|  |  |  |
| --- | --- | --- |
| 1. | Awarding institution | University of Huddersfield |
| 2. | Teaching institution  | University of Huddersfield |
| 3. | School and Department | School of Education and Professional DevelopmentDepartment for Education and Community Studies |
| 4. | Course accredited by | N/A |
| 5. | Mode of Delivery | Part-time, 4 years (2 years, top up) |
| 6. | Final Award | Bachelor of Arts with Honours (BA Hons) |
| 7. | Course Title | BA Hons Education (Early Years)BA Hons Education (Early Years) top upBA Hons Education (Supporting Teaching and Learning)BA Hons Education (Special Educational Needs and Disabilities (SEND) and Inclusion)BA Hons Education (SEND and Inclusion) top up |
| 8. | UCAS Code | X |
| 9. | Subject benchmark statement | Education Studies (2019)Early Childhood Studies (2019) |
| 10. | Date of Programme Specification Approval | November 2020 |

# 11. Educational Aims of the Courses

The course aims include both the University of Huddersfield Graduate Attributes for all taught degree courses and specific course aims for the named award/s.

All taught degree courses enable graduates to develop the following attributes core to the University of Huddersfield.

**University of Huddersfield Graduate Attributes**

1. Self-motivated
2. Commercially aware
3. Enterprising
4. Resilient
5. An effective collaborator
6. A confident leader
7. Globally and socially aware
8. Plans growth and development

In addition, the named awards will provide:

1. Develop students’ ability to work within a professional context, promoting respect for all persons, forging a commitment to safeguarding, equality of opportunity, anti-discriminatory and inclusive practice
2. Develop student’s ability to reflect on and analyse relevant theory and critically evaluate and challenge values and source materials which influence their thinking
3. Develop in students the ability to use different enquiry methods and draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to solve problems in a range of contexts
4. Develop in students a questioning, open minded attitude that will enable them to enhance their current roles, take on new responsibilities and pursue lifelong learning
5. Explore, evaluate and respond to the impacts of technical, legal and social change on practice, including changes to policy and/or curriculum

**Early Years**

1. Ensure students have the essential practical and professional skills to work with children and families in the early years, including the ability to work collaboratively with parents, colleagues and other professionals
2. Enable students to develop underpinning knowledge and critical understanding of the care and education of young children, demonstrating commitment to equality of opportunity, inclusive and anti-discriminatory practice
3. Develop reflective practitioners, who apply the principles of evidence-based practice to evaluate their effectiveness in providing quality childcare and education to challenge inequality and improve individual life chances

**Supporting Teaching and Learning**

1. Enhance student's critical understanding of organisational structures and systems that support learners, students and tutors
2. Recognise and build upon the unique features of the learning support role in ways that contribute to raising learner achievement
3. Increase student’s critical understanding of use of assistive technology and alternative methods of teaching to raise learner achievement

**SEND and Inclusion**

1. Enable students to develop underpinning knowledge and critical understanding of the care and education of children and young people with special educational needs and disabilities (SEND), demonstrating commitment to equality of opportunity, inclusive and anti-discriminatory practice
2. Develop students’ knowledge and skills in areas of professional responsibility related to SEND and inclusion
3. Provide sound knowledge of the organisational, political, economic, social and technological factors affecting the delivery of special and inclusive education

# 12. Course Learning Outcomes

On completion of the course, students will be able to:

***Knowledge and Understanding***

1. Understand key concepts and theories associated with supporting individual development and learning needs from birth to 25, including moral, sociological, psychological and philosophical underpinnings and issues of social justice
2. Evaluate theories and principles related to typical and atypical holistic development from birth to 25 years old
3. Apply knowledge of research and theory to assess and meet a range of learning needs
4. Interpret and evaluate key principles and current legislation in the organisation and management of educational settings, including safeguarding and child protection issues, procedures and legislation
5. Critically reflect on the importance of ethical practice, including an understanding of issues in relation to rights, diversity, equity and inclusion in a range of education contexts
6. Apply their understanding of critical reflection to support their personal and professional development
7. Critically evaluate and apply knowledge and understanding of policy and legislation to evaluate and improve practice
8. Interpret information from a variety of sources
9. Initiate, design, conduct and report on an education-based research project under appropriate supervision
10. Apply the principles of undertaking primary research in accordance with the British Educational Research Associations’ Ethical Guidelines. Critically reflect on the impact of policy and legislation on educational practice in different contexts
11. Critically reflect on the challenges for inclusive practice in a range of education settings
12. Reflect on and challenge assumptions and values relating to educational policy and practice

***Professional/practical skills***

**Early Years**

1. Apply a critical understanding of the ecology of child development to practice
2. Identify the essential stages in designing, delivering and evaluating practice to support young children’s learning and development within different contexts

**Supporting Teaching and Learning**

1. Identify appropriate strategies and methods for raising individual achievement.
2. Critically review organisational objectives, policies and procedures for supporting learner progress

**SEND and Inclusion**

1. Identify the essential stages in designing, delivering and evaluating special and inclusive education within different contexts
2. Understand barriers to learning experienced by children and young people with SEND
3. Develop critical arguments for analysing improvements to a range of special and inclusive educational contexts and practices

***Transferable/Key Skills***

1. Communicate appropriately and effectively to a variety of audiences using a variety of media
2. Work effectively with individuals and teams. Develop the ability to work collaboratively to design, implement and sustain necessary change
3. Demonstrate resilience and self-management in learning and professional practice
4. Develop skills of reflection and utilise opportunities to enhance own personal and professional development
5. Identify, analyse and evaluate problems and solutions

# 13. Course Structures and Requirements, Levels, Modules, Credits and Awards

**13.1**

**Structure**

The award comprises 360 credits in total. 120 credits are studied at Foundation, Intermediate and Honours levels of study. Foundation and Intermediate level modules are 30 credits. The Honours level of study includes 1 40-credit module assessed through a dissertation (DHD2245 Major Study in Education), and a 20-credit module (DHJ0625 Research the Major Study) that supports students in their understanding of conducting ethical and meaningful research. Students will be expected to undertake their Major Study in Education pursuing a research project that is relevant to specific named award they are enrolled to. The Honours level includes 2 further 30 credit modules, one that is a course specific, core module, and one which is optional, selected from a choice of 2 or 3 options. The course content integrates critical reflection on work-based practice alongside academic studies and is consistent with the QAA benchmark statements for Early Childhood Studies 2019 (ECS), and Education (2019).

The overall award is BA Hons Education with a bracketed title indicating the specialist professional route the student has followed. Delivery for each route is set out below over the 4-year duration of the course. Top-up Honours level routes are available for the Early Years and SEND and Inclusion routes, reflecting current recruitment patterns where students with Level 5 qualifications (Foundations degree, HND, HNC) are looking for opportunity for raise their qualifications in order to progress to teacher training and other post-graduate qualifications.

**Distinctive Features**

Each distinct route through the BA Education will retain its core modules at Foundation, Intermediate and Honours levels, ensuring the distinct identity of each qualification is preserved, and the essential underpinning skills and knowledge of each one is addressed. For the Early Years route this includes an understanding of how social policy can shape the lives and outcomes of young children, how pedagogic leadership and holistic assessment of children’s individual learning needs supports their progress, and how positive health and well-being impacts on development and learning. For the Supporting Teaching and Learning route, core modules include understanding how SEND policy can impact on their role, the importance of the effective assessment of individual learning needs, and the role of assessment in monitoring the effectiveness of intervention and support. For the SEND and Inclusion route, the core modules offer students an understanding of SEND policy, the impact of SEND on children and young people’s development and learning, and the opportunity to critically reflect on current policy and practice and their philosophical, ethical and political underpinnings.

