



Approved August 2014  
Effective from September 2014

## PROGRAMME SPECIFICATION

### 1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Professional accreditation body <i>(if applicable)</i>	n/a
Final award <i>(eg. BA Hons)</i>	BA (Hons)
Title of programme(s)	Professional Practice: Early Childhood Studies Professional Practice: Education Studies Professional Practice: Supporting Children, Young People and Families
Subsidiary award(s) <i>(if any)</i>	Ordinary Degree
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	n/a
Duration and mode(s) of study	1 year full-time OR 2 years part-time
Start date	September 2014
Periodic review next due	AY 2018/19
UCAS course code & code name	
Delivery venue(s)	Leeds Trinity University

### 2. Aims of the programme

#### Rationale and general aims

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 different pathways through the programme synthesise cutting edge professional policy and practice with academic rigour. The programme is designed 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. Graduates will be able to make a positive contribution to the lives of children and young people; their learning and well-being. They will have an understanding which is grounded within theoretical frameworks that draw upon traditional and contemporary perspectives. Students will be aware of comparable international practice and thus develop the potential to be innovative, inclusive and open-minded practitioners of the future.

Across the three degree pathways there is a common agenda relating to multi-agency provision. Each pathway of study aims 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. Although students on these degrees will be engaged in either paid or voluntary work, future career potential will be enhanced by this award, thus maximising potential graduate employability opportunities.

Although the distinctive features of each pathway are positioned within specific module content, at the same time the foci of multi-agency working are reflected as common aims throughout.

This Top-up programme supports student progression from Foundation Degree study and expands graduate understanding of employment skills required for a range of professional and managerial roles in environments working to support the development, learning and well-being of children, young people and families.

The programme aims to:

- Provide a high quality, coherent course of study which enables undergraduates to (further) develop as autonomous learners, becoming confident and independent and able to identify their own learning needs, take initiative and execute their own learning, reaching their academic and professional potential;
- offer a range of pedagogical approaches using technology and other appropriate facilities in order to meet students' individual learning needs;
- develop students' critical understanding of the requirements of collaborative practice within and across environments such as nurseries, children's centres, schools, support services, health authorities or social care work;
- engage undergraduates in the exploration, evaluation and debate of 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;
- encourage students to adopt 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;
- ensure graduates meet 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.

The 'Top-up' pathways are ideally suited to students who have studied on the Leeds Trinity University Foundation Degrees within the Department for Children, Young People and Families. There is a clear continuation of pathways chosen at Foundation Degree and students will be able to build upon learning and knowledge developed at Foundation Degree.

Where students have certificated evidence of studying and achieving to Level 5 at other institutions, they must have a background relevant to the discipline route chosen.

### **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)

Generic learning outcomes are K2, K5, I2, I4, P2, and E1–10. Where a pathway has a pathway specific learning outcome, this is annotated a, b or c as appropriate to that pathway.

On successful completion of the **(a)** Supporting Children, Young People and Families Pathway, students will have demonstrated:

- K1 coherent and detailed subject and/or professional knowledge and understanding of contemporary and historical principles and standards relating to a social and welfare context; including reference to legislation, policy guidance and scholarly research evidence determining current practice, in both a national and international context;
- K2 critical understanding of theoretical perspectives on how children and young people develop and learn;
- K3 knowledge and understanding of key environmental, sociological and developmental issues relating to children and young people's development;
- K4 an understanding of the range of problems influencing families, which impact on the vulnerability, self-identity and experiences of children, young people and their families;
- K5 application and understanding of research methods and processes in the context of their field of study;
- I1 an ability to analyse critically and evaluate research relating to current and historical policy, documentation, frameworks and practice relating to their field of study;
- I2 critical evaluation of 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 offer effective and sustained communication of results and arguments in the context of current practice and the political agenda relating to their particular field of study;
- I4 the ability to reflect critically on their own practice, demonstrating an understanding of the limits of their knowledge and the consequent influence on their analysis;
- I5 the ability to synthesise a number of different theoretical models or approaches relating to social and welfare contexts; develop understanding of perspectives within both national and international agendas;
- P1 discipline related skills such as planning, observation, evaluation and preparation to provide appropriate support, intervention strategies and safeguarding experiences for children and young people within a wide range of contexts;
- P2 proficiency in the design, conduct and evaluation of research in related contexts;
- 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;
- E10 Self-development - the development of existing skills and acquisition and application in the workplace of the range of new knowledge, skills and qualities that will prepare participants to assume responsibility within organisations; appreciation of qualities and transferable skills such as the exercise of personal responsibility and decision-making necessary for employment and progression to other qualifications; improved self-confidence through development and self-appraisal of their own professional and academic skills, attitudes and values.

