



## Programme Specification

(please see the notes at the end of this document for a summary of uses of programme specifications)

Fields marked with \* must be completed for the initial submission for Stage One approval to the Board of Studies and to the Academic Programmes Committee

<b>GENERAL INFORMATION</b>	
<i>Awarding Institution//Body</i>	University of Bath
<i>Teaching Institution*</i>	Partner Institution
<i>Licensed/Validated/Franchised (if appropriate)</i>	Licensed
<i>Programme accredited by (including date of accreditation)*</i>	N/A
<i>Programme approved by (including date &amp; minute number of Senate)</i>	Programme Approval Panel: 18 May 2007 Senate: 13 June 2007 Transfer date from Division for Lifelong Learning to Faculty of Humanities and Social Sciences: 1st October 2012.  PAPAC 22 January 2014 (change of title)
<i>Final award</i>	BA (Hons)
<i>Programme title*</i>	Early Years and Childhood Studies (Work-based Learning)
<i>UCAS code (if applicable)</i>	N/A
<i>Subject Benchmark Statement*</i>	QAA Benchmark Statement – Early Childhood Studies, 2007
<i>Intended level of completed programme (in line with FHEQ)*</i>	Level 6
<i>Duration of programme &amp; mode of study*</i>	1 year full time
<i>Date of Specification preparation/revision*</i>	February 2015
<i>Applicable to cohorts (eg. for students commencing in September 2011 or 20011/12-2012/138/09 – 2009/10)*</i>	For students commencing in September 2015

### **\*Synopsis and academic coherence of programme**

This programme is designed to provide Honours degree status to students who have achieved level 5 qualifications through the University of Bath Foundation Degree in Early Years and Childhood Studies, or equivalent.

The Honours Year is based on, and extends the academic skills and pedagogy of the foundation degree programmes and examines the knowledge and understanding of students in the academic discipline of their subject to level 6 with increasing academic rigour.

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Following on from their foundation degree, students continue within their Early Years work settings and prepare for longer-term management and leadership roles. The work-based learning element reinforces the academic knowledge and understanding developed in the Honours Year.

Subject-specific units reflect current trends and enable learners to develop a broad understanding of Early Years and Childhood in a variety of contexts. Honours Year units develop knowledge gained within the foundation degree and enable students to critically engage with the wider perspectives of childhood.

The work-based research project provides an opportunity for students to apply and develop their research and project management skills in a settings-based relevant and topical research project, greatly enhancing their employability and ability to reflect on and adapt current practice. Students also study units covering professional and management areas. These are designed to prepare them for future leadership roles in the workplace and give them an increased understanding of Early Years Care and Childhood.

The programme includes a large work-based component where academic skills and understanding are reinforced by the development of vocational skills. The emphasis is on the development of effective practice underpinned by the growth of critical, analytical and reflective skills.

**\*Educational aims of the programme**

Whilst the work-based learning principles of the Foundation Degree will remain, the primary aim of this course is to 'add value' by preparing students for potential, longer-term leadership roles in the workplace. At its heart is a subject-based project that embodies the full life cycle from conception, design and planning, through organisation, execution and management, to delivery, reflective review and objective assessment of the outcomes. Taught material supports the course ethos by: a) advancing knowledge through higher-level, subject-specific studies in areas of particular current relevance; b) engendering appropriate management, organisational, evaluative and team-building skills; and c) providing a firm basis for the effective research, assessment and presentation of evidence, arguments and assumptions, so as to enable sound judgments to be reached. Particular stress is placed on the timely and appropriate application of knowledge and problem-solving skills in a work-place environment. The professional practice and key skills outcomes are used to embed workplace learning during tutor visits to the work-based learning environment.

**\*Intended learning outcomes** (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

The generic learning outcomes of the programme are, in every case, made contextually specific by means of the assignment briefs.

