

Programme Specification

All italicised guidance notes shown throughout the template must be deleted prior to submission of the documentation for approval.

1	Awarding Institution/Body	Luminate Education Group
2	Delivery Location(s)	University Centre - Leeds City College
3	Programme Externally Accredited by (e.g. PSRB)	N/A
4	Award Title(s)	Foundation Degree Early Years Care and Education
5	FHEQ Level <i>[see guidance]</i>	Level 4 Level 5
6	Bologna Cycle <i>[see guidance]</i>	Short Cycle (within or linked to the first cycle) qualifications
7	HECoS Code and Description	CAH15-04-02 Childhood and Youth Studies
8	Mode of Attendance <i>[full-time or part-time]</i>	Full time- 2 years Part time- 2 years
9	Relevant QAA Subject Benchmarking Group(s)	QAA Subject Benchmarks for Early Childhood studies 2019 UK Quality Code for Higher Education (2018)
10	Relevant Additional External Reference Points <i>(e.g. National Occupational Standards, PSRB Standards)</i>	Characteristics Statement Foundation Degree (2020) Statutory Framework for the Early Years Foundation Stage (DfE, 2021) Development Matters (DfE, 2022) TDA National Occupational Standards for Children’s Care, Learning and Development and Supporting Teaching and Learning Higher Technical Qualifications – Early Years Lead Practitioner 2
11	Date of Approval/ Revision	<i>September 2022</i>

12	Criteria for Admission to the Programme (select the appropriate Entry Criteria for the award and remove the others)		
	Foundation Degree Entry Criteria		
		Typical offer	Minimum Offer
	Level 3 qualifications such as: A Levels or BTEC L3 Diploma or Extended Diploma	48 UCAS tariff points from two A-levels (or equivalent qualifications)	16 UCAS tariff points from one A-level (or an equivalent qualification)
	GCSE English (Essential)	English Language grade 4 or equivalent. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.	
	GCSE Maths (Desirable):	Maths grade 4 or equivalent. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Numeracy are accepted in place of GCSEs.	
	GCSE Maths (Desirable):	Science grade 4 or equivalent.	
	IELTS:	IELTS 6.0 with no less than 5.5 in any component.	
	International qualifications	International qualifications will be assessed against these criteria	
	Mature applicants:	University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a minimum of 2 years' experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. *21 years and over at the start of the course	
	RPL claims:	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)	
	Part Time courses:	Students for part time study are required to hold a full level 3 qualification or the equivalent experience and will need to be working in the sector.	
Work experience:	Employment in or experience of working within the childcare and early years sector (40-50 hours per year) is mandatory for the duration of the course. Guidance for securing a work placement will be given to students not already employed in the sector.		
DBS checks:	Prior to commencement of any work experience, students will be required to complete the Disclosure and Barring Service process (DBS). For students already employed in the sector this will be undertaken by your employer. For those applying for voluntary positions, this will be applied through and paid for by University Centre, Leeds.		

	References:	An appropriate reference is required.
13	<p>Educational Aims of the Programme</p> <p>The Early Years Care and Education Foundation Degree is intended for students to develop the necessary skills and experience to work in the Early Years, Childcare and Education sectors. The programme is designed for students to progress into employment or further study within the field of Early Years, Childcare and Education.</p> <p>The overall aims of the programme for students to:</p> <ul style="list-style-type: none"> ● Develop knowledge and understanding of theoretical perspectives relating to the Early Years, Childcare and Education sector, including the role of children as active participants, their rights, health and well-being, safeguarding, diversity and inclusion. ● Develop academic subject knowledge which encompasses both critical awareness and understanding of early childhood issues, theories and research and contribute to the development of cognitive and intellectual skills. ● Develop practical and professional skills that equip students with a wide range of subject-specific and key transferable skills that are necessary for working in the Early Years, Childcare and Education sectors. ● Demonstrate effective communication skills in a variety of forms and for a range of audiences. 	

