# 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** | **BA (Hons)** |
| **Title of programme** | **Early Childhood Studies** |
| **Subsidiary award(s)** | **CertHE, DipHE** |
| **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** | **3 years full-time** |
| **Start date** | **September 2013** |
| **Periodic review next due** | **AY 2013/14** |
| **UCAS course code & code name** | **X321  BA/ECHSH** |
| **Delivery venue** | **Leeds Trinity University** |

## 2. Aims of the programme

| **Rationale and general aims** |
|---|
| This programme aims to address the developing political agenda surrounding the importance of early years' education, care and early intervention, which is increasingly prominent at national and international level. It has to be noted that the children's agenda has been, and continues to be, at a critical point, in particular in the area of early learning, education and child care.<br><br>The construction of the Early Childhood Studies (ECS) programme has had a number of drivers, the greatest of which has been the development of the new Early Years Foundation Stage, which became statutory in September 2012. This current update of provision has been a timely move, which not only meets new employment requirements, as indicated by the latest Early Years Foundation Stage (EYFS) (DfE, 2014), but responds also to information and guidance from the Department for Education and recent reviews, notably the Nutbrown Review (Foundations for Quality, 2012) which claims that 'those with higher levels of qualification – degree level specialism in early childhood – have the greatest impact … in terms of measurable improvement in children's outcomes' (Nutbrown, 2012, p.15).<br><br>This programme is a good fit for both the demands of policy and the requirements for understanding what constitutes good practice.  Most importantly it also provides an emphasis on strong academic knowledge, which informs high quality provision.<br><br>When working in settings such as schools, nurseries, children/family centres or other social and educational contexts, ECS graduates will be able to make a positive contribution to the lives of |

young children, their learning and well-being. ECS graduates' understanding will be grounded within theoretical frameworks that draw upon both traditional and contemporary theories. As a result of educating and caring for young children involving both theory and practice, academic study is supported by the experience of working alongside professionals and encountering the realities of practice in settings. Placements are an essential part of the first two years of this degree programme and take place within the *Professional Development and Placement* modules CYP4052 and CYP5052.

This is a programme of study which not only interprets the requirements of the relevant criteria stipulated by the Department for Education but also, importantly, retains the integrity and scholarship required of a quality learning experience. The aim is to prepare a flagship standard of qualified, employable graduates to work in a variety of careers in the early years/early childhood studies arena, both in the UK and internationally. To do this we have been creative and innovative in our interpretation and, in particular, in the design of the module assessments - again, timely, given the current climate of assessment in HE and the discourse on issues such as creative, yet valid assessment, whilst providing sufficient support and time to students, and the benefits of increasing the practice of formative assessment and feedback.

There is opportunity for students to engage in peer assessed simulated practice, such as activity and curriculum planning within the Level 4 *Play and Learning in the Early Years Environment* and Level 5 *Pedagogy, Practice, Assessment and Frameworks*. Role-play situations take place throughout the degree and these are designed for students to acquire and enhance communication skills, whilst progressively developing an ability to make sound professional ethical decisions. These skills are essential as the early years' workforce becomes increasingly engaged in collaborative work with the wide range of agencies and organisations now involved in the lives of young children and their families. The Nutbrown Review (2012) asserts that ultimately, all early years practitioners should aspire to be leaders, of practice, if not of settings, and all practitioners should be capable of demonstrating some pedagogical leadership.

The aims of the programme are:

- To offer a challenging and stimulating learning experience, which will encourage students to reach their potential within a supportive learning environment;
- To enable students to make links between concepts and theories and to apply these to their particular areas of professional development, initially during placements and subsequently after graduation;
- To offer a range of pedagogical approaches using technology and other appropriate facilities in order to meet students' individual learning needs;
- To ensure that graduates meet the requirements of the ever changing arena of childhood studies and early years education through a reflective, professional approach that is durable and adaptable;
- To enhance students' employability through providing an understanding of specific professional roles and activities;
- To produce graduates who can communicate effectively, competently and creatively;
- To foster transferable skills and an awareness of enduring vocational, academic and personal value.

