

BA (HONS) EDUCATION STUDIES WITH EARLY YEARS (TOP UP)

Institute of Education, Arts and Society

Academic Level:	Level 6	Credits:	120
UCAS Code:	X308		
Awarding Body:	University of Cumbria		
Delivery Site:	Distance Learning		
Programme Length:	Standard length (FT) – 1 year		
Mode of Delivery:	Online		
Pattern of Delivery:	Full time		
	Total weeks of study:	24 weeks	
	Delivery pattern:	2 x 12-week semesters	
	Standard semester dates:	Yes	
Placement:	Optional placement: 50 hours		
Programme Webpage:	https://www.cumbria.ac.uk/study/courses/undergraduate/ba-hons-education-studies-with-early-years-top-up/		

Entry Criteria

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [APL](#), please refer to the University website. Detailed criteria for admission to this programme can be found on the programme webpage

The following additional requirements apply for entry to this programme: Students need to have access to an educational setting. Disclosure and Barring Service (DBS) clearance and Occupational Health (OH) clearance for UK based students is essential. International students must follow their local country requirements.

PROGRAMME AIMS AND OUTCOMES

Programme Aims

By the end of this programme learners will be able to:

1. Demonstrate a critical understanding of education including historical, international and social developments both past and present, and the philosophical, psychological and sociological theories on which modern education has been established.
2. Consider a range of educational systems and settings, selected from local, national and international examples, with scope for pursuing your own particular professional interests.
3. Develop a critical understanding of educational environments and approaches in relation to social justice, social policy and educational diversity.
4. Develop and deepen an understanding of the practices of teaching and learning in a range of educational settings both UK based and internationally.
5. Recognise and evaluate the process of human learning and the impact learning and education have not only within schools and other formal educational institutions but also within the wider social context, as learners progress and change from childhood and adolescence to adult life.
6. Cultivate a critical perspective on contemporary education and consider the possible directions of its future development.
7. Critically reflect on personal values in relation to education and make connections to the assumptions made within educational contexts both UK based and internationally.
8. Complete research inquiries on educational issues and in educational settings, demonstrating critical thinking and skills to effectively design, complete and report on educational research, including the collection and analysis of numerical or narrative data that reaches balanced conclusions positioned within the existing literature.
9. Develop a well-informed, enquiring, analytical and critical disposition towards educational policy and practice both in the UK and internationally.
10. Make links between theory and practice and reflect critically on real-life experiences.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (BA) you will be able to demonstrate:

- K1.** An appreciation of complexity, uncertainty and ambiguity of equality, diversity and inclusion on educational settings and practice.
- K2.** An ability to critically review and evaluate leadership and management in the early years and the impact of the change process.
- K3.** A systematic and conceptual understanding of how current issues can impact on educational settings in the early years.

After 120 credits of study (BA Hons) you will be able to demonstrate:

- K4.** The ability to critically reflect and analyse the importance of educational research.
- K5.** The ability to analytically examine assumptions about education and learning.

Programme Outcomes – Skills and other Attributes

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (BA) you will be able to demonstrate:

- S1.** The ability to manage your own learning, organise effective work patterns, and work to deadlines.
- S2.** The ability to reflect on your own values system, using your knowledge, evidence and critical understanding, to locate and justify personal position in relation to the subject.

After 120 credits of study (BA Hons) you will be able to demonstrate:

- S3.** The ability to process and synthesise data to present and justify a chosen position.
- S4.** The capacity to analyse critically relevant concepts, theories and issues in a systematic way.
- S5.** The ability to identify and reflect on your potential application in educational policies and contexts and suggest potential changes in practice.

PROGRAMME FEATURES

Programme Overview

The BA (Hons) Education Studies with Early Years (Top Up) programme addresses and interrogates the nature, scope and purpose of education in formal and informal systems, nationally and globally, from birth to higher education, vocational and non-vocational education and training, and supports the concept of lifelong learning. It is written and designed by an experienced tutor team including staff who have researched and written widely in appropriate educational fields. As Education Studies is a multi-disciplinary subject, you will develop the knowledge, understanding and skills drawn from a range of subjects, principally sociology, psychology, philosophy and policy with a specific focus on the Early Years period.

