



## 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)**

Foundation Degree Supporting Families and Communities  
Foundation Degree Supporting Early Years Practice  
Foundation Degree Supporting Education, Behaviour and Additional Needs

### 2 Aims of the programme

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

The aim of your Foundation Degree is to integrate academic and work-based learning through an applied curriculum, created in close collaboration with employers and professional standards across the breadth of services for children, families and communities. The three Foundation Degree pathways work collaboratively, enabling you to acknowledge your previous work-based experiences as a starting point for degree level study, whilst also creating a climate for cross-fertilisation and professional networking which supports your career aspirations and succession planning.

The aims of the Foundation Degree pathways are as follows:

- You will explore and engage with debates about values and ethical dilemmas raised in professional practice, including race equality.
- You will enhance your abilities to deal with complex issues through sound moral reasoning, showing a growing awareness of relevant professional codes of practice, standards and legislation.
- You will work to enhance the qualities necessary for situations requiring the exercise of personal responsibility and decision making, when working within your chosen and/or aspirational professional context(s).

- You will debate the links between theory and practice with a view to providing better lives for children, families, communities and colleagues, and bring about positive social change.

A distinctiveness of the Foundation Degree is its flexibility to support further education providers with a flexible and adaptive programme that can be franchised for delivery within their localised community, enhancing the lives of children, families and professionals beyond the geographical reach of Leeds Trinity University. The adaptability of three parallel FD pathways allows you to choose a route closely aligned to your working experiences, selecting modules to stretch and challenge your practice in that subject area, whilst learning with and from a wide array of multi-agency services who are also considering the same aspect of practice.

### 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	
<b>Level 5</b>	
K1	Critically analyse professional practice, theoretical perspectives and current legislation or standards related to (an area of) your professional field.
K2	Appraise management, leadership and organisational team structures, considering the wellbeing of all involved.
K3	Critically evaluate current research or professional guidance, interrogating validity, methodological approaches and the value added to professional practice.
K4	Examine key features of modern life that are influencing children, young people, families or communities and critique the conditions that enable progression, or, make positive outcomes harder to achieve.
I1	Critically apply the theories of learning, education and care in practical contexts, and where relevant appraise recent research.
I2	Critically analyse problems which are relevant to working in your professional context and identify reasoned ways forward.

I3	Reflect critically on your professional practice and your developing understanding of the wider professional context, including relevant ethical dilemmas.
<b>Level 4</b>	
K5	Demonstrate knowledge of, and analyse, theories, practice and research related to learning and development.
K6	Identify features of modern life that are influencing children, young people, families or communities and examine the conditions that enable progression, or, make positive outcomes harder to achieve.
K7	Create arguments to challenge existing power relationships which may lead to the marginalisation of children, families, communities or fellow professionals.
I4	Debate ethical dilemmas raised in practical contexts and develop a clear understanding of the relationship between your own value systems and professional codes of practice, standards and, where applicable, legislation.
I5	Utilise systematic reflection to consider your learning and professional development, as well as your developing understanding of the wider professional context.
I6	Ability to present ideas and perspectives to others in appropriate forms, including having a sense of audience.

### 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	<b>Self-management</b> – 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	<b>Team-working</b> – 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	<b>Business and sector awareness</b> – 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	<b>Problem-solving</b> – 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	<b>Communication</b> – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;

E6	<b>Application of numeracy</b> – 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	<b>Application of information technology</b> – 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	<b>Entrepreneurship/enterprise</b> – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take
E9	<b>Social, cultural &amp; civic awareness</b> – 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

The Foundation Degree pathways align with:  
 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  
 Professional accreditation for Higher Level Teaching Assistant status (HLTA, TDA 2007)

### 4 Indicative Content

#### Summary of content by theme

The Foundation Degree pathways are created with experienced professionals at the heart of its content. Professionals may work across the diverse range of services for children, young people, families and communities, selecting the most suitable FD pathway based upon working contexts. The modules on the Foundation Degree work to develop your confidence and academic achievement at the same time. This begins at Level 4 with debates about values and principles, where you are encouraged to think bravely about future career possibilities. Level 4 modules also address key areas of knowledge such as theories of learning and development, and inclusion, diversity, equality and SEND. Core modules are studied by all FD students. There are also optional modules for you to choose, based upon your work-based interests and developing specialisms. Optional modules focus on mental health, physical wellbeing, early years play or gaining Higher Level Teaching Assistant status (HLTA).

At Level 5 the range of optional modules opens up, recognising the increasingly complex situations and skills required by modern professionals. The modules cover issues such as rights and social justice, play and early learning, specialist co-ordinator roles and supporting learning within an interconnected and diverse world, alongside core content focused on safeguarding wellbeing and research informed practice.

Through a reflective culture you will be supported and challenged to study effectively at degree level, develop theoretical insight and relate your learning to

current and future work-based practice.

Assessments are based around working contexts, with negotiated assessments featuring at all levels integrating real life practice. The structure of the Foundation Degree programme in module blocks means the first assessment is submitted within 7 weeks of starting the degree, supporting initial assessment. There is also a formative initial assessment in module 1 at Level 4, submitted in week 3, as an additional form of initial assessment to support early intervention.