The programme will continue to be offered through day school delivery, outside the usual working hours of the education sector, offering a professional development opportunity that does not detract from the students’ need to retain employment. This also further secures employer engagement with the programmes and support for their staff, as working patterns are not disrupted by attendance at University. Teaching delivery will include face to face taught classes, individual tutorials and supervision and the use of appropriate online resources and technologies. The overall delivery schedule is set out below:

**September entry: part time**

**BA Hons Education (Early Years)**

|  |
| --- |
| **Year 1** |
| **Level** | **Term** | **Module Code/Title** | **Credits** | **Module Status** |
| F (FHEQ 4) | Term 1 | DFM1035 Theories and Strategies for Learning | 30 | Core |
| F (FHEQ 4) | Year long | DFM1335 Professional Practice | 30 | Core |
| F (FHEQ 4) | Term 2 | DFM1135 Perspectives on Learning and Development | 30 | Core |
| **Year 2** |
| **Level** | **Term** | **Module Code/Title** | **Credits** |  |
| F (FHEQ 4) | Term 1 | DFM1235 Self, Society and Welfare | 30 | Core |
|  |  |  | Interim exit award Certificate in HE (120 credits) |
| I (FHEQ 5) | Term 2 | DIM1135 Safeguarding Children and Young People | 30 | Core |
| I (FHEQ 5) | Year long | DIM1335 Advanced Professional Practice | 30 | Core |
| **Year 3** |
| **Level** | **Term** | **Module Code/Title** | **Credits** | **Module status** |
| I (FHEQ 5) | Term 1 | DIM3535 Support for Language, Literacy and Mathematics in Educational Environments | 30 | Core |
| I (FHEQ 5) | Year long | DIM2235 Senior Practitioner | 30 | Core |
|  |  |  | Interim exit award Diploma in HE (240 credits) |
| H (FHEQ 6) | Term 2 | DHM2235 Health and Well-being | 30 | Core |
| **Year 4** |
| **Level** | **Term** | **Module Code/Title** | **Credits** | **Module status** |
| H (FHEQ 6) | Term 1 | DHJ0625 Researching the Major Study | 20 | Core |
| H (FHEQ 6) | Year long | DHD2245 Major Study in Education | 40 | Core |
| H (FHEQ 6) | Term 1 | DHM2335 Supporting Learning in Young Children (option) | 30 | Option |
| H (FHEQ 6) | Term 1 | DHM1235 Critical Approaches to Inclusive Education (option)**(NB: Students select 1 from 2 options)** | 30 | Option |
|  |  |  | Students achieving a minimum of 60 credits at Honours level, but who do not successfully complete the module DHD2245 will be offered the award of BA Education (Ordinary) |

**BA Hons Education (Early Years) Top up**

|  |
| --- |
| **Year 1** |
| **Level** | **Term** | **Module Code/Title** | **Credits** | **Module status** |
| H (FHEQ 6) | Term 1 | DHM2335 Supporting Learning in Young Children (option) | 30 | Option |
| H (FHEQ 6) | Term 1 | DHM1235 Critical Approaches to Inclusive Education (option)**(NB: Students select 1 from 2 options)** | 30 | Option |
| H (FHEQ 6) | Term 2 | DHM2235 Health and Well-being | 30 | Core |
|  |  |  | Interim exit award BA Education (Ordinary) |
| **Year 2** |
| **Level** | **Term** | **Module Code/Title** | **Credits** | **Module status** |
| H (FHEQ 6) | Term 1 | DHJ0625 Researching the Major Study | 20 | Core |
| H (FHEQ 6) | Year long | DHD2245 Major Study in Education | 40 | Core |

**BA Hons Education (Supporting Teaching and Learning)**

|  |
| --- |
| **Year 1** |
| **Level** | **Term** | **Module Code/Title** | **Credits** | **Module status** |
| F (FHEQ 4) | Term 1 | DFM1035 Theories and Strategies for Learning | 30 | Core |
| F (FHEQ 4) | Year long | DFM1335 Professional Practice | 30 | Core |
| F (FHEQ 4) | Term 2 | DFM1135 Perspectives on Learning and Development | 30 | Core |
| **Year 2** |
| **Level** | **Term** | **Module Code/Title** | **Credits** | **Module status** |
| F (FHEQ 4) | Term 1 | DFM1435 SEND: introduction to policy and practice | 30 | Core |
|  |  |  | Interim exit award Certificate in HE (120 credits) |
| I (FHEQ 5) | Term 2 | DIM1135 Safeguarding Children and Young People | 30 | Core |
| I (FHEQ 5) | Year long | DIM1335 Advanced Professional Practice | 30 | Core |
| **Year 3** |
| **Level** | **Term** | **Module Code/Title** | **Credits** | **Module status** |
| I (FHEQ 5) | Term 1 | DIM3535 Support for Language, Literacy and Mathematics in Educational Environments | 30 | Core |
| I (FHEQ 5) | Year long | DIM1535 Supporting Individual Learning Needs | 30 | Core |
|  |  |  | Interim exit award Diploma HE (240 credits) |
| H (FHEQ 6) | Year long | DHM3135 Assessing Learning | 30 | Core |
| **Year 4** |
| **Level** | **Term** | **Module Code/Title** | **Credits** | **Module status** |
| H (FHEQ 6) | Term 1 | DHJ0625 Researching the Major Study | 20 | Core |
| H (FHEQ 6) | Year long | DHD2245 Major Study in Education | 40 | Core |
| H (FHEQ 6) | Term 1 | DHM2335 Supporting Learning in Young Children (option) | 30 | Option |
| H (FHEQ 6) | Term 1 | DHM1235 Critical Approaches to Inclusive Education (option) | 30 | Option |
| H (FHEQ 6) | Term 2 | DHM2235 Health and Well-being (option)**(NB: Students select 1 from 3 options)** | 30 | Option |
|  |  |  | Students achieving a minimum of 60 credits at Honours level, but who do not successfully complete the module DHD2245 will be offered the award of BA Education (Ordinary) |

**BA Hons Education (SEND and Inclusion)**

|  |
| --- |
| **Year 1** |
| **Level** | **Term** | **Module Code/Title** | **Credits** | **Module status** |
| F (FHEQ 4) | Term 1 | DFM1035 Theories and Strategies for Learning | 30 | Core |
| F (FHEQ 4) | Year long | DFM1335 Professional Practice | 30 | Core |
| F (FHEQ 4) | Term 2 | DFM1135 Perspectives on Learning and Development | 30 | Core |
| **Year 2** |
| **Level** | **Term** | **Module Code/Title** | **Credits** | **Module status** |
| F (FHEQ 4) | Term 1 | DFM1435 SEND: understanding policy and practice | 30 | Core |
|  |  |  | Interim exit award Certificate HE (120 credits) |
| I (FHEQ 5) | Term 2 | DIM1135 Safeguarding Children and Young People | 30 | Core |
| I (FHEQ 5) | Year long | DIM1235 Child Development and SEND | 30 | Core |
| **Year 3** |
| **Level** | **Term** | **Module Code/Title** | **Credits** | **Module status** |
| I (FHEQ 5) | Term 1 | DIM3535 Support for Language, Literacy and Mathematics in Educational Environments | 30 | Core |
| I (FHEQ 5) | Year long | DIM1535 Supporting individual learning needs | 30 | Core |
|  |  |  | Interim exit award Diploma HE (240 credits) |
| H (FHEQ 6) | Term 1 | DHM1235 Critical Approaches to Inclusive Education | 30 | Core |
| **Year 4** |
| **Level** | **Term** | **Module Code/Title** | **Credits** | **Module status** |
| H (FHEQ 6) | Term 1 | DHJ0625 Researching the Major Study | 20 | Core |
| H (FHEQ 6) | Year long | DHD2245 Major Study in Education | 40 | Core |
| H (FHEQ 6) | Term 1 | DHM2335 Supporting Learning in Young Children (option) | 30 | Option |
| H (FHEQ 6) | Term 2 | DHM2235 Health and Well-being (option)**(NB: Students select 1 from 2 options)** | 30 | Option |
|  |  |  | Students achieving a minimum of 60 credits at Honours level, but who do not successfully complete the module DHD2245 will be offered the award of BA Education (Ordinary) |

