

School of Education

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

Programme Code: EDSVBAES

For Collaborative: University Validation at Unified Seevic Palmer's College (USP)
(Seevic Campus)

Programme Specification

This programme specification is relevant to students entering:
01 September 2021

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	Unified Seevic Palmer's College (Seevic Campus)
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 gives those already working in the Early Years an opportunity to gain a BA (Hons) in Education Studies and Early Years through a model of attendance one day a week. This model not only supports students who wish to study and work, it also enables students to fully integrate their practice and academic learning, to become an effective Practitioner. This approach facilitates an ethos of lifelong learning and continual professional development. Work based learning is an embedded element of the course. It is therefore a requirement that all students who enrol on the BAES programme work with children either in an employed or voluntary capacity, for a minimum of 200 hours in an Early Year setting for the duration of the 1-year course.

A wide range of authentic assessment methods are used to capture knowledge and understanding through written essays, research reports, academic posters/ display boards, oral presentations, professional discussions, and work-based tasks all contribute to developing both professional and personal transferable skills. Additionally this accommodates diverse range of learning styles and broaden professional and critical stance. This programme offers students the opportunity to study in both Education and Early Years, enabling students to choose an array of progression opportunities.

On graduation, Graduates could follow a career in Education or Early Years practice or could use their degree as a solid foundation for entry into a wide range of other professions, such as:

- Family support workers in schools
- Work in an area of SEND.
- Local Authority Children Services
- Social Welfare/Social work
- Children's charities such as Barnardos
- Early Years Education: Teaching or Teaching Assistant
- Playwork
- Day Care provision Early Years services

Graduate's progress to a Postgraduate teaching qualification in Education, or train to be an Early Years Teacher, whilst some 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](#).

The programme sits within a sector which has seen many new directives in recent years, such as the New EYFS (2021), SEND Code of Practice, and Government Early Years funding policies and initiatives.

This programme aims to:

- Develop advanced theoretical research and evidenced- based knowledge and understanding of issues related to the differing perspectives and diverse contexts of childhood and education.
- Enable students to become confident, well- educated and reflective practitioners with the skills to respond to developments in the field of education studies and early years.
- Provide a base for alternative routes into teaching or other careers involving working with young children that will equip students to continue as professionals in a variety of related settings.

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 (2019), Education Studies (2019), 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
A1. Examine the underlying values and principles relevant to Education Studies and Early Years. A2. Develop a personal stance which draws on their knowledge and understanding. A3. Analyse a range of research perspectives, methods and techniques for the systematic study and enquiry applied to young children and Early Years education. A4. Review pedagogical approaches for working with young children, and their families within the education process and Early Years framework. A5. Interpret issues in relation to rights, diversity, equality, and inclusion in relation to working with young children and their families. A6. Demonstrate knowledge and critical understanding of young children and childhood nationally and globally from psychological, educational, cultural, philosophical and historical perspectives.	Acquisition of knowledge and understanding is through a combination of lectures, seminars, tutorials, and workshops and online and guided learning. 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.	Knowledge and understanding are assessed through 100% coursework assignments, which is made up of presentations, essays, research reports and academic posters.

Intellectual skills	Teaching and learning methods.	Assessment strategy
<p>B1. Analyse educational concepts, theories and issues of Education and Early Year's 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 Education and 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 and Education.</p> <p>B6. Adopt multiple perspectives in relation to Early Years and Education and analyse the relationships between them.</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 (B1-2) 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>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>
Practical skills	Teaching and learning methods	Assessment strategy
<p>C1. The ability to reflect critically on one's own and others' skills, views, and value systems.</p> <p>C2. Show competence in the skills needed to critically locate and justify a personal position in relation to Education and Early Years.</p> <p>C3. Justify the significance and limitations of theory and research in developing professional practice.</p> <p>C4. Present information to others in a variety of appropriate forms.</p> <p>C5. Use critical insight and show confidence in applying theories and concepts to a range of real-world educational contexts.</p>	<p>Practical skills are developed throughout the programme.</p> <p>Practical and reflective skills (C1,C2,C3) are developed through discussion in seminars, through work place learning and through guided independent tasks during the programme.</p> <p>Work based learning gives students the opportunity to apply theory to practice.</p>	<p>Practical skills are assessed throughout the programme. In essays and presentations students are expected to develop and justify a personal position in relation to the subject.</p> <p>Reflecting on implications to practice through work-based learning and assessment opportunities, enables students to develop the ability of observation, planning and implementing through practical activities to improve aspects of practices.</p> <p>C3. Is assessed through a small-scale research project and using ICT in visual presentations.</p>