On successful completion of the **(b)** Early Childhood Studies Pathway, students will have demonstrated:

- K1 coherent and detailed subject and/or professional knowledge and understanding of contemporary and historical principles and standards relating to early childhood; including reference to legislation, policy guidance and scholarly research evidence determining current practice, in both a national and international context;
- K2 critical understanding of theoretical perspectives on how children and young people develop and learn;
- K3 knowledge and understanding of key pedagogical, environmental, sociological and developmental issues relating to children and young people's learning and development;
- K4 an understanding of the range of problems which impact on the vulnerability, self-identity and experiences of children and their families;
- K5 application and understanding of research methods and processes in the context of their field of study;
- I1 an ability to analyse critically and evaluate research relating to current and historical policy, documentation, frameworks and practice relating to early childhood practice;
- I2 critical evaluation of 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 offer effective and sustained communication of results and arguments in the context of current practice and political agenda relating to early childhood studies;
- I4 the ability to reflect critically on their own practice, demonstrating an understanding of the limits of their knowledge and the consequent influence on their analysis;
- I5 the ability to synthesise a number of different theoretical models or approaches relating to learning and development; expand understanding of perspectives within both national and international agendas;
- P1 discipline related skills such as planning, observation, evaluation and preparation to provide appropriate support and intervention strategies and learning and assessment experiences for children and young people with a range of abilities;
- P2 proficiency in the design, conduct and evaluation of research in related contexts;
- 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;
- E10 Self-development - the development of existing skills and acquisition and application in the workplace of the range of new knowledge, skills and qualities that will prepare participants to assume responsibility within organisations; appreciation of qualities and transferable skills such as the exercise of personal responsibility and decision-

making necessary for employment and progression to other qualifications; improved self-confidence through development and self-appraisal of their own professional and academic skills, attitudes and values.

On successful completion of the **(c)** Education Studies Pathway, students will have demonstrated:

- K1 coherent and detailed subject and/or professional knowledge and understanding of contemporary and historical principles and standards relating to the field of education; including reference to legislation, policy guidance and scholarly research evidence determining current practice, in both a national and international context;
- K2 critical understanding of theoretical perspectives on how children and young people develop and learn;
- K3 knowledge and understanding of key pedagogical, environment, sociological and developmental issues relating to children and young people's inclusive learning and development;
- K4 an understanding of the range of problems influencing children and young people, which may impact on their educational experiences;
- K5 application and understanding of research methods and processes in the context of their field of study;
- I1 an ability to analyse critically and evaluate research relating to current and historical policy, documentation, frameworks and practice relating to education;
- I2 critical evaluation of 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 offer effective and sustained communication of results and arguments in the context of current practice and the political agenda relating to education;
- I4 the ability to reflect critically on their own practice, demonstrating an understanding of the limits of their knowledge and the consequent influence on their analysis;
- I5 the ability to synthesise a number of different theoretical models or approaches to learning and pedagogy; develop understanding of perspectives within both national and international agendas;
- P1 discipline related skills such as planning, observation, evaluation and preparation to provide appropriate support and intervention strategies and learning and assessment experiences for children and young people with a range of abilities;
- P2 proficiency in the design, conduct and evaluation of research in related contexts;
- 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;
- E10 **Self-development** - the development of existing skills and acquisition and application in the workplace of the range of new knowledge, skills and qualities that will prepare participants to assume responsibility within organisations; appreciation of qualities and transferable skills such as the exercise of personal responsibility and decision-making necessary for employment and progression to other qualifications; improved self-confidence through development and self-appraisal of their own professional and academic skills, attitudes and values.

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

This programme of Level 6 pathways has been designed to reflect the QAA subject benchmark statements, by addressing defining principles (amongst others) as for Early Childhood Studies, 'consider theory in relation to the implications for practice and the significance of childhood across cultures and societies' (QAA, 2007.1.2 & 2.2.), Education Studies, 'knowledge and understanding of principal features of education in a wide range of contexts' (QAA,2007.4.1) and Social Work, 'promoting wellbeing of young people and their families' (QAA, 2008.5.1.1.).

(Benchmarks under review from 2014).

The DfE Teachers Standards (2013) have an explicit role in PPD 6012 *Preparing to Teach: Environment and Practice*. The DfE Teachers Standards (Early Years) 2013, the Early Years Professional Standards (EYPS) and the New Leaders in Early Years (NLEY) 2013, plus initiatives and guidance from The National College for Teaching and Leadership (2013) and the Teaching Agency (TA), also inform content in the PCS 6012 *Early Years Professionalisation* and PPD 6012 *Preparing to Teach: Environment and Practice*.

