

Programme specification

Award title: Education Studies and Early Years (Top Up) (Part Time, Semester A Intake, Entry at Level 6)

Title of programme:	Education Studies and Early Years (Top Up) (Part Time, Semester A Intake, Entry at Level 6)
Programme code:	EDUCEST
Awarding institution/body:	University of Hertfordshire
Teaching institution:	Seevic College
School:	Hertfordshire Law School
University/partner campuses:	USP, Benfleet, Essex
Programme accredited by:	Not Applicable
Final qualification:	Bachelor of Arts with Honours (BA (Hons))
Final award title (qualification and subject):	BA (Hons) Education Studies and Early Years
UCAS code:	N/A
FHEQ level of award:	6
Language of delivery:	English
This programme specification is relevant to:	2025-26
Students entering at:	Semester A
Related programmes:	
Mode of study:	Part Time
Typical duration:	1 Years
Version:	1.0
Version date:	27 May 2025
Version description	
Validation status:	Validated

What is a programme specification?

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.

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.

Changes to your course or modules

Although it is never something we do lightly, we may in certain circumstances, make changes to the advertised content or structure or methods of delivery of your course or individual modules after you have accepted your offer, which may in certain cases include discontinuing a module. We cannot cover here every possible example of when we might decide to do so, but in normal circumstances it would only be for one or more of the following reasons:

- to reflect changes to the theory in an area of research or practices around the subject or its delivery
- to improve a course or a module (for example, to take account of feedback from students)
- to safeguard academic standards
- to comply with the requirements of an external professional, commissioning or accrediting body (for example, a requirement that certain course content be added, changed or removed or that a particular module is discontinued or included)
- to comply with legal, regulatory or governmental requirements
- to safeguard the health, safety and wellbeing of our students and staff
- where insufficient students have chosen an optional module making it unviable (*and where we have indicated in this Programme Specification that this might be a possibility*)
- where the University has found it difficult, for reasons beyond its control, to appoint a member of staff with appropriate expertise to ensure that an optional module can proceed where the change results from other circumstances outside our reasonable control

If we decide to make a change (other than one which is minor or insignificant) before you have registered on the course for the first time, we will inform you as soon as reasonably practicable so that you can decide whether or not you still wish to study with us. If as a consequence you decide not to study with us, we will refund any tuition fees and/or deposit that you have paid in advance in respect of the course in question. For further details regarding our refund policy please see our ***Fees and Finance Policy***.

If we decide to make a change (other than one which is minor or insignificant) after you have registered, we will similarly inform you as soon as reasonably practicable, and we will also use every reasonable effort to minimise any adverse effect it may have on you. If in spite of our efforts

the change is likely to have a serious adverse effect on you (for example, by prejudicing your future choice of career), we will try to find you a suitable alternative course or module with us or (if you prefer) we will try to suggest a suitable alternative course with another education provider. If you change course or module in these circumstances (or simply withdraw from your course), any entitlement you may have to a refund in tuition fees you have already paid will be determined in accordance with our **Fees and Finance Policy**.

In the case of a material change to a course or module, we will also in appropriate circumstances consult with student representatives with a view to identifying options for, and minimising any adverse effect on, affected students.

Some optional modules may have capacity issues and therefore we may not be able to guarantee you a place on your first choice.

More information about how we will try protect you against changes to your modules or programmes can be found in our **Student Protection Plan** at <https://www.herts.ac.uk/study/your-offer-package>

Additional important points

For more information on features offered in this course, please contact the Programme Leader.

Admissions information

The normal entry requirements for the programme are:

Qualification type	Subjects	Grades
Recognition Prior to Learning		For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

Equivalent qualifications will be considered on an individual basis, such as the Access to HE Certificate or approved equivalent.

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

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 us via <https://ask.herts.ac.uk/contact-us>

If you wish to receive a copy of the External Examiner's Report for the programme, please email a request to ago@herts.ac.uk

Additional admissions information

Interview/audition required:	No
Portfolio required:	No
DBS check required:	No
Occupational health check required:	No
GTC check required:	No

The academic year

The University's academic year is made up of 3 Semesters. For most undergraduate students the academic year is split into two Semesters (A & B). Each of these is made up of teaching weeks followed by exams (the re-sit period falls within Semester C). For further information please follow the link below

[Term and semester dates | Study | Uni of Herts](#)

Expected workload

In the UK, a full-time student is expected to spend 1200 hours on their studies each year. Please find below an estimate of how your time will be spent on this course during each year of study.

