Programme Specification for
BA (Hons) Professional Practice (Level 6 top up) with bracketed awards:
(Early Years), (Education), (SEND), (Outdoor Learning)

This document applies to Academic Year 2025/26 onwards		

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	Somerset Centre for Integrated Learning (SCIL)
3.	**Programme accredited by**	Not applicable
4.	**Final award or awards**	BA (Hons) Top Up (level 6 only)
5.	**Programme title**	BA (Hons) Professional Practice (Level 6 top up) with bracketed awards: (Early Years) (Education) (SEND) (Outdoor Learning)
6.	**Pathways available**	Single (honours)
7.	**Mode and/or site of delivery**	Standard taught delivery programme. Somerset Centre for Integrated Learning (SCIL),
8.	**Mode of attendance and duration**	Full-time
9.	**UCAS Code**	X370
10.	**Subject Benchmark statement and/or professional body statement**	UK Quality Code for Higher Education Advice and Guidance Work-based Learning Early Childhood Studies (ECS) Education Studies Subject
11.	**Date of Programme Specification preparation/ revision**	Re-approved March 2025

12. Educational aims of the programme

The aim of the BA (Honours) Professional Practice (BAPP) is to influence and improve professional practice in the workplace through exploring the concept of the professional as a learner, achieved through critically reflective practice. Central to this is both being responsive to change and being proactive in facilitating the change process.

In particular, the programme is designed for students to enhance their own professional practice and that of others through:

1) Applying theoretical concepts and research within an educational context
2) Synthesising knowledge and skills in the critical analysis of practical, professional problems and situations
3) Employing reflective and transferrable skills
4) Fostering critical thinking, self-evaluation and problem-solving skills
5) Communicating and collaborating effectively with colleagues and peers
6) Applying pedagogical content knowledge to practice
7) Evidencing resilience and adaptability in the face of educational change.

The aims are achieved by providing a theoretical underpinning and appropriate tools of analysis to enable students to critically examine their work, or the work of others, and relate to their practice in the professional setting. The programme is based on the premise that professional practice must be informed by the best theoretical insight available, and their outcomes must be objectively evaluated against recognised criteria. Students share their personal philosophy and professional practice with their peers as part of a deliberate process to foster collaborative working within the programme. The programme focuses on and endeavours to prioritise

students' development as professionals who articulate and can be critically reflective within their professional setting. It is expected that students entering the programme have both a willingness to change and grow, simultaneously developing the personal and professional qualities required to facilitate change across a range of settings.

Early Years: This award has been devised for students working in an early years' context within an educative capacity and who may wish to progress to apply for primary teacher training and consider continuing this focus. Or for those students who would like to further their work within an Early Years setting

SEND: This award has been devised for students working in a SEND context within educative capacity and who may wish to progress to apply for primary teacher training and consider continuing this focus. Or for those students who would like to further their work within a SEND setting.

Education: This award descriptor has been devised for students working within a primary or secondary school setting. Students may use this award descriptor in order to apply for primary teacher training routes or secondary vocational training.

Outdoor Learning: This award has been devised for students working in an Outdoor Learning context, who may wish to progress to apply for primary teacher training, or within an Outdoor Learning centre.

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.	Critically engage with key theoretical concepts and research methodologies within educational contexts. (Aligns with Aim 1)	BAPP3110 Specialism Module (BAPP3111, BAPP3112, BAPP3113 or BAPP3114) BAPP3115 BAPP3116 BAPP3117
2.	Evaluate educational theories and their relevance to different teaching contexts. (Aligns with Aim 1)	BAPP3110 Specialism Module (BAPP3111, BAPP3112, BAPP3113 or BAPP3114) BAPP3116
3.	Identify and assess factors that influence student engagement and motivation within learning environments. (Aligns with Aims 1 & 6)	BAPP3110 BAPP3116

Cognitive and Intellectual skills		
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**

Cognitive and Intellectual skills		
4.	Critically analyse practical educational problems using synthesised knowledge and skills. (Aligns with Aim 2)	BAPP3110 Specialism Module (BAPP3111, BAPP3112, BAPP3113 or BAPP3114) BAPP3115 BAPP3116 BAPP3117
5.	Apply critical thinking to evaluate and reflect on one's own teaching practices and outcomes. (Aligns with Aim 4)	BAPP3110 Specialism Module (BAPP3111, BAPP3112, BAPP3113 or BAPP3114) BAPP3115
6.	Develop solutions to educational challenges by applying a combination of theoretical and practical insights. (Aligns with Aims 1 & 3)	BAPP3110 BAPP3116 BAPP3117

