

## Programme Specification for BA (Hons) Advancing Practice (Top-up)

<b>This document applies to Academic Year 2021/22 onwards</b>
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<b>1.</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2.</b>	<b>Teaching institution</b>	The Learning Institute
<b>3.</b>	<b>Programme accredited by</b>	N/A
<b>4.</b>	<b>Final award or awards</b>	BA (Hons) Top Up (Level 6 only)
<b>5.</b>	<b>Programme title</b>	BA (Hons) Advancing Practice (Early Years Professional) (Inclusive Education) (Learning and Education) (Mental Health and Wellbeing of Children and Young People)
<b>6.</b>	<b>Pathways available</b>	Single honours
<b>7.</b>	<b>Mode and/or site of delivery</b>	Blended Learning consisting of taught sessions in the venues, live online teaching, and independent learning as well as two conferences.
<b>8.</b>	<b>Mode of attendance and duration</b>	Blended Learning, 1 year full time
<b>9.</b>	<b>UCAS Code</b>	L536
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">QAA (2019) Subject Benchmark Statement Early Childhood Studies Statement</a> <a href="#">QAA (2019) Subject Benchmark Statement Education Studies</a> <a href="#">QAA (2019) Subject Benchmark Statement Health Studies</a> <a href="#">QAA (2019) Subject Benchmark Statement Youth and Community Work</a>
<b>11.</b>	<b>Date of Programme Specification preparation/ revision</b>	Approved at ASQEC June 2021. August 2021 – AQU amendments.

### 12. Educational aims of the programme

This course is designed for those who want to advance their practices for effective working with children, young people, their families and communities. It will encourage students to identify refinements to their professional practice by engaging in critical and analytical reflection and individual and collaborative research. The use of pathways provides opportunities for the exploration of discourses from multidisciplinary perspectives. As such, the degree develops knowledge and skills that are relevant across the multi-disciplinary pathways yet also allows students to gain specialist knowledge and skills according to their chosen pathway. This is a critical factor for understanding the location of one's own practice within the spectrum of specialist practice across early years, education and wellbeing and mental health provision due to the interactions of children, young people and families with practitioners across services.

The course will provide the infrastructure to support and enable students to meet the course learning outcomes and to develop the qualities to contribute to working across professional boundaries for children, young people, their families and communities. Students will be provided with opportunities to relate theory to practice and to evaluate their capacity to embrace and facilitate change in the workplace. Students will be equipped with the skills required to make a significant impact on their own workplace practices and to positively influence those of others. Here knowledge development and skills acquisition are provided to support them to fulfil future specialist roles as determined by their field.

The degree has been designed and structured to allow students the flexibility to define its purpose within the advancement of their practice. The opportunity to choose a pathway enables students to broaden and deepen their knowledge and skills base acquired from previous study and practice. To provide this level of flexibility the degree allows students to personalise their assignment titles to ensure that the studies are relevant to student's future role. They have the opportunity to negotiate specific assignment foci for each and every module. The choice of dissertation module, either Research Project or Social Enterprise Project, adds to this flexibility.

These are the 4 pathways.

The first pathway, Early Years Professional, is for those who want to advance their specialist practice to support the development of young children and aid their families in support of this. They will explore how beliefs and values about children and childhood influence the field of early years education and care. Students will also have opportunities to consider dominant and alternative discourses about children, childhood and their relationship to early years practice.

The second pathway, Inclusive Education, is for those wanting to advance their specialist practice in order to support the inclusion of children and young people with a particular focus on education. They will examine how society views disability through a cultural lens. Students will also explore perspectives of disability and the ways that these are socially constructed in order to explore how these can be changed for the better.

The third pathway, Learning and Education, is for those who want to advance their specialist practice when developing effective learning experiences for children and young people. They will examine a wide range of policies, strategies and interventions commonly encountered in learning environments and consider their potential in regard to the enhancement of learners' outcomes.

The fourth pathway, Mental Health and Wellbeing of Children and Young People is for those who want to advance their specialist practice to support and develop mental health and wellbeing of children and young people within educational and other communities. They will examine a range of issues relating to children and young people in contemporary society and trace their systemic origins. Students will also explore how public policy plays a key role in framing how children young people and families are seen in contemporary society.

