Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Children and Young People's Care and Education
Teaching Institution	University Centre Leeds
Awarding Institution	The Open University (OU)
Date of first OU validation	September 2016
Date of latest OU (re)validation	January 2023
Next revalidation	September 2028
Credit points for the award	120
UCAS Code	L525
HECoS Code	100457 Early Childhood Studies 100459 Education Studies
LDCS Code (FE Colleges)	N/A
Programme start date and cycle of starts if appropriate.	September 2023
Underpinning QAA subject benchmark(s)	• Early Childhood Studies (2022) • Education Studies (2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	• Quality Assurance Agency for Higher Education. (2014) The Framework for Higher Education Qualifications of UK Awarding Bodies (FHEQ). London: QAA. • Quality Assurance Agency for Higher Education (2018) UK Quality Code for Higher Education (Quality Code). London: QAA. • Department for Education (2021) Statutory Framework for the Early Years Foundation Stage
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Face to Face; FT and PT
Duration of the programme for each mode of study	FT – 1 year; PT – 2 years

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical learner might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the learners handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

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 children and young people's care and education sector.
- Offer a robust BA (Honours) programme that is relevant to contemporary children and young people's care and education philosophy and practice that will allow learners 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 children and young people's care and education sector.

Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	December 2022

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 Early Years Care and Education and FD Supporting Teaching and Learning at University Centre Leeds and similar foundation degrees at other institutions.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.
N/A.

2.4 List of all exit awards
Ordinary degree: BA Children and Young People's Care and Education - 60 credits at Level 6, which must be from the following 20 credit modules: Behaviour Wellbeing and Safeguarding, Contemporary Issues in Childhood and Youth, Play and Creative Learning.

3. Programme structure and learning outcomes
(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure - LEVEL 6 – Full-Time					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Research Methods	20			Yes	1
Behaviour, Wellbeing and Safeguarding	20			Yes	1
Contemporary Issues in Childhood and Youth	20			Yes	2
Play and Creative Learning	20			Yes	2
Dissertation	40			No	Full Year

Programme Structure - LEVEL 6 – Part-Time					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Research Methods	20			Yes	Year 1/ S1
Behaviour, Wellbeing and Safeguarding	20			Yes	Year 1/ S2
Contemporary Issues in Childhood and Youth	20			Yes	Year 2/ S1
Play and Creative Learning	20			Yes	Year 2/ S2
Dissertation	40			No	Year 1 & 2

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
A1 Critically appraise theories, concepts and principles relevant to the childcare and education sector. **A2** Demonstrate a comprehensive and detailed knowledge of the role of the practitioner in the childcare and education sector. **A3** Critically evaluate research design and process.	**Key Learning & Teaching Methods** • Case Study Reviews • Collaborative Teaching • Critical Friendship Groups • Critical Incident Method • Discussions and debates • Discussion Seminars • Guest speakers • Master Lectures • Modelling • Peer Led Discourse • Peer observation • Practitioner Research Method • Practical Activities • Problem Solving Protocols • Reflective Observations • Self-Regulated Learning and Research • Seminar • Situated Workplace Learning • Storytelling • Suggestion Circles • Supervision

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
	• Video Analysis **Key Assessment Methods** 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 learners in the module handbooks and by the module tutors for clarity. Formative feedback is integral to the teaching, learning and assessment strategy of the course. Learners will take part in discussions, seminars, 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. Assessment methods used within the course are: • Case studies • Proposals • Reports • Presentations / Seminars • Research • Dissertation • Professional Discussion

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Critically appraise new knowledge and understanding to work practices in the children and young people's care and education sector. **B2** Critically evaluate a range of alternative perspectives in identifying and defining complex problems relating to children and young people's care and education. **B3** Make recommendations to develop future practice through synthesis of research.	**Key Learning & Teaching Methods** • Case Study Reviews • Collaborative Teaching • Critical Friendship Groups • Critical Incident Method • Discussions and debates • Discussion Seminars • Guest speakers • Master Lectures • Modelling • Peer Led Discourse • Peer observation • Practitioner Research Method • Practical Activities • Problem Solving Protocols • Reflective Observations • Self-Regulated Learning and Research • Seminar • Situated Workplace Learning • Storytelling • Suggestion Circles • Supervision • Video Analysis • Virtual Classrooms

