

## Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective students, current students, academic staff and potential employers.

<b>Programme Title:</b>	
<b>BA (Hons) Professional Practice</b>	
<b>Leading to the awards of:</b>	
<ul style="list-style-type: none"> <li>• BA (Hons) Professional Practice (Early Years)</li> <li>• BA (Hons) Professional Practice (Primary Education)</li> <li>• BA (Hons) Professional Practice (Working with children and young people)</li> <li>• BA (Hons) Professional Practice (Education and Training)</li> </ul>	
<b>Programme (AOS) Code(s):</b>	BH6PPC1 (FT)
<b>UCAS Code:</b>	N/A
<b>Name of Final Award:</b>	Bachelor of Arts with Honours, BA (Hons)
<b>Level of Qualification:</b>	Level 6
<b>Regime of Delivery:</b>	Attendance
<b>Mode(s) of Delivery:</b>	Full Time
<b>Typical Length of Study (Years):</b>	Full time: 1 year
<b>Professional Body Recognition / Accreditation (including specific requirements where applicable):</b>	N/A

### Brief Description of the Programme

BA (Hons) Professional Practice is a one-year top up progression programme for students who have completed a two-year foundation degree in Early Years, Primary Education and Working with Children and Young People who attend one day a week with all assignments work related. This programme enables you to extend your prior qualifications to gain an honours degree related to your specific area of practice. The modules are designed to extend your knowledge and skills relating to practice, developing reflexivity, enhanced confidence and critical decision-making skills. You will be encouraged to develop autonomy and personal responsibility within your professional role and for your own personal development.

### Programme Aims

- 1 To promote the progression of professional knowledge, skills and expertise across early years and education sectors.
- 2 To develop an analytical approach within the practice area to promote best practice in line with contemporary policies and guidance.

3	To develop professional judgement, accountability and autonomy within the early years and education sectors.
4	To promote and develop an ethos of life-long learning and creative enquiry.

## Programme Learning Outcomes

The Bucks Graduate Attributes focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed through the programme.

ID	Learning Outcome
On successful completion of the programme a graduate will be able to:	
<b>Graduate Attribute: Knowledge and its application (K)</b>	
K1	Systematically analyse key aspects of their field of study including acquisition of coherent and detailed knowledge relevant to the discipline and professional practice.
K2	Use ideas and techniques based on contemporary research or scholarship to devise and sustain arguments, and to address challenges within professional practice.
K3	Accurately utilise established techniques of analysis and enquiries within the discipline, in line with contemporary policies and guidance.
<b>Graduate Attribute: Creativity (C)</b>	
C1	Show critical understanding of research methods and their application in designing, researching and evaluating a project designed to enhance practice.
<b>Graduate Attribute: Social and ethical awareness and responsibility (S)</b>	
S1	Devise and sustain arguments which show professional attributes and values, within ethical and legal frameworks.
S2	Systematically assess the ethical issues around research and practice development
S3	Demonstrate an awareness of ethics and accountability in professional practice
<b>Graduate Attribute: Leadership and self-development (L)</b>	
L1	Exercise personal responsibility, and decision making.
L2	Evaluate and demonstrate insight into their own learning and developmental needs

## Programme Structure

Programmes are structured in stages. The number of stages will vary depending on the mode (e.g. full-time, part-time), duration and location of study which will be detailed in the Programme Handbook.

Modules are set at a specific academic level and listed as either core (compulsory) or optional. The level indicates the relative academic difficulty which will increase through the programme. Passing modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in 'notional learning hours'.

Our [Academic Advice webpages](#) provide more information on the structure of taught awards offered by the University.

*Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to sector developments.*

## Level Six

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
PP682	Leadership and management in education	30	Core	No
PP677	Researching Practice <b>(Core module for students on Early Years pathway)</b>	30	Core	No
PP605	Contemporary issues in childhood <b>(Core module for students on working with children and young people pathway)</b>	30	Core (Pathway)	Yes
PP678	Critical Issues in early years and <b>(Core module for students on Early Years pathway)</b>	30	Core (Pathway)	Yes
PP680	Critical issues in Primary Education <b>(Core module for students on Primary Education pathway)</b>	30	Core (Pathway)	Yes
PP609	Learning and teaching with technology	30	Option	Yes
PP679	Supporting the emotional wellbeing of children	30	Option	Yes
PP683	Safeguarding across the lifespan <b>(Core module for students on Working with Children and Young People pathway only)</b>	30	Core (Pathway)	Yes
PP681	Critical issues in Education & Training <b>(Core module for students on Education &amp; Training pathway only)</b>	30	Core (Pathway)	Yes
PP685	Practitioner Research <b>(Core module for students on Education &amp; Training pathway only)</b>	30	Core (pathway)	No

All Students will complete four modules, three core modules as stipulated within their pathway, see above, and will then choose one optional module from those listed (list may change from time to time).