*Successful completion of the course aims to equip students to:*

1. evaluate and critically reflect on contemporary practice within a multidisciplinary learning environment,
2. examine critical factors, including personal values and beliefs, that have the potential to influence their specialist practice,
3. develop critical capabilities through the selection, analysis and synthesis of relevant perspectives, and so be able to justify the appropriateness of practice within their specialism,
4. participate in and contest discourses related to their specialist practice,
5. evaluate evidence and contemporary specialist practice in order to appropriately select and apply knowledge and skills to complex situations,
6. recognise the skills and qualities needed to act as effective advocates for children and young people in order to provide better lives for them and to challenge inequality of access to provision,
7. develop transferable and employability skills at graduate level that support the enjoyment of learning and continued advancement of specialist practice.

*In addition for the early years professional pathway successful completion of the course aims to equip students to:*

8. develop a coherent and specialised understanding of the contested nature of childhood and its relationship with ethical and responsive early childhood education and care.

*In addition for the inclusive education pathway successful completion of the course aims to equip students to:*

8. recognise that discourses about disability do not always encompass actions that will enhance acceptance of disability and so develop the knowledge and capabilities to enact change in the empowerment of disabled individuals.

*In addition for the learning and education pathway successful completion of the course aims to equip students to:*

8. consider the problematic nature of educational theory, policy and prescribed practice and so, for the future advancement of their educational practice, recognise the resulting implications for effective learning.

*In addition for the mental health and wellbeing of children and young people pathway successful completion of the course aims to equip students to:*

8. critically examine determinants of mental health and wellbeing and so recognise the resulting implications of these for future advancement of their practice.

### 13. Intended learning outcomes and learning, teaching and assessment methods

#### Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Appraise underlying values, ethics and principles related to key elements of practice.	BAAP3001
2.	Critically engage with and debate research, theory, policy and practice related to their specialist field.	BAAP3003, BAAP3004, BAAP3005
3.	Evaluate knowledge systematically to inform decision making when justifying practices.	BAAP3002, BAAP3003

#### Cognitive and Intellectual skills – all pathways

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
4.	Justify changes to practice and in doing so identify strategic implications.	BAAP3002
5.	Debate key discourses related to their specialist field of practice.	BAAP3003
6.	Critically evaluate relevant research in order to synthesise coherent arguments, draw conclusions and so make independent judgements.	BAAP3004, BAAP3005

**Skills and capabilities related to employability**

<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
7.	Through reflection evaluate how personal values impact on self.	BAAP3001
8.	Learn independently in familiar and unfamiliar situations	BAAP3004, BAAP3005
9.	Employ research skills in the identification of an appropriate evidence base in order to maintain currency in practice.	BAAP3004, BAAP3005

**Transferable/key skills**

<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
10.	Demonstrate high standards of digital capability and information literacy for effective practice within the specialist field.	BAAP3003, BAAP3006, BAAP3007, BAAP3008, BAAP3009
11.	Communicate convincingly, concisely and clearly in order to articulate complex issues.	BAAP3006, BAAP3007, BAAP3008, BAAP3009
12.	Demonstrate autonomous learning to accommodate new ideas, integrating developments in the specialist field.	BAAP3004, BAAP3005

**Additional Learning Outcomes for early years professional pathway****Knowledge and Understanding**

<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
13.	Demonstrate a critical understanding of a range of discourses that influence current provision in early childhood education and care.	BAAP3006

**Cognitive and Intellectual skills**

<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
14.	Critically evaluate perspectives and assumptions regarding views of children and childhood.	BAAP3006

### Additional Learning Outcomes for inclusive education pathway

#### Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
15.	Demonstrate a critical understanding of the underlying values, theories and concepts relevant to structural inequality and its impact on inclusive education.	BAAP3007

#### Cognitive and Intellectual skill

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
16.	Critically analyse the diversity of perspectives of disability and how these impact on inclusive practice.	BAAP3007

### Additional Learning Outcomes for learning and education pathway

#### Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
137.	Demonstrate a critical understanding of the policies, psychological strategies and techniques which might best support the promotion of autonomous intrinsic motivation in learners	BAAP3008

#### Cognitive and Intellectual skill

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
18.	Critically analyse the psychological factors related to motivation and the impact on learner engagement	BAAP3008

### Additional Learning Outcomes mental health and wellbeing of children and young people pathway

#### Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
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19.	Demonstrate a critical understanding of the diversity and changing nature of determinants of mental health and wellbeing and the controversies that attend them.	BAAP3009
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### Cognitive and Intellectual skill

LO no.		Module Code/s
20.	Critically analyse contemporary issues at the forefront of mental health and well-being practices.	BAAP3009

### Learning, teaching and assessment

For 2021/22, the majority of teaching sessions are face to face on campus. Lectures or lecture workshops for some modules will be delivered online either 'live' or pre-recorded. Individual and small group tutorials will be arranged online as this has proven to be convenient and popular with students.

