative submission at first session of following module	Alun Pelleschi	
		Workplace report	2,000 words	50%	1st session of following module		
FDA 5042 Leading and Managing	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess-ment support and work based tasks	Work-based evaluation	1,500 words	50%	1st session of following module	Malcolm Price	
		Essay	2,500 words	50%	1st session of following module		
FDA 5052 Developing Literacy	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess-ment support and work based tasks	Leaflet and rationale	1,500-word equivalent	40%	1st session of following module	Janet Wilkinson	
		Essay	2,500 words	60%	1st session of following module		

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in **bold** script)	Venue (if not Leeds Trinity premises)
		Component form	Magnitude (e.g. 2,000 words *or* 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
FDA 5062 Assessments and Interventions	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess-ment support and work based tasks	Leaflet and rationale Essay	2,000-word equivalent 2,000 words	50% 50%	1st session of following module 1st session of following module	Susan Elmer	
FDA 5072 Supporting Children with SEN and Disability	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess-ment support and work based tasks	Brochure and rationale Critique	1,500-word equivalent 2,500 words	40% 60%	1st session of following module 1st session of following module	Janet Wilkinson	
FDA 5082 Children, Families and Social Policy	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess-ment support and work based tasks	Poster and rationale Essay	2,000-word equivalent 2,000 words	50% 50%	1st session of following module 1st session of following module	Paul Coman	
FDA 5092 HLTA Preparation Level 5	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess-ment support and work based tasks	Portfolio compiling tasks demonstrating HLTA competence Essay	3,000-word equivalent 1,000 words	Pass/Fail 100%	Both: by deadline date agreed with regional provider of assessment	Louise Priestley	
FDA 5102 Research-informed Practice in the Early Years	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess-ment support and work based tasks	Research appraisal	4,000 words	100%	1st session of following module	Carmen Lau Clayton	

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in **bold** script)	Venue (if not Leeds Trinity premises)
		Component form	Magnitude (e.g. 2,000 words *or* 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
FDA 5122 Research-informed Practice in Educational Settings	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess-ment support and work based tasks	Research appraisal	4,000 words	100%	1st session of following module	Carmen Lau Clayton	
FDA 5132 Research-informed Practice in Social Contexts	Lectures/seminars/ learning activities/ workshops/tutorials/ e-activities, assess-ment support and work based tasks	Research appraisal	4,000 words	100%	1st session of following module	Carmen Lau Clayton	

7c) Programme learning outcomes covered

Appendix 2 sets out the disaggregated, FD programme-specific learning outcomes.

			Assessed learning outcomes of the programme																				
			K1	K2	K3	K4	K5	K6	K7	I1	12	13	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10
		Lighter or hatched shading indicates modules that are not core, ie. not all students on these programmes will undertake these.	Professional or subject knowledge	Theoretical models and their influence	Effects of context on policy and practice	Social, political, economic and cultural factors	Individual needs, strategies and sensitivities	Assessment and intervention methods	Research application, methods & methodology	Developing and communicating argument	Information research, description & analysis	Evaluation of techniques & strategies	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship/ enterprise	Social, cultural & civic awareness	Self-development
Level 4																						
Block 1	FDA 4002 Developing Learning Skills for Professional Practice		■	■	■					■	■		■	■		■				■	■	■	■
Block 2	FDA 4012 Introduction to Child Development Theory		■	■		■			■		■	■			■		■			■			
Block 3	FDA 4042 Communication and Language (Families)		▨		▨	▨	▨		▨		▨	▨		▨		▨		▨			▨		▨
Block 3	FDA 4052 Communication and Language (Schools)		▨		▨	▨	▨		▨		▨	▨		▨		▨		▨			▨		▨
Block 3	FDA 4102 HLTA Preparation Level 4		▨			▨	▨		▨		▨			▨			▨	▨			▨		▨
Block 4	FDA 4082 Working In a Multi-agency Environment		▨		▨	▨	▨		▨					▨			▨				▨		
Block 4	FDA 4022 Creating an Enabling Environment for Young Children		▨		▨	▨	▨				▨			▨			▨		▨				
Block 5	FDA 4062 Working with Families		▨		▨	▨	▨		▨		▨			▨			▨		▨			▨	
Block 5	FDA 4072 Working with 21st Century Children		▨		▨	▨	▨							▨			▨					▨	
Block 6	FDA 4032 Inclusivity and Diversity		▨		▨	▨	▨				▨			▨			▨			▨			
Block 6	FDA 4092 Introduction to SEN and Disability		▨		▨	▨	▨				▨			▨				▨				▨	
Level 5																						