The SEN Code of Practice (2010) and other Inclusion and Diversity policy and frameworks are currently under review and these will be integrated into, and inform, future teaching and learning on PPD 6002 *Supporting Learning and Inclusion*.

The requirements for the Statutory Framework for the Early Years Foundation Stage (DfE, 2012) are reflected and considered within modules CYP 6312 *Theoretical Perspectives: Early Learning and Early Experience* and PCS 6012 *Early Years Professionalisation*.

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 define study in the two specialist modules, CYP 6302 *Safeguarding and Supporting Welfare* and CYP 6322 *Specialist Family Interventions*.

The development of the capacity to lead and manage with confidence, with an awareness of the complexity of integrated working and differing professional standards, including international/cultural issues, is embedded throughout the programme and explicitly within PSP 6012 *Leadership in a Multi-agency Environment*.

All modules offer congruence with the Common Core of Skills & Knowledge (CWDC 2010).

#### 4. Learning outcomes for subsidiary awards

<b>Guidance</b>	<p><b>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</b></p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, <b>in addition to the outcomes for a Diploma:</b></p> <ul style="list-style-type: none"> <li>i) an ability to make flexible use of disciplinary concepts and techniques;</li> <li>ii) critical evaluation of approaches to solving problems in a disciplinary context;</li> <li>iii) an ability to work autonomously within a structured learning experience;</li> <li>iv) effective communication of the results of their work in a variety of forms;</li> </ul> <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 &amp; 6.</p>	

#### 5. Content

<b>Summary of content by theme</b>
<p>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 work (QAA 2007 Code of Practice for the Assurance of Academic Quality &amp; Standards in HE: Section 9: Work-based and Placement learning).</p> <p>Students will undertake a college-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 the student's work practice.</p>



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 students' 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 student learning (QAA 2011 UK Quality code for Higher Education: Part B.3).

The development of criticality on the part of students/practitioners is an important element of this programme, which requires students to critique constructively theories, policy and practice to enhance their academic development and to prepare them 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 leading and managing care and education establishments and services, students will also be expected to consider the impact of strategic and policy developments on the professional's individual perspective in relation to professional identity, ethics and behaviour.

## 6. Structure

**BA (Hons) Professional Practice: Supporting Children, Young People and Families [SCF]**  
**BA (Hons) Professional Practice: Early Childhood Studies [ECS]**  
**BA (Hons) Professional Practice: Education Studies [Ed]**

### One year full-time route

Total credit rating: 120 Level 6

**Candidates for all awards are required to take programme core modules as follows:**

PSP 6002	Evaluating Current Debates and Developments	Sem 1	20 credits
PSP 6012	Leadership in a Multi-agency Environment	Sem 1 & 2	20 credits
PYP 6122	Work Based Research: Research Proposal	Sem 1	20 credits
PYP 6132	Project	Sem 2	20 credits

**Plus, the related Specialist Core modules as follows:**

### Supporting Children, Young People and Families Pathway

CYP 6302	Safeguarding and Supporting Welfare	Sem 2	20 credits
CYP 6322	Specialist Family Interventions	Sem 2	20 credits

Early Childhood Studies Pathway

CYP 6312	Theoretical Perspectives: Early Learning and Early Experience	Sem 2	20 credits
PCS 6012	Early Years Professionalisation	Sem 2	20 credits

Education Studies Pathway

PPD 6002	Supporting Learning and Inclusion	Sem 2	20 credits
PPD 6012	Preparing to Teach: Environment and Practice	Sem 2	20 credits

**Two years part-time route**

Total credit rating: 120 Level 6

**Year 1:**

**Candidates for all awards are required to take programme core modules as follows:**

PSP 6002	Evaluating Current Debates and Developments	Sem 1	20 credits
PSP 6012	Leadership in a Multi-agency Environment	Sem 1 & 2	20 credits

**Plus, the related Specialist module as follows:**

Supporting Children, Young People and Families Pathway

CYP 6302	Safeguarding and Supporting Welfare	Sem 2	20 credits
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Early Childhood Studies Pathway

CYP 6312	Theoretical Perspectives: Early Learning and Early Experience	Sem 2	20 credits
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Education Studies Pathway

PPD 6002	Supporting Learning and Inclusion		Sem 2
20 credits			

**Year 2:**

**Candidates for all awards are required to take programme core modules as follows:**

PYP 6122	Work Based Research: Research Proposal	Sem 1	20 credits
PYP 6132	Project	Sem 2	20 credits