Year	Lectures, seminars, tutorials	Independent study	Placement
Year 1	32%	68%	0%

Method of assessment

Year	Test	Written exam	Coursework	Practical
Year 1	0%	0%	100%	0%

Additional expenses

Please see below a list of expected materials you will need for your studies. You will be given detailed lists when the course starts.

Title	Description	Value type	Cost (£)
None	For more information on student costs for this course, please contact the Programme Leader.	Exact	£0

*Costs vary subject to supplier.

** This is an indicative cost – how much you use and need to replace these supplies will depend on your own style of working and process.

Programme specification detail

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, oral presentations, and work-based tasks, which all contribute to developing both professional and personal transferable skills. Additionally, this accommodates a diverse range of learning styles and broadens 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 charities such as Barnardo's
- Early Years Teacher or Teaching Assistant
- Playwork
- Day Care Provision Early Years Services.

Most of our Graduates progress to a Postgraduate teaching qualification in Education to train to be an Early Years or primary school teacher, whilst others may decide to continue their studies with a Masters' 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 updated EYFS (2023), SEND Code of Practice, and Government Early Years funding policies and initiatives.

Additionally, this programme aims to:

- Develop advanced theoretical research and evidence-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 below areas. The programme outcomes are referenced to the QAA benchmark statements for Early Childhood Studies (2022), 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.

Programme outcomes

Learning outcomes are split into four different types.

Intellectual skills

On successful completion of this programme, a student will be able to:

- IS1 Analyse educational concepts, theories and issues of Education and Early Year's policy in a systematic way.
- IS2 Accommodate new principles and understandings in Education and Early Years.
- IS3 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
- IS4 Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice in Education and Early Years.
- IS5 Reason clearly, understand the role of evidence and make critical judgments about arguments relating to the subject area of Early Years and Education.
- IS6 Adopt multiple perspectives in relation to Early Years and Education and analyse the relationships between them.

Knowledge and understanding

On successful completion of this programme a student will have knowledge and understanding of:

- KU1 Examine the underlying values and principles relevant to Education studies and Early Years.
- KU2 Develop a personal stance which draws on their knowledge and understanding.
- KU3 Analyse a range of research perspectives, methods and techniques for the systematic study and enquiry applied to young children and Early Years' education.
- KU4 Review pedagogical approaches for working with young children, and their families within the education process and Early Years framework.
- KU5 Interpret issues in relation to rights, diversity, equity, and inclusion in relation to working with young children and their families.
- KU6 Demonstrate knowledge and critical understanding of young children and childhood nationally and globally from psychological, educational, cultural philosophical and historical perspectives.

Practical skills

On successful completion a student will be able to:

- PS1 The ability to reflect critically on one's own and others' skills, views, and value systems.
- PS2 Show competence in the skills needed to critically locate and justify a personal position in relation to Education and Early Years.

- PS3 Justify the significance and limitations of theory and research in developing professional practice.
- PS4 Present information to others in a variety of appropriate forms.
- PS5 Use critical insight and show confidence in applying theories and concepts to a range of real-world educational contexts.

Transferable skills

On successful completion of this programme, a student will be able to:

- TS1 Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.
- TS2 Select and use appropriate technology/techniques in their study and other appropriate situations.
- TS3 Interpret numerical data, as appropriate.
- TS4 Analyse and evaluate data in a variety of formats.
- TS5 Justify the use of qualitative and quantitative data.
- TS6 Show professionalism in order to collaborate and plan as part of a team, to carry out roles allocated and take the lead where appropriate.
- TS7 Articulate their own approaches to learning and organise an effective work pattern, including working to deadlines.

Graduate Attributes

Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses.

- GA1 Professionally focused
- GA2 Globally minded
- GA3 Sustainability driven
- GA4 Digitally capable and confident
- GA5 Inclusive and collaborative
- GA6 Evidence based and ethical

D: Teaching methods

Knowledge and Understanding:

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.

Intellectual Skills:

Intellectual skills are developed through individual, paired and collaborative work in seminars, workshops and tutorials that build on learning and teaching in lectures.

The abilities to analyse critically, to synthesise data and to construct and justify an argument (IS1- IS2) are further developed through discussion and verbal feedback in seminars and through the completion of a small-scale inquiry.

Throughout, the learner is encouraged to develop intellectual skills further by independent study.

