

PROGRAMME SPECIFICATION

1. General information

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| Awarding body / institution | Leeds Trinity University |
| Teaching institution | Leeds Trinity University |
| 'Parent' School (<i>ICE / SAC / SSHS</i>) | ICE |
| Academic Group | CYPF |
| Professional accreditation body (<i>if applicable</i>) | N/A |
| Final award (<i>eg. BA Hons</i>) | MA |
| Title of programme(s) | Childhood and Education |
| Subsidiary award(s) (<i>if any</i>) | PgCert and PgDip (fallback awards) |
| Honours type (<i>Single / Joint / Combined</i>) | N/A |
| Duration and mode(s) of study | 12 months full-time or 24 months part-time |
| Month/year of approval of programme | June 2020 |
| Start date (<i>this version</i>) (<i>month and year</i>) | September 2020 |
| Periodic review next due (<i>academic year</i>) | 2025/6 |
| HECoS subject code(s) | 100456 – childhood studies (50%) 100459 – education studies (50%) |
| UCAS course code & route code (<i>available from Admissions</i>) | N/A |
| SITS codes (<i>Course / Pathway / Route</i>) (<i>available from Student Administration</i>) | CHLHEDU |
| Delivery venue(s) | Leeds Trinity University |

2. Aims of the programme

**Rationale and general aims, including what is special about this programme
(from the student's and a marketing perspective)**

This programme sits in a postgraduate framework designed to offer flexible, highly relevant and practice-focussed programmes of study at postgraduate level. It aims to support the continuing development needs of professionals or students interested in a range of sectors. It builds on a group of common modules developed in collaboration between experts in fields of Childhood Studies, Education, and Family Support. These modules introduce the related disciplines, develop understanding of research methods and provide a framework for an extended dissertation at the end of each course.

The MA Childhood and Education programme will develop advanced knowledge and understanding of a wide range of topics and debates relevant to children, their lives and education. Study will involve systematic and critical exploration of policy and practice in the context of research informed perspectives relevant to the diverse and complex nature of national and international society.

The programme has been developed to address the critical point at which the children's agenda, especially in the area of learning, development, education and inclusion, is often positioned, not only in the UK but also globally. There has been careful consideration to provide relevant content for students enrolling from a range of backgrounds, interests and professions to allow advanced knowledge and understanding of the diverse challenges children face in a contemporary world. The distinctiveness of the MA Childhood and Education is that it offers an opportunity to engage in postgraduate study to those who are interested in childhood experiences, but do not necessarily want a teacher or family support focussed route. The programme has been designed for different groups:

- Students wishing to pursue postgraduate study of childhood and education and enrol on the full programme of 180 credits. Typically, early years practitioners, teachers and those working across the children's arena in a range of education, health, social care and medical professions.
- Students who are progressing from their ITE programme and wish to continue study. This programme comprises a progression route from ITE courses and allows student to progress to an MA, continuing study during their first few years of teaching.
- Students who study modules from the MA in Childhood and Education as CPD. Usually, these programmes comprise a 60 credit PG Certificate. On completion, students may then progress onto the full MA Childhood and Education programme.

The general aims of this programme are for students to be able to:

- Develop theoretical, research and evidence-based knowledge and understanding of issues related to childhood and education;
- Undertake comprehensive and systematic analysis of contemporary theory, approaches and relevant practice;
- Develop advanced understanding of the differing perspectives and diverse contexts of childhood and education and the direction of national and global policy linked to the work of professionals in related settings;
- Critically evaluate and reflect on evidence and information, synthesising theory and research;
- Develop sophisticated academic skills and prepare for future professional and academic uses of their learning.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

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

K1 A systematic understanding of knowledge and critical awareness of the historical and current, research, political and policy framework that shapes contemporary debates around childhood and education;

- K2 Critical understanding and in-depth knowledge of theoretical and conceptual perspectives relevant to the study of childhood and education;
- K3 Knowledge of the cultural, societal, economic, historical and technological factors that create and reduce disadvantage and oppression relating to childhood and education;
- K4 Knowledge of a range of research perspectives and methodologies applied to childhood and education;
- I1 The ability to evaluate critically, their own and others' academic skills and knowledge, developing and implementing solutions to address personal learning and professional gaps, within the disciplines of childhood and/or education;
- I2 Secure use of analytical techniques appropriate to the study of childhood and education, drawing on qualitative and quantitative sources and methodological approaches, and utilising appropriate technologies including the limit of their knowledge and that of others;
- I3 Self-direction and originality in tackling and solving problems, and acting autonomously in undertaking tasks at a professional or equivalent level;
- I4 A commitment to the ongoing development of their knowledge and understanding in the field of inclusion, childhood, education, their academic discipline or area of professional practice.

Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;

E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

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

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements

(including appropriate references to any PSRB, employer or legislative requirements)

All Leeds Trinity University programmes are congruent with the Framework for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) / National Qualification and Credit Framework (NQF).

These outcomes are congruent with the QAA subject Benchmarks relating to Early Childhood Studies (2019) and Education Studies (2015) as adapted and developed for Level 7 studies. The Master’s Degree Characteristics Statement (QAA 2015) was taken into account in the development of this programme.

There are no PSRB requirements.

4. Learning outcomes for subsidiary awards

| Guidance | |
|----------|--|
| | <p>Generic learning outcomes for the award of a <u>Postgraduate Certificate</u> On successful completion of 60 credits at Level 7, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i. Develop new skills to a high level and advance knowledge and understanding in the discipline and/or area of professional practice; ii. Approach complex issues in a systematic and creative manner and make sound judgements in the absence of comprehensive information/data; iii. Communicate judgements and conclusions to different audiences; iv. Develop the qualities and transferable skills necessary for employment including the ability to exercise initiative and personal responsibility. <p>Generic learning outcomes for the award of a <u>Postgraduate Diploma</u> On successful completion of 120 credits at Level 7, students will have demonstrated, in addition to the outcomes for a postgraduate certificate:</p> <ul style="list-style-type: none"> i. The ability to utilise knowledge that is at, or informed by, the forefront of the discipline and/or area of professional practice to critically evaluate new insights and/or current issues; ii. Comprehensive knowledge of research techniques and how these can be critically applied to existing knowledge; |

| | |
|--|--|
| | iii. Further development of the qualities and transferable skills necessary for employment including autonomous decision-making in complex situations. |
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5. Content

| Summary of content by theme (providing a 'vertical' view through the programme) |
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| <p>The programme focuses on several key childhood and education themes within a framework of diversity, culture and identity.</p> <p>The first is the knowledge which underpins research, and ethical policy informing professional perspectives and practice.</p> <p>Students will explore key theoretical perspectives which have an impact on professional and inclusive practice. This will develop critical understanding of the effects of cultural, societal, political, historical, philosophical, global, economic contexts and social exclusion on childhood and development.</p> <p>The second theme relates to critical examination and understanding of the diverse nature of children's lives and the many challenges faced by children in an increasingly complex and precarious world. These elements are addressed in all the modules and are emphasised throughout the programme which encourages an interdisciplinary focus.</p> <p>The third involves students in acquiring the skills for effective academic study, developing critical awareness in order to explore and deepen knowledge and understanding of the use of a range of research paradigms and methodologies as applied to childhood and education. These skills are developed across all the modules in the programme and put to extended use in the Research Methods and Dissertation modules.</p> |

6. Structure

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|--|--|------------|------------|
| MA Childhood and Education | | | |
| Duration: Full Time (12 months) and Part Time (24 months) | | | |
| Total credit rating: 180 (90 ECTS) | | | |
| <u>Level 7</u> – with effect from September 2020 | | | |
| <u>Full Time:</u> | | | |
| <u>Term 1 – September to December</u> | | | |
| Core: Students are required to take: | | | |
| CYP7093 | Introduction to Childhood, Education and Family Support | Term 1 | 30 credits |
| CYP7103 | Research Methods for Childhood, Education and Family Support | Term 1 | 30 credits |
| <u>Term 2 – January to March</u> | | | |
| Core: Students are required to take: | | | |
| CYP7063 | Interrogating Diversity, Marginalisation and Oppression | Term 2 | 30 credits |
| CYP7006 | Dissertation/Major Study (submission September) | Term 2 & 3 | 60 credits |