This Early Childhood Studies programme synthesises cutting edge professional policy and practice with academic rigour. It is designed to develop informed graduates, who are able to meet the challenge of pedagogical leadership within education settings and other childhood and family arenas or to progress to further study and/or research.

## 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 programme, students will have demonstrated:

K1    A critical understanding of how children develop in their early years;

K2    A critical understanding of the way early years care and education and current practice and frameworks have developed and how they work today;

K3    Detailed knowledge and understanding of the historical and contemporary position of children within society;

K4    A critical understanding of theoretical perspectives of early childhood;

I1    An ability to critically analyse, evaluate and conduct research relating to policy, documentation and practice;

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;

I4    An ability to design and conduct research;

P1    An ability to move confidently in a range of ways, safely negotiating space, particularly around children;

P2    An ability to handle equipment, tools and materials safely and effectively;

P3    An ability to take part in physical tasks required for working with young children;

P4    An ability to demonstrate physical actions during activities;

P5    The physical ability to deal with a variety of predicted and unpredicted situations including emergencies.

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 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)* |
|---|
| The programme has been designed to fully address the QAA subject benchmark statement for Early Childhood Studies and the Statutory Framework for the Early Years Foundation Stage (2012) requirements.<br><br>It adopts a multi-perspective approach, drawing upon a range of disciplines, including sociology, psychology, social policy, education and the law. In keeping with this approach, the programme assessment pattern is characterised by diversity to reflect students' engagement with an eclectic portfolio of academic, professional and generic skills.<br><br>The link between theory and practice cuts across the programme in terms of content, pedagogy and assessment. Two substantive professional placements ensure that relating theory and practice is integral to the programme.<br><br>The importance of curriculum design, implementation and assessment/evaluation is addressed directly in the programme in the second year.<br><br>The development of criticality on the part of students/future practitioners is an important element of this degree, which requires students to constructively critique theories to enhance their academic development and to prepare them for professional practice.<br><br>The importance both of research and of increasingly self-directed learning is illustrated by the incorporation of a negotiated study within the final year. This extended piece will typically build on a research methodology module and involve both ethical judgement and empirical study.<br><br>The development of the capacity to lead confidently and with awareness of multi-agency complexity is addressed directly within a final year module.<br><br>The statutory framework for EYFS places emphasis upon equal opportunities for each unique child, safeguarding, welfare and an understanding of the importance of an enabling environment. These principles run across the degree programme. Additionally, they are matters addressed directly in specific modules in the first and second years. |

## 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 4. | **Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:**<br><br>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:<br><br>i)    interpret and evaluate data appropriate to the discipline;<br><br>ii)   make sound judgements in accordance with basic disciplinary theories and concepts;<br><br>iii)  evaluate the appropriateness of different approaches to solving problems within the discipline;<br><br>iv)   communicate the results of their work coherently;<br><br>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline. |
| The assessment strategy is designed so that each of these outcomes is | **Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:**<br><br>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, **in addition to the outcomes for a Certificate**: |

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addressed by more than one module over Levels 4 & 5.

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i)    critical understanding of disciplinary principles;

ii)   application of concepts outside their initial context;

iii)  use of a range of disciplinary techniques;

iv)  proficient communication of the results of their work;

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.

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The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 & 6.

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**Generic learning outcomes for the award of an <u>Ordinary Degree</u>:**

On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, **in addition to the outcomes for a Diploma:**

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;

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.