Practical Skills:

Practical skills are developed throughout the programme. Practical and reflective skills (PS1, PS2, PS3) are developed through discussion in seminars, through workplace learning and through guided independent tasks during the programme.

Work based learning gives students the opportunity to apply theory to practice.

Transferable Skills:

Transferable skills are developed throughout the programme.

TS1 is developed through the presentation of seminar papers and coursework assignments.

TS2 is developed during induction and through use of online learning through Canvas. Students will have opportunities to experience a range of information communication technology.

TS3, TS4, TS5 and TS7 are developed through exploration of a range of data during seminars and independent work and through engagement with a small-scale resource project.

TS6 is developed through participation in group presentations and seminar activities.

Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.

E: Assessment strategy

Assessment Strategy for:

Knowledge and Understanding:

Knowledge and understanding are assessed through 100% coursework assignments, which is made up of presentations, essays, research reports and academic posters.

Intellectual Skills:

Intellectual skills are assessed through a combination of coursework assessments; essays, group and individual visual and/or oral presentations. Research skills are assessed through the preparation of a research project.

Practical Skills:

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.

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.

PS3 is assessed through a small-scale research project and using ICT in visual presentations.

Transferable Skills:

Transferable skills are assessed through:

TS1-TS3 are assessed through essays, reports, workbooks and visual and oral presentations.

TS3-TS6 and TS7 are assessed through the completion of research built into the modular outcomes of the programme.

F: 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:

N/A

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

Full attendance is expected at all scheduled taught lectures, seminars, workshops, and tutorials, with a minimum of 80% normally mandatory.

Full attendance is expected at all work-based learning opportunities with a minimum of 80% normally mandatory.

G: Professional accreditation requirements

Not Applicable

For the latest arrangements with regard to this programme, please contact the INTI Head of Programme.

H: Management of programme and support for student learning

Management

The programme is managed and administered through:

- The programme is managed and administered through: Dean of School Associate Deans of School (AQA and L&T) who have delegated responsibility for programmes in the Schools of Law and Education. Head of Department Module leaders A Collaborative Partner Lead based at UH, to provide support and facilitate communication between UH and USP (Xtend Campus) Admissions and marketing team at USP with responsibility for open days and recruitment. 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, advising students on the programme as a whole and chairing the programme committee. Student representatives on programme committees A Programme Committee, the membership of which includes the Programme Leader, the Module Leaders, Student Representatives, and others as appropriate.

Support

Students are supported by:

- Students are supported from the University of Hertfordshire by: Access to extensive digital and print collections of information resources. Attractive modern study environments in 2 Learning Resources Centres. 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 year. Overseas Orientation Office of Dean of Students, Student Wellbeing (incorporating Counselling, Mental Health and Disability Support), Chaplaincy, and Day Nursery Hertfordshire Student's Union Careers and Employment Dedicated programme site Medical Centre University Disability Advisors You will have a Personal academic Tutor who will be an important point of contact, able to help you gain a good understanding of the School and programme you are studying.

I: Programme structures, features, levels, modules, and credits

Programme structure

Year 1

Progression to Level 6 requires a minimum of 240 credits and passes in a Foundation Degree (or equivalent) in Early years.

The award of a BA Honours degree in Education Studies and Early Years (Top Up) is achieved through a total of 360 credit points passed with a minimum of at least 120 at level six.

If you have any questions, please do contact your programme leader. Maximum credits: 120

Semester	Module Code	Module Title	Credits	Level	Core/optional
A	6FHE2027	Promoting Positive Relationships in Professional Practice - USP	30	6	Core
AB	6FHE2028	Action Research Project in Early Years and Educational Contexts- USP	30	6	Core
B	6FHE2029	Promoting Children's Critical Thinking through Creative Practice - USP	30	6	Core
C	6FHE2030	Psychological Perspectives in Early Years and Education –USP	30	6	Core

Final and interim awards available

Final award	Award title	Minimum requirements	Available at the end of level
BA (Hons)	Education Studies and Early Years	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm 360 credit points including 240 at level 6/5 of which 120 must be at level 6	6
Interim award	Award title	Minimum requirements	Available at the end of level
BA	Education Studies and Early Years	See UPR AS11, section 13: https://www.herts.ac.uk/_data/assets/pdf_file/0016/232504/AS11-Schedule-of-Awards.pdf AS11.htm 300 credit points including 180 at level 6/5 of which 60 must be at level 6 No Honours	6

Other sources of information

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

- A dedicated programme site on the University's Virtual Learning Environment (Canvas);
- A Definitive Module Document (DMD) 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 very high-quality teaching, learning and outcomes for its students. Consequently, the University received a Silver award in the 2023 Teaching Excellence Framework (TEF) exercise. This award was made in October 2023 and is valid for up to 4 years. The TEF panel's report and conclusions can be accessed [via this link](#).

