

Programme specification

1. Overview/ factual information

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|---|--|
| Programme/award title(s) | BA (Hons) Children and Young People's Care and Education |
| Teaching Institution | Leeds City College |
| Awarding Institution | The Open University (OU) |
| Date of latest OU validation | September 2016 |
| Next revalidation | September 2021 |
| Credit points for the award | 120 |
| UCAS Code | L525 |
| Programme start date | |
| Underpinning QAA subject benchmark(s) | Early Childhood Studies 2007 (ISBN 978 1 84482 776 3) 2007 |
| Other external and internal reference points used to inform programme outcomes | National Occupational Standards QAA Subject benchmarks, Early Childhood Studies |
| Professional/statutory recognition | |
| Duration of the programme for each mode of study (P/T, FT,DL) | Full time – 1 year; Part time – 18 Months |
| Dual accreditation (if applicable) | |
| Date of production/revision of this specification | September 2016 |

2.1 Educational aims and objectives

The overall aims of the programme are to:

- Prepare suitably qualified and knowledgeable graduates with the ability to work towards the changing requirements of the childcare and education sector.
- Offer a robust BA honours programme that is relevant to contemporary childcare and education philosophy and practice that will allow students to be autonomous and progress onto their chosen career.
- Produce graduates who have the ability to relate underpinning theory to improve workplace practice.
- Produce graduates who have both subject specific and transferable skills (communication, teamwork, project management, reflective and reflexive practice) which are key to employability within the childcare and education sector.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The BA (Hons) Children and Young People's Care and Education is the top up award for the FD Children's Care, Learning and Development and FD Supporting Teaching and Learning at Leeds City College.

3. Programme outcomes

Intended learning outcomes are listed below.

| 3A. Knowledge and understanding | |
|--|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>A1 Critically appraise theories, concepts and principles relevant to the childcare and education sector.</p> <p>A2 Demonstrate a comprehensive and detailed knowledge of the role of the practitioner in the childcare and education sector.</p> <p>A3 Plan, undertake and evaluate a negotiated, self- managed, major project.</p> | <p><u>Key Learning & Teaching Methods</u> A mixture of lectures, tutorials and seminars will be used. The lecture programme will impart the necessary principles and concepts. The seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts. The tutorials will take the form of individual support and feedback for students by tutors or other students. Tutor led sessions will be held to provide an opportunity for students to work on examples and case studies in the areas covered by the lectures this will further enhance their independent research and study skills. Students will be able to continue to develop their organisation techniques and time management skills from their level 5 study. Student-led tutorials will consist of action learning activities, discussion groups and report-back sessions which allow students to develop their research, communication and teamwork skills. The team have developed their use of e-technologies including the use of Google classrooms, Chromebooks, SWIVL and emerging technologies.</p> <p><u>Key Assessment Methods</u> The assessment process is an essential element of the programme design. Methods are varied to support and enhance the module design and structure. Some modules are linked to allow application of theory to practice to be assessed. The tasks and assessment criteria are clearly explained to the students in the module handbooks and by the module tutors for clarity.</p> |

| 3A. Knowledge and understanding | |
|--|---|
| | <p>Formative feedback is integral to the teaching, learning and assessment strategy of the course. Students will take part in discussions, seminars and peer review and evaluations on an on-going basis. They are encouraged to share good practice from their work placement opportunities with their peers in group work, discussions and seminar groups.</p> <p>Assessment methods used within the course are:</p> <ul style="list-style-type: none"> • Case studies • Work based projects • Essays • Reports • Presentations • Research • Critical reflection • Dissertation |

| 3B. Cognitive skills | |
|--|---|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>B1 Critically appraise new knowledge and understanding to work practices in the childcare and education sector.</p> <p>B2 Demonstrate openness to new concepts and ideas in identifying and defining complex problems relating to childcare and education. Apply appropriate knowledge, tools and methods for their solution.</p> <p>B3 Appraise, evaluate and synthesise information relating to childcare, development and education from a variety of sources and make independent judgements.</p> | <p>As above</p> |

| 3C. Practical and professional skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| C1 Operate ethically within in a range of contexts, in the childcare and education sector, whilst maintaining professional boundaries. | As above |
| C2 Act autonomously with limited supervision or direction within agreed guidelines. | |

| 3D. Key/transferable skills | |
|--|---|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| D1 Communicate clearly, fluently and effectively with children and young people, their parents/ carers and other professionals. | As above |
| D2 Engage effectively in academic discussion and professional conversations. | |
| D3 Demonstrate critical reflection to enhance professional development and personal effectiveness in the childcare and education sector. | |