Transferable skills	Teaching and learning methods	Assessment strategy
<p>D1. Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.</p> <p>D2. Select and use appropriate technology/techniques in their study and other appropriate situations.</p> <p>D3. Interpret numerical data, as appropriate.</p> <p>D4. Analyse and evaluate data in a variety of formats.</p> <p>D5. Justify the use of qualitative and quantitative data.</p> <p>D6. Show professionalism in order to collaborate and plan as part of a team, to carry out roles allocated and take the lead where appropriate.</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 assignment induction and through use of online learning through StudyNet. Students will also be introduced to a range of information communication technologies.</p> <p>D3, D4, D5 and D7 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>D6. Is developed through participation in group presentations and seminar activities.</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 are assessed through:</p> <p>D1-D3 are assessed through essays, reports, workbooks and visual and oral presentations.</p> <p>D3-D6 and D7 are assessed through the completion of research built into the modular outcomes of the programme.</p>

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

The programme is offered Full time over 2 semesters or Part time over 3 semesters and leads to 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 in semester A (September).

Professional and Statutory Regulatory Bodies

No accreditation N/A

Work-Based Learning, including Sandwich Programmes.

There is a requirement for work-based learning of 200 hours for the duration of the course, students will therefore gain some practical work-related experience in an educational provision or Early Year's setting alongside their one day a week face to face delivery. Some modules such as the Research Project and Creative Practice assessments specifically require students to be in practice to carry out their own research and innovations to inform their summative assessment piece. Throughout the programme students will be asked to reflect on, and analyse, their own practice and experience. students will be supported in this through seminars, lectures and tutorials on campus or online delivery and tutorials. Reflective evidence from experience in practice will inform all aspects of learning, teaching, and assessment. students will be supported in sourcing and/or managing the work-based placement through the college work experience team and supported by the programme's employer engagement officer.

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 Professional Practice	6FHE1200	30	English	0	100	0	A
Research Project in Early Years and Education.	6FHE1201	30	English	0	100	0	A
Children's Critical Thinking through Creative Practice.	6FHE1203	30	English	0	100	0	B
Psychology Perspectives in Early Years and Education.	6FHE1202	30	English	0	100	0	B

Mode of study: Part 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 Professional Practice	6FHE1200	30	English	0	100	0	A
Research Project in Early Years and Education.	6FHE1201	30	English	0	100	0	A/B
Children's Critical Thinking through Creative Practice.	6FHE1203	30	English	0	100	0	B
Psychology Perspectives in Early Years and Education.	6FHE1202	30	English	0	100	0	C

Honours classification

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

The award of an Honours degree requires 360 credit points passed with a minimum of at least 120 credits at Level 6.

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	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)
BA Education Studies and Early Years	Education Studies and Early Years	300 credits, including at least 180 @ Level 6/5, of which at least 60 must be @ Level 6	6	A1, A2, A3, A4, A5, B1-6, C1-5, D1, D2, D6, D7

Programme-specific assessment regulations

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

Further points of clarification and interpretation relevant to this specific programme are given below:

- Attendance of 80% of all scheduled taught lectures, seminars, workshops, and tutorials is mandatory.
- Attendance at a minimum of 80% of all work-based learning opportunities is mandatory.

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.
- A Collaborative Partner Lead based at UH, to provide support and facilitate communication between UH and USP (Seevic Campus)
- An Admissions Tutor, at USP (Seevic Campus), 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.
- Canvas, a versatile on-line interactive intranet and learning environment.
- Guided student-centred learning on Canvas module sites.
- A substantial student Services Centre that provides advice on issues such as finance, University regulations, legal matters, etc.
- Equal Opportunities Officer
- The students' Union
- A Careers service for all current students and graduates.
- An Induction session at the beginning of each new academic session.
- Access to the Wellbeing Team and Counselling.