**BA Hons Education (SEND and Inclusion) Top up**

|  |
| --- |
| **Year 1** |
| **Level** | **Term** | **Module Code/Title** | **Credits** | **Module status** |
| H (FHEQ 6) | Term 1 | DHM2335 Supporting Learning in Young Children (option) | 30 | Option |
| H (FHEQ 6) | Term 1 | DHM1235 Critical Approaches to Inclusive Education | 30 | Core |
| H (FHEQ 6) | Term 2 | DHM2235 Health and Well-being (option)**(NB: Students select 1 from 2 options)** | 30 | Option |
|  |  |  | Interim exit award BA Education (Ordinary) |
| **Year 2** |
| **Level** | **Term** | **Module Code/Title** | **Credits** | **Module status** |
| H (FHEQ 6) | Term 1 | DHJ0625 Researching the Major Study | 20 | Core |
| H (FHEQ 6) | Year long | DHD2245 Major Study in Education | 40 | Core |

**13.2** **Interim Awards**

Interim awards at Foundation and Intermediate levels will have the generic titles Certificate in HE (Education) and Diploma of HE (Education). Students who successfully complete the foundation and Intermediate levels of the programmes, and who achieve a minimum of 60 credits at Honours level, but who do not successfully complete the module DHD2245 will be offered the award of BA (Ordinary) Education. Completion of a substantial piece of independent research, worth 40 credits, is compulsory if students wish to achieve any of the named awards:

* BA Hons Education (Early Years)
* BA Hons Education (Supporting Teaching and Learning)
* BA Hons Education (SEND and Inclusion).

# 14. Teaching, Learning and Assessment

**14.1**

The course content is designed to stimulate and to challenge students as critically reflective practitioners. The modules offer breadth of content whilst still enabling the student to focus specifically on areas of policy and practice relevant to their current and intended professional roles. Core skills development is very important as a transferrable outcome and is built into all modules, and all module feedback makes reference to academic development and areas for improvement.

The foundation level (Years 1 and 2) provides an initial understanding of learning requirements at degree level whilst at the same time introducing the particular concerns of professional practice for those employed in supporting the individual earning needs of children and young people. The Perspectives on Learning and Development module explores key issues in the way we understand the development of children and young people, and it supports students in making critical links between theory and practice. The Professional Practice module encourages the emergence of the student as a critically reflective practitioner and this is a theme which is central to the degree and which recurs in later modules, underpinning the employability of graduates from the BA Hons Education suite. The skills analysis undertaken for this module allows for action planning and informs PDP throughout the course. Students will end their foundation level with a module that further supports their understanding of educational and/or social policy, and how this can impact on children and young people's lives and their educational outcomes.

Within the Intermediate level (Years 2 and 3), students further reflect on their professional development, considering the impact of leadership and management on their practice as well as policy and legislation. The subject specific modules at this level on supporting core skills and assessment for learning offer opportunities to explore and evaluate the educational role of the practitioner in early years practice, learning and SEND support and inclusive education, and they enable students to focus on specific areas of interest which may well form the basis of research topics for the major study. By requiring all students to complete the module Safeguarding Children and Young People, we ensure they have a clear and critical understanding of their current professional responsibilities to promoting the well-being of all learners. While it is possible for students with a particularly specialised role to make their module assessments applicable to that specialism, we encourage students to appreciate the breadth of practice perspectives and employment opportunities available across the education sector generally.

At Intermediate and Honours levels, the students are required to make a significant move to independent learning and to investigation of the wider and more philosophical, sociological and psychological aspects of their roles. All modules allow learners to critically evaluate past and current policy and practice, and it is envisaged that in Year 3 particularly, students will now begin to plan for their major study. The higher-level modules further contribute to PDP for students, by requiring additional critical reflection on their professional responsibilities, evaluating the impact of changing policy and legislation on their roles and developing their practice skills and pedagogic leadership.

The modules at Honours level (Years 3 and 4), both core and optional, allow students to further develop their critical thinking skills, and follow up a specialist interest that reflects their professional role or intended career progression. The Researching the Major Study and Major Study in Education modules allow students to approach a topic of interest and to investigate it in the space of a 40-credit module which allows for a substantial piece of work to be agreed between the student and module tutor. Having studied research methodologies in preparation it is envisaged that students will meet the challenge of this independent study which should allow development of a theme or topic of interest which comes either from previous modules of from experience in practice. The remaining Honours level modules reflect current concerns across the education sector (the impact of well-being on learning, current SEND practice and policy, effective pedagogies in supporting young children) and offer students an opportunity to further develop practice skills, and to better understand the context of their work. All offer students a valuable addition to their PDP and employability, reflecting skills and knowledge much valued in a range of education settings today.

**Assessment**

To support the development of professional and transferrable skills, assessment on the BA Hons Education (all routes) reflects the skills required in the workplace where possible as well as those that demonstrate critical and analytical thinking and academic writing. Assessment strategies include report writing, portfolio building, critical self-evaluation, the development of displays, the planning and critical review of learning activities and resources, and independent, empirical research. Students are also required to demonstrate their developing communication skills through oral presentations, debates and professional discussion, as well as in writing increasingly critical reports and essays. Finally, assessment on all routes focuses both on the critical evaluation of research and theory, and the critical application of theory to practice. This assessment is supported by both formative and summative feedback, where the emphasis is on how student have met learning outcomes, and what they need to do to further develop their academic skills.

**Ethics**

All assignments/ research projects undertaken by students of the SEPD which involve primary research with people are subject to rigorous checks regarding the possible ethical dimensions of the work. All students are made fully aware of the ethical implications of observing children and must ask for and receive written informed consent from parents and be alert to the child’s rights to refuse to be observed, if they are unable to give written consent.  All information is treated as confidential unless there are child protection implications.  As part of the Major Study in Education module, students are required to follow SEPD ethical approval processes, including identifying ethical issues that may arise on their research and the strategies they have included to address these. Data gathering for this piece of work may not be undertaken until written ethical approval from their supervisor or module leader has been obtained. All printed information given to respondents will display appropriate tutor contact details.

**Personal Development Planning (PDP) Mapping**

PDP is embedded in the BA Education (all routes) through both taught modules and through Personal Academic Tutorials (PATs) and transition events. These are summarised for each route in Appendix 4.

**Inclusive Learning, Teaching and Assessment**

The different routes within the part time BA Hons Education programme are all designed to ensure that students are given an inclusive learning, teaching and assessment experience. Teaching and learning strategies include a range of pedagogies, including (but not limited to) lecture-style input from tutors and visiting speakers, opportunities for critical discussion and debate over practice and academic issues, independent and student-led research, practical activities and problem-solving exercises. Learning resources are available wherever possible in both physical and electronic formats, and online resources created specifically for teaching purposes meet current requirements for accessibility. Teaching content includes critical examination of how current policy and legislation shapes educational and care services, and how this supports diversity and social justice, or raises issues of disadvantage.

Through enrolment and ongoing PAT system, students are encouraged to seek support from student welfare services, in addition to CLS and Academic Skills support, to ensure their individual learning needs are met, including access to the University's VLE as well as access to its physical environment and services. Assessment strategies are varied to enhance professional as well as academic skills development for students and to meet a range of different learning needs and preferences. These include critical essay and report writing, portfolio building, oral presentations, professional discussion, artefact design, independent research, and the use of timed assignments. Students are also informed and reminded of the support mechanisms available to them for assessment including formative assessment strategies, and processes for requesting deadlines and claiming ECs.

To ensure the course continues to meet the diverse needs of its students and offers teaching content and resources that reflect social and cultural diversity, reading lists and module content are subject to annual review and update. This includes reviewing and interrogating student achievement to ensure any potential issues of inequality or disadvantage are identified and addressed.