Term 3 – March to June

Option: Students are required to take one from:

| | | | |
|---------|---------------------------------------|--------|------------|
| CYP7073 | Sociology of Childhood and Education | Term 3 | 30 credits |
| CYP7083 | Critical Debates in Childhood Studies | Term 3 | 30 credits |

And will continue with:

| | | | |
|---------|---|--|--|
| CYP7006 | Dissertation/Major Study (submission September) | | |
|---------|---|--|--|

Part Time:

Year 1 Term 1 – September to December

Core: Students are required to take:

| | | | |
|---------|---|--------|------------|
| CYP7093 | Introduction to Childhood, Education and Family Support | Term 1 | 30 credits |
|---------|---|--------|------------|

Year 1 Term 2 – January to March

Core: Students are required to take:

| | | | |
|---------|---|--------|------------|
| CYP7063 | Interrogating Diversity, Marginalisation and Oppression | Term 2 | 30 credits |
|---------|---|--------|------------|

Year 1 Term 3 – March to June

Option: Students are required to take one from:

| | | | |
|---------|---------------------------------------|--------|------------|
| CYP7073 | Sociology of Childhood and Education | Term 3 | 30 credits |
| CYP7083 | Critical Debates in Childhood Studies | Term 3 | 30 credits |

Year 2 Term 1 – September to December

Core: Students are required to take:

| | | | |
|---------|--|--------|------------|
| CYP7103 | Research Methods for Childhood, Education and Family Support | Term 1 | 30 credits |
|---------|--|--------|------------|

Year 2 Term 2 and 3 – January to May

Core: Students are required to take:

| | | | |
|---------|---|------------|------------|
| CYP7006 | Dissertation/Major Study (submission September) | Term 2 & 3 | 60 credits |
|---------|---|------------|------------|

Recognition of Prior Learning may also be considered and assessed through the following modules:

- RPL7003 Recognition of Prior Experiential Learning (30 Credits)
- RPL7006 Recognition of Prior Experiential Learning (60 Credits)

Students who have already achieved 60 credits by completing the Leeds Trinity Post Graduate Certificate in Education (Secondary or Primary) can use these credits in the MA Childhood and Education programme in place of:

| | | | |
|---------|---|--------|------------|
| CYP7093 | Introduction to Childhood, Education and Family Support | Term 1 | 30 credits |
|---------|---|--------|------------|

And one of the following:

| | | | |
|---------|---------------------------------------|--------|------------|
| CYP7073 | Sociology of Childhood and Education | Term 3 | 30 credits |
| CYP7083 | Critical Debates in Childhood Studies | Term 3 | 30 credits |

7. Learning, teaching and assessment

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

The University's Learning, Teaching and Assessment Strategy informs the design of the programme, which has a pedagogical approach emphasising active enquiry and collaboration, allowing students to both shape and be responsible for their learning. From the first module which introduces the disciplines, students are able to choose areas in which they wish to focus, to the range of supported optional additional reading in the other modules, the programme emphasises continuous opportunities for self-directed acquisition of knowledge and increasing opportunities to specialise. The students are also continuously working towards the development of a chosen focus for a dissertation or major study in the final modules, building skills of critical reading, literature searching and research.

The programme relies on learning technologies and learning spaces that give opportunities for flexible provision, enabling students to exercise choice in relation to where, when and how they manage their learning. Resources will be delivered partly online through the provision of reading and materials that leverages the potential of the VLE to allow students to select areas of interest related to their discipline. The common modules, delivered by a team across ICE will maximise opportunities for cross-disciplinary and multi-perspective learning, as well as increase the size of groups and opportunities for creative interaction with other students. The VLE will be used on all modules to deliver Panopto, e-journals, e-books and reading lists. Work with the liaison librarian is vital, including the development of library, literature and citation workshops.

In order to provide an educational experience that is student-centred and responsive to the needs and attributes of individuals, students will be allocated a personal tutor. Additional academic support is provided by the Learning Hub team, which provide individual and group support across a range of academic and study related topics, supporting all students to achieve their potential.