Skills and capabilities related to employability		
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**
7.	Demonstrate adaptability and resilience in responding to changes within educational environments. (Aligns with Aim 7)	BAPP3117
8.	Effectively communicate and collaborate with colleagues to enhance teaching and learning outcomes. (Aligns with Aim 5)	Specialism Module (BAPP3111, BAPP3112, BAPP3113 or BAPP3114) BAPP3115 BAPP3117
9.	Show evidence of reflective and transferable skills that contribute to professional growth and adaptability. (Aligns with Aim 3)	BAPP3110 BAPP3115 BAPP3117

Transferable/key skills		
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**

Transferable/key skills		
10.	Demonstrate effective self-evaluation skills to continuously improve teaching and learning practices. (Aligns with Aims 3 & 4)	BAPP3110 Specialism Module (BAPP3111, BAPP3112, BAPP3113 or BAPP3114) BAPP3115
11.	Use problem-solving skills to address diverse classroom challenges in dynamic educational settings. (Aligns with Aim 4)	BAPP3115 BAPP3116 BAPP3117
12.	Apply collaborative skills to foster a supportive and inclusive learning environment. (Aligns with Aim 5)	Specialism Module (BAPP3111, BAPP3112, BAPP3113 or BAPP3114) BAPP3116

Learning, teaching and assessment

Learning and teaching in this course is designed to develop specialist knowledge, skills and attitudes relevant to practitioners working within the educational sector. Students will be provided with opportunity to develop academic and transferable skills, which will contribute to their development as independent and autonomous lifelong learners.

Teaching

Modules (apart from BAPP3110 – dissertation) follow a similar structure to ensure a consistency of approach.
Students have an opportunity to engage with learning through a comprehensive range of learning and teaching strategies, including:

- Taught sessions
- Peer discussion
- Tutor feedback
- Engagement with the Virtual Learning Environment: Blackboard
- Directed reading and learning activities

Activities may include:
- Tutor led sessions – whole & small group discussion
- Peer group learning
- Self-directed independent study in the workplace and academic research
- Self-directed and tutor led exercises/tasks designed to develop and extend skills in evaluation/reflection on personal professional development and study
- Use of visual, auditory technologies and electronic VLE platforms.
- Pictures of practice: peer presentations and review

In addition, meetings with Personal Academic Tutors (PAT) are scheduled on at least four occasions throughout the year.

The course places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. 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
Modules are taught face to face at the Centre in blocks. Students will have 20 hours of teaching for a 15-credit module which will either be in Semester 1 or Semester 2 and 40 hours for a 30-credit module which will run across both Semester 1 and 2. Please refer to the timetable for taught sessions.

Work-Based Learning (WBL)
Work-based learning provides students with the opportunity to apply their learning from readings and taught sessions to the workplace. It is crucial for students to develop a reflective approach to experiences, enabling them to transfer their learning to new situations. Additionally, developing theories for work is important, as it helps to understand and articulate the reasons behind actions.

Independent self-study
Students are normally expected to undertake around 30 hours of independent study for a 15-credit module and 60 hours of independent study for a 30-credit module. Please refer to module specifications for a full breakdown.

Independent learning is supported by a range of excellent learning facilities. The onsite library has a range of academic books and journals which are available for loan. Loans are generally for three-week periods, however for books in greater demand this will be reduced to support students in accessing key texts. Students can access up to four books in any one loan period. SCIL allocates a yearly budget to ensuring texts are relevant and regularly updated. Each year HEI leaders review their resource lists and make appropriate suggestions for books to be purchased, replaced or removed from the library.

In addition, students on indirectly funded courses will have access to the majority of the University of Worcester's resources including eBooks and journals.
Digitised chapters of print books held by The Hive are also be made available electronically to students on such courses via their resource lists.
The course leader works with the Academic Liaison Librarian throughout the year to ensure that resources lists are accurate, up to date and support the intended learning outcomes.

For access to resources not available locally via SCIL or online through the University of Worcester, SCIL facilitates access to inter-library requests via Somerset Council Libraries. Students on indirectly funded programmes may also apply for access to a university library local to them through the SCONUL Access scheme

Teaching staff
You will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes academics and professional practitioners who collectively bring a wide range of experience from across the educational sector. This includes teachers, Head Teachers, SENDCOs, Outdoor Learning and Early Years specialists.