Learning and teaching take place within a blended learning approach. Within this degree a blended learning approach is seen as the use of a range of modes of teaching that of: face-to-face on site teaching, live-online teaching, online critical engagement workshops, tutor mediated online learning and conferences, all explored below.

#### Teaching

**Face-to-face on site teaching** – here a module tutor is teaching a session on site with students in the room at a specific time. Learning is planned to be through acquisition and discussion with some collaboration. Teaching and learning activities can include

- tutor lecture
- small group activities and discussions
- problem-based learning
- role play

The tutor can take advantage of the use of small study groups providing opportunities for students to interact with other students who are studying on the top-up, they may be from the other related pathways so providing an enriching environment. That these study groups are venue based provide students with a supportive 'home base' across the year, where familiarity with peers provides a secure learning environment where they can develop skills and share their learning.

**Live-online teaching** - here a module tutor is teaching a session with students in an online classroom, such as Collaborate, at a specific time. Learning is planned to be through acquisition and discussion with some collaboration with peers. Teaching and learning activities can include

- lead lectures
- visiting speakers
- small group activities and discussions
- problem-based learning

A virtual learning environment (VLE), such as Blackboard, provides additional resources for students to use during the session. Students could be working with students both from within their own pathway and from across pathways. Given the nature of online learning students will need a high degree of digital capability to actively and responsibly create, communicate and collaborate online for which they will receive support and training where necessary. Guidance on appropriate technology will also be given.

**Critical engagement workshops** – here a session with students is held in an online classroom, for example Collaborate, at a specific time. Learning is planned to be through collaboration with peers and tutors with discussion, investigation, practice and production also taking place. The focus of these sessions is on the collaborative learning activities that will support the individual student to deepen their critical engagement with the concepts, skills and theories explored in the module. Peers alongside the module tutor are seen as resources to support this process. Teaching and learning activities can include

- problem-based learning
- tutor-led seminars
- peer-led seminars
- group tutorials
- student presentations
- assessment practice and production
- peer-review of formative assessment

As usual a virtual learning environment (VLE), such as Blackboard, provides additional resources for students to use during the session.

**Tutor mediated online learning** will precede each element of weekly taught study. Learning is planned to be through acquisition with reflection and practice taking place. Module tutors will set learning activities that will allow students to interact with knowledge and discourses to reinforce and develop current knowledge. The principle is that as learning will take place prior to each taught session this allows students to be introduced to, or review, knowledge and skills to enable familiarity with these. As such the learning activities will be on a timed release to allow student sufficient time to engage. Following this face-to-face on site, live online taught time and critical engagement workshops are then able to be used to deepen understanding.

**Conferences** will be used in addition to the weekly learning sessions, they will be twice yearly on Friday evening and Saturday daytime with set study sessions that provide the opportunity to work with other students on the chosen pathway from across the country giving students an additional layer of peer support and networking opportunities. Typically students will stay overnight in or near to the conference venue and need to cover their own costs for this. The conference will replace the weekly taught sessions with additional time provided for skills training, student feedback and consultation.

**Tutorials** will be held in groups or as an individual and will enable the discussion and development of knowledge, key concepts and skills as well as providing support when approaching key assessments. During face-to-face on site teaching these could be in the venue. At other times these would be online, by email or phone.

The course is designed to emphasise the support provided by the **Personal Academic Tutor (PAT)**. Meetings with PATs are scheduled on at least four occasions in the year and the course has been designed so that the PAT delivers the course induction within their 'home base' on site as well as the first module which provides the student with the context for their development across the year. See section 17 for further details of the support given by the PAT.

The University places emphasis on enabling students to develop **graduate attributes** that will equip them for lifelong learning and future employment. More details of this are available within the course handbook. In support of this a mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

**Contact time**

In each study week students will have 8 hours of planned learning through contact. On a weekly basis this comprises of 2.5 hours of tutor mediated online learning and 5.5 hours of in attendance teaching, which could be face-to-face on site teaching or live online teaching, or online critical engagement workshops. Attendance on site for face-to-face teaching will be required for either 7 or 9 weeks across semesters which includes the conference days. A table showing the precise weekly pattern of contact teaching hours is available in the course handbook

In addition students will need to complete an average of 29 hours per week of personal self-study to include preparation for assessment and independent study.