# 15. Support for Students and their Learning

The course complies with disability legislation arising from the Equality Act 2010.

**15.1** Support for students undertaking this course operates at University, School and Course level as follows:

**15.2 University Level**

**15.2.1** Central to the provision of student support are **Student Services**. The range of services they offer includes:

**Wellbeing and Disability Services**

* [Counselling](http://www.hud.ac.uk/wellbeing/studentcounselling/)
* [Back on Track](http://www.hud.ac.uk/wellbeing/back-on-track/)
* [Disability Services](http://www.hud.ac.uk/disability-services/)
* [Drop in (Counselling and Wellbeing)](http://www.hud.ac.uk/wellbeing/)
* [The Faith Centre](http://www.hud.ac.uk/faith-centre/)
* [Getting help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/)
* [Group workshops and courses](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/groupworkshops/)
* Help for suspended students
* [Self help](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/selfhelp/)
* [Share and Support](https://students.hud.ac.uk/help/wellbeing/share-support/)
* [Student parents](http://www.hud.ac.uk/wellbeing/studentparents/)
* [Student wellbeing](http://www.hud.ac.uk/wellbeing/)
* [Welfare support](http://www.hud.ac.uk/wellbeing/needhelpwithaproblem/studentwelfare/)
* [University Health Centre](http://www.universityhealthhuddersfield.co.uk/)
* Big White Wall

**Careers and Employability Service**

* Careers and Employability Service
* Jobshop

More information on the range of student services can be found on their website at: <http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices>

**15.2.2**  **The Student Finance Office** provides:

* Information and guidance regarding possible sources of funding for all courses in the University.
* Budgeting advice to discuss a variety of options and strategies in order to manage on a budget.
* Facilities for the billing and payment of income to be collected by the University.
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution.

Further information can be found on their website at:

 <http://www.hud.ac.uk/students/finance>

**15.2.3** **Computing services** provide induction and ongoing support for all students. More information on the range of computing services can be found on their website at:

<http://students.hud.ac.uk/it/>

**15.2.4 Library** **Services** provide induction and ongoing support for all students. More information on the range of library services can be found on their website at: <http://www.hud.ac.uk/library/>

**15.3 School Level**

The School of Education and Professional Development provides additional student support using a variety of approaches:

* An induction programme that includes an overview of the course; an introduction to study skills; an introduction to academic writing skills and expectations regarding academic conduct; an introduction to the University’s VLE and a guide to Computing and Library Services and an introduction to student services
* During the induction period students will be made aware of their basic safeguarding and child protection responsibilities and will be made aware of the ‘Fitness to Practice’ regulations
* The Academic Skills Tutor within the School will be available to provide academic support in a range of contexts including: support for dyslexic students; support for mature students returning to study and tutorials for all students covering generic academic skills and academic writing skills workshops. A wide range of online resources is also available on the VLE for students to access
* Learning Technology Advisor who offers support on access to and use of the University’s VLE for teaching resources, tutorial records, and submission of work for assessment, as well as access to additional specialist IT equipment where required
* Student Support office, to advise and support on matters of attendance, enrolment and access to wider student services and facilities

**15.4 Course Level**

At course level, student support is provided by:

* BA Education (part-time) suite leader with oversight of programme delivery and assessment (including induction and transition support) for all routes, and can offer advice to students on admissions, option and route selection, access to student support services and facilities, assessment and award information
* Module tutors who offer academic advice and support to students on issues relating to the modules which they teach, and on academic integrity guidance. This includes a module handbook and an element of formative assessment which will provide students with interim feedback on the quality of their work prior to formal submission
* A Course Handbook, which contains information on university facilities, course organisation, assessment regulations, and advice on the presentation of assignments
* A personal academic tutor (PAT) who will offer pastoral support and maintain an overview of academic progress and refer the student to other university support mechanisms as appropriate
* Email and tutorial support from the programme lead, module tutors and their PAT. Students have regular personal academic ‘touchpoints’ with their personal academic tutor (PAT) throughout the academic year to further support their personal and professional development (See appendix 4)

# 16. Criteria for Admission

**16.1** The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access and apply the principles of equal opportunities. We provide support for applicants who require additional assistance in order to select the right course of study and make a successful transition to studying at University. We encourage local, national and international applications. Further information for International Students can be found on:

 <http://www.hud.ac.uk/international>

If you were educated outside the UK, you are required to have International English Language Testing System (IELTS) at a score of 6.0 with a minimum score of 6.0 in writing and a minimum of 5.5 in any single component. If you have alternative qualifications or do not meet the IELTS requirement we also offer a range of [Pre-Sessional English Programmes.](http://www.hud.ac.uk/international/pre-sessionalenglishprogramme/)

**16.2** The University provides opportunities for the accreditation of prior learning (APL) as stated at the following link: <https://www.hud.ac.uk/policies/registry/awards-taught/section-c/>

**16.3** The University’s general minimum entry requirements are specified in Section D of the Regulations for Awardswhich can be found on the University website as follows: <https://www.hud.ac.uk/policies/registry/awards-taught/section-d/>

**16.4** Every person who applies for this course and meets the minimum entry requirement – regardless of any disability – will be given the same opportunity in the selection process. General advice and information regarding disability and the support the University can give can be found by contacting student services as follows:

Telephone**:** 01484 472675

Email: disability@hud.ac.uk

Further information is available at their website at:

<http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices>

Further advice on the specific skills and abilities needed to successfully undertake this course can be found by visiting our website at <http://www.hud.ac.uk/courses/> and by contacting the admissions tutor.

However, the specific entry requirements and admission criteria for the courses are detailed below:

**BA Hons Education (all routes)**

* 112 UCAS tariff points from a combination of A Levels or Level 3 qualifications in Early Childhood, Learning Support or a related educational area
* Access to Higher Education Diploma with 45 Level 3 credits at Merit or above
* 112 UCAS tariff points from International Baccalaureate qualifications

**Additional requirements:**

* GCSE English Language at grade 4 or above (grade C or above if awarded under the previous GCSE grading scheme), or equivalent
* Employment or voluntary work in an appropriate registered setting (min. 120 hours per year) and support from your employer
* Attend interview if required

**Mature students**

The University of Huddersfield welcomes applications from those who have significant work or life experience and who may not necessarily meet the published academic requirements for their chosen course.  As an applicant without traditional entry qualifications, you will be required to demonstrate evidence of your motivation, potential, knowledge and ability to study the course of your choice, and the University must be satisfied that your work or life experience is equivalent to the qualifications that other applicants will be studying.

**BA Hons Education (Early Years), (SEND and Inclusion) – top up programmes:**

All entrants are normally required to hold an intermediate level qualification (gained by examination) or equivalent. Broadly such relevant qualifications can include:

Higher National Diploma (or equivalent);

An initial teaching qualification from a recognised teacher education institution;

Successful completion of a Higher Education qualification with 120 European Credit Transfer System (ECTS) credits (or equivalent)

The intermediate qualification should be in an area related to education, for example the study of special educational needs and disabilities, children’s learning and development, classroom support.