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## 5.    Content

| **Summary of content by theme** |
| --- |
| (providing a 'vertical' view through the programme) |

The modules positioned at Level 4 give the students theoretical knowledge and understanding of early years concepts that underpin practice - they are the bedrock of the degree. Knowledge of the social, emotional, cognitive, physical and cultural development of the young child is key to understanding the holistic nature of young children's learning and development. Learning and developing through play underpins many aspects of early childhood. For this reason, the students must begin with an understanding of how this is achieved. 'Safeguarding' and study of 'health, safety and care' routines are positioned here as a platform for Level 4 placement.

Level 5 modules follow on to look in more depth and detail at specific content, drawing upon UK and international perspectives. What we know about children at Level 4 is set in an educational and practice context. Links between learning, development and society are made.

Level 6 modules enable students to analyse critically a range of current issues and further deepen their knowledge. They seek to advance appropriate early years' policies, initiatives and legislation. They tackle issues of current debate and perspective, critically assessing the whole area.

## 6.    Structure

**BA (Hons) Early Childhood Studies**

**Duration:**       3 years full-time
**Total credit rating:**  360

<u>Level 4</u> – with effect from September 2015

**Core**: Candidates are required to take:

| | | | |
| --- | --- | --- | --- |
| CYP 4132 | Safeguarding and Child Protection | Sem 1 | 20 credits |
| CYP 4142 | Physical and Cognitive Development | Sem 2 | 20 credits |
| CYP 4152 | Play and Learning in the Early Years Environment | Sem 1 & 2 | 20 credits |
| CYP 4162 | Unique Child: Social and Emotional Development | Sem 1 & 2 | 20 credits |
| CYP 4172 | Health, Safety and Care Routines | Sem 2 | 20 credits |
| CYP 4052 | Professional Development and Placement 1* | Sem 1 & 2 | 20 credits |

Module modification – CYP 6172 changed to Semester 1 (August 2017)

| CYP 4000 | Programme Level Assessment | Sem 2 | N/A |
|---|---|---|---|

**Level 5** – with effect from September 2014

**Core**: Candidates are required to take:

| | | | |
|---|---|---|---|
| CYP 5042 | Research Methods and Evidence-based Practice* | Sem 2 | 20 credits |
| CYP 5162 | Pedagogy, Practice, Assessment and Frameworks | Sem 1 & 2 | 20 credits |
| CYP 5172 | Supporting Transitions: Early Learning, Early Independence | Sem 1 & 2 | 20 credits |
| CYP 5142 | Diversity and Inclusion: Education for All | Sem 1 & 2 | 20 credits |
| CYP 5182 | Creativity: Expressive Arts and the World | Sem 2 | 20 credits |
| CYP 5052 | Professional Development and Placement 2* | Sem 1 & 2 | 20 credits |

**Level 5 -** with effect from September 2015

**Core**: Candidates are required to take:

| | | | |
|---|---|---|---|
| CYP 5042 | Research Methods and Evidence-based Practice* | Sem 2 | 20 credits |
| CYP 5162 | Pedagogy, Practice, Assessment and Frameworks | Sem 1 & 2 | 20 credits |
| CYP 5172 | Supporting Transitions: Early Learning, Early Independence | Sem 1 & 2 | 20 credits |
| CYP 5142 | Diversity and Inclusion: Education for All | Sem 2 | 20 credits |
| CYP 5182 | Creativity: Expressive Arts and the World | Sem 2 | 20 credits |
| CYP 5052 | Professional Development and Placement 2* | Sem 1 & 2 | 20 credits |

**Level 6 -** with effect from September 2015

**Core**: Candidates are required to take:

| | | | |
|---|---|---|---|
| CYP 6142 | SEN and Disability | Sem 1 | 20 credits |
| CYP 6172 | Leadership and Multi-agency Teamwork | Sem 1 | 20 credits |
| CYP 6002 | Critical Issues and Contemporary Debates | Sem 1 & 2 | 20 credits |
| CYP 6152 | Sociological Perspectives of Childhood | Sem 2 | 20 credits |
| CYP 6034 | Research Project* | Sem 1 & 2 | 40 credits |

*Marginal failure on this module will not be condoned – see section 9.

