

School of Education

Title of Programme: BA (Hons) Education Studies and Early Years

Programme Code: EDSVBAES

For Collaborative: Franchise at Seevic and Palmer's Colleges Group

Programme Specification

This programme specification is relevant to students entering:
02 September 2019

Associate Dean of School (Academic Quality Assurance):
Alison McLauchlin



Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification

BA (Hons) Education Studies and Early Years

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	Seevic and Palmer's Colleges Group
University/partner campuses	Benfleet
Programme accredited by	University of Hertfordshire
Final Qualification	BA (Honours)
All Final Award titles (Qualification and Subject)	Education Studies and Early Years
FHEQ level of award	6
UCAS code(s)	N/A
Language of Delivery	English

A. Programme Rationale

The programme is designed to recruit students from a diverse range of backgrounds, who have an interest in Early Years education. The programme aims to develop students personally, professionally and academically, enhancing their ability to think critically about Early Years education. Students will be able to make the links between education policy, its delivery and the experience of groups and individuals.

This programme offers students the opportunity to progress from a Foundation Degree in Early Years and gain a BA (Hons) Education Studies and Early Years.

On graduation, graduates could follow a career in education or Early Years practice or could use their degree as a strong foundation for entry into a wide range of other professions. Graduates could progress to a postgraduate teaching qualification in education, or train to be an Early Years Teacher, or they may decide to continue their studies with a Master's degree.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Early Childhood Studies and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

Knowledge and Understanding

Teaching and learning methods

Assessment strategy

<p>On graduating all students should demonstrate a critical understanding of:</p> <p>A1.The underlying values and principles relevant to education studies and early years and a developing personal stance which draws on their knowledge and understanding.</p> <p>A2.A range of research perspectives and methodologies applied to early years education.</p>	<p>Acquisition of knowledge and understanding is through a combination of lectures, seminars, tutorials and workshops and online and guided learning.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	<p>Knowledge and understanding are assessed through 100% coursework.</p>
<p>Intellectual skills</p> <p>On graduating all students should be able to demonstrate the ability to:</p> <p>B1.Analyse educational concepts, theories and issues of education and early years policy in a systematic way.</p> <p>B2. Accommodate new principles and understandings in education and early years.</p> <p>B3. Select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding of education and early years.</p> <p>B4 Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice in early years.</p> <p>B5. Reason clearly, understand the role of evidence and make critical judgments about arguments relating to the subject area of Early Years.</p> <p>B6. Adopt multiple perspectives in relation to early years and analyse the relationships between them;</p>	<p>Teaching and learning methods</p> <p>Intellectual skills are developed through individual, paired and collaborative work in seminars, workshops and tutorials that build on learning and teaching in lectures.</p> <p>The abilities to analyse critically, to synthesise data and to construct and justify an argument are further developed through discussion and verbal feedback in seminars and through the completion of a small scale inquiry.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>Assessment strategy</p> <p>Intellectual skills are assessed through a combination of coursework assessments; essays, group and individual visual and/or oral presentations.</p> <p>Research skills are assessed through the preparation of a research project.</p>
<p>Practical skills</p> <p>On graduating all students should be able to</p>	<p>Teaching and learning methods</p> <p>Practical skills are developed throughout the programme.</p>	<p>Assessment strategy</p> <p>Practical skills are assessed throughout the programme.</p>

<p>demonstrate:</p> <p>C1. The ability to reflect on their own and others' value systems.</p> <p>C2. The ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the education and early years.</p> <p>C3. An understanding of the significance and limitations of theory and research in developing professional practice.</p>	<p>Practical skills are developed through discussion in seminars, through work place learning and through guided independent tasks during the programme.</p>	<p>In essays and presentations students are expected to develop and justify a personal position in relation to the subject.</p> <p>C3. is assessed through a small scale research project, and through the use of ICT in visual presentations.</p>
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Transferable skills	Teaching and learning methods	Assessment strategy
<p>On graduating, all students should be able to:</p> <p>D1. Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.</p> <p>D2. Use ICT in their study and other appropriate situations.</p> <p>D3. Collect and apply numerical data, as appropriate.</p> <p>D4. Present data in a variety of formats including graphical and tabular.</p> <p>D5. Analyse and interpret both qualitative and quantitative data.</p> <p>D6. Have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.</p> <p>D7. Articulate their own approaches to learning and organise an effective work pattern including working to deadlines.</p>	<p>Transferable skills are developed throughout the programme.</p> <p>D1 is developed through the presentation of seminar papers and coursework assignments.</p> <p>D2 is developed during induction and through use of online learning through StudyNet.</p> <p>D3, and D4 are developed through exploration of a range of data during seminars and independent work and through engagement with a small scale resource project</p> <p>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</p>	<p>Transferable skills D1-D3 are assessed through essays, reports, work books and visual and oral presentations.</p> <p>D3-D4 are assessed through the completion of research a research project.</p>

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered full-time over 2 semesters and leads

to the award of BA (Hons) Education Studies and Early Years. Entry is normally at Level 6 with 240 credits gained from a Foundation Degree in Early Years. Intake is normally semester A (September).