**Additional requirements:**

* GCSE English Language at grade 4 or above (grade C or above if awarded under the previous GCSE grading scheme), or equivalent
* Employment or voluntary work in an appropriate registered setting (min. 120 hours per year) and support from your employer
* Attend interview if required

# 17. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

**17.1 University:**

The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in the University’s Quality Assurance Procedures for Taught Courses and Research Awards which can be found on the University website as follows:

 <https://www.hud.ac.uk/policies/registry/qa-procedures/>

**17.2 School:**

Mechanisms for review and evaluation:

* Module evaluation by students
* Course evaluation by students
* Module Leaders reports
* Moderation events
* Annual course evaluation prepared by the Course Leader, considered by the Course Committee, and then by the Annual Evaluation Committee
* School Board
* Peer observation of teaching
* External Examiners’ reports
* School Teaching and Learning Committee
* School Accreditation and Validation Panel approves amendments to the course, structure and module specifications
* Subject review/revalidation

Mechanisms specifically for gaining student feedback on the quality of teaching and their learning experience:

* Feedback is obtained from students through course and module evaluation at the end of each academic year
* Student Panels provide another opportunity for student feedback. They are held twice during the academic year, and report to the Course Committee

# 18. Regulation of Assessment

**18.1** University awards are regulated by the Regulations for Awards on the University website as follows:

<https://www.hud.ac.uk/policies/registry/awards-taught/>

and the Regulations for Taught Students, procedures and forms can be accessed on the University website as follows:

 <https://www.hud.ac.uk/registry/current-students/taughtstudents/>

# 19. Indicators of Quality and Standards

None of the named routes within the BA Hons Education are accredited by professional bodes, although course content is mapped to QAA Subject Benchmarks for Education and Early Childhood Studies. None of the current courses that are transitioning into this programme have undergone Subject Review or Discipline Audit in the last 4 years. However, feedback from External Examiners for all routes confirms that course entry requirements and standards of assessment are appropriate; the range and methods of assessment are suitably varied and reflect both the professional and academic skills suitable for this level of study; students are given appropriate academic and pastoral support throughout their studies.

## Other required information

**Appendices:**

* Appendix 1: Mapping of graduate attributes to the course
* Appendix 2: Mapping of module learning outcomes to course learning outcomes for all modules (including optional modules) and all awards (including exit awards)
* Appendix 3: [Subject benchmark/s](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements) to course learning outcomes mapping (please use the [QAA Qualifications Descriptor](https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks) where there is no available subject benchmark)
* Appendix 4: PDP mapping
* Appendix 5: An assessment schedule, for all modules including optional modules, and identify the final assessment submission point for the course overall (for each entry point).
* Appendix 6: A CAB structure – please see [CAB Models guidance](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/TaughtCourseAssessmentBoardExampleStructures.docx)

## PSD Appendix 1 University of Huddersfield Graduate Attribute (HGA) Mapping to Modules

| **Module code** | **HGA 1****Self-motivated** | **HGA 2****Commercially aware** | **HGA 3****Enterprising** | **HGA 4****Resilient** | **HGA 5****Effective collaborator** | **HGA 6****Confident leader** | **HGA 7****Globally & socially aware** | **HGA 8****Plans personal development**  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| DFM1035 | ✅ |  |  | ✅ | ✅ |  |  | ✅ |
| DFM1335 | ✅ |  |  | ✅ |  |  |  | ✅ |
| DFM1135 |  |  |  |  | ✅ |  |  |  |
| DFM1235 |  |  |  |  |  |  | ✅ |  |
| DFM1435 |  |  |  |  |  |  | ✅ |  |
| DIM1135 | ✅ |  |  | ✅ |  |  | ✅ | ✅ |
| DIM1335 | ✅ | ✅ |  | ✅ | ✅ | ✅ |  | ✅ |
| DIM1535 | ✅ |  |  | ✅ |  | ✅ | ✅ |  |
| DIM3535 |  | ✅ | ✅ |  |  |  |  |  |
| DIM1235 |  |  |  | ✅ |  |  | ✅ |  |
| DIM2235 | ✅ |  |  | ✅ |  | ✅ | ✅ |  |
| DHJ0625 | ✅ |  | ✅ |  |  |  | ✅ | ✅ |
| DHD2245 | ✅ |  |  | ✅ |  |  | ✅ | ✅ |
| DHMXXXX |  | ✅ |  |  |  | ✅ |  |  |
| DHM2235 | ✅ |  |  |  |  | ✅ | ✅ |  |
| DHM2335 | ✅ | ✅ |  |  | ✅ | ✅ |  | ✅ |
| DHM1235 | ✅ |  |  | ✅ | ✅ | ✅ | ✅ |  |

## PSD Appendix 2 Module learning outcomes (MLOs) mapped to course learning outcomes CLOs)

**BA Hons Education (Early Years)**

**BA Hons Education (Early Years) top up – H level modules only**

| **Learning outcomes by award** | **Module code (including for all optional modules) Module code (including for all optional modules)** |
| --- | --- |
| **DFM1035** | **DFM1335** | **DFM1135** | **DFM1235** | On meeting all of the outcomes to left: Cert HE Education (Early Years) | **DIM1435** | **DIM3535** | **DIM1135** | **DIM2235** | On meeting all of the outcomes to left: Dip HE Education (Early Years) | **DHM1235** | **DHJ0625** | **DHM2235** | **DHM2335** | On meeting all of the outcomes to left: BA Education (Early Years) BA Education (Early Years) Top Up | **DHD2245** | On meeting all of the outcomes to left: BA Hons Education (Early Years) and BA Hons Education (Early Years) Top Up |
| **CLO 1** |  | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |
| **CLO 2** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |
| **CLO 3** | **** |  |  |  |  | **** | **** |  | **** | **** |  | **** | **** |
| **CLO 4** |  |  |  | **** | **** |  | **** | **** |  | **** | **** | **** | **** |
| **CLO 5** |  |  |  | **** | **** |  | **** | **** | **** | **** | **** | **** | **** |
| **CLO 6** | **** |  |  |  | **** |  | **** | **** |  |  |  | **** |  |
| **CLO 7** |  |  |  | **** | **** |  | **** | **** | **** |  | **** | **** |  |
| **CLO 8** | **** | **** | **** | **** | **** |  | **** | **** |  | **** | **** | **** | **** |
| **CLO 9** |  |  |  |  |  |  |  |  |  | **** |  |  | **** |
| **CLO 10** |  |  |  |  |  |  |  |  |  | **** |  |  | **** |
| **CLO 11** |  | **** |  | **** | **** | **** | **** | **** |  |  | **** | **** |  |
| **CLO 12** |  | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |
| **CLO 13** |  | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |
| **CLO 14** |  | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |
| **CLO 20** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |
| **CLO 21** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |
| **CLO 22** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |
| **CLO 23** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |
| **CLO 24** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |

**BA Hons Education (Supporting Teaching and Learning)**

| **Learning outcomes by award** | **Module code (including for all optional modules) Module code (including for all optional modules)** |
| --- | --- |
| **DFM1035** | **DFM1335** | **DFM1135** | **DFM1435** | On meeting all of the outcomes to left: Cert HE Education (Supporting Teaching and Learning) | **DIM1435** | **DIM3535** | **DIM1135** | **DIM1535** | On meeting all of the outcomes to left: Dip HE Education (Supporting Teaching and Learning) | **DHJ0625** | **DHM3135** | **DHM2335** | **DHM1235** | **DHD2245** | On meeting all of the outcomes to left: BA (Hons) Education (Supporting Teaching and Learning) |
| **CLO 1** |  | **** | **** | **** | **** |  | **** |  | **** |  | **** | **** | **** |
| **CLO 2** | **** | **** | **** | **** | **** |  | **** | **** | **** |  | **** | **** | **** |
| **CLO 3** | **** |  |  |  |  | **** | **** |  | **** |  | **** |  | **** |
| **CLO 4** |  |  |  | **** | **** |  | **** |  | **** |  | **** |  | **** |
| **CLO 5** |  |  |  | **** | **** |  | **** | **** | **** |  | **** | **** | **** |
| **CLO 6** | **** |  |  |  |  | **** | **** |  |  |  |  |  |  |
| **CLO 7** |  |  |  | **** | **** | **** | **** | **** |  | **** | **** | **** |  |
| **CLO 8** | **** | **** | **** | **** | **** |  | **** | **** | **** | **** | **** | **** | **** |
| **CLO 9** |  |  |  |  |  |  |  |  | **** |  |  |  | **** |
| **CLO 10** |  |  |  |  |  |  |  |  | **** |  |  |  | **** |
| **CLO 11** |  | **** |  | **** | **** | **** | **** |  |  | **** | **** | **** |  |
| **CLO 12** |  | **** | **** | **** | **** |  | **** | **** | **** | **** | **** | **** | **** |
| **CLO 15** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |
| **CLO 16** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |
| **CLO 20** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |
| **CLO 21** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |
| **CLO 22** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |
| **CLO 23** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |
| **CLO 24** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |

**BA Hons Education (SEND and Inclusion)**

**BA Hons Education (SEND and Inclusion) top up – H level modules only**

| **Learning outcomes by award** | **Module code (including for all optional modules)** |
| --- | --- |
| **DFM1035** | **DFM1335** | **DFM1135** | **DFM1435** | On meeting all of the outcomes to left: Cert HE Education (SEND and Inclusion) | **DIM1435** | **DIM3535** | **DIM1235** | **DIM1535** | On meeting all of the outcomes to left: Dip HE Education (SEND and Inclusion) | **DHM1235** | **DHJ0625** | **DHM2235** | **DHM2335** | say On meeting all of the outcomes to left: BA Education (SEND and Inclusion) | **DHD2245** | On meeting all of the outcomes to left: BA (Hons) Education (SEND and Inclusion) |
| **CLO 1** |  | **** | **** | **** | **** |  | **** |  |  | **** | **** | **** | **** |
| **CLO 2** | **** | **** | **** | **** | **** |  | **** | **** | **** | **** | **** | **** | **** |
| **CLO 3** | **** |  |  |  |  | **** | **** |  | **** | **** |  | **** | **** |
| **CLO 4** |  |  |  | **** | **** |  | **** |  |  | **** |  | **** | **** |
| **CLO 5** |  |  |  | **** | **** |  | **** | **** | **** | **** | **** | **** | **** |
| **CLO 6** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CLO 7** |  |  |  | **** | **** |  | **** |  |  |  |  |  |  |
| **CLO 8** | **** | **** | **** | **** | **** |  | **** | **** | **** | **** | **** | **** | **** |
| **CLO 9** |  |  |  |  |  |  |  |  |  | **** |  |  | **** |
| **CLO 10** |  |  |  |  |  |  |  |  |  | **** |  |  | **** |
| **CLO 11** |  | **** |  | **** |  | **** | **** |  |  | **** |  | **** | **** |
| **CLO 12** |  | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |
| **CLO 20** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |
| **CLO 21** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |
| **CLO 22** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |
| **CLO 23** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |
| **CLO 24** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** | **** |

***Appendix 3 QAA Education 2019 Benchmarking with Course Learning Outcomes***

|  |  |
| --- | --- |
| **QAA Education 2019**  | **Course Learning Outcomes, CLOs** |
| **Knowledge and understanding** |  |
| 7.4 On graduating with an honours degree in education studies, students should demonstrate a critical understanding of:  |  |
| i. the underlying values, theories and concepts relevant to education  | Understand key concepts and theories associated with supporting individual development and learning needs from birth to 25, including moral, sociological, psychological and philosophical underpinnings and issues of social justiceEvaluate theories and principles related to typical and atypical holistic development from birth to 25 years oldApply knowledge of research and theory to assess and meet a range of learning needsInterpret and evaluate key principles and current legislation in the organisation and management of educational settings, including safeguarding and child protection issues, procedures and legislation |
| ii. the diversity of learners and the complexities of the education process  | Critically reflect on the importance of ethical practice, including an understanding of issues in relation to rights, diversity, equity and inclusion in a range of education contexts |
| iii. the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process  | Evaluate the effect of contemporary issues within a range of educational contexts |
| iv. the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.  | Critically evaluate and apply knowledge and understanding of policy and legislation to evaluate and improve practice |
|  |  |
| **Application**  |  |
| 7.5 On graduating with an honours degree in education studies, students should be able to demonstrate the ability to:  |  |
| i. analyse educational concepts, theories and issues of policy in a systematic way  | 1. Apply a critical understanding of the ecology of child development to practice

OR1. Identify appropriate strategies and methods for raising individual achievement.

OR1. Identify the essential stages in designing, delivering and evaluating special and inclusive education within different contexts
 |
| ii. identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts  | 1. Identify the essential stages in designing, delivering and evaluating practice to support young children’s learning and development within different contexts

OR1. Critically review organisational objectives, policies and procedures for supporting learner progress

OR1. Identify the essential stages in designing, delivering and evaluating special and inclusive education within different contexts
2. Understand barriers to learning experienced by children and young people with SEND
3. Develop critical arguments for analysing improvements to a range of special and inclusive educational contexts and practices
 |
| iii. accommodate new principles and understandings  | Apply their understanding of critical reflection to support their personal and professional development |
| iv. select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding  | Interpret information from a variety of sources |
| v. use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice  | Evaluate the effect of contemporary issues within a range of educational contexts |
| vi. apply theories and concepts to a range of real-world educational contexts.  | Systematically analyse relevant theories and their application to different education contexts Apply theory to practice in a range of educational contexts |
|  |  |
| **Reflection**  |  |
| 7.6 On graduating with an honours degree in education studies, students should be able to demonstrate:  |  |
| i. the ability to reflect on their own and others' value systems  | Apply their understanding of critical reflection to support their personal and professional development |
| ii. the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject  | Critically evaluate and apply knowledge and understanding of policy and legislation to evaluate and improve practice |
| iii. an understanding of the significance and limitations of theory and research.  | Reflect on and challenge assumptions and values relating to educational policy and practice  |
|  |  |
| **Transferable skills**  |  |
| **Communication and presentation**  |  |
| 7.7 On graduating with an honours degree in education studies, students should be able to organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.  | Communicate appropriately and effectively to a variety of audiences using a variety of media |
|  |  |
| **Technology**  |  |
| 7.8 On graduating with an honours degree in education studies, students should be able to use technology effectively to enhance critical and reflective study.  | Communicate appropriately and effectively to a variety of audiences using a variety of media |
|  |  |
| **Application of numerical skills**  |  |
| 7.9 On graduating with an honours degree in education studies, students should be able to:  |  |
| i. collect and apply numerical data, as appropriate  | Interpret information from a variety of sourcesInitiate, design, conduct and report on an education-based research project under appropriate supervision |
| ii. present data in a variety of formats, including graphical and tabular  | Interpret information from a variety of sourcesInitiate, design, conduct and report on an education-based research project under appropriate supervision |
| iii. analyse and interpret both qualitative and quantitative data.  | Interprets and presents relevant numerical information as part of data analysisCritically analyse information from a variety of sources, identifying strengths and weaknesses in arguments and opinions |
|  |  |
| **Working with others**  |  |
| 7.10 On graduating with an honours degree in education studies, students should have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.  | Work effectively as an individual and as part of a team, develop inter-personal and team work skills |
|  |  |
| **Improving own learning and performance**  |  |
| 7.11 On graduating with an honours degree in education studies, students should be able to articulate their own approaches to learning and organise an effective work pattern, including working to deadlines.  | Demonstrate resilience and self-management in learning and professional practiceDevelop skills of reflection and utilise opportunities to enhance own personal and professional developmentIdentify, analyse and evaluate problems and solutions |
|  |  |
| **Analytical and problem-solving skills**  |  |
| 7.12 On graduating with an honours degree in education studies, students should be able to process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.  | Critically evaluate and apply knowledge and understanding of policy and legislation to evaluate and improve practice |