The precise contact hours for each mode will depend on the module. All modules have defined modes of teaching and learning. Most modules are taught in a block across a specified number of weeks. As the dissertation modules, BAAP3004 and BAAP3005 are the exceptions to this and are taught across the year.

Using the blended learning approach to delivery, the sessions will comprise a range of teaching and learning activities which will change week to week depending on how they are taught and from module to module.

### **Teaching staff**

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. As teaching is informed by contemporary research and consultancy the tutor team includes educators, academics as well as specialist professionals in various fields.

### **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments that feed into final assessment pieces.

Each module has one or more formal or 'summative' assessments which are graded and count towards the overall module grade.

The summative assessment strategy is progressive across the course. The timing of each assessment has been planned carefully to support students in developing their critical thinking and writing as they use the year to prepare for the submission of their dissertation. Reflection is used to capture the professional journey within the first and fifth assessment. Portfolios are used to give students maximum choice of how they address the learning outcomes thus supporting the inclusivity of assessment.

Assessment methods include coursework assessments such as critical reflections, portfolios, critical evaluations, projects or business plans. The precise assessment requirements for an individual student in an academic year will vary according to the optional modules taken as can be seen below, the typical formal summative assessment pattern for the course is:

- 1 x critical reflection either written or spoken
- 1 x portfolio
- 1 x critical evaluation either written or spoken
- 1 x portfolio
- 1 x reflective evaluation either written or spoken
- AND 1 optional dissertation module
- 1 x research report OR



#### 14. Assessment strategy

The programme's assessment strategy has been considered within the context of UW's [Assessment Policy](#), Learning and Teaching Strategy, [Assessment Criteria working for all: Guiding staff to support students](#) and Curriculum Design Policy. The assessment strategy is designed to enable students to demonstrate their achievement of the programme aims and learning outcomes, module learning outcomes and skills development.

Formative and summative assessment strategies are used to support academic, personal and professional development, which underpin but also go beyond the achievement of specific learning outcomes. Summative assessment modes have been chosen determined by their appropriateness in allowing the student to demonstrate they have understood and can meet the learning outcomes giving opportunity for achievement across the full range of grades.

Students will receive feedback on formative assessments and on summative assessments. Feedback is intended to support learning and students are encouraged to discuss it with personal academic tutors and module tutors as appropriate. As such, both formative and summative assessments encourage and promote reflection and learning that enable students to conduct critical and evaluative analysis of their assessments in order to set targets for future academic development.

A grid showing assessment methods and weightings mapped to modules at each level is included in the assessment section of the course handbook along with submission and expected return dates. In the relevant module guide, each assignment has marking criteria based on [UW generic grade descriptors](#).

Wherever possible and practical the anonymity of students in the marking process will be maintained.

#### 15. Programme structures and requirements

##### Award map

<b>Course Title: BA (Hons) Advancing Practice (Top-up) (Early Years Professional)</b>
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##### Level 6

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Exclusions and other notes*
BAAP3001	The positionality of the practitioner	15	M	
BAAP3002	Engaging with change in the professional environment	15	M	
BAAP3003	Specialism in focus	30	M	
BAAP3004	Research project	30	O	BAAP3005
BAAP3005	Social enterprise project	30	O	BAAP3004
BAAP3006	Perspectives of childhood	30	M	

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include all mandatory modules and either BAPP 3004 or BAPP 3005.

### Award map

**Course Title: BA (Hons) Advancing Practice (Top-up) (Inclusive Education)**

#### Level 6

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Exclusions and other notes*
BAAP3001	The positionality of the practitioner	15	M	
BAAP3002	Engaging with change in the professional environment	15	M	
BAAP3003	Specialism in focus	30	M	
BAAP3004	Research project	30	O	BAAP3005
BAAP3005	Social enterprise project	30	O	BAAP3004
BAAP3007	Culture and disability	30	M	

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include all mandatory modules and either BAPP 3004 or BAPP 3005.

### Award map

**Course Title: BA (Hons) Advancing Practice (Top-up) (Learning and Education)**

#### Level 6

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Exclusions and other notes*
BAAP3001	The positionality of the practitioner	15	M	
BAAP3002	Engaging with change in the professional environment	15	M	
BAAP3003	Specialism in focus	30	M	
BAAP3004	Research project	30	O	BAAP3005
BAAP3005	Social enterprise project	30	O	BAAP3004
BAAP3008	Psychological perspectives of motivation in learning environments	30	M	

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include all mandatory modules and either BAPP 3004 or BAPP 3005.

