

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

Programme Code: EDUCEST

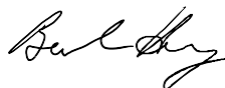
For Collaborative: University Validation at Unified Seevic Palmer's College (USP)

# Programme Specification

This programme specification is relevant to students entering:  
02 September 2024

Associate Dean of School (Academic Quality Assurance):  
Barbara Henry

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.

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**Summary of amendments to the programme:**

| Section | Amendment |
|---------|-----------|
|         |           |
|         |           |
|         |           |

If you have any queries regarding the changes please email [AQO@herts.ac.uk](mailto:AQO@herts.ac.uk)

# Programme Specification BA (Hons) Education Studies and Early Years

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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).

## Section 1

|                                    |                                       |
|------------------------------------|---------------------------------------|
| <b>Awarding Institution/Body</b>   | University of Hertfordshire           |
| <b>Teaching Institution</b>        | Unified Seevic Palmer's College (USP) |
| <b>University/partner campuses</b> | Xtend Digital Campus, Canvey Island   |
| <b>Programme accredited by</b>     | University of Hertfordshire           |
| <b>Final Qualification</b>         | BA (Honours)                          |
| <b>All Final Award titles</b>      | Education Studies and Early Years     |
| <b>(Qualification and Subject)</b> |                                       |
| <b>FHEQ level of award</b>         | 6                                     |

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## 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
- Childrens 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.

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## B. Educational Aims of the Programme

### Diversity and Inclusion

Our programmes are purposefully designed to enable all students to engage meaningfully with the curriculum by being accessible and representative. We will support students to shape their learning experience, removing barriers and enabling them to succeed. The curriculum explicitly includes multiple and representative perspectives, valuing collective identities and individual diversity. Learning, teaching and assessment activities help students to understand how they can enhance outcomes both for themselves and for others. All students belong to a learning community, and during their studies we really want to hear their voices, encourage them to listen to others, and express themselves.

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.

### Graduate Attributes

Our graduates will be capable and professional, creative and enterprising, and will build their social and global awareness throughout. In addition to their subject expertise and proficiency, as a University of Hertfordshire graduate, they will be:

- Professionally focused
- Globally minded
- Sustainability driven
- Digitally capable and confident
- Inclusive and collaborative
- Evidence based and ethical

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## 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.

| <b>Knowledge and Understanding</b>  | <b>Teaching and learning methods</b>  | <b>Assessment strategy</b>   |
|---|---|--|
| <p>A1- Examine the underlying values and principles relevant to Education studies and Early Years.</p> <p>A2- Develop a personal stance which draws on their knowledge and understanding.</p> <p>A3- Analyse a range of research perspectives, methods and techniques for the systematic study and enquiry applied to young children and Early Years' education.</p> <p>A4- Review pedagogical approaches for working with young children, and their families within the education process and Early Years framework.</p> <p>A5- Interpret issues in relation to rights, diversity, equity, and inclusion in relation to working with young children and their families.</p> <p>A6- Demonstrate knowledge and critical understanding of young children and childhood nationally and globally from psychological, educational, cultural philosophical and historical perspectives.</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 assignments, which is made up of presentations, essays, research reports and academic posters.</p>   |
| <b>Intellectual skills</b>  | <b>Teaching and learning methods</b>  | <b>Assessment strategy</b>   |
| <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</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>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>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>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>  |  |
| <b>Practical skills</b>   | <b>Teaching and learning methods</b>   | <b>Assessment strategy</b>   |
| <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 workplace 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> |
| <b>Transferable skills</b>  | <b>Teaching and learning methods</b>   | <b>Assessment strategy</b>   |
| <p>D1- Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.</p> <p>D2- Select and use appropriate</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>Transferable skills are assessed through:</p> <p>D1-D3 are assessed through essays, reports, workbooks and visual and oral presentations.</p>   |

|  |   |   |
|--|---|---|
| <p>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>D2 is developed during induction and through use of online learning through Canvas. Students will have opportunities to experience a range of information communication technology.</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>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 on a Part time mode (1 Year over 3 semesters) and leads to the award of a BA (Hons) Education Studies and Early Years.

Intake is normally in September (Semester A) with studies taking place over 3 semesters, (Semester A) Sept-Jan, (Semester A/B) Sept-March, (Semester B) Jan-May, (Semester C) May-Sept. Entry is at Level 6 normally with 240 credits gained through a Foundation Degree in Early Years or equivalent.