**Early Childhood Studies 2019 Subject benchmark statements mapped against the Course Learning Outcomes**

| **Subject Benchmark Statements for Early Childhood Studies (2019)** | **Course Learning Outcomes** |
| --- | --- |
| **7.5 Subject Knowledge:** |  |
| understand the conceptual underpinnings of early childhood studies as a subject area, its historical origins, development and limitations | Understand key concepts and theories associated with supporting individual development and learning needs from birth to 25, including moral, sociological, psychological and philosophical underpinnings and issues of social justice |
| demonstrate systematic knowledge and critical understanding of babies and young children and childhood nationally and globally from psychological, sociological, health, welfare, educational, cultural, philosophical, legal, historical, political and economic perspectives | Understand key concepts and theories associated with supporting individual development and learning needs from birth to 25, including moral, sociological, psychological and philosophical underpinnings and issues of social justice |
| demonstrate systematic knowledge and critical understanding of the areas of interest contributing to early childhood studies across the core subject-specific skills areas, and how they interrelate. | Understand key concepts and theories associated with supporting individual development and learning needs from birth to 25, including moral, sociological, psychological and philosophical underpinnings and issues of social justice |
| a systematic knowledge and critical understanding of all aspects of significant policy and provision for babies and young children, families and communities | Understand key concepts and theories associated with supporting individual development and learning needs from birth to 25, including moral, sociological, psychological and philosophical underpinnings and issues of social justice |
| a working knowledge of the importance of, but also the challenges and constraints of, multi-professional, interprofessional, multiagency and interagency working in order to meet the needs of babies and young children, families and communities | Communicate appropriately and effectively to a variety of audiences using a variety of mediaWork effectively with individuals and teams. Develop the ability to work collaboratively to design, implement and sustain necessary changeDemonstrate resilience and self-management in learning and professional practiceDevelop skills of reflection and utilise opportunities to enhance own personal and professional development |
| a working knowledge and understanding of pedagogical approaches for working with babies and young children, families and communities | Evaluate theories and principles related to typical and atypical holistic development from birth to 25 years oldApply knowledge of research and theory to assess and meet a range of learning needs |
| a good knowledge of issues in relation to rights, diversity, equity and inclusion in relation to working with babies and young children, families and communities | Apply the principles of undertaking primary research in accordance with the British Educational Research Associations’ Ethical Guidelines. Critically reflect on the impact of policy and legislation on educational practice in different contexts |
| a systematic knowledge of a range of research paradigms, research methods and measurement techniques, and awareness of their | Critically reflect on the challenges for inclusive practice in a range of education settings |
| detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the subject area | Reflect on and challenge assumptions and values relating to educational policy and practice |
| demonstrate a well-developed critical understanding of the links between ethics, economics, politics, culture and ideology in the lives of babies and young children and their families and communities. | Understand key concepts and theories associated with supporting individual development and learning needs from birth to 25, including moral, sociological, psychological and philosophical underpinnings and issues of social justice |
| **Subject Specific Skills** |  |
| reason clearly, understand the role of evidence and make critical judgements about arguments relating to the subject area of early childhood studies | Evaluate the effect of contemporary issues within a range of educational contexts |
| be able to adopt multiple perspectives in relation to early childhood and systematically analyse the relationships between them | Analyse complex issues related to political, economic, social, cultural and intercultural educational contexts |
| have a well-developed ability to reflect upon a range of psychological, sociological, health, welfare, educational, cultural, philosophical, legal, historical, political and economic perspectives, and consider how these underpin different understandings of babies, young children and childhood, nationally and globally | Accommodates new ideas and the provision of well-argued conclusions relating to issues such as the impact of globalisation on a range of education systems, social justice, sustainable development and social inclusion |
| analyse and evaluate competing positions in relation to the construction of babies and young children and childhood by different subjects, societal agents and time, place and culture | Analyse complex issues related to political, economic, social, cultural and intercultural educational contexts |
| analyse and constructively critique theories, practice and research in the area of child development | Apply theory to practice in a range of educational contexts |
| detect meaningful patterns in play, behaviour and experience, and evaluate their significance | Understand essential stages in identifying, designing, delivering and evaluating education within different contexts |
| critically explore, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to babies and young children and childhood | Analyse complex issues related to political, economic, social, cultural and intercultural educational contexts |
| have a well-developed knowledge and awareness of the skills needed for different relational pedagogical approaches | Understand essential stages in identifying, designing, delivering and evaluating education within different contexts |
| have a well-developed knowledge and awareness of the skills needed for different relational pedagogical approaches | Will know and understand the main learning theories and concepts related to motivation and learning styles within a range of education contexts |
| have a well-developed ability to plan for, and where appropriate implement, working effectively and in collaboration with parents, carers and other agencies | Apply theory to practice in a range of educational contexts |
| have a well-developed ability to plan for, and where appropriate implement, meeting and promoting children's health, well-being, protection and safety, and the conditions which enable them to flourish | Apply theory to practice in a range of educational contexts |
| have a well-developed ability to lead, support and work collaboratively with others in the early childhood context | Apply theory to practice in a range of educational contexts |
| have a well-developed ability to produce critical arguments for improvements to multiagency, multi-professional and interprofessional practices for babies and young children | Critically analyse information from a variety of sources, identifying strengths and weaknesses in arguments and opinions |
| have a well-developed ability to explore critically the interrelationships between political, economic, cultural and ideological contexts in the lives of babies and young children | Critically analyse information from a variety of sources, identifying strengths and weaknesses in arguments and opinions |
| pose, operationalise and critique research questions related to early childhood, and demonstrate competence in research skills through practical and theoretical activities | Justify the choice of research methods and their application to a specific research problem |
| use developed skills of observation and analysis in relation to aspects of the lives of babies and young children | Apply investigative and research skills |
| have a well-developed ability to reflect upon the ethics of studying babies and young children, families and communities | Understand the importance of ethical practices, including awareness of issues in relation to rights, diversity, equity and inclusion in a range of education contexts |
| competently initiate, design, conduct and report an early childhood research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations | Justify reliability, validity and ethical considerations in a planned research projectInitiate, design, conduct and report on an early childhood research project under appropriate supervision |
| be aware of the complexity of ethical principles and issues, and demonstrate this in relation to personal study, particularly with regard to the research project | Justify reliability, validity and ethical considerations in a planned research project |
| have a well-developed ability to give voice to and, where appropriate, act as an advocate for babies and young children, families and communities  | Initiate, design, conduct and report on an early childhood research project under appropriate supervision |
| have a well-developed ability to recognise and challenge inequalities in society and to embrace an antibias approach | Analyse complex issues related to political, economic, social, cultural and intercultural educational contexts |
| have a well-developed ability to recognise and challenge inequalities in society and to embrace an antibias approach | Interpret and evaluate key principles and current legislation in the organisation and management of educational settings, including safeguarding and child protection issues, procedures and legislation |
|  |
| **Generic skills** |  |
| communicate ideas and research findings both effectively and fluently by written, oral and visual means | Communicate effectively with a variety of audiences using speech, writing and technology  |
| present a wide range of theoretical positions and offer and justify a well-informed point of view | Critically analyse information from a variety of sources, identifying strengths and weaknesses in arguments and opinions |
| interpret and use numerical and other forms of data, critically and securely | Interprets and presents relevant numerical information as part of data analysis |
| present information to others in a variety of appropriate forms | Make relevant and coherent responses, both verbally and written |
| solve problems by clarifying questions, considering alternative solutions and evaluating outcomes | Evaluate the effect of contemporary issues within a range of educational contexts |
| listen carefully to others and reflect critically upon one's own and others' skills and views | Work effectively as an individual and as part of a team, develop inter-personal and team work skills |
| use a range of sources of information critically | Critically analyse information from a variety of sources, identifying strengths and weaknesses in arguments and opinions |
| use the communication skills necessary to effectively converse, debate, negotiate, persuade and challenge the ideas of others | Work effectively as an individual and as part of a team, develop inter-personal and team work skills |
| be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams | Work effectively as an individual and as part of a team, develop inter-personal and team work skills |
| have critical insight and confidence in leading and working collaboratively with others | Work effectively as an individual and as part of a team, develop inter-personal and team work skills |
| have the ability to write for different purposes, which include persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis and summary | Communicate effectively with a variety of audiences using speech, writing and technology  |
| have the ability to use ICT critically and appropriately as part of the learning process in a range of contexts, both at one's own level and to enhance provision for children | Communicate effectively with a variety of audiences using speech, writing and technology  |
| undertake self-directed study and project management in order to meet desired objectives | Plan and carry out a relevant investigative project  |
| be able to take charge of one's own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning. | Develop autonomous learning skills |