4. Programme Structure

| Compulsory modules | Credit points | Compensatable |
|----------------------------------|----------------------|----------------------|
| Research Methods | 20 | Yes |
| Purposeful Play | 20 | Yes |
| Family in a Contemporary Context | 20 | Yes |
| Contemporary Discourse | 20 | Yes |
| Dissertation | 40 | No |

Exit Award: Students who do not achieve the full Honours Degree can exit the award with at least 60 credits. They would need to be successful in the following modules to achieve an Ordinary Degree- Purposeful Play, Family in a Contemporary Context, Contemporary Discourse.

Overview of structure of the modules across the Academic Year

Students studying on the BA full time will attend college for 2 days per week. Full time students will also have increased contact time per module including tutorial and study support sessions on their timetable.

Students studying on the BA part time will attend college for 1 day per week and be employed in a relevant workplace throughout their study. Tutorial sessions will be booked on an individual basis.

All modules for full time study are delivered in both semester 1 and semester 2. (Weeks 1-30) with the exception of Contemporary Discourse and Purposeful Play which runs in the first semester (Weeks 1-15). The modules build upon each other and the work related experience.

| | | |
|---|--|---|
| <p>Research Methods (20 credits) Weeks 1-30</p> | <p>Purposeful Play (20 credits) Weeks 1-15</p> | <p>The Family in a Contemporary Context (20 credits) Weeks 1-30</p> |
| <p>Contemporary Discourse (20 credits) Weeks 1-15</p> | <p>Dissertation (40 credits) Weeks 1-30</p> | |

For part time study the modules are delivered over 3 semesters

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|---|--|---|--|--|
| <p>Semesters 1 + 2 Weeks 1-15</p> | <p>Research Methods (20 credits)</p> | <p>Purposeful Play Weeks 1-15 Semester 1 (20 credits)</p> | <p>The Family in a Contemporary Context (20 credits)</p> | <p>Contemporary Discourse (20 credits) Weeks 1-15 Semester 1</p> |
| <p>Semester 3 Year 2 Weeks 1-15</p> | <p>Dissertation (40 credits)</p> | | | |

Distinctive features of the programme structure

- The programme has been designed with an integrated work based focus. All students are encouraged to attend a suitable work placement (paid or voluntary) on an on-going basis throughout their studies as the assessments have a strong emphasis on relating theory to practice.
- We have built good relationships and links with employers. The BA (Hons) Children and Young People's Care and Education will continue to develop opportunities for promotion and employment within the sector.
- A number of students have continued in their studies and are now qualified teachers with QTS or have completed Masters Degrees in Social Work or Education studies.
- Students are encouraged to disseminate good practice from their work-based learning. These opportunities are planned for throughout the year through group work, discussion and seminars.
- Group sizes are small which enable greater support for students on programme and for dissertation support.
- Placement settings are encouraged to have workplace mentors to support students in their practical studies. These mentors attend biannual meetings at college and have a mentor handbook. Mentors do not assess students in the workplace but offer support and guidance and ensure consent and confidentiality is maintained.
- We encourage technology enhanced learning and purchase a Chromebook for each student. This enables them to access the resources on Google classroom and supports the teaching and learning methods.
- We use voice feedback on some modules and the students have commented favourably on this method.
- We use SWIVL to record and review presentations and to share visiting speakers' presentations.