Assessment
Assessments:
- are a maximum of 3,000 words or equivalent in total for each module (except the dissertation)
- include formative and summative elements
- are aligned with module ILOs and learning and teaching methods to achieve the standard required for the programme award
- provide summative assessment of all module learning outcomes
- provide opportunity for achievement of all grades

- are manageable for students in terms of schedule and demands
- include a range of assessment methods that enable students to demonstrate achievement of learning outcomes and the transferable skills inherent within them.
- generate constructive and clear feedback and are integral to the assessment process.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and specialism modules taken.

Assessment types include:
- Dissertation/ small-scale research project
- Reflective report
- Essay
- Presentation
- Online discussion
- Portfolio
- Case study

14.   Assessment strategy

A variety of assessment methods both practical and theoretical are employed to evaluate students' understanding, skills, and application of knowledge. There are no formal examinations. Assessment is conducted through the submission of assignments that are directly connected to practical application..

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessments, which are graded and count towards the overall module grade

Students will receive feedback on practice assessments and on formal assessments. Feedback is intended to support learning and students are encouraged to discuss it with Personal Academic Tutors and module tutors as appropriate.

Students are provided with feedback on formal course work assessments within 20 working days of hand-in.

Please see table below for assessment methods per module:

Module Code	Credit	Mandatory or optional	Dissertation (9000 words)	Assignment (2000 words)	Portfolio tasks (1000 words) Online posting + reflection	Portfolio Tasks (1500 words)	Poster/oral presentation (10-15 mins)	Poster/oral Presentation (15 mins + 1000 word written summary)	Reflection Evaluation (1000 words)	Total Word Count
BAPP3110	30	M	100%							9000
BAPP3111	30	M Choose 1		70% (Part A)	30% (Part B)					3000
BAPP3112	30	O		70% (Part A)	30% (Part B)					3000
BAPP3113	30	O		70% (Part A)	30% (Part B)					3000
BAPP3114	30	O		70% (Part A)	30% (Part B)					3000
BAPP3115	15	M				50%			50%	2500

BAPP3116	30	M		70% (Part A)			30% (Part B)			3000
BAPP3117	15	M					100%			2500
Total	120									20,000

15. Programme structures and requirements

Overview of Course Programme
The modules are designed to create a coherent whole in which individual modules relate to and complement each other and, as the student progresses through the course, the modules will build upon and further develop knowledge and skills learned in earlier modules. All modules are mandatory and must be studied by all students, which will include the specialism module choice.

The course is designed to be studied as a one-year full-time programme.

The full range of modules are listed below:

Award Map

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
BAPP3110	Research Project (Dissertation equivalent module)	30	M
BAPP3111	Specialism Module: Early Years	30	M Choose 1
BAPP3112	Specialism Module: SEND	30	O
BAPP3113	Specialism Module: Education	30	O
BAPP3114	Specialism Module: Outdoor Learning	30	O
BAPP3115	Professional Development Planning	15	M
BAPP3116	Applied Psychological Perspectives	30	M
BAPP3117	Reflecting on Practice: Evaluation and Change	15	M

Requirements for Specific Award Descriptors
Single Honours students must take 120 credits from the table above to include all mandatory modules and one of the mandatory specialism modules (BAPP3111, BAPP3112, BAPP3113 or BAPP3114)

Students will need to complete the specific specialism module to achieve the associated specific award descriptor (as detailed in Section 5 and Section 12 of the Programme Specification).

16. QAA and professional academic standards and quality

This award is designed with reference to the OfS sector recognised standards and the UK Quality Code for Higher Education and in line with the FHEQ qualification descriptor for Bachelors' Degree with Honours. The intended learning outcomes of the course are allied to the attributes outlined in the University grade descriptors, Graduate Attributes and Learner Journey Toolkit. The content and delivery have been written considering these statements:

This award is located at Level 6 of the OfS sector recognised standards and is mapped against the Subject benchmark standards for Early Childhood Studies (ECS) and Education Studies Subject

The mapping of benchmarks can be seen as an appendix document within the course handbook and provide an effective framework to demonstrate how the programme's modules relate to and address the generic and specific skills, and subject knowledge to equip graduates to work effectively within the education sector.

The course has also been mapped to the graduate attributes www2.worc.ac.uk/qed/93.html, and the sustainable development goals https://sdgs.un.org/goals

This award is located at Level 6 of the OfS sector recognised standards.