## 7.    Learning, teaching and assessment

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

This programme's determination to provide a learning experience that is informed by research and scholarship as well as by professional practice endorses QAA guidance and Leeds Trinity University's Learning, Teaching and Assessment Strategy 2012-15.

The programme reflects Leeds Trinity's learning, teaching and assessment strategy in ensuring that students will be inspired by highly qualified, innovative and motivated staff. Delivery of sessions will use different styles e.g. group thinking/collaboration of ideas, debates, case studies, lecture, seminar, presentation, role play. Staff are motivated as we firmly believe in educating students to the highest level in order that young children benefit from a graduate practitioner. We seek to promote, encourage, support and disseminate learning and research in the early childhood studies' field.

The programme is designed to build gradually students' confidence and capacity for independent learning, so that a key aspect of graduateness is the ability to recognise the value of lifelong learning regarding employment and beyond. The initial phase of Level 4 is where students have the opportunity to build and refine skills for learning that apply in university and on placements. We encourage students to engage with us in the form of progress and academic tutorials. Staff are available to discuss issues with students.

Class sizes are projected at under fifty in number to facilitate interaction and group work in which even students with less initial confidence will feel able to take part. Student feedback on other courses has emphasised how important this type of student enagement is. The term 'workshop'

is used to describe class sessions which involve typically tutor input, students' input and paired and/or group work.

In addtion to face to face contact, tutors will communicate with students through email and Moodle, which provide electronic back up to sessions and additional learning material to take issues further.

This programme sees assessment as part of its teaching, whether that be reflection upon tutor feedback or collaborative work with peers, to critique draft thinking or writing. Hence, the assessment pattern has appropriate diversity, consistent with the programme's rationale. Assessment involves formative and summative dimensions. Formative assessment includes working with and consideration of past papers, presentations, reports, essays and case studies. This approach to assessment facilitates students' steady progress towards completion of the summative assessment by the deadline through a series of formative assessment 'milestones' that form part of classroom sessions. This structure supports students' assessment progress during the module and relieves pressure upon students around the summative submission deadline date. For example, within the CYP4152 *Play and Learning in the Early Years Environment* there is a range of tasks for students to complete as part of building their final portfolio; each of these tasks is submitted to formative assessment approaches through self, peer and group processes. A further example occurs within the CYP4162 *Unique Child* module, where students are presented with a topic relevant documentary, following which they are required to submit a short written piece of work commenting on the content. Within this, students are asked to identify a particular aspect of the content whilst working within the remit of marking criteria. This paper is formatively assessed and students are given feedback, which identifies a) the standard of their writing and b) understanding of the task. Although this paper does not form part of summative tasks, it does give a valuable opportunity for first year students to understand how to develop their academic writing for future submissions. In the CYP5182 *Creativity: Expressive Arts and the World* module, there is a formative assessment opportunity where students present and display storyboards in an exhibition style context for consideration and supportive assessment by peers, prior to final submission.

The decision to deliver modules typically within a semester rather than across two semesters has been taken for three reasons. Firstly, students will focus upon a narrower range of topics with greater intensity over a shorter period and this may facilitate greater depth of study and enhanced satisfaction. Secondly, this pattern allows the programme to become involved in international exchanges to the benefit of students. Thirdly, a consistent pattern of delivery across each Level enables students to become acclimatised to an approach at Level 4, which should be supportive at subsequent levels of study. Exceptions to the single semester or 'short/fat' approach are the *Professional Development and Placement* modules at Levels 4 and 5, in order to allow scope for tutorial and other practical pre-placement and within placement support to be delivered as part of the module in Semester 2. The Level 6 *Research Project* module also transcends both semesters to allow calendar space for development of project research, which often involves external participants and a drafting/writing up phase.