14	Learning Outcomes	
	The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to:	
	Knowledge and Understanding	
	K1	Evaluate theories, practice and research in the area of childcare, development and education.
	K2	Examine professional practice when working in Early Years, Childcare and Educational settings.
	K3	Interpret key sector specific legislation and statutory guidance
	K4	Explain the importance of effective communication when working in the Early Years, Childcare and Education sectors.
	Cognitive/Intellectual Skills	
	C1	Appraise the impact of ethical working practices within the Early Years, Childcare and Education sectors.
	C2	Analyse the application of theory in practice and relate it to the underpinning research in Early Years, Childcare and Education.
	C3	Use evidenced based research to develop professional practice within the Early Years, Childcare and Education sectors.
	Practical/Professional Skills	
	P1	Adhere to ethical working practices.
	P2	Act with increasing autonomy within defined guidelines.
P3	Evaluate practical skills required for a variety of pedagogical approaches.	
Key Transferable Skills		
T1	Select and use communication skills to converse, debate, negotiate and challenge the ideas of others.	
T2	Reflect on performance to further develop learning.	
T3	Effectively contribute to team working.	

15	<p>Key Learning & Teaching Strategy and Methods</p> <p>We aim to offer:</p> <p>An outstanding student experience by providing a high quality HE environment with highly trained staff to deliver a robust curriculum that allows students to reach their full potential.</p> <p>A curriculum that equips learners with the skills and experience to gain employment in the education sector.</p> <p>An accessible foundation degree which provides opportunities for lifelong learning with opportunities to progress on to the next level of learning.</p> <p>A flexible mode of delivery and study patterns to suit learners, including, full time and part</p>
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	<p>time approaches to learning.</p> <p>The Teaching, Learning and Assessment strategy aims to provide learners with an academic curriculum with a work-based knowledge focus, the skills and development for their future careers and a curriculum of applied learning relevant to the early years care and education sector.</p> <p>The sequencing of the modules is designed to enhance the quality of the student learning experience and promote student retention and achievement by beginning with the fundamental academic skills and building upon these and increasing the students' autonomy in research, design and development.</p> <p>The lecture programme will impart the necessary principles and concepts for the sector, with safeguarding included as a core theme throughout the programme and therefore included in the indicative content of all modules. Seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts introduced in the lecture programme. The modules are designed to encourage research, reflection and critical thinking skills to support the students' academic progression through higher education. The knowledge and skills content in the modules are scaffolded to support students entering the programme from a range of experience in contexts relating to the early years care and education sector.</p> <p>Group work will allow students to develop their research, communication and teamwork skills in preparation for the requirements of the workplace.</p> <p>Additional academic support is offered in workshops such as Academic Skills and Essay Writing. These additional, non-assessed sessions at level 4, will be supported by the HE Research Librarian and Progress Coach, offered as ongoing support through level 4 and 5 and will support academic rigour and raise achievement throughout the foundation degree. Timetables will include 1 hour per student, per week allocated for tutorials. These will be in the form of group tutorials, which are used to deliver common themes such as workplace practices and legislation and 1-1 Tutorials which will take the form of individual support and feedback for student guidance.</p> <p>The opportunities for eLearning within the college are strong with a background in the use of VLEs and the introduction of Google Drive, Classrooms and Chromebooks. The iLearn team support staff in the use of this and key to this are the positive comments from students throughout the University Centre about how it has enhanced their learning. The college also supports online learning by providing all HE students with Chromebooks to support the use of Google throughout their studies. The current HE students have welcomed the direct feedback, ability to update live documents and the opportunities that this has provided for off-site learning.</p>
16	<p>Key Assessment Strategy and Methods</p> <p>This programme will use a variety of assessment methods. The assessments have been designed with the changing role of early years care and education pedagogy and theoretical practice at the forefront of their design; replicating many of the skills and activities which are used in the workplace.</p>

Observations and planning for children to support their learning are essential skills required for practitioners and aspiring teachers to acquire, as well as effective communication with a range of people.

Case studies enable students to look holistically at a case and evaluate interventions, initiatives and sessions to raise the achievement of children.

They then can plan and make suggestions for future sessions and individual learning plans for children.

Students will take part in discussions, seminars, peer reviews and evaluations on an on-going basis. Presentations and seminars develop students' confidence in speaking to others. They enable students to share research and findings with each other and develop this best practice within their workplace.