The course will be delivered in such a way that students are able to make choices in how it is completed. Materials will be reviewed to reflect students' emerging interests and critical contemporary perspectives. Choice is built into the programme; academic staff will be using, as well as developing their own expertise and academic capital, in order to help maintain and extend the scope of such choice. Some students may want to complete individual modules as CPD or the PGCert/ PGDip options as a gateway to further study or work that requires the possession of Level 7 credits. The cross disciplinary nature of modules relating to research methods, and to the dissertation or major study, will allow students maximum choice over the direction of their developing expertise.

The programme helps students to develop a range of transferrable employability skills and to create opportunities for further study or entry into professions, as it is focused on a major area of economic and social activity which form the basis of employment opportunities in the children and/or education workforce. The programme supports students to progress by integrating diverse and creative assessment methods such as presentations, poster design, collaborative group-work, formal essays, practical skills assessments, and reflective portfolios, e-portfolios and some formal essays. This ensures that students are prepared for their future workplace and future study opportunities. The programme also includes confidence building assessment processes by integrating formative, process and summative assessments across a range of modules. This diversity enables students to learn from their progress, from their peers and to respond to feedback to inform their future academic and practical work.

Alongside taught sessions, students are expected to undertake a significant quantity of unsupervised study in the form of self-directed activities and directed reading. Online sessions will also be timetabled into the programme at appropriate points. Additionally, to develop students' experience with multi-disciplinary thinking and working, case study work will be developed from a range of perspectives.

So that students develop critical awareness and the confidence to engage in critical analysis, the pedagogical approach within ICE focuses on the acquisition of important and powerful knowledge that enables access to such work and professions. Students are taught in ways that enhance self-management, teamwork and negotiation skills, childhood and education sector awareness, problem-solving, communication, including the development of information communication skills, and social, cultural and civic awareness, with an emphasis on ethical practice, social responsibility and sustainability.

7b) Programme learning outcomes covered

| | Assessed learning outcomes of the programme | | | | | | | | Skills development | | | | | | | | |
|--|---|------------------------|--------------------------------|--------------------------------|-------------------------|--------------------------|--------------------------------|--------------------------------|--------------------|-------------|-----------------------------|-----------------|---------------|-------------------------|-------------------|-------------------------------|------------------------------------|
| | K1 | K2 | K3 | K4 | I1 | I2 | I3 | I4 | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 |
| Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these. | Systematic understanding, knowledge | Critical understanding | Knowledge of cultural societal | Knowledge of range of research | The ability to evaluate | Secure use of analytical | Self-direction and originality | Commitment ongoing development | Self-management | Teamworking | Business & sector awareness | Problem-solving | Communication | Application of numeracy | Application of IT | Entrepreneurship / enterprise | Social, cultural & civic awareness |
| CYP7093 Introduction to Childhood, Education and Family Support | | | | | | | | | | | | | | | | | |
| CYP7103 Research Methods for Childhood, Education and Family Support | | | | | | | | | | | | | | | | | |
| CYP7063 Interrogating Diversity, Marginalisation and Oppression | | | | | | | | | | | | | | | | | |
| CYP7006 Dissertation/Major Study | | | | | | | | | | | | | | | | | |
| CYP7073 Sociology of Childhood and Education | | | | | | | | | | | | | | | | | |
| CYP7083 Critical Debates in Childhood Studies | | | | | | | | | | | | | | | | | |

8. Entry requirements

Postgraduate programmes

Applicants should normally have achieved the following prior to registration for the programme:

A good honours degree in a relevant subject (or equivalent) (usually 2.2 or above).

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) at 6.0 as a minimum with no component below 5.5, or accepted equivalent test.

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 Guidelines and Procedure for the Recognition of Prior Learning.

Students who have already achieved 60 credits by completing the Leeds Trinity Post Graduate Certificate in Education (Secondary or Primary) can use these credits in the MA Childhood and Education programme, as set out in Section 6.

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, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

The following regulations apply, together with the General Academic Regulations:

- Programme Regulations for Taught Postgraduate Degrees
- Additional Regulations for Visiting and Occasional Students

10. Prerequisites

Details of modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award

N/A

11. Additional support needs

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

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.