**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 (eg. 2,000 words *or* 2 hours) | Weighting and/or Pass/Fail | Timing (Semester & indicative teaching week) | | |
| **For Academic Year 14/15** | | | | | | | |
| CYP 4132 Safeguarding and Child Protection | Lectures/ seminars/ workshops and tutorials | Poster presentation Essay | 1,500-word equivalent 2,500 words | 40% 60% | Semester 1 – week 6 Semester 1 – week 12 | Sarah Flanagan | |
| CYP 4152 Play and Learning in the Early Years Environment | Lectures/ seminars/ workshops and tutorials | Portfolio | 4,000 words | 100% | Semester 1 – week 11 | Cathryn Keighley/ Marie Potter | |
| CYP 4142  Physical and Cognitive Development | Lectures/ seminars/ workshops and tutorials | Poster presentation Essay | 1,500-word equivalent 2,500 words | 40% 60% | Semester 2 – week 9 Semester 2 – week 14 | Cathryn Keighley | |
| CYP 4172 Health, Safety and Care Routines | Lectures/ seminars/ workshops and tutorials | Notice board/rationale  Care routine induction booklet | 2,000-word equivalent  2,000-word equivalent | 50%  50% | Semester 2 – week 6  Semester 2 – week 12 | Sarah Flanagan | |
| CYP 4162 Unique Child: Social and Emotional Development | Lectures/ seminars/ workshops and tutorials | Case study report | 4,000 words | 100% | Semester 2 – week 13 | Marie Potter | |
| CYP 4052 Professional Development and Placement 1 | Workshops, tutorial support and placement | Portfolio Placement Reflective report | 2,000-word equivalent 1,000-word equivalent 1,000 words | 50% Pass/Fail 50% | Semester 1 – week 11 During Semester 2 End of module | Marie McAllister | |

| 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 (eg. 2,000 words *or* 2 hours) | Weighting and/or Pass/Fail | Timing (Semester & indicative teaching week) | | |
| CYP 5172 Supporting Transitions: Early Learning, Early Independence | Lectures/ seminars/ workshops and tutorials | Case study evaluation | 4,000 words | 100% | Semester 1 – week 10 | Marie Potter | |
| CYP 5162 Pedagogy, Practice, Assessment and Frameworks | Lectures/ seminars/ workshops and tutorials | Planning Report | 1,000 words 3,000 words | 30% 70% | Semester 1 – week 6 Semester 2 – week 12 | Marie Potter and Cathryn Keighley | |
| CYP 5142 Diversity and Inclusion: Education for All | Lectures/ seminars/ workshops and tutorials | Case study report | 4,000 words | 100% | Semester 2 – week 13 | Syra Shakir | |
| CYP 5182 Creativity: Expressive Arts and the World | Lectures/ seminars/ workshops and tutorials | Plans, storyboards, rationale statements Report | 1,500-word equivalent 2,500 words | 30% 70% | Formative assessment throughout/summative in Semester 2 – week 14 | Marie Potter | |
| CYP 5042 Research Methods and Evidence–based Practice | Lectures/ seminars/ workshops and tutorials | Research proposal | 4,000-word equivalent | 100% | Semester 2 – week 11 | Carmen Clayton | |
| CYP 5052 Professional Development and Placement 2 | Tutorial, workshops and placement | Portfolio Placement Reflective report | 1,000-word equivalent 1,000-word equivalent 2,000 words | 30% Pass/Fail 70% | Semester 1 – week 11 During Semester 2 End of placement | Marie McAllister | |
| CYP 6142 SEN and Disability | Lectures/ seminars/ workshops and tutorials | Portfolio | 4,000 words | 100% | Semester 2 - week 10 | Janet Wilkinson | |