➤ Knowledge & Understanding:

On successful completion of the programme it is expected that the student will be able to:

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	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the application of research methods in the context of their professional practice using a case study, or research project;</li> <li>• Describe a coherent project design, locating and reviewing literature from appropriate fields, identifying suitable methods of data collection, techniques of analysis and ethical considerations for research into professional practice;</li> <li>• Comment on a selection of recent research into the study of Early Years Childhood in different settings;</li> <li>• Evaluate the implications of research findings on policy and practice; and examine the relationship between social policy and the concepts of childhood and young children's' needs.</li> <li>• Appreciate the limits of current knowledge and practice in the field of Early Years and Childhood Studies.</li> <li>• Demonstrate an understanding of Early Years and Childhood Studies in a management context and engage with current health and safety legislation.</li> <li>• Demonstrate an understanding of theories and concepts of children's learning and development and implications for practice, including the implications of the outdoor environment on children's learning and wellbeing.</li> </ul>
<p>➤ Intellectual Skills:</p>	<p>On successful completion of the programme it is expected that the student will be able to:</p> <ul style="list-style-type: none"> <li>• Engage in critical analysis of a wide range of texts and electronic information;</li> <li>• Synthesise information from a number of sources in order to gain a coherent understanding of research, policy and practice;</li> <li>• Critically evaluate arguments, assumptions, abstract concepts and data, to make judgements, and to frame appropriate questions to achieve a solution or identify a range of solutions to a problem;</li> <li>• Reflect on the appropriateness of theory, practice and outcomes;</li> <li>• Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects with skills in data analysis (qualitative and/or quantitative where appropriate);</li> <li>• Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Critical analysis and evaluation of theories and concepts of children’s learning and development and implications for practice.</li> </ul>
➤ Professional Practical Skills:	<p>On successful completion of the programme it is expected that the student will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the application of relevant research findings in the workplace;</li> <li>• Apply Early Years Childhood Studies skills appropriately to facilitate children’s play and learning;</li> <li>• Reflect upon their own academic and professional performance and take responsibility for personal and professional learning and development;</li> <li>• Observe and evaluate their own skills and those of others and give clear and appropriate feedback.</li> <li>• Demonstrate an ability to apply theories and concepts of children’s learning and development and implications for practice.</li> <li>• Apply leadership skills in the workplace and demonstrate an understanding of Early Years and Childhood Studies in a management context.</li> <li>• Implement strategies to facilitate learning in, and about, the outdoor environment within the constraints of health and safety legislation and current curriculum requirements</li> </ul>
➤ Transferable/Key Skills:	<p>On successful completion of the programme it is expected that the student will be able to:</p> <ul style="list-style-type: none"> <li>• Exercise initiative and personal responsibility;</li> <li>• Make evidence-based decisions and manage time effectively;</li> <li>• Work in teams;</li> <li>• Use oral, written or audio-visual communication skills;</li> <li>• Demonstrate confidence in using IT for the access, creation and manipulation of information;</li> <li>• Undertake appropriate further training of a professional or equivalent nature.</li> <li>• Demonstrate an understanding of Early Years and Childhood Studies in a management context.</li> </ul>
➤	<p><u>Teaching and Learning Methods:</u> A variety of teaching, learning and assessment methods are used on the programme. These may include lectures, reflective workshops, small group exercises, tutor and student led seminars, individual and group</p>

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	<p>tutorials, practical workshops, case studies and discussion of work-based activities, inter-professional workshops (e.g.) with BSc Social Work students</p> <p><u>Assessment Methods:</u> Assessment methods include the production of a reflective portfolio, presentation, action plans, strategy and log, essays, and research project report.</p> <p>The generic units for the Work-based Learning Honours Degree have been written to be valid in their own right but are contextualised in the light of each subject pathway area. For example research methods are taught in the light of best practice within that subject area, whilst the management units are expected to reflect common practice within that subject pathway. The research project is chosen to reflect a concern or interest in the subject pathway.</p>
<p><b>*Structure and content of the programme</b> (including potential stopping off points)</p>	
<p>The Honours Year programme is studied on a one year full time basis and offers progression for those students successfully completing the FdA Early Years and Childhood Studies. Study for this programme is at Level 6; students enter at Level 5.</p>	