Assessment methods used in the Early Years Care and Education Foundation Degree are:

- Report
- Reflective Journal
- Induction Booklet
- Case Study
- Presentation
- Poster
- Activity
- Development Plan
- Professional Discussion
- Demonstration
- Portfolio
- Research Project
- Evaluation

17	Programme Modules						
	Level 4						
	Code	Title	Credits	Core/ Option	Non-Compensatable	Compensatable	Variance
		Skills for Academic Development	20	C		x	
		Developing Pedagogical Practice	20	C		x	
		Safeguarding	20	C	x		
		Supporting Holistic Development	20	C		x	
		Supporting the Unique Child	20	C		x	
		Enabling Learning Environments	20	C		x	
	Level 5						
	Code	Title	Credits	Core/ Option	Non-Compensatable	Compensatable	Variance
		Leadership and Management	20	C		x	
		Speech and Language Development	20	C		x	
		Enhancing Professional Practice	20	C		x	
		Research Informed Practice	20	C		x	
		Social Policy and Families	20	C		x	
	Learning in the Early Years	20	C		x		

Programme Structure

Full time Students will attend sessions over 2 days per week (a total of 10 hours, 9 hours modules and 1-hour tutorial)

Part time students will attend sessions over 1 day per week (a total of 5 hours, 4.5 hours modules and 0.5 hours tutorials)

The modules are designed to provide a range of skills and knowledge which include contemporary methods of Early Years and Childcare for both full time and part time study.

The tables below offer insight to the programme study over the 2 years of the programme, where modules are specifically taught within each semester of the academic year.

The Early Years Care and Education programme will be offered as face-to-face delivery, onsite at the Teacher Development Centre, Park Lane Campus. Each module at L4 and L4 will be made up of 20 Credits.

Level 4

Semester 1	Skills for Academic Development	Safeguarding	Developing Pedagogical Practice
Semester 2	Enabling Learning Environments	Supporting Holistic Development	Supporting the Unique Child

Level 5

Semester 1	Speech and Language Development	Social Policy and Families	Learning in the Early Years
Semester 2	Leadership and Management	Enhancing Professional Practice	Research Informed Practice

Students studying on the foundation degree full time will attend college for 2 days per week with work experience or childcare employment for a minimum of 40-50 hours per year. Full time students will also have increased contact time per module, tutorial and study support sessions on their timetable.

The part-time route is an option, over two years, studying 4 hours per week on one weekday evening, aimed at those individuals who have full-time employment. Each module will include 5 weeks' delivery. Each 15-week semester will include 3 modules (5 weeks each). In order to support part-time students, group and individual tutorials will be scheduled, as well as support offered using on-line resources; Google Classroom activities, forums, blogs, for example. As the contact time, for part-time students, is less

	<p>than for full-time students, it is therefore anticipated that part-time students will draw from their work experiences to assist with the content; linking practice to theory. Part-time students are expected to complete the necessary wider reading and to engage and interact with peers and tutors outside the classroom environment.</p> <p>The modules build upon each other and the work experience. Both part time and full-time students will follow the same pattern of study</p> <p>If students are unable to continue onto level 5 but have been successful on level 4 with 120 credits, they may request a Certificate of Higher Education from the progression and award board.</p>
19	<p>Apprenticeships N/A</p>
20	<p>Support for Students and Their Learning</p> <p>The award adopts the following approach to student learning support:</p> <p>All candidates receive an interview to ensure that the course is suitable for them, and they are aware of its content and requirements for work related experience.</p> <p>Once students have enrolled onto the programme, tailored induction sessions take place at the start of the academic year.</p> <p>Robust communication systems are in place to allow for students to access lectures along with modules resources which are all utilised through a range of systems and technology enhanced learning strategies such as email and Google platforms such as classroom.</p> <p>The teaching team offers continuous support for students throughout the academic year where tutorials take place both within groups and individually. Students can request to speak to module tutors at any point that they require any further guidance to support them within their studies.</p> <p>All information about the programme is provided by means of the course handbook, module handbooks all located on the VLE.</p> <p>Module tutors will provide regular tutorials along with personal and academic development planning. This support is continued throughout the two years of study. Academic study support sessions will be included in every module's scheme of learning and will be tailored to support each group's areas for improvement. Part time students are supported whilst in college and have access to staff out of this time via email or telephone contact if needed. All students can contact their module lead for any support required within pastoral care.</p> <p>There is an extensive range of learning resources in the library, supported by specialist staff who provide bespoke study skills sessions for students. The HE Librarian provides support during timetabled study sessions as well as on a one-to-one basis to ensure students have support in accessing resources. The VLE has a community of practice area which includes suggestions of additional reading from module tutors and where students are encouraged to share resources.</p>