The programme also offers opportunities to gain placement experience in a range of educational settings through work-based learning. Although placements are not compulsory, they serve as a key component which allows for experiential learning opportunities. You will combine your theoretical knowledge with practice by undertaking these practical placements throughout the year providing you with hands-on experience enhancing your academic knowledge and boosting your employability. Placements are self-sourced within the local area to the student. The flexibility of our placements enables you to gain experience in areas that are of interest to you and network with relevant stakeholders in those fields. You will be allocated two days of the week to carry out your placement which can be voluntary or paid, giving you the flexibility to work whilst you study.

Alongside your placements you will attend online webinars for the three modules you undertake each semester. Other practical aspects of the programme include directed visits to a range of educational settings and completing certified Child Exploitation and Online Protection (CEOP) training.

This programme is suitable for you if you are interested in Education as a subject in its own right and have an academic interest concerning education in the early years and in society. You might already have gained experience in a range of educational settings and now want to add to that a higher-level academic qualification. Others may want to study education but as yet you are unclear about specific career plans. The programme may also appeal to you if you are interested in working in a diverse range of educational settings or already work in early years educational settings and are keen to develop your expertise, knowledge and understanding. This programme offers the opportunity to study the subjects associated with education in society, provides a national and international perspective of education whilst considering elements such as social justice, policy and current issues in education with a focus on the early years. The distance learning feature of this programme makes it flexible and attractive to a wide national and international audience.

Modules will be delivered by Distance Learning, mainly asynchronous so that you can access materials at a time to support your needs. There is a requirement for attendance at live webinars to consolidate your independent learning with your tutor and peers, which will also be supplemented with individual and group tutorials. Distance learning will be facilitated with independent directed activities such as directed reading and electronically based activities. The University's Virtual Learning Environment (VLE) is used by the programme team to support students; module information and resources can be accessed; assignments can be submitted as well as various

other activities. Electronic discussion boards are used to encourage communication between students. This will be the main form of communication and the VLE will be the main platform for any live sessions and tutorials.

By the end of the course, you will have had the opportunity to complete up to 48 days of placements gaining insight into a range of educational processes and contexts thus, enhancing your employability and professional development as a reflective practitioner.

Upon completion of the programme, you will have acquired graduate skills and experience useful for employment in a range of educational settings and roles. Please see the Graduate Prospects section for further details.

Learning and Teaching

As a student at the University of Cumbria, you will be part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment via distance learning. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning through online platforms. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

The teaching, learning and assessment strategy of the BA (Hons) Education Studies with Early Years (Top Up) programme is designed to be student-centred and flexible whilst being challenging and stimulating, and has been designed in line with the University's Learning, Teaching and Assessment Strategy:

- **Excellence in Learning and Teaching**
Staff on the programme have a wide range of experiences and backgrounds, including primary, secondary and further education. Where possible guest speakers, with expertise in more specific areas, are invited to enhance the student learning experience. Many of the staff hold Qualified Teacher Status, are Fellows of Advanced HE.
- **Responsive Learner Support**
Student learning is planned carefully to ensure modules are relevant to the programme and provide students with appropriate experiences. You will experience a personalised learning journey identifying and developing a range of employability skills and transferable academic skills. A range of delivery/teaching methods are utilised to provide flexibility for learners. You will also be provided with access to high quality academic resources through digital libraries and will be supported to develop skills that enable you to be critical, reflective, discerning and independent learners and researchers.
- **Employability and Graduateness**
The programme provides you with opportunities to learn in placement settings through experiential placements. Learning in placement settings plays an important role within the programme as it allows you to gain real life experience of educational settings, make links

between theory and practice, become reflective practitioners, and develop a wide range of graduate and employability skills. You will be encouraged to gain experience in a range of settings in order to develop your interests. As part of your ongoing professional development, you will develop an ongoing portfolio with a Personal Development Plan (PDP) to assist you in forming future career plans.

- **Developing Digital Capabilities of Students and Staff**

A range of distance learning approaches are utilised on the programme with an emphasis on digital literacy. Approaches include online assessment, electronic Personal Development Portfolio and on-line discussion boards. All staff have development opportunities both within and, where appropriate, beyond the institute. Staff are expected to ensure their knowledge and understanding is up-to-date and are encouraged to attend conferences/training that is relevant to their areas of expertise.

The programme is principally designed with six core themes which run through the programme in a cumulative and progressive way. These are; psychology, policy, sociology, philosophy, research and practice. Each module has been drawn from these themes and woven together meaningfully throughout the programme. To ensure a coherent curriculum that will remain relevant and beneficial to you after graduation and in your future work-settings, the programme has been designed in line with the UoC Curriculum Design Framework.