<p><b>Details of work placements / work-based learning / industrial training / study abroad requirements</b></p>
<p>It is expected that students will be in employment or have access to professional experiences in a relevant setting. Access to such arrangements is required for successful completion of the work-based assignments within the programme and in particular for the purposes of the research project. It is expected that students will normally be in work settings for two days each week or equivalent in terms of numbers of sessions.</p>
<p><b>Details of support available to students</b> (e.g. induction programmes, programme information, resources)</p>
<p>Support will follow the arrangements made by the partner institution, and detailed in their Partner Institution Programme Handbook. In particular, the following arrangements will apply:</p> <ul style="list-style-type: none"> <li>• induction to the partner institution, its services and facilities, and to the programme</li> <li>• access to the partner institution's learning resources (Library, IT facilities etc.)</li> <li>• access to the partner institution's central support services, including counselling, learning support, careers, financial guidance, Students' Union etc.</li> <li>• information on the units to be studied, including content, delivery and assessment</li> </ul>

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- a partner institution programme handbook, including details of the full assessment schedule and programme regulations
- personal tutorial system for the provision of academic and pastoral support.

In addition, students will receive support from the University of Bath according to the partnership arrangement between the two institutions, including:

- the allocation of a Link Academic Adviser from the University to the programme
- University of Bath Student Handbook, including details of the University's regulations

**Admissions criteria**

- Candidates for the Honours Year will be expected to have successfully completed the University of Bath FdA Early Years and Childhood Studies programme achieved with a minimum overall programme average of 55%.
- Applications will be considered in competition with others and based upon the number of places available.
- It will be the student's responsibility to identify and agree a suitable work-based learning environment with their tutor in which they can carry out the Work-based Research Project. This must be in place at the time of admission.
- Admission may be subject to interview.

Precise entry requirements may vary from year to year.

*Deferral from Foundation Degree to Honours Year Top Up:* Students are able to defer entry to the Honours Year by one year only following the completion of their Foundation Degree. Permission has to be granted by the University and the partner institution in advance. Under exceptional extenuating circumstances and course permitting, the University will consider deferral by a further one year.

**Suspension**

For suspension of studies a formal request has to be made to the University either directly or via the Programme Leader at the partner institution communicating a valid reason for the need to suspend. This request will then be considered by the University. Suspension is for 12 months and allows students to return back to their study at the same point in the following academic year. In exceptional circumstances only, the University will consider a further suspension period of 12 months. Suspension beyond this point is not feasible.

**Summary of assessment and progression regulations**

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This programme is compliant with NFA assessment regulations:

<http://www.bath.ac.uk/registry/nfa/index.htm>

### Indicators of quality and standards (e.g. professional accreditation)

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:

1. A Quality Assurance Code of Practice, and associated regulations and policies:  
<http://www.bath.ac.uk/quality/cop/statements.html>
2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:  
Governance:  
<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSGov.doc>  
Review and Monitoring:  
<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSRevMon.doc>
3. Staff development arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff. Further information:  
<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSASD.doc>

Students are involved in many of these processes. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.

<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSStuVoice.doc>

A more detailed overview of the University's Quality Management framework is set out in this summary document:

<http://www.bath.ac.uk/quality/documents/approach-to-quality-management.pdf>

The University's management of its academic standards and quality is subject to external institutional review by the Quality Assurance Agency on a six year cycle. In its 2013 Institutional Review, the QAA confirmed that the University met its expectations for the management of standards, the quality of learning opportunities, and the enhancement of learning opportunities. The University was commended on its provision of information.

### Sources of other information

- University of Bath website: [www.bath.ac.uk](http://www.bath.ac.uk)
- Partner institution website: [www.wiltshire.ac.uk](http://www.wiltshire.ac.uk)
- Partner institution/s publicity (e.g. prospectus, course leaflet, open days)
- Partner institution Programme handbook
- University of Bath Student handbook

## Appendix : Programme Description

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Please read/use in conjunction with: <http://www.bath.ac.uk/registry/registry.bho/assessment/nfa-briefing-009.pdf>.