## Learning and Teaching Activities

Please see the [Academic Advice pages](#) for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

A varied programme of learning and teaching strategies enables you to achieve a specialist award related to your specific area of practice. You will be supported to develop the knowledge, skills and attributes to model best practice and demonstrate the professional standards associated with the programme learning outcomes and specific pathway requirements. A blended learning approach is adopted throughout the programme which includes, lectures, seminars, workshops and project supervision. A virtual learning environment (VLE) will support you with online learning content, resources and contemporary technologies enhancing traditional face-to-face teaching. Independent study will be expected under the guidance of the module leader. This will include wider reading, preparation for lectures and reading and planning to prepare for assignment submission.

The workplace is regarded as a forum for learning and development and will be incorporated as an integral part of the learning and teaching strategies used on the programme. Opportunities for interprofessional learning will be maximised across modules to give opportunity for interprofessional debate.

All students will have a personal tutor. In most instances, this will be the course leader. Academic tutoring and support will be integrated within all modules to facilitate personal development planning and to support key skills, including the understanding and application of research relevant to the module. Students will be allocated a supervisor for module PP677 (Research in Practice).

### Additional Course Costs

There are costs associated with all studies, additional to the tuition fee, which require consideration, when planning and budgeting for expenditure. Costs are indicative and for the total length of the course shown unless otherwise stated and will increase with inflation; depending on the programme they may include equipment, printing, project materials, study trips, placement activities, DBS and/or other security checks.

#### Books and other Texts:

Students may wish to purchase texts and journals to support their study programme. The minimum, average cost of books for students studying on a degree course is assumed as £100 per year.

#### Printing:

We recommend a minimum budget of £50 per year for printing costs.

#### Graduation:

Graduation costs per student are estimated at £100 - £200 total. This is an optional cost for all Students as attending graduation is not a requirement in order to have a degree conferred.

### Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate students' study 120 credits (1200 hours) and full-time postgraduate students study 180 credits (1800 hours) per year or 'stage' of the course.

Course Stage	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Placement / Study Abroad / Work Based Learning (Hours)
Year One			

<b>Early years</b>	167	876	157
<b>Primary Education</b>	167	876	157
<b>Working with children and young people</b>	166	930	104
<b>Education and Training</b>	167	876	157

## Assessment Methods

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to students, including our commitment to ensure this is provided to students within 15 working days (the 'three-week turnaround').

The following assessment activities are used on this programme:

Each module will clearly outline the assessment methods and detailed information will be supplied within the module scheme of work and assignment brief. Learning outcomes, learning content and assessments are aligned in order to ensure that you will develop into academically sound, safe, responsive, evidence-based practitioners. In line with the aim of encouraging you towards a flexible approach in their own learning and development, the programme adopts a varied methodology for assessment.

All assessments have been prepared to conform to the QAA descriptors for level 6 and will require the application of theory to the specific practice area in which the student is working. These will include presentations, essays, reports, case studies and portfolio production.

To prepare students for summative assignments, formative work is a feature of many of the modules across the framework and students will be provided with verbal or written feedback to support this.

The Learning Development Unit (LDU) also actively supports students with academic work to meet the course requirements

## Classification

### Calculation of final award:

The degree classification will be calculated on the average weighted mark of all the L6 credits undertaken at Bucks New University.

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#). These include the criteria for degree classification.

## Admissions Requirements

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see our [general entry requirements](#) for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

## Typical applicant profile and any programme-specific entry requirements

Applicants will be predominantly internal students progressing from the foundation degree in early years practice and the foundation degree in primary education.

All students applying to the programme will have previously achieved 120 credits at level 4 and 120 credits at level 5, either through a foundation degree, diploma or APEL route, through the University's Credit Accumulation and Transfer Scheme (CATS), usually from a UK University, an affiliated college or an overseas qualification of an equivalent standard. To gain a specific bracketed award the 240 credits already held must be in the same field of study as the chosen pathway.

All students will be employed or will have access to work experience for at least 6 hours a week throughout the duration of the course.

Those applicants on the education and training top up, will also hold 240 credits from an appropriate field of study (e.g. 240 credits from Cert Ed/DET; Foundation Degree in Education Studies) together with a relevant attachment/work role.