J: Development of intended programme learning outcomes in the constituent modules

These maps identify 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.

X = Delivered and Assessed

Module Code	IS 1	IS 2	IS 3	IS 4	IS 5	IS 6	KU 1	KU 2	KU 3	KU 4	KU 5	KU 6	PS 1	PS 2	PS 3	PS 4	PS 5	TS 1	TS 2	TS 3	TS 4	TS 5	TS 6	TS 7	
6FHE2027	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X					X	X
6FHE2028	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6FHE2029	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X
6FHE2030	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X						X

Key to module codes

Module code	Level	Title
6FHE2027	6	Promoting Positive Relationships in Professional Practice - USP
6FHE2028	6	Action Research Project in Early Years and Educational Contexts- USP
6FHE2029	6	Promoting Children's Critical Thinking through Creative Practice - USP
6FHE2030	6	Psychological Perspectives in Early Years and Education –USP

Key to programme learning outcomes for Intellectual Skills

IS1	Analyse educational concepts, theories and issues of Education and Early Year's policy in a systematic way.
IS2	Accommodate new principles and understandings in Education and Early Years.
IS3	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
IS4	Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice in Education and Early Years.
IS5	Reason clearly, understand the role of evidence and make critical judgments about arguments relating to the subject area of Early Years and Education.
IS6	Adopt multiple perspectives in relation to Early Years and Education and analyse the relationships between them.

Key to programme learning outcomes for Knowledge and Understanding

- KU1 Examine the underlying values and principles relevant to Education studies and Early Years.
- KU2 Develop a personal stance which draws on their knowledge and understanding.
- KU3 Analyse a range of research perspectives, methods and techniques for the systematic study and enquiry applied to young children and Early Years' education.
- KU4 Review pedagogical approaches for working with young children, and their families within the education process and Early Years framework.
- KU5 Interpret issues in relation to rights, diversity, equity, and inclusion in relation to working with young children and their families.
- KU6 Demonstrate knowledge and critical understanding of young children and childhood nationally and globally from psychological, educational, cultural philosophical and historical perspectives.

Key to programme learning outcomes for Practical Skills

- PS1 The ability to reflect critically on one's own and others' skills, views, and value systems.
- PS2 Show competence in the skills needed to critically locate and justify a personal position in relation to Education and Early Years.
- PS3 Justify the significance and limitations of theory and research in developing professional practice.
- PS4 Present information to others in a variety of appropriate forms.
- PS5 Use critical insight and show confidence in applying theories and concepts to a range of real-world educational contexts.

Key to programme learning outcomes for Transferrable Skills

- TS1 Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.
- TS2 Select and use appropriate technology/techniques in their study and other appropriate situations.
- TS3 Interpret numerical data, as appropriate.
- TS4 Analyse and evaluate data in a variety of formats.
- TS5 Justify the use of qualitative and quantitative data.
- TS6 Show professionalism in order to collaborate and plan as part of a team, to carry out roles allocated and take the lead where appropriate.
- TS7 Articulate their own approaches to learning and organise an effective work pattern, including working to deadlines.

Development of Graduate Attributes in the constituent modules

This map identifies where the Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and

(iii) a means to help students monitor their own personal and professional development as the programme progresses. [Note that there is no requirement for the Graduate Attributes to be assessed through these modules]

D = Delivered

Module Title	Module Code	Level	Professionally Focused	Globally Minded	Sustainability Driven	Digitally Capable & Confident	Inclusive and Collaborative	Evidenced-based and Ethical
Promoting Positive Relationships in Professional Practice - USP	6FHE2027	6	D	D		D	D	D
Action Research Project in Early Years and Educational Contexts- USP	6FHE2028	6	D			D	D	D
Promoting Children's Critical Thinking through Creative Practice - USP	6FHE2029	6	D	D	D	D	D	D
Psychological Perspectives in Early Years and Education -USP	6FHE2030	6	D	D		D	D	D