17. Support for students

Inclusion and Support for Disabled Students
The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.

Module Tutor
The Module Tutor is the first point of contact if students have questions relating to a particular module. Contact email and telephone numbers will be provided at the beginning of each module in the module outline. The module tutor can offer support and advice relating to their particular modules via tutorial/s.

Attendance at group tutorials are mandatory for modules BAPP3115/16/17.

Personal and Academic Tutor (PAT)
Students will be assigned a Personal and Academic Tutor (PAT Tutor) who will support them throughout the academic year, through individual tutorials. They will support your academic development and be the first point of contact for any pastoral difficulties that may arise. Students will find out who their PAT Tutor will be at the start of the academic year.

Dissertation Supervision
The PAT will also be the Dissertation Supervisor. They help to define a topic, and offer advice and assistance throughout, with a clear distinction between guidance and intervention. It must be noted that the responsibility for the academic standard of the dissertation is with the student.

As such, legitimate Dissertation Supervisor tutorial involvement, might include:
- giving advice on the suitability or feasibility of the topic, or of the subsequent lines of enquiry, to help the student determine the independent study's direction and scope
- providing bibliographical advice
- providing advice on techniques of investigation and study
- providing an environment which encourages the exchange of ideas between staff and students
- monitoring the student's progress, including agreeing Ethical Applications; reading 500-word draft and commenting formatively once on each chapter. Such comments will be based on the content and structure in relation to the learning outcomes.

Professional Partner
A Professional Partner is usually a colleague within the setting. This person is someone with whom students can talk informally, can gain day-to-day advice and feedback. They will provide

peer support and advice, aimed at assisting students to engage in reflective practice, self-evaluation, and improving professional and personal practice. This supports students in collecting any evidence required for their portfolio. Professional Partners will also advise on ethical practice issues.

Peer Group Support Groups
These are groups set up by students themselves. They are often based around where students live so that they can meet easily. Use of messaging services are often implemented to provide support and contact for students and are set up by the students. Evidence from other courses has shown that support groups are an essential part of the support mechanism.

Critical Friend(s)
A critical friend is someone with whom students can discuss professional issues within their workplace. This person will help to provide a broader perspective on specific issues which may relate to their studies. Students may also identify a critical friend who would be willing to critically read through their work, providing suggestions for further development.

Specific ILS Support
Students will be able to have direct access to all University of Worcester Library and Learning Services, specifically the subject liaison librarian and a range of e-resources (databases, e-journals, e-books, inter-library requests, etc). Additionally, the programme predominantly utilises e-resources opposed to textbooks.

Module Outlines
Module outlines provide the student with a detailed overview of the module, the expectations, learning outcomes, assessment methods and content, for example. Specific contact details are also contained.

Course Handbook
The Course Handbook details all requirements for the BAPP, providing specific detail designed to support the student in finding the relevant information when required for any aspect relating to the student experience.

Online Support
Students will be able to access module tutors electronically throughout the module. Further support is provided through the VLE and e-resources to facilitate learning.

Study Skills Support
A range of study skills are implicitly developed within each module, for example, specifically reviewing access of e-resources, along with refining academic skills developed during previous study. In addition, a number of other support processes and strategies are provided on the VLE and through Information Learning Support.

Student Services and the Disability and Dyslexia Service
Alongside dedicated support as signposted by the Module Tutor, the University of Worcester also has dedicated support for students. Student Services is the central department that provides non-academic support of students ranging from accommodation to welfare, wellbeing, financial, disability and careers services.

The Disability and Dyslexia Service offers confidential, one-to-one advice and guidance to students with disabilities, learning differences and medical conditions to access appropriate support whilst studying at University.

18.   Admissions

Admissions policy
Students must have completed 120 credits at level 4 and 120 credits at level 5 in order to apply for the BAPP.

Entry requirements
The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website https://www.worc.ac.uk/journey/a-z-of-courses.html.

See Admissions Policy for other acceptable qualifications.

Evidence of recent and relevant study at HE level 4 and 5 is always required. This is usually evidenced through completion of a Foundation Degree, or equivalent.

As this course is essentially Work Based, students will require evidence of support from their current employer to provide the time, opportunity and support for the Work Based requirements.

Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is available from the University webpages or from the Registry Admissions Office.

Disclosure and Barring Service (DBS) requirements
A Disclosure and Barring Service check is required for this course, evidence of which will be asked for during the application process.