### Professional and Statutory Regulatory Bodies

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. Reflective evidence from experience in practice will inform all aspects of learning, teaching, and assessment. Students not employed within the early years are 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.

### Student Exchange programme Incoming Exchange

N/A

### Study Abroad

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

There are no optional modules within this programme structure, all four modules listed below are compulsory. Each module is worth 30 credits, on successful completion of all 4 modules, a total of 120 credits will be achieved by the end of the programme.

#### Table 1a Outline Programme Structure

**Mode of study:** Part time

**Entry point** Semester A

#### Level 6

|  | Module Code | Credit Points | Language of Delivery | % Examination | % Coursework | % Practical | Semesters |
|--|-------------|---------------|----------------------|---------------|--------------|-------------|-----------|
| <b>Compulsory Modules</b>  |             |               |                      |               |              |             |           |
| Module Title   |             |               |                      |               |              |             |           |
| Promoting Positive Relationships in Professional Practice        | 6FHE2027    | 30            | English              | 0             | 100          | 0           | A         |
| Action Research Project in Early Years and Educational Contexts  | 6FHE2028    | 30            | English              | 0             | 100          | 0           | AB        |
| Promoting Children's Critical Thinking through Creative Practice | 6FHE2029    | 30            | English              | 0             | 100          | 0           | B         |
| Psychological Perspectives in Early Years and Education          | 6FHE2030    | 30            | English              | 0             | 100          | 0           | C         |

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.

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

### 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 |  | 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 at Level 6/5, of which at least 60 must be at 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](#) (*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.

## E. Management of Programme & Support for student learning.

### Management

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:**

- 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

## **F. Other sources of information**

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

- Programme (or Student) guidance on CANVAS.
- A Definitive Module Document (DMD) for each constituent module.
- Module Guidance for each constituent module on CANVAS

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/>.

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

- Five yearly cycles 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 representative
- 

## 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.

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).

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If you would like this information in an alternative format, please contact: [aqo@herts.ac.uk](mailto:aqo@herts.ac.uk) or alternatively [hesupport@uspcollege.ac.uk](mailto:hesupport@uspcollege.ac.uk)

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to [aqo@herts.ac.uk](mailto:aqo@herts.ac.uk)

## BA (Hons) Education Studies and Early Years (Top Up)

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

This map identifies where the programme learning outcomes are delivered and 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 | Promoting Positive Relationships in Professional Practice        | 6FHE2027    | X   | X  | X  | X  | X  | X  | X                   | X  | X  | X  | X  | X  | X                | X  | X  |    | X  | X                   | X  |    |    |    | X  | X  |
|         | Promoting Children’s Critical Thinking through Creative Practice | 6FHE2029    | X   | X  | X  | X  | X  | X  | X                   | X  | X  | X  | X  | X  | X                | X  | X  | X  | X  | X                   | X  |    |    |    | X  | X  |
|         | Action Research Project in Early Years and Educational Contexts  | 6FHE2028    | 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 and Education             | 6FHE2030    | 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

### Practical Skills

- 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.

specifications.

**Table 3: 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 | Professionally Focused | Globally Minded | Sustainability Driven | Digitally capable & confident | Inclusive and collaborative | Evidenced based and Ethical |
|---------|--|-------------|------------------------|-----------------|-----------------------|-------------------------------|-----------------------------|-----------------------------|
|         | Placement Year   |             |                        |                 |                       |                               |                             |                             |
| Level 6 | Promoting Positive Relationships in Professional Practice        | 6FHE2027    | D                      | D               |                       | D                             | D                           | D                           |
|         | Promoting Children's Critical Thinking through Creative Practice | 6FHE2029    | D                      | D               | D                     | D                             | D                           | D                           |
|         | Action Research Project in Early Years and Educational Contexts  | 6FHE2028    | D                      |                 |                       | D                             | D                           | D                           |
|         | Psychology Perspectives in Early Years and Education             | 6FHE2030    | D                      | D               |                       | D                             | D                           | D                           |

## 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 2024

**Administrative School**

School of Law and Education

**Language of Delivery**

English

**Table 4 Course structure**

| Course details |  |               |      |
|----------------|--|---------------|------|
| Course Code    | Course Description                               | HECOS         | UCAS |
| EDUCEST        | BA (Hons) Education Studies and Early Years, USP | 100463 (100%) | N/A  |