**Plus, the related Specialist module as follows:**

Supporting Children, Young People and Families Pathway

CYP 6322	Specialist Family Interventions	Sem 2	20 credits
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Early Childhood Studies Pathway

PCS 6012	Early Years Professionalisation	Sem 2	20 credits
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<u>Education Studies Pathway</u>			
PPD 6012 credits	Preparing to Teach: Environment and Practice	Sem 2	20
<b>Year 2 – September 2014 (for current first years on SCF pathway)</b>			
PYP 6122 credits	Work Based Research: Research Proposal	Sem 1	20
PYP 6132	Project	Sem 2	20 credits
CYP 6322	Specialist Family Interventions	Sem 2	20 credits

## 7. Learning, teaching and assessment

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

Students entering to study a pathway on this work-based learning Top-up programme will need to have successfully completed a Foundation Degree in an area related to the support, care or education of children, young people and families. To complete the work-based elements they will need to be in relevant voluntary or paid employment.

The Professional Practice team are motivated to create a collaborative approach to learning, one where tutors and students co-construct both the learning and teaching experience. Delivery will be planned to facilitate effective interaction and groupwork. This is an exemplification of the spirit of multi-agency working.

Use made of practitioner learners, practitioner tutors and visiting speakers contributes to the interactive learning context.

Two core work-based/self-managed modules (PSP 6012 *Leadership in a Multi-Agency Environment* and PYP 6132 *Project* comprise one third of each pathway, with other modules balancing the taught element with the work-based application.

Students will be expected to have the relevant skills and understanding for Level 6 study. They will require an ability to manage their own studies and have the motivation to research and study independently. To support students in this, there will be specific induction sessions before the start of the programme, to introduce them to independent study expected at Level 6, new concepts and higher order skills, such as synthesis and critical evaluation.

Work-based learning is designed to meet the needs of students in their employment and for them to develop reflective practitioner skills and the ability to apply critically theory to practice. Students will undertake work-based activities such as workplace analysis in terms of practices and models of behaviour/teamwork/management, etc: case studies, data gathering and analysis, observations, interviews and small scale research. The programme supports the view, within the UK Quality Code for HE, that effective learning occurs when students are enabled to contextualise and apply their developing knowledge and skills to their wider experience and plans for the future (QAA, 2011).

Plus:

Students will be introduced to key issues related to ethical practice, critical reflection and professional consideration of their work settings. Students will be encouraged to identify a mentor, who will support their studies and research. The Department will provide guidance and support to mentors through a mentor guidance handbook and the provision of periodic review opportunities with progress tutors. Opportunities will be provided for dialogue with mentors during Level 6 progress tutor weeks.

For the work-based, self-managed modules, students will be supported through a variety of tutorial opportunities (in small groups, individually, face to face, telephone and/or email contact) to design and/or work towards assignment titles that meet both the learning objectives and the academic rigour required for Level 6 study.

The programme aims to capitalise upon work-based students' capacity to relate ideas to actions and policy to practice, highlighting links, dissonance and contradictions. Therefore, taught modules will incorporate dual elements of assessment, one related to the academic aspect of the module and one to its application in the workplace.

Each of the three programme routes will provide a learning experience informed by research and scholarship as well as by professional practice.

The programme reflects Leeds Trinity's Learning, Teaching and Assessment Strategy (LTU, 2012-2015) in ensuring that students will be inspired by highly qualified, innovative and motivated staff. Staff draw from practitioner backgrounds and have the pedagogic skills and experience to facilitate learner practitioners' contributions. 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 to supply students with the highest level of learning and teaching and seek to promote, encourage, support and disseminate learning and research in the different disciplines.

Students' confidence and ability to learn independently are vital. However, students are also encouraged to engage closely with tutors in the form of progress and academic tutorials. The approach to tutorials emphasises flexibility and feasibility, offering face to face contact on session days and telephone/email contact to support arising work-based issues.

Staff are on hand to discuss issues and ensure they are available on the day of the week students attend University.

In addition, Moodle provides electronic back up to sessions and additional learning material; furthermore, students are encouraged to participate in learner dialogue and discussion regarding course and content related issues through electronic discussion forums, so that work-based learners do not become disconnected from the cohort.