	<p>All students have access to the student VLE where any further support and guidance can be accessed during their study within areas such as counselling, and any other areas of support</p> <p>Each group of students will have an allocated student representative, where they will attend termly student rep meetings. Termly course committee meetings will take place and allow for each student's voice to be heard to allow for feedback on all areas of their programme of study.</p> <p>Students are supported in the work experience placement by the most relevant person identified by the setting.</p> <p>Support and training is available for placement mentors through our teacher education mentor training programmes.</p>
21	<p>Distinctive Features</p> <ul style="list-style-type: none"> ▪ There are progression opportunities following the Early Years Care and Education Programme. All students who are successful in achieving their qualification with 55% overall average grade, can progress onto the BA (Hons) Learning and Teaching Primary Education with Qualified Teacher Status (QTS) or the BA (Hons) Children and Young People’s Care and Education Top Up degrees (appendix 4). ▪ An emphasis on the balance between academic studies and work-related projects, enables students to succeed within employment with appropriate key transferable skills and reflection on practice. ▪ We operate an open-door culture and a team approach to supporting students and their needs. ▪ Chromebooks are provided for each student on the course which they can keep. This enables them to access the resources on Google classroom and supports the teaching and learning methods. ▪ Assessments are through a variety of methods which include recorded presentations, along with viva voce which allows for academic discussions to be recorded effectively. Voice feedback is provided on some modules within the marked and graded feedback via Turn It in, which students have commented favourably on. ▪ Certificates in Child Exploitation and Online Protection (CEOPS), The Prevent Duty and L2 Safeguarding are completed as part of the Safeguarding Module. ▪ Students are supported in the work experience placement by the most relevant person identified by the setting. ▪ Support and training is available for placement mentors through our teacher education mentor training programmes.

Stage Outcomes (Undergraduate Awards only)

Key: K = Knowledge and Understanding C = Cognitive and Intellectual P = Practical Professional T = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome	Stage / Level 4
K1	Evaluate theories, practice, and research in the area of childcare, development, and education	Describe, explain, and use key theories, practice, and research relevant to supporting teaching and learning.
K2	Examine professional practice when working in early years and childcare settings.	Identify, outline, and explain professional practice when working in early years, childcare and educational settings.
K3	Interpret key sector specific legislation and statutory guidance.	Identify and explain a range of documentation relating to the early years childcare and education sectors.
K4	Explain the importance of effective communication when working in the early years childcare and education sectors.	Describe the importance of communication skills when working in the early years childcare and education sectors.
C1	Appraise the impact of ethical working practices within the early years and childcare sector.	Review ethical working practices and explain the impact on practices in the early years childcare and education sectors.
C2	Analyse the application of theory in practice and relate it to the underpinning research in the area of Early Years and Childcare	Describe and explain the application of theory and practice within childcare, learning and development research.
C3	Use evidenced based research to develop professional practice within the early years and childcare sector.	Identify current evidence-based research that contributes to the development of professional practice.
P1	Adhere to ethical working practices	Reflect on the ability to operate ethically.
P2	Act with increasing autonomy within defined guidelines	Develop the ability to act with autonomy whilst working within professional guidelines.
P3	Evaluate practical skills required for a variety of pedagogical approaches.	Describe and explain the practical skills required for a variety of pedagogical approaches.
T1	Select and use communication skills to converse, debate, negotiate and challenge the ideas of others.	Use appropriate communication skills to converse, debate, negotiate and challenge the ideas of others.
T2	Reflect on skills and performance to further develop learning.	Identify own strengths and needs using feedback from assessments to improve own learning.
T3	Effectively contribute to team working	Develop skills in contributing to team working