## Award map

<b>Course Title: BA (Hons) Advancing Practice (Top-up) (Mental Health and Wellbeing of Children and Young People)</b>
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### Level 6

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Exclusions and other notes*
BAAP3001	The positionality of the practitioner	15	M	
BAAP3002	Engaging with change in the professional environment	15	M	
BAAP3003	Specialism in focus	30	M	
BAAP3004	Research project	30	O	BAAP3005
BAAP3005	Social enterprise project	30	O	BAAP3004
BAAP3009	Mental health and wellbeing issues in contemporary society	30	M	

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include all mandatory modules and either BAPP 3004 or BAPP 3005.

## 16. QAA and professional academic standards and quality

This award is located at Level 6 of the Framework for Higher Education standards (FHEQ) and has been constructed to allow students to demonstrate the knowledge and qualities as described within the [QAA \(2014\) The Frameworks for HE Qualifications of UK Degree-Awarding Bodies \(2014\)](#). [SEEC \(2016\) Credit level descriptors for HE](#) has also been used as a reference point for standards.

The following Subject Benchmark Statements have also been used to develop this programme.

[QAA \(2019\) Subject Benchmark Statement Early Childhood Studies Statement](#)

[QAA \(2019\) Subject Benchmark Statement Education Studies](#)

[QAA \(2019\) Subject Benchmark Statement Health Studies](#)

[QAA \(2019\) Subject Benchmark Statement Youth and Community Work](#)

## 17. Support for students

Students will be supported by a Personal Academic Tutor (PAT), module tutors and course leader. In addition, the partner academic librarian, partner student support team and partner careers advisor provide additional layers of more specialist support for students alongside the Higher Education Programme Manager. Staff are available via email, the Blackboard Virtual Learning Environment and telephone as appropriate. Students are also supported via student representation on the Student Staff Liaison Committee (SSLC).

### Support from the PAT

The PAT is key in ensuring that students are engaged and supported throughout the year and the PAT usually delivers both the course induction and module BAAP3001 titled 'The positionality of the practitioner'. In particular the PAT provides tutorial support in person, either face-face or online, or via email or telephone on 4 occasions across the year. The level of involvement between the student and the PAT through appropriate contact time enables the development of effective working relationships whilst supporting the student to build an understanding of the engagement requirements for achievement. The PAT will further support the development of personal, professional and academic skills throughout the degree; as a programme focused on advancing practices the importance of personal development planning is acknowledged and incorporated throughout.

### **Online Learning Environment**

Online support will be available through e-mail and the use of the Blackboard Virtual Learning Environment. Students will be provided with training and support to develop the ICT skills needed to work effectively through the online environment. These skills will be self-assessed in the first instance within pre-course tasks and further supported via the PAT and by the partner academic librarian.

### **Peer support**

As the peer learning support system is integral to the course design and organisation, peers within delivery venue study groups provide a major line of support. The peer support from other students in these local groups, whether studying on the same degree pathway or on other interrelated pathways, will enable students to maintain engagement and achieve high level outcomes.

### **Student conferences**

The use of twice-yearly conferences provides the fulcrum for student interactions with others on the same degree pathway whilst further exploring professional practice across a wide range of working contexts and localities through peer discussions, thus ensuring that online interactions within modules are both personal and developmental. The conferences provide a distinctive feature for this Honours Degree.

The University of Worcester Student Services and the Disability and Dyslexia Service can be accessed through the following links:

<https://www2.worc.ac.uk/student-services/>  
<https://www2.worc.ac.uk/disabilityanddyslexia/>

## **18. Admissions**

### **Admissions policy**

Applications are considered from individuals from a wide range of prior educational and employment experiences. The admissions policy for the programme is designed to encourage access to higher education through a policy of equal opportunity regardless of race, ethnic or national origins, colour, gender, age, sexuality, parental status, marital status, disability status, creed, political belief or social or economic background. The course is also committed to widening participation.

We welcome applicants who can demonstrate the ability to benefit from the course and show their potential to complete the course successfully.