| 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 (eg. 2,000 words *or* 2 hours) | Weighting and/or Pass/Fail | Timing (Semester & indicative teaching week) | | |
| CYP 6172 Leadership and Multi-agency Teamwork | Lectures/ seminars/ workshops and tutorials | Critical review | 4,000 words | 100% | Semester 2 - week 11 | Carmen Clayton | |
| CYP 6002 Critical Issues and Contemporary Debates | Lectures/ seminars/ workshops and tutorials | Essay | 4,000 words | 100% | Semester 1 - week 12 | Marie Potter | |
| CYP 6152 Sociological Perspectives of Childhood | Lectures/ seminars/ workshops and tutorials | Timeline and presentation Essay | 2,000 words 2,000 words | 50% 50% | Semester 1 - week 11 Semester 2 - week 10 | Jeff Potter | |
| CYP 6034 Research Project | Lectures and tutorials | Research project | 8,000 words or equivalent | 100% | Semester 2 – week 12 | Carmen Clayton | |
| **For Academic Year 15/16** | | | | | | | |
| CYP4000 Programme Level Assessment | | | | Pass/Fail | Semester 2 | | |
| CYP 4132 Safeguarding and Child Protection | Lectures/ seminars/ workshops and tutorials | Poster presentation Essay Directed Activites | 1,500-word equivalent 2,500 words 500 word equivalent | 30% 60% 10% | Semester 1 – week 6 Semester 1 – week 12 During Sem 1 | Sarah Flanagan | |
| CYP 4152 Play and Learning in the Early Years Environment | Lectures/ seminars/ workshops and tutorials | Portfolio Directed Activities | 4,000 words | 90% 10% | Semester 2 – week 11 During Semester 2 | Marie Potter | |
| CYP 4142  Physical and Cognitive Development | Lectures/ seminars/ workshops and tutorials | Poster presentation Essay Directed Activities | 1,500-word equivalent 2,500 words | 30% 60% 10% | Semester 2  - week 9 Semester 2 – week 14 During Semester 2 | Cathryn Keighley | |

| 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 (eg. 2,000 words *or* 2 hours) | Weighting and/or Pass/Fail | Timing (Semester & indicative teaching week) | | |
| CYP 4172 Health, Safety and Care Routines | Lectures/ seminars/ workshops and tutorials | Notice board/rationale | 2,000-word equivalent | 45% | Semester 2 – week 6 | Sarah Flanagan | |
| | | Care routine induction booklet | 2,000-word equivalent | 45% | Semester 2 – week 12 | | |
| | | Directed Activities | | 10% | During Semester 2 | | |
| CYP 4162 Unique Child: Social and Emotional Development | Lectures/ seminars/ workshops and tutorials | Evaluation of case study evidence | 1,000 word equivalent | 30% | Semester 1 – week 9 | Marie Potter | |
| | | Theoretical discussion | 3,000 words | 60% | Semester 2 | | |
| | | Directed Activities | 500 word equivalent | 10% | During Semester 2 | | |
| CYP 4052 Professional Development and Placement 1 | Workshops, tutorial support and placement | Directed Activities | 500-word equivalent | 10% | During Sem 1 | Marie McAllister | |
| | | Portfolio | 3,000 words | 70% | 1 week prior to placement block | | |
| | | 7 week placement block weekly reflections | 1,000 words | 20% | Semester 2 | | |
| CYP 4000 Programme Level Assessment | | | | Pass/Fail | End of semester 2 | | |
| CYP 5172 Supporting Transitions: Early Learning, Early Independence | Lectures/ seminars/ workshops and tutorials | Case study annotation | 1,500 words | 30% | Semester 1 – week 12 | Marie Potter | |
| | | Theoretical discussion | 2,500 words | 70% | Semester 2 – week 11 | | |
| CYP 5162 Pedagogy, Practice, Assessment and Frameworks | Lectures/ seminars/ workshops and tutorials | Planning Report | 1,000 words 3,000 words | 30% 70% | Semester 1 – week 7 Semester 1 – week 11 | Marie Potter and Cathryn Keighley | |