<b>Programme code</b>	UHED-WPB10
<b>Programme title</b>	BA (Hons) Early Years and Childhood Studies (WBL) licensed to Wiltshire College
<b>Award type</b>	Honours Year
<b>Award title</b>	BA (Hons) Early Years and Childhood Studies
<b>Mode of Attendance</b>	Full time
<b>Length</b>	one year
<b>Approving body and date of approval</b>	Programme Approval Panel: 18 May 2007 Senate: 13 June 2007 PAPAC 22 January 2014

Year 1 (for implementation with effect from Sept 2015)									
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status	Notes
3	1	Semester 1	LP30494	Research Methods	H	6			
		Semester 1	LP30635	Leadership and Management for Early Years and Childhood Practitioners	H	6			
		Semester 1	LP30235	Psychological Perspectives on Children's Learning	H	6			
		Semester 1	LP30364	Young Children & the Outdoor Environment	H	6			
		All Year	LP30484	Work-based Research Project	H	18	Y		
		Semester 2	LP30636	Promoting Positive Behaviour	H	6			
		Semester 2	LP30365	Children, Policy and Society	H	6			
		Semester 2	LP30368	Professional Identity in the Early Years	H	6			

Assessment weightings and decision references		
Stage	Weighting within programme	NFAAR decisions reference See: <a href="http://www.bath.ac.uk/registry/nfa/index.htm">http://www.bath.ac.uk/registry/nfa/index.htm</a>
Stage 1	100%	Main assessment: <a href="http://www.bath.ac.uk/registry/nfa/nfaar-hy-appendix-11.pdf">http://www.bath.ac.uk/registry/nfa/nfaar-hy-appendix-11.pdf</a> Supplementary assessment: <a href="http://www.bath.ac.uk/registry/nfa/nfaar-hy-appendix-12.pdf">http://www.bath.ac.uk/registry/nfa/nfaar-hy-appendix-12.pdf</a>

### NOTES

Programme Specifications are **definitive, formal and concise** descriptions of programmes that are comprehensible to a general audience and are intended to support external accountability. The University has committed to using programme specifications in the following ways:

#### Approval, Amendment and Review of Programmes

2015/16 Programme Specification

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The University uses programme specifications in programme approval, amendment and review processes to ensure that the aims and intended learning outcomes of programmes are clear, and that the learning outcomes can be achieved and demonstrated. Further [guidance](#) on the content of programme specifications, including common content on University quality and student support structures, is available from the Learning and Teaching Enhancement Office or from the LTEO website: <http://www.bath.ac.uk/quality/cop/statements.html>

- **Programme approval:** Further information about the role of programme specifications in the process of programme approval is provided in [QA3](#) Approval of New Programmes of Study Annex A. A draft programme specification setting out the title, level, learning outcomes, diet of core and key optional units, and any partnership arrangements or professional accreditation is submitted as part of the documentation for first stage strategic approval to Board of Studies and Academic Programmes Committee. The draft programme proposal and specification should also be forwarded to the Registry at this stage. It is good practice to submit the draft document to the Faculty/School Learning, Teaching and Quality Committee after first stage strategic approval and before second stage final approval is sought so that feedback may guide development of the final documentation. The completed programme specification including the programme description, which should be fully differentiated in respect of any exit awards, is submitted to the Faculty/School Learning Teaching and Quality Committee and to the Programmes Approval and Partnerships Committee as part of the documentation for second stage (full) approval. Once final approval has been granted by Senate the programme specification should be published on the University website
- **Amendment of programmes:** When an intermediate or major amendment to a programme is made, an updated programme specification should be submitted as part of the approval process (see [QA4](#) Amendments to Programmes of Study para 6.4). Amended versions of the programme specification must be signed by the Dean of Faculty/School. Once approved, the revised programme specification should be published on the University website.
- **Degree Scheme Review:** The programme specification forms part of the evidence for the periodic review of the aims and learning outcomes of a programme of study (see [QA13](#) Degree Scheme Reviews, para 4.11).

### Provision of Information to Students

Programme specifications are multi-stakeholder documents, which form one of the sources of programme information available to current and prospective students (For further information, see [QA44](#) Programme Handbooks and Programme Specifications, Section 5). Directors of Studies are responsible for ensuring that the programme specification is up to date and coherent with the detailed programme information provided in the prospectus and programme handbooks, and for ensuring that current programme specifications are published on the University website.

**Programme descriptions** should be appended to programme specifications and are intended to provide precise information for students and others on the stages of the programme, as required for the 'Structure and content of the programme' section of the main document. ([PD forms](#) for NFAAR for UG, PG, and non-NFA are available.)