Students must complete the degree within six years from the date the first credits were awarded, regardless of the awarding institution

**Do applicants required a Disclosure and Barring Service (DBS) Check?**

**No**

## Opportunities for students on successful completion of the programme

In addition to individual career development, you will have access to progression onto master's programmes, for example, the MA Education, MSc Child Protection and Adult Safeguarding or MSc Mental Health and Wellbeing in Education. Alternatively, access to teacher training programmes to gain qualified teacher status in either early years, primary education, or post-14 education including PGCE or school based initial teacher training (SCITT) is also available.

The generic, transferable skills acquired throughout the programme may also open up employment opportunities outside these fields.

## Recognition of Prior Learning

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our [Credit Accumulation webpages](#) for further guidance.

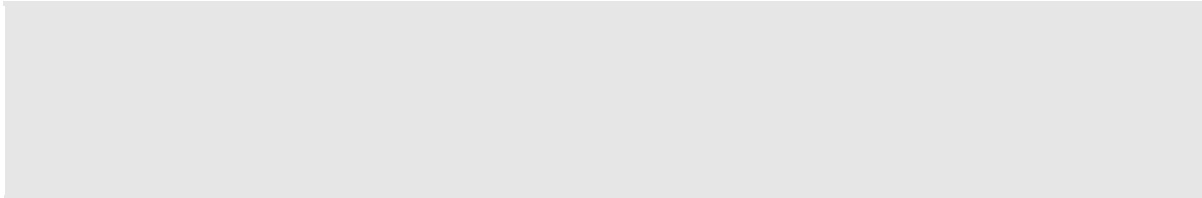
## Student Support

During the course of their studies, students will be supported in the following ways:

- At the start of their studies all students will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities
- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules

- Each student will be allocated a **Personal Tutor** who will support their academic development, be able to advise and guide them with their studies and, where necessary, give advice on study options
- Students will be able to access our full range of **support services**, including the Learning Development Unit for skills and study support, the Library, the Careers and Employability Team, Student Finance Team, Accommodation and Counselling Services

**Programme specific support (if applicable)**



## Appendices

### Quality Assurance

<b>Awarding Body:</b>	<b>Buckinghamshire New University</b>
<b>Language of Study:</b>	<b>English</b>
<b>QAA Subject Benchmark Statement(s):</b>	<b>During the course development the programme and module learning outcomes have been mapped to the FHEQ level 6 descriptors to ensure the graduates achieve the outcomes described within the Framework for Higher Education Qualifications.</b>
<b>Assessment Regulations:</b>	<b><i>Academic Assessment Regulations</i>, accessible via the Academic Advice webpages (<a href="https://bucks.ac.uk/students/academicadvice">https://bucks.ac.uk/students/academicadvice</a>)</b>
<b>Does the Fitness to Practise procedure apply to this programme?</b>	<b>No</b>
<b>Ethics Sub-committee</b>	<b>Education</b>
<b>Date Published / Updated:</b>	<b>September 2020, July 2020, July 2021</b>
<b>Date programme re-approval required:</b>	<b>2026</b>

### Other awards available on programme (Exit Qualifications)

Please refer to the *Academic Qualifications Framework* for Exit Qualifications recognised by the University and credit and module requirements.

<b>Name of Exit Qualification:</b>	<b>Ordinary Degree</b>
<b>Full name of Qualification and Award Title:</b>	<p>BA Professional Practice leading to:</p> <ul style="list-style-type: none"> <li>• BA Professional Practice (Early Years)</li> <li>• BA Professional Practice (Primary Education)</li> <li>• BA Professional Practice (Working with children and young people)</li> <li>• BA Professional Practice (Education and Training)</li> </ul>
<b>Credits requirements:</b>	60 Credits
<b>Module requirements:</b>	<p><b>Early Years pathway</b> PP678 Critical issues in early years and one of the following PP682, PP609 or PP679</p> <p><b>Primary Education pathway</b> PP680 Critical issues in primary education and one of the following PP682, PP609 or PP679</p> <p><b>Working with Children and young people pathway</b> PP605 Contemporary issues and PP682 or PP683</p> <p><b>Education and Training Pathway</b> PP681 Critical issues in Education and training one of the following PP682, PP609 or PP679</p>



**Learning Outcome**

Systematically analyse key aspects of their field of study including acquisition of coherent and detailed knowledge relevant to the discipline and professional practice.

Use ideas and techniques based on contemporary research or scholarship to devise and sustain arguments, and to address challenges within professional practice.

Show critical understanding of research methods and their application in designing, researching and evaluating a project designed to enhance practice.

Systematically assess the ethical issues around research and practice development

Evaluate and demonstrate insight into their own learning and developmental needs