| 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 (eg. 2,000 words *or* 2 hours) | Weighting and/or Pass/Fail | Timing (Semester & indicative teaching week) | | |
| CYP 5142 Diversity and Inclusion: Education for All | Lectures/ seminars/ workshops and tutorials | Case study report | 4,000 words | 100% | Semester 2 – week 13 | Syra Shakir | |
| CYP 5182 Creativity: Expressive Arts and the World | Lectures/ seminars/ workshops and tutorials | Plans, storyboards, rationale statements Report | 1,500-word equivalent 2,500 words | 30% 70% | Formative assessment throughout/summative in Semester 2 – week 14 | Marie Potter | |
| CYP 5042 Research Methods and Evidence-based Practice | Lectures/ seminars/ workshops and tutorials | Research proposal | 4,000-word equivalent | 100% | Semester 2 – week 11 | Carmen Clayton | |
| CYP 5052 Professional Development and Placement 2 | Tutorial, workshops and placement | Portfolio Placement Reflective report | 1,000-word equivalent 1,000-word equivalent 2,000 words | 30% Pass/Fail 70% | Semester 1 – week 11 During Semester 2 End of placement | Marie McAllister | |
| CYP 6142 SEN and Disability | Lectures/ seminars/ workshops and tutorials | Portfolio | 4,000 words | 100% | Semester 1 – week 10 | Janet Wilkinson | |
| CYP 6172 Leadership and Multi-agency Teamwork | Lectures/ seminars/ workshops and tutorials | Critical review | 4,000 words | 100% | Semester 2 – week 11 | Carmen Clayton | |
| CYP 6002 Critical Issues and Contemporary Debates | Lectures/ seminars/ workshops and tutorials | Critique of journal article Essay | 1,500 words 2,500 words | 30% 70% | Semester 2 – week 8 Semester 2 – week 14 | Marie Potter | |
| CYP 6152 Sociological Perspectives of Childhood | Lectures/ seminars/ workshops and tutorials | Timeline and presentation Essay | 2,000 words 2,000 words | 50% 50% | Semester 2 – week 6 Semester 2 – week 10 | Jeff Potter | |
| CYP 6034 Research Project | Lectures and tutorials | Research project | 8,000 words or equivalent | 100% | Semester 2 – week 12 | Carmen Clayton | |