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3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Outline ethical practice in a professional context, adhering to ethical constraints and with due regard to the professional framework within the sector. **C2** Act autonomously with limited supervision.	**Key Learning & Teaching Methods** • Case Study Reviews • Collaborative Teaching • Critical Friendship Groups • Critical Incident Method • Discussions and debates • Discussion Seminars • Guest speakers • Master Lectures • Modelling • Peer Led Discourse • Peer observation • Practitioner Research Method • Practical Activities • Problem Solving Protocols • Reflective Observations • Self-Regulated Learning and Research • Seminar • Situated Workplace Learning • Storytelling • Suggestion Circles • Supervision • Video Analysis **Key Assessment Methods**

3C. Practical and professional skills	
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3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Communicate clearly, fluently and effectively in a range of styles appropriate to the conext **D2** Adopt an evaluative stance to own professional approaches relating to acquisition of new knowledge, skills and perspectives.	**Key Learning & Teaching Methods** • Case Study Reviews • Collaborative Teaching • Critical Friendship Groups • Critical Incident Method

3D. Key/transferable skills	
	• Discussions and debates
	• Discussion Seminars
	• Guest speakers
	• Master Lectures
	• Modelling
	• Peer Led Discourse
	• Peer observation
	• Practitioner Research Method
	• Practical Activities
	• Problem Solving Protocols
	• Reflective Observations
	• Self-Regulated Learning and Research
	• Seminar
	• Situated Workplace Learning
	• Storytelling
	• Suggestion Circles
	• Supervision
	• Video Analysis
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3D. Key/transferable skills	
	Formative feedback is integral to the teaching, learning and assessment strategy of the course. Learners will take part in discussions, seminars, 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. Assessment methods used within the course are: • Case studies • Proposals • Reports • Presentations / Seminars • Research • Dissertation • Professional Discussion

[exit award(s) at Level 6, BA ordinary degree / graduate certificate]

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
  - ➢ where in the structure above a professional/placement year fits in and how it may affect progression
  - ➢ any restrictions regarding the availability of elective modules
  - ➢ where in the programme structure learners must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - ➢ how the delivery of the academic award fits in with the wider apprenticeship
  - ➢ the integration of the 'on the job' and 'off the job' training
  - ➢ how the academic award fits within the assessment of the apprenticeship

- The programme has been designed with an integrated work-based focus. It is recommended that learners attend a suitable work experience placement (paid or voluntary) on an on-going basis throughout their studies as the assessments have a strong emphasis on relating theory to practice.
- An emphasis on the balance between academic studies and work-related projects, enables learners to succeed in employment with appropriate key transferable skills and reflection on practice.
- A fixed timetable throughout the programme of study, rather than being spread across a whole week, allows those whose work / life responsibilities would mean they are unable to participate in a more traditional degree pathway.
- Learners 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 learners on programme and for dissertation support.
- The facilities at our Teacher Development Centre will incorporate a range of blended learning design features and design tools to facilitate self-regulatory learning. All modules blend online learning with face-to-face teaching. The online element of the programme, delivered via Google, includes readings, a professional discussion forum for learners and key programme materials. It includes online activities to meet the part-time learners' training and development needs in a flexible and accessible way.
- Guest speakers are used to support learners with preparation for employment through mock interview sessions and links with external employers.
- 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.