Professional and Statutory Regulatory Bodies
N/A

Work-Based Learning, including Sandwich Programmes

All student will have work-based experience and this programme enables them to reflect on practice.

Erasmus Exchange programme

N/A

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study Full time

Entry point Semester A

Level 6

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Module Title							
Positive Relationships in Early Years	6FHE1069	30	English	0	100	0	A
Creative Practice in Early Years	6FHE1071	30	English	0	100	0	B
Research Project	6FHE1072	30	English	0	100	0	A
Psychology for Education	6FHE1070	30	English	0	100	0	B

The award of an Honours degree requires a minimum of 120 credits at level 6.

Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BA (Hons)	Education Studies and Early Years	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	All programme learning outcomes (see Table 2)

Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) (*delete as applicable*) and [UPR AS14](#)) with the exception of those listed below, which have been approved by the University:

Further programme-specific regulations (requiring School-level approval) are given below:

- None

E. Management of Programme & Support for student learning.

Management

The programme is managed by;

- Dean of School
- Associate Dean of School (AQA) who has delegated responsibility for programmes in the School of Education.
- Head of Multi Professional Education who has overall responsibility
- A Link Tutor based at UH, to provide support and facilitate communication between UH and Seevic.
- An Admissions Tutor, at Seevic, with specific responsibility for open days and selection
- A designated Administrator to deal with day to day administration associated with the programme
- Module Leaders who are responsible for individual modules
- Programme Leader who has responsibility for the programme.
- A Programme Committee, the membership of which includes the Programme Leader, the Deputy Programme Leader, the module Leaders, student representatives, the Associate Dean (AQA), employers, members of the Professional Advisory Group and, ex-officio, the Dean of School.

Support

Students are supported by;

- An extensive Learning Resources Centre, incorporating a library and computer centre
- Guided student-centred learning through the use of StudyNet.
- A substantial Student Services Centre that provides advice on issues such as finance, University regulations, legal matters etc
- An Equal Opportunities Officer
- The Students' Union
- A careers service for all current students and graduates.

F. Other sources of information

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at: <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147>

G. Entry requirements

The normal entry requirements for the programme are:

- Foundation Degree (or equivalent) in Early Years.
- GCSE Grade 4 or above in English and Mathematics (or UH accepted equivalent) at the time of entry to the programme.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact: aqo@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

- A1. The underlying values and principles relevant to education studies and a developing personal stance which draws on their knowledge and understanding.
- A2. The complexity of the interaction between learning and contexts, and the range of ways in which participants (including learners and teachers) can influence the learning process.

Intellectual Skills

- B1. Analyse educational concepts, theories and issues of policy in a systematic way
- B2. Accommodate new principles and understandings
- B3. Select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding
- B4. Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice.
- B5. Reason clearly, understand the role of evidence and make critical judgments about arguments relating to the subject area of Early Years;
- B6. Adopt multiple perspectives in relation to early years and analyse the relationships between them;

Practical Skills

- C1. The ability to reflect on their own and others' value systems
- C2. The ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject
- C3. An understanding of the significance and limitations of theory and research in developing professional practice

Transferable Skills

- D1. Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.
- D2. Use ICT in their study and other appropriate situations.
- D3. Collect and apply numerical data, as appropriate
- D4. Present data in a variety of formats including graphical and tabular
- D5. Analyse and interpret both qualitative and quantitative data.
- D6. Have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.
- D7. Articulate their own approaches to learning and organise an effective work pattern including working to deadlines.

Section 2

Programme management

Relevant QAA subject benchmarking statements
Type of programme
Date of validation/last periodic review
Date of production/ last revision of PS
Relevant to level/cohort
Administrative School

Education Studies
 Undergraduate
 March 14
 March 2019
 Level 6 entering September 2019
 Collaborative Partnership Unit

Table 3 Course structure

Course details					
Course code		Course description		JACS	
EDSVBAES		BA (Hons) Education Studies and Early Years		X900/ X310	
Course Instances					
Instances code	Intake	Stream	Instances Year	Location:	Mode of study
ESSVSEP1F	A	Education Studies and Early Years (Top-Up)	1	Seevic, Benfleet, Essex	Full-time