## 7c) Programme learning outcomes covered

| | Module code and title | K1 | K2 | K3 | K4 | | I1 | I2 | I3 | I4 | | P1 | P2 | P3 | P4 | P5 | | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Critical understanding of child development | Critical understanding of care development | Knowledge - history and contemporary | Critical understanding of theories | | Analyse/evaluate /conduct research documents | Synthesise theories | Make informed choices | Research | | Move confidently | Handle equipment | Undertake physical tasks | Demonstrate physical actions | Ability to handle situations | | Self-management | Team working | Business and sector awareness | Problem solving | Communication | Application of numeracy | Application of IT | Entrepreneurship/enterprise | Social, cultural and civic awareness |
| **L4** | CYP 4132  Safeguarding and Child Protection | █ | █ | █ | █ | | █ | █ | █ | | | | | | | | | | | █ | █ | | | | | █ |
| | CYP 4162  Unique Child: Social and Emotional Development | █ | █ | █ | █ | | █ | █ | █ | | | | | | | | | | | █ | █ | | █ | | | █ |
| | CYP 4172  Health, Safety and Care Routines | █ | █ | █ | █ | | █ | █ | █ | | | █ | █ | █ | █ | █ | | █ | █ | | | | | █ | | █ |
| | CYP 4142  Physical and Cognitive Development | █ | █ | █ | █ | | █ | █ | | | | █ | █ | █ | █ | █ | | █ | | | | | | █ | | |
| | CYP 4152  Play and Learning in the Early Years Environment | █ | █ | █ | █ | | █ | █ | █ | | | █ | █ | █ | █ | █ | | █ | █ | | | | | | | █ |
| | CYP 4052  Professional Development and Placement 1 | | | | | | | | | | | █ | █ | █ | █ | █ | | █ | █ | | █ | █ | | | | █ |
| **L5** | CYP 5182  Creativity: Expressive Arts and the World | █ | █ | █ | █ | | █ | █ | | | | | █ | █ | █ | | | | █ | | █ | | | | █ | █ |
| | CYP 5142  Diversity and Inclusion: Education for All | | █ | █ | █ | | █ | █ | █ | | | | | | | | | | █ | █ | █ | █ | | | | █ |
| | CYP 5162  Pedagogy, Practice, Assessment and Frameworks | █ | | █ | █ | | █ | █ | | | | | | | | | | █ | █ | | █ | █ | | | | █ |
| | CYP 5172  Supporting Transitions: Early Learning, Early Independence | █ | █ | █ | █ | | █ | █ | █ | | | | | | | | | █ | █ | | █ | █ | | | | █ |
| | CYP 5042  Research Methods and Evidence-based Practice | | █ | █ | | | █ | █ | █ | █ | | | | | | | | █ | | █ | | █ | | █ | | █ |
| | CYP 5052  Professional Development and Placement 2 | | | | | | | | | | | █ | █ | █ | █ | █ | | █ | █ | | █ | █ | | | | █ |
| **L6** | CYP 6142  SEN and Disability | █ | █ | █ | █ | | █ | █ | █ | | | | | | | | | █ | █ | | █ | █ | | | | █ |
| | CYP 6172  Leadership and Multi-agency Teamwork | | █ | █ | █ | | █ | █ | █ | | | | | | | | | █ | █ | █ | █ | █ | | | | █ |
| | CYP 6002  Critical Issues and Contemporary Debates | █ | █ | █ | █ | | █ | █ | █ | | | | | | | | | █ | █ | █ | █ | █ | | | | █ |
| | CYP 6152  Sociological Perspectives of Childhood | █ | █ | █ | █ | | █ | █ | █ | | | | | | | | | █ | █ | █ | █ | █ | | | | █ |
| | CYP 6034  Research Project | █ | █ | █ | █ | | █ | █ | █ | █ | | | | | | | | █ | █ | | █ | █ | █ | █ | | █ |

## 8.    Entry requirements

| **Honours degree programmes** |
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| Applicants should normally have achieved the following prior to registration for the programme:<br><br>    5 academic or vocational qualifications, of which at least 2 should be 'A' levels (or equivalent at level 3) and 1 should be GCSE English Language at grade C (or equivalent).<br><br>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, e.g. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).<br><br>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 Leeds Trinity's Principles and Guidelines for the Accreditation of Prior Learning. |

## 9.    Progression, classification and award requirements

| Details of requirements for student progression between levels and receipt of the award(s)<br>(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, eg. exclusion of Level 4 module marks from Foundation Degree classification) |
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| Condonement will not be available for failure in these modules:<br>CYP 4052  *Professional Placement 1*<br>CYP 5052  *Professional Placement 2*<br>CYP 5042  *Research Methods and Evidence-based Practice*<br>CYP 6034  *Research Project* |

## 10.    Prerequisites

| Details of modules which <u>must</u> be passed before enrolment on a module at a higher level<br>*Include the rationale which  justifies imposition of the prerequisite(s) and the mark/grade required.* |
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## 11.    External examining arrangements

| External examining arrangements<br>(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each) |
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| One programme-specific external examiner is to be appointed. |

## 12.    Additional information

| Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees) |
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## 13.    Additional support needs

| Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme<br>(Key aspects of the Equality Impact Assessment for the Department – see Internal Audit Form NP2G for further details) |
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There are no particular factors that necessitate bespoke arrangements for this programme. The programme team links with institutional services, including an independent Student Support department and the Student Achievement Advisers' team, to support all students appropriately.