Map of Outcomes to Modules

Outcome Key Level 4

Module Titles	K1	K2	K3	K4	C1	C2	C3	P1	P2	P3	T1	T2	T3
Skills for Academic Development	✓							✓			✓	✓	
Developing Pedagogical Practice				✓	✓	✓		✓	✓			✓	
Supporting Holistic Development	✓		✓				✓			✓	✓		
Safeguarding		✓	✓		✓		✓	✓					
Supporting the Unique Child	✓		✓						✓	✓			✓
Enabling Learning Environments		✓		✓		✓				✓			✓

Outcome Key Level 5

Module Titles	K1	K2	K3	K4	C1	C2	C3	P1	P2	P3	T1	T2	T3
Leadership and Management	✓	✓		✓	✓					✓			✓
Speech and Language Development	✓		✓			✓		✓		✓			
Research Informed Practice			✓				✓	✓			✓	✓	
Enhancing Professional Practice		✓					✓		✓	✓			✓
Learning in the Early Years	✓			✓		✓			✓	✓	✓		
Social Policy and Families	✓				✓	✓						✓	

Map of Teaching and Learning Methods

Level 4

Module Titles	Methods						
	Lectures	Seminars	Inquiry based learning	Case Studies	Skills workshops	Group activities / discussion	Guest speakers
Skills for Academic Development	☐	☐	☐		☐	☐	☐
Developing Pedagogical Practice	☐	☐	☐			☐	
Supporting Holistic Development	☐	☐	☐	☐		☐	
Safeguarding Children	☐	☐	☐	☐		☐	☐
Supporting the Unique Child	☐	☐	☐	☐		☐	☐
Enabling Learning Environments	☐	☐	☐	☐		☐	

Level 5

Module Titles	Methods						
	Lectures	Seminars	Inquiry based learning	Case Studies	Workshops	Group activities / discussions	Guest speakers
Leadership and Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Speech and Language Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Research Informed Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
Enhancing Professional Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning in the Early Years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Policy and Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	

Appendix 3

Level 4: Map of Assessment Methods

Module Titles	Methods								
	Report	Reflective E-Journal	Induction booklet	Case study	Presentation	Poster Presentation	Activity	Development Plan	Professional Discussion
Skills for Academic Development	Task 1 Report (1500 words) 50% Week 9				Task 2 Presentation 50% (10mins) Week 13				
Enabling Learning Environments	Task 1 Report (1200 words) 40% Week 24							Task 2 Development Plan 60% (1800 words) Week 30	
Developing Pedagogical Practice		Task 2 Reflection (1200 words) 40% Week 15					Task 1 Activity (60%) Week 11		
Safeguarding	Task 2 Report (1800 words) 60% Week 14		Task 1 Induction Booklet (1200 words) 40% Week 6						
Supporting Holistic Development	Task 2 (1800 words) 60% Week 29					Task 1 Poster Presentation 40% (8 mins) Week 29			
Supporting the Unique Child				Task 1 Observational Case Study (1800 words) 60% Week 23					Task 2 Professional Discussion 40% (8 mins) Week 30