## PSD Appendix 4 PDP Mapping

Demonstration of how personal development planning (PDP) maps onto modules and is progressed through the course, evidencing the strategy on PDP summarised in section 14:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **TERM ONE**  | **TERM TWO**  | **TERM THREE**  |
| **YEAR 1**  | **Progress Review 1** **(Group based/individual)**Settling into University, review of progress, learning needs | **Progress Review 2 (Individual)**  Review of progress, use of formative support, summative feedback.Professional development and practice-based modules (DFM1335) | **Progress Review 3** **(Individual)** Action planning for next year Identification of strengths and areas for development Identification of academic targets- review of marks over the year   |
| **YEAR 2**  | **Progress Review 4** **(Group based/individual)**Check progress towards targets on action planPreparing for Intermediate level study   | **Progress Review 5 (Individual)**  Adjusting to Intermediate level? Individual guidance on progress. Professional development and practice-based modules (DIM1135, DIM1235, DIM1435)  | **Progress Review 6 Individual)**  Action planning for Year 3, careers and post-grad opportunities. Identification of strengths and areas for development.  |
| **YEAR 3**  | **Progress Review 7** **(Group based/individual)**Check progress towards targets on action planProfessional development and practice-based modules (DIM2235, DIM1535, Int English/Maths, DHM Assessing Learning) | **Progress Review 8 (Individual)**  Preparing for honours level study  | **Progress Review 9** **(Individual)**  Individual guidance on applying for postgraduate study or employment (linked to Careers & Employability Advisers)  |
|  |  |  |  |
|  |  |  |  |
| **Year 4** | **Progress Review 10****(Group based/individual)**Adjusting to Honours level Review of marks over the year - identification of academic targets for desired degree classification  | **Progress Review 11 (Individual)**Action planning for post-university life.Professional development and practice-based modules (DHM2335, DHM1235, DHM2235)  | **Summative tutorial (Individual)**Student led |

## PSD Appendix 5 Assessment Schedule

Outline assessment schedule showing the nature and timing of summative assessments for all modules contributing to the course, including optional modules and identifying the very last submission point for the whole course:

BA Hons Education (Early Years)

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Assessment Task** | **Week number** | **Last Submission of course ()** |
| **DFM1035** | Task 1 CWK  | 19 |  |
| DFM1035 | Task 2 CWK | 24 |  |
| DFM1335 | Task 1 CWK | 34 |  |
| DFM1135 | Task 1 CWK | 39 | **** |
| DFM1135 | Task 1 CWK | 39 | **** |
|  |  |  |  |
| DFM1235 | Task 1 CWK | 14 |  |
| DFM1235 | Task 2 CWK | 24 |  |
| DIM1335 | Task 1 CWK | 36 |  |
| DIM1135 | Task 1 TEST | 31 |  |
| DIM1135 | Task 2 CWK | 33 | **** |
|  |  |  |  |
| DIM2235 | Task 1 CSW | 35 |  |
| DIM3535 | Task 1 CWK |  |  |
| DIM3535 | Task 2 CWK |  |  |
| DHM2235 | Task 1 CWK | 31 | **** |
|  |  |  |  |
| DHJ0625 | Task 1 CWK | 14 |  |
| DHD2245 | Task 1 CWK | 41 | **** |
| DHM2335 | Task 1 CWK | 21 |  |
|  | Task 2 CWK | 16 |  |
| DHM1235 | Task 1 CWK | 16 |  |
|  | Task 2 CWK | 21 |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

BA Hons Education (Supporting Teaching and Learning)

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Assessment Task** | **Week number** | **Last Submission of course ()** |
| **DFM1035** | Task 1 CWK  | 19 |  |
| DFM1035 | Task 2 CWK | 24 |  |
| DFM1335 | Task 1 CWK | 34 |  |
| DFM1135 | Task 1 CWK | 39 | **** |
| DFM1135 | Task 1 CWK | 39 | **** |
|  |  |  |  |
| DFM1435 | Task 1 CWK | 14 |  |
| DFM1435 | Task 2 CWK | 24 |  |
| DIM1335 | Task 1 CWK | 36 |  |
| DIM1135 | Task 1 TEST | 31 |  |
| DIM1135 | Task 2 CWK | 33 | **** |
|  |  |  |  |
| DIM1535 | Task 1 CSW | 35 |  |
| DIM3535 | Task 1 CWK |  |  |
| DIM3535 | Task 2 CWK |  |  |
| DHM3135 | Task 1 CWK |  | **** |
|  |  |  |  |
| DHJ0625 | Task 1 CWK | 14 |  |
| DHD2245 | Task 1 CWK | 41 | **** |
| DHM2335 | Task 1 CWK | 21 |  |
|  | Task 2 CWK | 16 |  |
| DHM1235 | Task 1 CWK | 16 |  |
|  | Task 2 CWK | 21 |  |
| DHM2235 | Task 1 CWK | 31 |  |
|  |  |  |  |
|  |  |  |  |

BA Hons Education (SEND and Inclusion)

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Assessment Task** | **Week number** | **Last Submission of course ()** |
| **DFM1035** | Task 1 CWK  | 19 |  |
| DFM1035 | Task 2 CWK | 24 |  |
| DFM1335 | Task 1 CWK | 34 |  |
| DFM1135 | Task 1 CWK | 39 | **** |
| DFM1135 | Task 1 CWK | 39 | **** |
|  |  |  |  |
| DFM1435 | Task 1 CWK |  |  |
| DFM1435 | Task 2 CWK |  |  |
| DIM1235 | Task 1 CWK |  |  |
| DIM1135 | Task 1 TEST | 31 |  |
| DIM1135 | Task 2 CWK | 33 | **** |
|  |  |  |  |
| DIM1535 | Task 1 CSW | 35 |  |
| DIM3535 | Task 1 CWK |  |  |
| DIM3535 | Task 2 CWK |  |  |
| DHM1235 | Task 1 CWK | 16 | **** |
|  | Task 2 | 21 |  |
|  |  |  |  |
| DHJ0625 | Task 1 CWK | 14 |  |
| DHD2245 | Task 1 CWK | 41 | **** |
| DHM2335 | Task 1 CWK | 21 |  |
|  | Task 2 CWK | 16 |  |
| DHM2235 | Task 1 CWK | 31 |  |

BA Hons Education (Early Years) top up

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Assessment Task** | **Week number** | **Last Submission of course ()** |
| DHM2235 | Task 1 CWK | 31 | **** |
| DHM2335 | Task 1 CWK | 21 |  |
|  | Task 2 CWK | 16 |  |
| DHM1235 | Task 1 CWK | 16 |  |
|  | Task 2 CWK | 21 |  |
|  |  |  |  |
| DHJ0625 | Task 1 CWK | 14 |  |
| DHD2245 | Task 1 CWK | 41 | **** |

BA Hons Education (SEND and Inclusion) top up

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Assessment Task** | **Week number** | **Last Submission of course ()** |
| DHM1235 | Task 1 CWK | 16 |  |
|  | Task 2 CWK | 21 |  |
| DHM2235 | Task 1 CWK | 31 | **** |
| DHM2335 | Task 1 CWK | 21 |  |
|  | Task 2 CWK | 16 |  |
|  |  |  |  |
| DHJ0625 | Task 1 CWK | 14 |  |
| DHD2245 | Task 1 CWK | 41 | **** |

## Appendix 6 CAB Model

Please select a CAB Model, please see our [guidance on identifying a CAB Model](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/TaughtCourseAssessmentBoardExampleStructures.docx):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Model**  | **Mode of Study** | **Course Start Month** | **Length before Main CAB** | **Expected Month for Main CAB** |
| A | UGT PT | September | 9 months | June |