



Programme Specification

With effect from: September 2020

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

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

1 Programme name and award

This programme specification relates to the following award(s)

BA (Hons) Professional Practice: Early Childhood Studies

BA (Hons) Professional Practice: Education Studies

BA (Hons) Professional Practice: Supporting Children, Young People and Families

2 Aims of the programme

Rationale and general aims, including what is special about this programme

The BA (Hons) Professional Practice Level 6 programme of Top-up degree pathways is designed to support student needs for work-based honours degrees and the intellectual and skills requirements of related QAA degree benchmarks.

The aims of the programme are:

- To synthesise cutting edge professional policy and practice with academic rigour.
- To develop informed graduates who are able to work to the highest standards within pre-school and education settings, and other childhood and family arenas, or to progress to further study and/or research.
- To enable you to make a positive contribution to the lives of children and young people; their learning and well-being.
- To develop your understanding of theoretical frameworks that draw upon traditional and contemporary perspectives.
- To raise your awareness of comparable international practice and develop the potential to be innovative, inclusive and open-minded practitioners of the future.
- To address the developing political agenda surrounding the importance of improving the lives of children, young people and families, which is increasingly prominent at both national and international levels.

3 Level Learning Outcomes

Learning outcomes are expressed in terms of:

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

We design assessment tasks to enable you to demonstrate the level learning outcomes for your level of study. To a greater or lesser extent, all level learning outcomes are embedded into each assessment task. This means we can take a more integrated view of your overall performance at a level.

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

Level Learning Outcomes	
Level 6	
K1	Adapt a range of pedagogical approaches using narrative, technology and other appropriate facilities in order to meet students' individual learning needs.
K2	Demonstrate a critical understanding of the requirements of collaborative practice.
K3	Formulate an ethical approach to their professional roles, as well as study and research, and become critical, informed practitioners who are able to make valuable contributions to the lives of children, young people and their families.
K4	Demonstrate critical awareness of the requirements of the ever changing national and international arenas of childhood studies, education and family support through a reflective, professional approach that is durable and adaptable.
I1	Critically explore, evaluate and debate current research, guidance and current policy issues informing professional practice and develop students' ability to apply theoretical and practice principles to ongoing and/or future professional practice.
I2	Critically evaluate approaches to solving problems in a disciplinary context; demonstrate an ability to make informed choices in areas of ethical behaviour and social responsibility; develop reasoned arguments and challenge assumptions.
I3	Reflect critically on own practice, demonstrating an understanding of the limits of knowledge.

Employability Outcomes	
Employability skills are embedded and assessed throughout your programme. Therefore, we use a generic set of employability outcomes at all levels of study.	
E1	Self-management – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive,

E2	Team-working – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
E3	Business and sector awareness – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and
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
E7	Application of information technology – the ability to identify and use the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
E8	Entrepreneurship/enterprise – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
E9	Social, cultural & civic awareness – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

3.1 External Benchmarks

Statement of congruence with the relevant external benchmarks
<p>This programme of Level 6 pathways has been designed to reflect:</p> <p>QAA UK Quality Code for Higher Education (2018) QAA Foundation Degree Characteristics Statement (2020) QAA Subject Benchmarks (2019) Education Studies QAA Subject Benchmarks (2019) Early Childhood Studies QAA Subject Benchmarks (2019) for Youth and Community Work The DfE Teachers’ Standards (2011) The DfE Early Years Teachers’ Standards (2013) Early Years Workforce Strategy (2017) New Leaders in Early Years (NLEY) (2017) Initiatives and guidance from The National College for Teaching and Leadership (2013) The SEND Code of Practice (2017) and other Inclusion and Diversity policy and frameworks are integrated into, and inform, teaching and learning. The requirements for the Statutory Framework for the Early Years Foundation Stage (2020)</p>

Working Together to Safeguard Children: a guide to inter-agency working to safeguard and promote the welfare of children (HM Government, 2013) and the National Occupational Standards for Youthwork

4 Indicative Content

Summary of content by theme

Work-based learning is primarily concerned with identifying relevant and appropriately assessed learning, expressed in the form of learning outcomes that can be linked to practice.

You will undertake a University-based, taught element with work-based links and assessment, as well as self-managed modules, which are designed to provide the opportunity for the application of theory to your work practice.