## 5 Programme Structure

<b>Programme Structure – Foundation Degree Supporting Families and Communities, Foundation Degree Supporting Early Years Practice, Foundation Degree Supporting Education, Behaviour and Additional Needs</b>			
<b>Duration</b>	2 years full time / 4 years part time (2 modules per year for part time study) Modules can also be delivered as standalone professional development, awarding 30 credits per module		
<b>Total credit rating</b>	240 (ECTS: 120)		
<b>Level 5– With effect from September 2021</b>			
<b>Core:</b> You are required to take the following modules			
Module Code	Module Title	Semester	Credits
FDA5003	Safeguarding and Promoting Wellbeing	Block 1 (Semester 1)	30
FDA5013	Reflecting on Research Informed Practice	Block 4 (Semester 2)	30
<b>Options:</b> You are required to choose 60 credits from the following modules			
Module Code	Module Title	Semester	Credits
FDA5023	Specialist Co-ordinator Roles	Block 2 (Semester 1)	30
FDA5033	Behaviour and Learning in an Interconnected World	Block 2 (Semester 1)	30
FDA5043	Risks, Rights and Social Justice in a Sustainable Society	Block 3 (Semester 2)	30
FDA5053	Play and Early Learning	Block 3 (Semester 2)	30
FDA5063	Higher Level Teaching Assistant Preparation Level 5	Block 3 (Semester 2)	30
<b>Level 4– With effect from September 2020</b>			
<b>Core:</b> You are required to take the following modules			
Module Code	Module Title	Semester	Credits

FDA4003	Values and Roles of a Principled Professional	Block 1 (Semester 1)	30
FDA4013	Theories of Learning and Development	Block 2 (Semester 1)	30
FDA4023	Power, Inclusion and Diversity of Need	Block 4 (Semester 2)	30
<b>Options:</b> You are required to choose 30 credits from the following modules			
Module Code	Module Title	Semester	Credits
FDA4033	Healthy Teams Supporting Healthy Children, Families and Communities	Block 3 (Semester 2)	30
FDA4043	Creating an Ideal Play Environment	Block 3 Semester 2)	30
FDA4053	Higher Level Teaching Assistant Preparation Level 4	Block 3 (Semester 2)	30

## 6.1 Pre-requisites

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

Level 4 modules must be passed to progress to Level 5 study.

## 7 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.

## 8 Entry requirements

**Foundation degree programmes (Level 4 and 5)**

An enabling access policy operates with regard to age, gender and disability. It is anticipated that, due to the vocational nature of the programme, applicants will come 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 ability to matriculate. All students require GCSE English Language at grade C or 4 (or equivalent), for example Level 2 Functional Skills in English. In addition, students will normally have one 'A' Level (or equivalent at level 3) 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. 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. For students to whom this does not apply, matriculation can be achieved through successful completion of Leeds Trinity's mature matriculation paper or enrolment on 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 30 credits.

Non certified requirements:

Applicants should be 18 or over and should have prior experience of working. The context of their working role must involve supporting children and/or young people's learning. They must be working in an environment that enables them to engage fully in the work-related application of the learning and skills acquisition, for 50% of the time for the duration of the programme. This can be in a paid or voluntary capacity. Confirmation from the applicant's employer or supervisor supporting the application will normally be required. This will need to confirm the applicant's suitability (e.g. appropriate DBS check) and must confirm that they are able to meet the requirements of the work-based tasks. Self-employed applicants must state in writing that they are able to meet the requirements of work-based tasks. They will be required to provide a reference from a professional person who has known the applicant for a minimum of two years and can confirm the applicant's suitability and work experience.

In order to promote the active involvement of employers it is expected that a mentor will be identified by the employer to support work-based tasks and learning. This ensures compliance with the design of Foundation Degrees described in the QAA Foundation Degree Characteristics Statement and with the UK Quality Code.

## 9 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

10 Information

<b>Awarding Body / Institution</b>	Leeds Trinity University
<b>Teaching institution</b>	Leeds Trinity University; Barnsley College (Franchised provision)
<b>Parent School</b>	Institute of Childhood and Education
<b>Department</b>	CYPF
<b>Professional accreditation body</b>	N/A
<b>Final award</b>	Foundation Degree
<b>Title of programme(s)</b>	Supporting Families and Communities Supporting Early Years Practice Supporting Education, Behaviour and Additional Needs
<b>Subsidiary award(s)</b>	Certificate of Higher Education in Supporting Families and Communities Certificate of Higher Education in Supporting Early Years Practice Certificate of Higher Education in Supporting Education, Behaviour and Additional Needs
<b>Honours type</b>	Single
<b>Duration and mode(s) of study</b>	Full time 2 years, part time 4 years
<b>Month/year of approval of programme</b>	August 2020
<b>Periodic review due date</b>	TBC
<b>HECoS subject code(s)</b>	Supporting Education, Behaviour and Additional Needs - 100462/100625 Supporting Early Years Practice - 100463/100456 Supporting Families and Communities - 100502/100653
<b>UCAS course code and route code</b>	UCAS code N/A SPLANFD SPEARFD SPCFSD
<b>SITS codes</b>	SOFACFD SPEYPFD SPEBAFD
<b>Delivery venue(s)</b>	Leeds Trinity University Barnsley College