		Assessed learning outcomes of the programme																		
	Lighter or hatched shading indicates modules that are not core, ie. not all students on these programmes will undertake these.	K1	K2	K3	K4	K5	K6	K7	I1	I2	I3	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10
		Professional or subject knowledge	Theoretical models and their influence	Effects of context on policy and practice	Social, political, economic and cultural factors	Individual needs, strategies and sensitivities	Assessment and intervention methods	Research application, methods & methodology	Developing and communicating argument	Information research, description & analysis	Evaluation of techniques & strategies	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship/ enterprise	Social, cultural & civic awareness	Self-development
Block 1	FDA 5082 Children, Families and Social Policy																				
Block 1	FDA 5002 Play and Early Learning																				
Block 2	FDA 5072 Supporting Children with SEN and Disability																				
Block 2	FDA 5062 Assessments and Interventions																				
Block 3	FDA 5022 Developing Social and Emotional Resilience																				
Block 3	FDA 5032 Understanding Children's Behaviour																				
Block 3	FDA 5092 HLTA Preparation Level 5																				
Block 4	FDA 5042 Leading and Managing																				
Block 4	FDA 5052 Developing Literacy																				
Block 5	FDA 5102 Research-Informed Practice in the Early Years																				
Block 5	FDA 5122 Research-informed Practice: in Educational Settings																				
Block 5	FDA 5132 Research-Informed Practice In Social Contexts																				
Block 6	FDA 5012 Becoming a Reflective Practitioner																				

8. Entry requirements

Foundation degree programmes

An enabling access policy operates with regard to age, gender and disability. It is anticipated that the vocational nature of the programme will encourage applicants from diverse educational backgrounds. Some might have limited formal qualifications and others could possess first degrees or even postgraduate awards.

Students wishing to enter the programme at Level 4 must demonstrate their competence in the use of English language. All students require a Level 2 literacy qualification, such as Level 2 functional skills in Literacy, Level 2 basic literacy skills or GCSE English Language at grade C. International qualifications in English must be approved by Leeds Trinity University, e.g.
> IELTS: 6.0 overall (no component below 5.5)
> TOEFL IBT: 79, with Speaking at least 20 and other components at least 18
> Pearson English Test Academic: 52 (no component below 51).

In addition, students will normally have one Level 3 qualification such as a BTEC National Award or GCE 'A' Level, or an appropriate professional or vocational qualification deemed by Leeds Trinity to be equivalent.

Applications are welcome from those with few or no formal qualifications. Where Level 3 qualifications are not present, entry to the programme can be achieved through successful completion of Leeds Trinity's Level 3 Equivalency paper or *via* completion of one Level 4 core module from the programme as an Associate Student. Upon successful completion of the module, the student will formally progress to the full programme, transferring the 20 credits.

Any previous relevant work experience and learning may be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Assessment of Prior Learning (APL) procedures.

Applicants should be aged 18 or over and will normally have significant prior experience of working in a context that involves supporting children and, if appropriate, their families. The experience brought to bear is an integral and crucial requirement of the course, as learning and teaching strategies base academic development on this foundation. They must have been previously working for a minimum of one year and, for the duration of the programme, be working for a minimum of 10 hours per week in an environment that enables them to engage fully in work-related application of the learning and skills being acquired. This can be in either a paid or a voluntary capacity.

In order to promote the active involvement of employers, a statement of support is required along with the identification of a mentor who will support work-based tasks and learning. This ensures compliance with the design of Foundation Degrees described in the Foundation Degree qualification benchmark and with the UK Quality Code for HE chapter B3: *Learning and Teaching*.