### **Entry requirements**

The normal minimum entry requirements for this level 6 top-up degree course are

- a relevant Foundation degree, DipHE, HND or equivalent qualification in education, health, care or welfare or related subject,

and

- experience of working with children, young people, their families and/or communities. This can be evidenced in a number of ways
  - an appropriate work-based learning qualification such as a Foundation degree,
  - recent employment history,
  - work experience evidenced within the personal statement and reference.

See [Admissions Policy](#) for other acceptable qualifications.

### **Recognition of Prior Learning**

Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

### **Admissions procedures**

Full-time applicants apply through UCAS **L536**

### **Admissions/selection criteria**

Applications are welcomed by candidates from all sections of the community and there is commitment to the promotion of equal opportunities for all.

Students will be selected through a scrutiny of the application form, through exploration of personal statement, reference and current/previous work experience in a paid or voluntary capacity, focussing on:

1. Previous successful study in a higher education equivalent to 240 credits;
2. Prior experience that will enable them to fulfil the requirements of the course;
3. Commitment to working with and for either babies, children, young people or families;
4. Insight into the candidate's qualities and values;
5. Personal skills needed for working with either babies, children, young people or families.

Offers of places are usually made on the basis of the application. However, when there is insufficient information on the application form to make a judgement a telephone discussion with representatives from the course team may be required.

## **19. Regulation of assessment**

The course operates under the University's [Taught Courses Regulatory Framework](#)

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- A student is required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.

- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### Submission of assessment items

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

### Retrieval of failure

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### Requirements for Progression

- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more during the academic year as a consequence of non-submission, will be required to withdraw from the University
- If a student has not passed 90 credits by the reassessment Board of Examiners, and is not withdrawn due to non-submission, they will be required to retake failed modules in the following academic year. Any passed modules will be carried forward.

### Requirements for Awards

Degree BA Advancing Practice	Passed a minimum of 60 credits at Level 6. This must include 60 credits in any combination from modules: BAAP 3001 BAAP 3002 BAAP 3003 or one from either BAAP 3006 BAAP 3007 BAAP 3008 BAAP 3009
Degree with honours BA (Hons) Advancing Practice (Early Years Professional) BA (Hons) Advancing Practice (Inclusive Education) BA (Hons) Advancing Practice (Learning and Education) BA (Hons) Advancing Practice (Mental Health and Wellbeing of Children and Young People)	Passed a minimum of 120 credits at Level 6, as specified on the award maps. This must include all mandatory modules and one optional module

## Classification

The honours classification will be determined by the following method.

- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

## 20. Graduate destinations, employability and links with employers

### Graduate destinations

On successful completion graduates will have access to a wide range of employment opportunities as they will have further developed their enhanced knowledge and skills, there is then the potential of further postgraduate qualifications which may be needed for **some professional roles** in the health, legal, education and social work fields.

### Student employability

The course is designed to aid the development of professional standards in the workplace, enhancing the skills, knowledge and understanding of the individual and as such prepares students for graduate employment in a number of ways. On successful completion of the programme students will have enhanced knowledge and skills related to a variety of roles working with children, young people, families and communities. In addition, values appropriate for working roles will be established and strengthened during the course.

Over the duration of study, they will locate themselves within particular professional roles by considering the policies and strategic contexts shaping practice. Personal development planning starts in the first module with the support of their personal academic tutor, here students will identify employment aims following graduation and plan their route through the year to support them in obtaining the skills and knowledge needed to be successful in achieving their personal aims.

### Links with employers

The Learning Institute, the delivery partner, sits within a Schools' Trust where harnessing the collective professional knowledge and expertise of the workforce is central to its development. As such the creation of a network of appropriate partners and organisations provides growth of both knowledge and learning for employees and learners. This network acts as a stimulus for students on this programme through the potential of access to a growing range of development opportunities as students and tutors act to enhance the academic programme. Students' choice of foci for the dissertation module should also be a route into a wider professional network. Here members of the course team will also bring awareness of their own professional development and research intentions into these two modules.

The course team consists of current or recent practitioners in graduate and leadership roles in relevant professions and are also involved in local and national networks. As such employer feedback informs continual reflection on delivery and content of the programme and on advice given to students with regard to the qualities and skills needed in the workplace. Students will then benefit from these strong links to practice and employers through established networks by tutors in each across the module team. Indeed students will engage with professionals from practice during the taught sessions both as tutors and visiting speakers and so will have the opportunity to access these

professional networks that could support them in their employability on graduation. The provision of careers advice, support for preparing applications and for interviews is central to students transitioning into graduate employment.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.