Recognition of Prior Learning
Students may be admitted with recognition of credit, or recognition of experiential or certified learning in accordance with the University's Policy and Principles for the Recognition of Prior Learning. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is available from the University webpages or from the Registry Admissions Office.

Students who have the required academic credits and who have a current professional background are eligible to apply for the BAPP. The admissions policy for the BAPP is to encourage access to higher education through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

The admissions procedures for the programme are designed to open up opportunities for study to as many students as possible, provided that:

- they carry some responsibility for teaching and learning in their work situation;
- they have the ability to benefit from further study;
- there is a reasonable expectation of achieving an award.

In all instances, students are requested to contact the Registry Admissions Office on (01905) 855111, or through accessing the website:

https://www.worcester.ac.uk/study/find-a-course/how-to-apply/

Admissions procedures
Application for full-time entry onto the BAPP is made through www.ucas.com (UCAS code X370).

Students may seek additional clarification on the application process through contacting Registry Admissions on (01905) 855111.

Admissions/selection criteria

An informal discussion with the BAPP Course Leader ensures that a place will be available to any student who has successfully completed the FdA in Education and Development, or FdA Early Years (0-8 years) Professional Practice with Somerset Centre for Integrated Learning. Students are, however, encouraged to discuss their potential for engaging successfully with the BAPP 'top-up' award before applying.

All other students applying for entry onto the BAPP will be required to provide an academic reference detailing the student's ability to engage with Level 6 study along with evidence of appropriate recent and relevant qualifications (e.g. HND, FdA, etc.).

All students will require a work-based reference detailing the employer's perspective on whether appropriate learning opportunities can be provided alongside the student's ability to commit to an extended period of study without compromising work commitments.

Students that meet the entry requirements will have an informal discussion with the BAPP Course Leader. Students will be selected based on their qualifications and ability to articulate learning they have achieved from their previous work and life experiences. Students should also demonstrate the motivation to learn and plan study around their work and home life.

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 the module specifications.
- The minimum pass mark is D- for each module.
- Students are 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:
- Students who submit 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.
- Students who submit work later than 7 days (one week) of the due date 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
- Students are entitled to re-sit 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 Awards

Award	Requirement
Top up Degree (non-honours)	Passed a minimum of 60 credits at Level 6, as specified on the award map.
Top up Degree with honours	Passed a minimum of 120 credits at Level 6, as specified on the award map.

Classification
The honours classification will be determined by the profile of the best grades from 120 credits attained at Level 6 only.

The rules are defined formally in the regulations. Details can be found in the [Taught Courses Regulatory Framework](#) (TCRF).

20.   Graduate destinations, employability and links with employers

Graduate destinations
This is an opportunity for students to develop their skills, knowledge and understanding across their chosen specialism at increasing depth and breadth, moving from Level 4 to Level 6 (potentially Level 7) seamlessly with one partner organisation for those working or interested in working in an educational support role to enhance their skills and expertise.

The full honours degree opens up the possibility of a route into primary teaching, social work, applying for a full master's degree. Applicants will need to check their existing GCSEs to ensure that they meet those that are required for potential career progression.

Student employability
The BAPP course enables progression from the FdA Education and Development programme. The FdA provided additional specialism pathways (Early Years, SEND, Outdoor Learning and Education) identified as potential opportunities within the south-west education sector. This BAPP reapproval builds on the FdA, providing students with a pathway to an Honours Degree. The BAPP enables UW and SCIL to offer the unique advantage of studying locally while earning an income. The BAPP will offer 4 specialisms: Early Years, SEND, Outdoor Learning and Education, this enables students also studying an Early Years FdA to achieve an honours degree locally.

As evidenced in recent Annual Course Evaluations, the majority of BAPP students continue their studies into initial teacher training, whilst the accredited provider in Somerset SCITT the PGCE is awarded by UW. Trainee teachers can specialise in Early Years and SEND, enabling BAPP students to continue to apply their learning within the classroom, impacting on the outcomes of pupils across the south-west.

Links with employers
This course links with local employers including school leaders, Early Years Settings, SEND teams within the Somerset Local Authority and Outdoor Centre leaders.

Additionally, the course has responded to students and their needs and requirements while studying and engaged within their work context. Additionally, feedback from employers will continue to be achieved and inform development of the course through online questionnaires, focus groups and direct contact with course leader.

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.