6. Support for students and their learning

- Tailored induction support begins before students arrive, with contact from the admissions team. This continues during the detailed induction programme.
- A robust communications system functions to give students access to lecturers and management; this includes e-mail, the VLE and notice boards.
- All necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE.
- Students are allocated a tutor for regular tutorials, personal development planning and dissertation support.
- There is an extensive range of learning resources in the Library, supported by specialist staff who provide bespoke study skills sessions for students.
- The college offers a range of support mechanisms for students, including learning support and access to counselling.

7. Criteria for admission

The award adopts Leeds City College's admissions policy and criteria. This course has minimum entry requirements of Foundation Degree in a relevant subject e.g. FD Children's Care, Learning and Development, FD Supporting Teaching and Learning with an average grade of 55%, together with a GCSE at grade C in English. Students for part time study will need to be working in the sector and full time students will need approx. 12 hours placement on-going throughout their study. Students wishing to continue into teacher training will need GCSE grade C in Maths and Science also.

International qualifications will be assessed against these criteria. Speakers of other languages will need to possess an IELTS band score of 6.0 (with no-less than 5.5 in any one element) or a recognised English Level 2 qualification.
Students will also be required to complete the Disclosure and Barring Service process. (DBS) prior to commencement on placement.
All applicants will be interviewed to assess their suitability for this programme of study and may be asked to provide evidence to support their application.

8. Language of study

English

9. Information about assessment regulations

Dissertation module is non-compensatable.

10. Methods for evaluating and improving the quality and standards of teaching and learning.

In addition to the Annual Programme Monitoring process the following mechanisms are in operation:

- Peer Review
- Annual Planning
- Peer Observation
- Student module reviews
- Tutor module reviews
- Enrolment and induction reviews
- Course Committee meetings
- Pathway Committee meetings
- Student Pathway meetings

Annexe 1: Curriculum map

Annexe 2: Map of Teaching and Learning Methods

Annexe 3: Map of Assessment Methods

Annexe 4: Assessment Chart

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

| Level | Study module/unit | | | | | | | | | | | |
|-------|--------------------------------------|----|----|----|----|----|----|----|----|----|----|----|
| | | A1 | A2 | A3 | B1 | B2 | B3 | C1 | C2 | D1 | D2 | D3 |
| 6 | Research Methods | | | ✓ | | ✓ | | | ✓ | | ✓ | |
| | Purposeful Play | ✓ | ✓ | | ✓ | | | ✓ | | ✓ | | |
| | The Family in a Contemporary Context | | ✓ | | | ✓ | | ✓ | | ✓ | ✓ | |
| | Contemporary Discourse | ✓ | | | | | ✓ | ✓ | | | | ✓ |
| | Dissertation | | | ✓ | ✓ | | ✓ | | ✓ | | | ✓ |

Annexe 2 – Map of Teaching and Learning Methods

Level 6

| | Lectures | Seminars | Tutorials | Practical | Demonstrations | Case studies | Group activities | Guest speakers |
|----------------------------------|----------|----------|-----------|-----------|----------------|--------------|------------------|----------------|
| Research Methods | ✓ | ✓ | ✓ | | | | ✓ | |
| Purposeful Play | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Family in a Contemporary Context | ✓ | ✓ | | | | ✓ | ✓ | ✓ |
| Contemporary Discourse | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Dissertation | | ✓ | ✓ | | | | | |

Annexe 3 – Map of Assessment Methods

| Level 6 | Essay | Research Proposal | Dissertation | Report | Critical Evaluation | Work-based Project | Presentation/ Seminar |
|----------------------------------|----------------------|----------------------|------------------------|-----------------------|----------------------|----------------------|--------------------------|
| Research Methods | | 50% 2500 words | | | | | 50% 20 mins |
| Purposeful Play | | | | | 60% 3000 words | 40% 2000 words | |
| Family in a Contemporary Context | 60% 3000 words | | | | | | 40% 15 mins |
| Contemporary Discourse | | | | 100% 5000 words | | | |
| Dissertation | | | 100% 9,000 words | | | | |

Annexe 4 – Assessment Chart – see annual planning grid 2018-19