The programme includes the study and exploration of international perspectives of education. You will acquire a range of employability and transferable skills through the placement module. You will also develop your research and inquiry skills by designing, undertaking and communicating findings of a reliable and valid small scale research project into an appropriate aspect of early years education.

Throughout the programme, you will be encouraged to find, evaluate, organise, use, and communicate information in various formats as part of your independent study and assessments. You will also be encouraged to develop your academic and digital literacy skills throughout the programme by engaging with the services offered by MyCumbria such as Skills@Cumbria, HeadStart and Digital Capabilities Pathways.

Learning and Teaching

Modules will be delivered via distance learning through a combination of pre-recorded lectures, with some delivered live, seminars, tutorials, guided discussions, reflection and directed tasks; these may be supplemented with independent directed activities, supplementary reading or electronically based activities.

A variety of teaching and learning methods and strategies are used on the programme to ensure development and acquisition of key knowledge and understanding. You will be given opportunities to experience flexible and creative approaches to teaching and learning, which foster independent learning and critical thinking skills.

The University's Virtual Learning Environment (VLE) is used as a learning technology to promote student learning and achievement. In addition to providing access to programme and module information and learning materials and resources, you will be expected to use the VLE for submission of suitable coursework as well as online discussions either as a student community or

as a learning activity. Teaching and learning materials and resources are regularly uploaded and updated on to the VLE making them easily accessible to you. The university's digital library is constantly expanding providing you with easier access to textbooks and journals online.

As well as the use of the VLE, you will attend live lectures, seminars and tutorials to promote active learning. Group discussions via online discussion boards, debates, presentations and paired work will provide a wealth of social learning opportunities on the programme. Personal Development Activities (PDA) and tutorials are used to promote and support effective independent learning, address specific needs as well as manage the demands of studying via distance learning by providing you with additional flexibility to complete your work.

Placement

Experiential and emergent learning plays a key role on the programme. Throughout the course you will be provided with opportunities to undertake a placement in an education setting of your choice. These placements will provide opportunities for you to develop your skills and apply your knowledge and understanding in educational settings. These experiences also aim to ensure you develop a range of key graduate skills, together with various subject-specific skills and capabilities to enhance your future employment opportunities. Although placements are not compulsory, the experience is a crucial element to your studies and critical to your learning as it will assist you in understanding how the theories of education are implemented and utilised within education in practice. Due to the optional nature of placements within the course, placement learning itself is not assessed and therefore you cannot fail a placement experience.

Placements should be self-sourced with the support of your personal tutor, if required. All placements will be tracked by the University's Placement Unit as well as your personal tutor to ensure suitability and provide quality assurance. You will be expected to complete a minimum of 50 hours of placement over the duration of the course but will be given the opportunity to gain up to 48 days of placement experience with two days off timetable to encourage you with this.

Independent Learning

When not attending scheduled learning activities you will be expected to continue learning independently through self-study and engagement with the University's VLE.

Teaching Staff

Staff on the programme have a wide range of experiences and backgrounds, including primary, secondary and further education. Where possible guest speakers, with expertise in more specific areas, are invited to enhance the student learning experience. Many of the staff hold Qualified Teacher Status, are Fellows of Advanced HE and hold a range of academic qualifications.

Assessment

Summative and Formative Assessment

Throughout the programme you will be required to complete assessments to demonstrate your learning of subject knowledge and transferable key skills. You will experience a range of assessments during the programme which will develop skills in key areas such as literacy, numeracy, technology, communication, presentation, critical thinking, problem solving, and

solutions. Modes of assessment will be closely aligned with the content and learning outcomes of the modules and will encourage the development of a breadth and depth of intellectual and practical skills. Modes of assessment include:

- essays
- patchwork texts
- case studies
- individual, paired and group presentations
- portfolios
- reports
- fieldwork reports
- research papers

You will also be required to undertake a Special Study which includes planning and researching an educational area and topic within the early years that is of interest to you. In some cases, assessment briefs have been purposely designed to encourage and support you to make choices to individualise context, knowledge and skills which you need to develop. Assessment methods are introduced in semester one and are built on in semester two to allow you to progressively and cumulatively develop these competencies. Assessments have been designed to provide you with opportunities to demonstrate your learning, creativity and critical perspectives in a meaningful manner. Submission deadlines have, as far as possible, been spread throughout the year to avoid “bunching” of submission deadlines. Your journey through assessments will be facilitated, monitored and appraised by your personal tutor.