This Level 6 programme of pathways adopts a multi-perspective approach, drawing upon a range of disciplines, including sociology, psychology, childhood studies, social policy and education. In keeping with this approach, the programme assessment pattern is characterised by diversity to reflect your engagement with a range of academic, professional and generic skills. The link between theory and practice cuts across the programme in terms of content, pedagogy and assessment, allowing opportunities for evaluation of professional practice which directly informs your learning.

The development of criticality on your part is an important element of this programme, which requires you to critique constructively theories, policy and practice to enhance your academic development and to prepare you for future professional advancement, further study or research.

The generic components of these work-based top-up pathways are related to a multi-agency context and are:

- the development and learning of children and young people; including the emotional, social, cognitive and physical development
- the promotion of positive well-being for children, young people and their families to support a good childhood, equal life chances and positive outcomes
- the influence of social and family environment on development, diversity and disability
- development of a reflective and critical approach to professional practice, based on improved understanding of key issues which may impact on the lives of all children, young people and families.

In considering the roles and responsibilities of those of you leading and managing care and education establishments and services, you will also be expected to consider the impact of strategic and policy developments on your individual perspective in relation to professional identity, ethics and behaviour.

5 Programme Structure

Programme Structure – BA (Hons) Professional Practice: Education Studies
(Level 6 top-up)

Duration	1 year full-time
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Total credit rating	120 credits		
Level 6– With effect from September 2020			
Core: You are required to take the following modules			
CYP6093	Evaluating Current Debates and Developments	Semester 1	30
CYP6163	Work-related Project	Semester 1&2	30
CYP6133	Preparing to Teach	Semester 2	30
CYP6123	Special Needs and Inclusion	Semester 2	30

Programme Structure – BA (Hons) Professional Practice: Early Childhood Studies (Level 6 top-up)			
Duration	1 year full-time		
Total credit rating	120 credits		
Level 6– With effect from September 2020			
Core: You are required to take the following modules			
CYP6093	Evaluating Current Debates and Developments	Semester 1	30
CYP6163	Work-related Project	Semester 1&2	30
CYP6113	The Early Years Professional	Semester 2	30
CYP6103	Developing through Play: Theoretical Perspectives	Semester 2	30

Programme Structure – BA (Hons) Professional Practice: Supporting Children, Young People and Families (Level 6 top-up)			
Duration	1 year full-time		
Total credit rating	120 credits		
Level 6– With effect from September 2020			
Core: You are required to take the following modules			
CYP6093	Evaluating Current Debates and Developments	Semester 1	30
CYP6163	Work-related Project	Semester 1&2	30
CYP6143	Safeguarding and Supporting Welfare	Semester 2	30
CYP6153	Specialist Family Interventions	Semester 2	30

5.1 Pre-requisites

Modules which must be passed before enrolment to a module at a higher level

N/A

6 Learning, Teaching and Assessment

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

7 Entry requirements

Honours degree programmes (Level 4, 5 and 6)

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

A foundation degree or equivalent level 5 qualification.

Students have to be working within an appropriate setting relevant to their pathway. This means that they have a working knowledge of safeguarding practice and policy within their working landscape. In order to work within this arena any new member of staff is given an induction and made aware of safeguarding policies and procedures appropriate to their role. Therefore, when they begin the Professional Practice degree they should have this knowledge already.

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 Recognition of Prior Learning Guidelines and Procedure.

8 Additional support needs

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

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

N/A

9 Technical Information

Awarding Body / Institution	Leeds Trinity University
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**APPROVED AUGUST 2020 subject to
confirmation of HM Gov publication date at end of 3.1**

Teaching institution	Leeds Trinity University; Barnsley College
Parent School	Institute of Childhood and Education
Department	Children, Young People and Families
Professional accreditation body	N/A
Final award	BA (Hons)
Title of programme(s)	Professional Practice in Early Childhood Studies; Education Studies; Supporting Children, Young People and Families
Subsidiary award(s)	Ordinary Degree in Early Childhood Studies; Ordinary Degree in Education Studies; Ordinary Degree in Supporting Children, Young People and Families
Honours type	Single
Duration and mode(s) of study	1 year full-time
Month/year of approval of programme	August 2020
Periodic review due date	TBC
HECoS subject code(s)	Professional Practice: Early Childhood Studies – 101246 Professional Practice: Education Studies – 101246 Professional Practice: Supporting Children, Young People and Families – 101246
UCAS course code and route code	N/A
SITS codes	PPECHSH PPEDSTD PPSCYPF
Delivery venue(s)	Leeds Trinity University; Barnsley College