5. Support for learners and their learning.
(For apprenticeships this should include details of how student learning is supported in the work place)

- A robust communications system functions to give learners 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.
- Learners 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 learners.
- The college offers a range of support mechanisms for learners, including learning support and access to counselling.
- Part time learners will study over 2 years (1 evening per week), a blended learning approach will be implemented to support participation for part-time learners. The online element of the programme, delivered via Google, includes readings, a professional discussion forum for learners and key programme materials. It includes online activities to meet the part-time learners' training and development needs in a flexible and accessible way
- Amongst the significant areas of concern to part-time learners are the prior obstacles to learning that they have experienced. All part-time learners will have face-to-face and online access to a study skills website and student learning support. Learners will be provided with one-to-one academic guidance by personal tutors and mentors in instances where areas for improvement and future learning needs and actions are identified.
- **Welfare** Learners will have access to support from the Leeds City College Welfare Team to overcome any barriers that are impacting on attendance, progression and achievement, such as money worries, housing problems, loss of income, student finance loans and access to benefits
- **Support for Parents** A childcare advisor provides targeted support to learners who are parents, helping to find childcare places and manage relationships with childcare providers.
- **Mental Health Support** Learners will have access to mental health support, including initial assessment and short-term counselling.
- **Additional Learning Support (ALS)** Learners with specific learning difficulties, long-term physical disabilities, sensory impairments or mental health difficulties can discuss with a member of the Additional Learning Support (ALS) team to determine appropriate support and adjustments, which will be put in place across the partnership. UCL also has an HE Learning Support Officer who will support learners with complex academic or personal issues, often linked to mitigation and extensions.
- **Care Leavers** and estranged learners have access to apply for financial assistance as well as a range of support measures including application support and contextual admissions.
- **Student Life Enrichment** Learners can access a wide range of enrichment activities, sports and social clubs through the Student Life team.
- **Quiet Reflection Room** Learners will have access to a quiet reflection room, should they wish to use the space for reflection and/or prayer.
- **Student's Union** All learners enrolled at Leeds City College are automatically a member of the Leeds City College Student's Union. Learners can access

support and advocacy from the officers, who work to improve the student experience in their nominated areas.

- **Careers** The College Careers Advisers help learners a make informed decisions to plan next steps towards their future, offering specialist information, advice and guidance, careers software and application support.
- **iLearn** Our independent learning experts who offer support to help learners achieve personal goals. As well as running the library, they offer guidance on research, referencing and academic writing.

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6. Criteria for admission
(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

The award adopts the admissions and policy criteria of University Centre Leeds.

This course has minimum entry requirements of a Foundation Degree in a relevant subject e.g., FD Early Years Care and Education or FD Supporting Teaching and Learning (with an average grade of 55% desirable to be reviewed during the interview), together with a GCSE at minimum grade 4 in English Language.

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.

Learners will also be required to complete the Disclosure and Barring Service process (DBS).

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.

Recommendation:
Full-time learners should gain experience in a relevant setting, over the duration of the course. Part-time learners should be employed in a relevant setting, alongside their studies.

In order to meet the learning outcomes students are recommended to undertake experience in a relevant setting. However, it is possible for learning outcomes to be met through a simulated environment.

No minimum compulsory hours are required for entry to the programme or for the duration of the course.

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7. Language of study

English

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8. Information about non-OU standard assessment regulations (including PSRB requirements)
N/A

9. For apprenticeships in England End Point Assessment (EPA). *(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*
N/A

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

10. Changes made to the programme since last (re)validation
• Family in a Contemporary Context replaced with Behaviour, Wellbeing and Safeguarding. • Purposeful Play renamed Play and Creative Learning. • Contemporary Discourse renamed Contemporary Issues in Childhood and Youth.

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

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
6	Behaviour Wellbeing and Safeguarding		X		X		X		X		X
	Contemporary Issues in Childhood and Youth	X				X		X		X	X
	Dissertation			X		X	X	X			X
	Play and Creative Learning	X	X		X			X		X	
	Research Methods			X				X	X	X	

Annexe 2: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in <u>section 3</u> must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <u>http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx</u>

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <u>http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx</u>

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable learners to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.