Specific entry requirements

- Level 2 Literacy qualification, e.g. Adult Literacy Level 2, GCSE English Language grade C, Functional Skills English Level 2;
- Level 3 qualification or equivalent, e.g. 'A' Level, BTEC, NVQ3, NNEB. In the absence of this, there is an opportunity to submit a specified Level 3 equivalent essay;
- Students undertaking HLTA preparation must present original Level 2 Numeracy and Literacy certificates on module commencement;
- Be a current practitioner above 18 years of age, normally with at least one year's ongoing engagement in full- or part-time relevant paid or voluntary employment/work experience involving direct support of children;

- Be able to work with groups of children and access support from experienced professional colleagues;

EITHER

- Support and agreement of employer through:
  - Letter of confirmation of support for the student's study, their suitability (e.g. DBS);
  - Verification of the applicant's experience and involvement with young children;
  - Statement that a mentor will be allocated and efforts will be made to support the applicant in undertaking the work-based activities required by the programme.

OR

- Self-employed applicants, or those working outside the field, must state in writing that they are able to meet the requirements of work-based tasks and provide a reference from a professional person, who has known them for a minimum of one year, who can confirm their involvement with children in a work context. They should indicate any collegial networks that they will be able to draw on for support. When a placement is found they should provide evidence of employer support as above.

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 must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)

Modules at Level 4 are recorded formally as Pass/Fail.

Level 4 module marks are excluded from Foundation Degree classification due to the diverse previous educational experience of entrants to Level 4; by Level 5, a common platform may be expected to have been established.

Informally indicative numerical marks are allocated intra-departmentally both as formative feedback and to draw on in discussion of condonement, with the exception of FDA 4102 *HLTA Preparation Level 4*, for which informal marks are not provided.

Standard University progression and classification regulations apply to these programmes.

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level

There are no individual module progression requirements within the FD programmes.

FDA 5092 *HLTA Preparation Level 5* cannot be studied in addition to FDA 4102 *HLTA Preparation Level 4*, as key components of these two modules are identical.

11. External examining arrangements

External examining arrangements

One external examiner will examine the Foundation Degrees and the BA (Hons) Professional Practice 'top-up' programme.

12. Additional information

Programme delivery pattern

In order to address the needs raised by a work-based programme with non-traditional participants:

1. although carrying a full-time weighting of 120 credits, the programme is delivered one extended half-day per week during school term-times in order to align with students' anticipated work and domestic responsibilities;
2. the six modules each year are delivered sequentially, each equating to one school half-term, each consisting of five taught sessions;
3. students' extremely diverse learning needs, including differentiation of delivery and negotiation of assessment where needed, can be successfully managed providing that students are normally in groups of less than thirty;
4. work-based learning is included as an integral part of the programmes.

Progression to Honours degree programmes:

The Foundation Degree's substantive generic base facilitates student choice regarding top-up to BA. Top-up programmes, either full- or part-time, are designed to allow students to make a guided choice regarding specialist focus, based on a combination of professional and academic experience and career preference. Programme leaders for all BA programmes would guide students as to the appropriateness of the desired progression.

FdA Supporting Early Years	BA (Hons) Professional Practice: Early Childhood Studies (Level 6 Top-Up)
	BA (Hons) Professional Practice: Education Studies (Level 6 Top-Up)
FdA Supporting Learning and Additional Needs	BA (Hons) Professional Practice: Supporting Young People, Children and Families (Level 6 Top-Up)
	BA (Hons) Early Childhood Studies (Level 6 of 3-year programme)
FdA Supporting Children and Families in Social Contexts	BA (Hons) Education Studies (Level 6 of 3-year programme)
	BA (Hons) Working with Children, Young People and Families (Level 6 of 3-year programme)

13. Additional support needs

Participants are routinely invited to indicate their needs on the application form, to engage with Quickscan and to liaise with Dyslexia and Disability Support Services. Additional support is provided by module tutors and the programme team where deemed appropriate.