The team views assessment as an important aspect of 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 rationale. Assessment will involve formative and summative dimensions and include working with past papers, presentations, reports, essays and case studies. In particular, care has been taken to structure student assessment workload to facilitate two agendas. One particular need students have expressed is that of time; therefore, most assessment is timetabled at the end of the semester. Secondly, it is recognised that, left unsupported, this could create assessment overload in a particular timescale. Therefore, assessment support and formative assessment is provided at appropriate intervals throughout each module. This enables students to steadily build towards assessment completion. Formative assessment takes a variety of forms and includes tutor, peer, self and group assessment of draft work, presentations and structured debate. Students are thus able to receive critique of argument from different perspectives, as they work towards summative submission.

## 7b) Module details

Module number and name	Learning and teaching methods	Assessment				Teaching staff	Venue
		Component form	Magnitude	Weighting and/or Pass/Fail	Timing		
<b>Core to all Pathways:</b>							
PSP 6002: Evaluating Current Debates and Developments	Lectures/seminars/ workshops and tutorials	Rationale  Essay	2,000 words  2,000 words	50%  50%	Semester 1 - week 8  Semester 1 - week 11	<b>Nathan Loynes</b>	<b>Possible CPD</b>
PSP 6012: Leadership in a Multi-agency Environment	Lectures/seminars/ workshops, tutorials and work-based study	Portfolio including: 1.analysis of key documents 2.case study evaluation 3.workplace review 4.workplace evaluation	4,000 words	100%	Parts 1 & 2 Semester 1 – week 10 Parts 3 & 4 Semester 2 – week 11	<b>Sue Elmer</b>	<b>Possible CPD</b>
PYP 6122: Work Based Research: Research Proposal	Lectures/seminars/ workshops and tutorials	Research Proposal	4,000 words	100%	Semester 1 - week 12	<b>Jeffrey Potter</b>	<b>On-campus</b>
PYP 6132: Project	Small group/ individual tutorials/e-contact	Research Report	4,000 words	100%	Semester 2 - week 12	<b>Jeffrey Potter</b>	<b>On-campus</b>
<b>Supporting Children and Families:</b>							
CYP 6302: Safeguarding and Supporting Welfare	Lectures/seminars/ workshops and tutorials	Critical Media Review  Essay	1,500 words  2,500 words	40%  60%	Semester 2 – week 6  Semester 2 – week 10	<b>Nathan Loynes</b>	<b>Possible off-campus CPD</b>
CYP 6322: Specialist Family Interventions	Lectures/seminars/ workshops and tutorials	Service Audit  Information Booklet	1,500-word equivalent  2,500 words	40%  60%	Semester 2 – week 8  Semester 2 – week 10	<b>Syra Shakir</b>	<b>Possible off-campus CPD</b>

<b>Early Childhood Studies:</b>							
CYP 6312: Theoretical Perspectives: Early Learning and Early Experience	Lectures/seminars/ workshops and tutorials	Timeline, Map, and Rationale	2,000 words	50%	Semester 2 – week 6	<b>Marie Potter</b>	<b>Possible off-campus CPD</b>
		Case Study Evaluation	2,000 words	50%	Semester 2 – week 10		
PCS 6012: Early Years Professionalisation	Lectures/seminars/ workshops and tutorials	Portfolio	4,000 words	100%	Semester 2 – week 10	<b>Louise Priestley</b>	<b>Possible off-campus CPD</b>
<b>Education Studies:</b>							
PPD 6002: Supporting Learning and Inclusion	Lectures/seminars/ workshops and tutorials	Essay	2,000 words	50%	Semester 2 – week 6	<b>Janet Wilkinson</b>	<b>Possible off-campus CPD</b>
		Case Study	2,000 words	50%	Semester 2 – week 10		
PPD 6012: Preparing to Teach: Environment and Practice	Lectures/seminars/ workshops and tutorials	Portfolio	4,000-word equivalent	100%	Semester 2 – week 10	<b>Cathryn Keighley</b>	<b>Possible off-campus CPD</b>







## 8. Entry requirements

### Honours degree programmes

Applicants should be in relevant voluntary or paid employment and normally have achieved the following prior to registration for the programme:

- A Foundation Degree or equivalent in a related area.

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).

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)

Overall, students will require 120 credits to gain the award of BA (Hons).

## 10. Prerequisites

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

N/A

## 11. External examining arrangements

External examining arrangements

(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)

One external examiner will be appointed to examine the Foundation Degree and the Professional Practice Top-up.

## 12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme,

This programme offers onward progression from related Foundation Degrees and other appropriate and certificated Level 5 qualifications.

This is primarily a work-based award, with both taught and self-managed modules. The programme will provide support for work based mentors of students and ensures that flexibly delivered tutorial support enables students to maintain contact with University guidance while studying within their workplace.

**13. Additional support needs**

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

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.