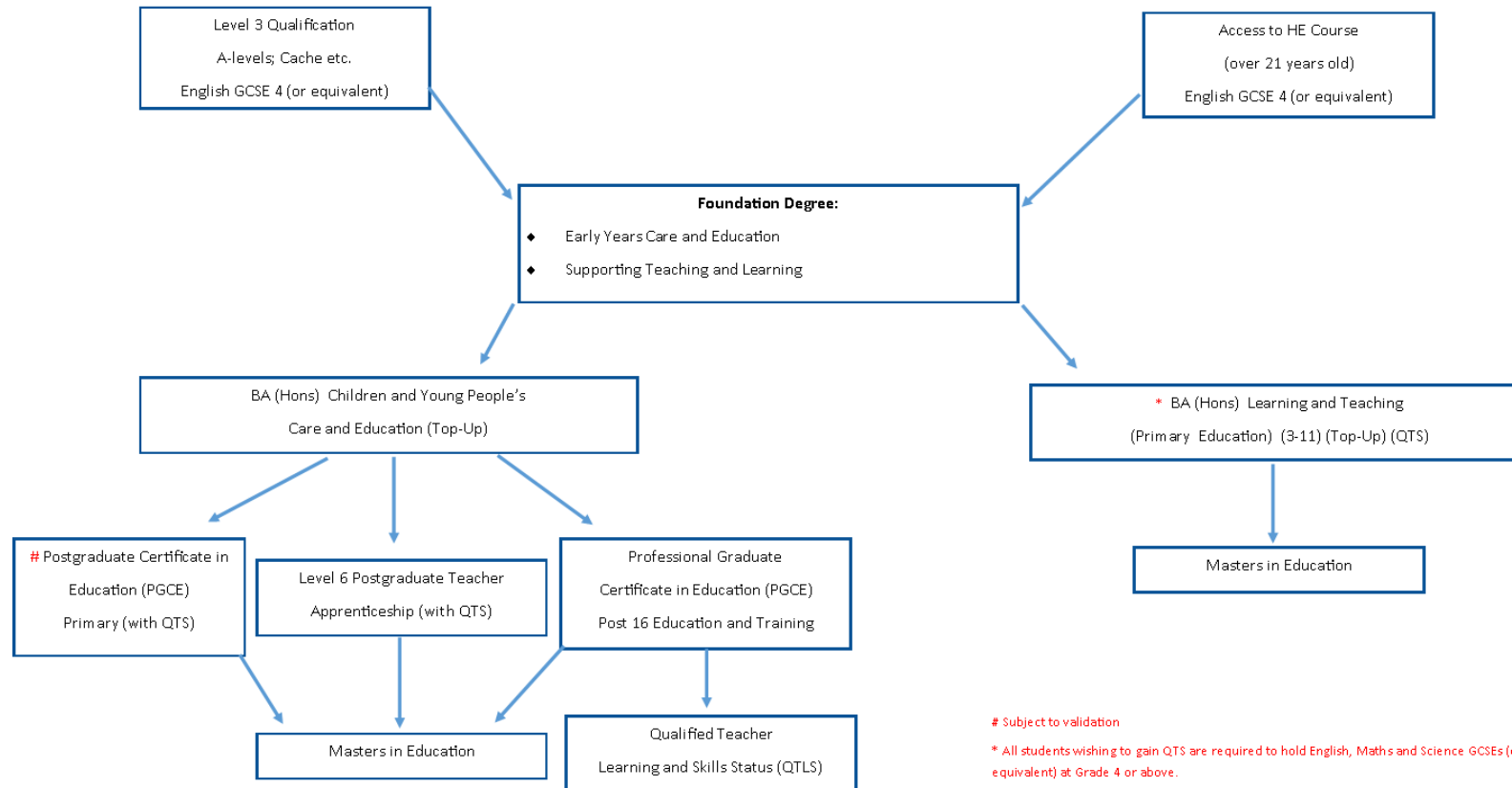
Level 5: Map of Assessment Methods

Module Titles	Methods					Research Project	Evaluation
	Report	Demonstration	Professional Development Portfolio	Professional Discussion	Presentation		
Enhancing Professional Practice			Task 2 Professional Development Portfolio 40% (1600 words) Week 29				Task 1 (2400 words) 60% Week 24
Leadership and Management	Task 1 Case Study (4000 words) 100% Week 30						
Learning in the Early Years	Task 1 – Report 50% (2000 words) Week 11				Task 2 – Presentation 50% (10mins) Week 13		
Research Informed Practice				Task 2 Professional Discussion 40% (8 mins) Week 28		Task 1 Research Project 60% (2400 words) Week 27	
Social Policy and Families	Task 2 Report, 50% (2000 words) Week 14				Task 1 Presentation 50% (10 mins) Week 7		

Speech and Language Development	Task 2 Report 60% (2400 words) Week 15	Task 1 Demo 40% Week 8					
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Appendix 4: Progression Opportunities

Primary Progression Routes with University Centre Leeds / Luminate ITT Partnership



Subject to validation

* All students wishing to gain QTS are required to hold English, Maths and Science GCSEs (or equivalent) at Grade 4 or above.

Please note that in accordance with DfE guidance, qualifications in key and functional skills at level 2 are not equivalent to GCSEs in terms of content and therefore do not meet the minimum entry requirements of courses which lead to QTS.