Feedback

Assessments will take place for both formative and summative purposes. Formative assessments will be used as a method of assessment ‘for’ learning, providing you with opportunities to receive and act on feedback and develop as an independent and autonomous thinker. Formative assessments are used as a precedent of summative assessments and have been carefully designed to feed into summative assessments which will primarily be used for assessment ‘of’ learning. Throughout the programme you will be supported by industry-experienced tutors who will provide you with a solid academic grounding to complement your practical experience. The University operates on a 20-working day turnaround for all summative assignments. This means you will receive your grade and feedback for your summative assignments within a 20-working day period.

Graduate Prospects

Upon completion of the programme, you will have acquired graduate skills and experience useful for employment in a range of settings and roles including supportive roles in early years, schools, FE colleges, training environments, and museum/galleries/history/heritage focused educational settings and tourist sites. You may also go on to work within settings such as youth clubs, social services, administration, outdoor education, prison education, or learning mentor roles.

There are also several postgraduate opportunities available including top-up programmes, Masters level study and postgraduate Primary QTS programmes. Traditionally, large numbers of our students are employed or in further education just 15 months after graduating.

After graduating, some of our students have gone on to do the following:

- Work in early years settings (please note, to work as a teacher in England and Wales QTS is required)
- Manage nurseries
- Train as Educational Psychologists
- Teach in primary and secondary schools (please note, to work as a teacher in England and Wales QTS is required)
- Work in education administration roles
- Work as family liaison officers in educational settings
- Set up charities
- Work in museums, hospitals and Non-Governmental Organisations (NGOs)
- Masters and PhD study

MODULES

Year 1			
Code	Title	Credits	Status
EDEY6007	Professional Studies and Work-based Contexts in Early Years	20	Compulsory
EDST6008	Equality, Diversity and Inclusion	20	Compulsory
EDEY6009	Educational Leadership and Management in the Early Years	20	Compulsory
EDST6010	Current Issues in Education and International Perspectives	20	Compulsory
EDEY6012	Special Study in the Early Years	40	Compulsory
<p>Students exiting with 60 credits would receive an ordinary degree in BA Education Studies with Early Years</p> <p>Students exiting with 120 credits would receive an Honours degree in BA (Hons) Education Studies with Early Years</p>			

Key to Module Statues	
Compulsory modules	Must be taken although it may be possible to compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed).

Timetables
<p>Timetables are normally available on the last week of August. Please note that while we make every effort to ensure timetables are as student friendly as possible, scheduled learning can take place on any day of the week.</p> <p>Our Timetabling team work hard to ensure that timetables are available to students as far in advance as possible, however there may be occasional exceptions such as in the case of teaching which falls outside of the usual academic calendar. The UoC academic calendar runs from August to July, so timetabling information for programmes which include teaching sessions in August may not be published until closer to the August delivery.</p>

ADDITIONAL INFORMATION

Student Support

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Advice Service](#)
- [Safeguarding](#)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

Course Costs

Tuition Fees

Course fees can be found [Undergraduate Student Finance & Loans - University of Cumbria](#)
[International Student Fees and Finance | University of Cumbria](#)

The following course-related costs are included in the fees:

- All core text books are available via the University's digital library

Additional Costs

The following course-related costs are not included in the fees:

- Students will require a computer or laptop to engage in online activities and for undertaking their assignments. Should students wish to purchase a computer then an entry-level laptop would suffice, £300 - 400.
- Students will need to fund their own transport to their placement. Student can arrange their own placement close to home, and it can be in the student's place of work if this is an appropriate setting, such as a school.
- Placement will require sensible, professional clothing and footwear as appropriate to the setting.
- UK only – you will be required to undertake a criminal background check as part of the application process and there is a cost associated with this of approximately £50-£60.

Exceptions to the Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

External and Internal Benchmarks

External

- [QAA Subject Benchmarks Education Studies \(2019\)](#) (Primary)
- [QAA Subject Benchmarks Early Childhood Studies \(2022\)](#) (Secondary)
- [QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland.](#)

Internal

- UoC Level Descriptors
- Education Studies AMR 2023, 2024
- [Towards 2030 - Our Strategy | University of Cumbria](#)
- Learning, Teaching and Assessment Plan
- UoC Institutional Business Plans
- [UoC Academic Regulations and Academic Procedures and Processes](#)
- UoC Curriculum Design Framework

Disclaimer

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:

<https://www.cumbria.ac.uk/study/courses/undergraduate/ba-hons-education-studies-with-early-years-top-up/>

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