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance for registered students on the programme and its constituent modules:

- Programme (or student) Guidance.
- A Definitive Module Document (DMD) for each constituent module.
- Module guidance 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 at 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 consistently delivers 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>

This programme aligns with the quality assurance requirements at University of Hertfordshire through the following processes:

- Five yearly cycle of revalidation.
- Interim review of collaborative provision.
- System of moderators for collaborative provision.
- Ongoing monitoring through the Programme review process.
- Programme Boards
- Consideration of marks and graduate profiles at Exam Boards.
- Engagement with programme student representatives.

G. Entry requirements

The normal entry requirements for the programme are:

- Foundation Degree (or equivalent) in Early Years i.e., 240 credits
- GCSE Grade C/4 or above in English and Mathematics (or UH accepted equivalent) at the time of entry to the programme.
- Participation in suitable work-related experience in an Early Year's provision for a minimum of 200 hours at Level 6 for the duration of the programme.
- Enhanced DBS.
- Attendance at a guidance interview with College staff before a place on the course is recommended.

The programme is subject to the University's Principles, Policies and Regulations and procedures for the Admission of students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior certified learning (APCL) and accredited prior experiential learning (APEL). The programme is subject to the University's Principles, Policies and Regulations and procedures for the Admission of students to Undergraduate and Taught Postgraduate Programmes (in UPRSA03), along with associated procedures. These will take account of university policy and guidelines for assessing accredited prior learning (APCL) and accredited prior experiential learning (APEL).

For current entry tariff point requirements, please refer to the relevant page for the Course on the USP College website or on the online prospectus.

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

BA (Hons) Education Studies and Early Years

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																									
		Knowledge & Understanding						Intellectual Skills						Practical Skills					Transferable Skills								
Module Title	Module Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7		
Level 6	Positive Relationships in Professional Practice	6FHE1200	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	x	
	Children's Critical Thinking through Creative Practice	6FHE1203	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x	x
	Research Project in Early Years and Education.	6FHE1201	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Psychology Perspectives in Early Years Education	6FHE1202	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x					x	

Key To Programme Learning Outcomes

Knowledge and Understanding

- A1. Examine the underlying values and Principles relevant to Education studies and Early Years.
- A2. Develop a personal stance which draws on their knowledge and understanding.
- A3. Analyse a range of research perspectives, methods and techniques for the systematic study and enquiry applied to young children and Early Years' education.
- A4. Review pedagogical approaches for working with young children and their families within the Education process and Early Years framework.
- A5. Interpret issues in relation to rights, diversity, equality and inclusion in relation to working with young children and their families.
- A6. Demonstrate knowledge and critical understanding of young children and childhood, nationally and globally from psychological, educational, cultural philosophical and historical perspectives.

Intellectual Skills

- B1. Analyse educational concepts, theories and issues of Education and Early Year's policy in a systematic way.
- B2. Accommodate new principles and understandings in Education and Early Years.
- 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
- B4. Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice in Education and Early Years.
- B5. Reason clearly, understand the role of evidence and make critical judgments about arguments relating to the subject area of Early Years and Education.
- B6. Adopt multiple perspectives in relation to Early Years and analyse the relationships between them;

Please Note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if she/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 associated course documentation e.g., course handbooks, module outlines and module specifications.

Practical Skill

- C1. The ability to reflect critically on one's own and others' skills, views, and value systems.
- C2. Show competence in the skills needed to critically locate and justify a personal position in relation to Education and Early Years.
- C3. Justify the significance and limitations of theory and research in developing professional practice.
- C4. Present information to others in a variety of appropriate forms.
- C5. Use critical insight and show confidence in applying theories and concepts to a range of real-world educational contexts.

Transferable Skills

- D1. Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.
- D2. Select and use appropriate technology/ techniques in their study and other appropriate situations.
- D3. Interpret numerical data, as appropriate.
- D4. Analyse and evaluate data in a variety of formats.
- D5. Justify the use of qualitative and quantitative data.
- D6. Show professionalism in order to collaborate and plan as part of a team, to carry out roles allocated and take the lead where appropriate
- 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

Education Studies

Type of programme

Undergraduate

Date of validation/last periodic review

May 21

Date of production/ last revision of PS

May 21

Relevant to level/cohort

Level 6 entering September 2020

Administrative School

Collaborative Partnership Unit

Table 3 Course structure

Course details		
Course code	Course description	HECOS
EDSVBAES	BA (Hons) Education Studies and Early Years, USP- Full Time	
	BA (Hons) Education Studies and Early Years, USP- Part-Time	