



Programme Specification

(please see the notes at the end of this document for a summary of uses of programme specifications)

Fields marked with * must be completed for the initial submission for Stage One approval to the Board of Studies and to the Academic Programmes Committee

GENERAL INFORMATION	
<i>Awarding Institution//Body</i>	University of Bath
<i>Teaching Institution*</i>	University of Bath
<i>Validated/Franchised/Licensed (if appropriate)</i>	
<i>Programme accredited by (including date of accreditation)*</i>	
<i>Programme approved by (including date & minute number of Senate)</i>	4 April 2007
<i>Final award</i>	BA (Hons) Childhood, Youth and Education Studies Students leaving an undergraduate programme prematurely may be eligible for a Certificate of Higher Education (www.bath.ac.uk/quality/documents/certhe.pdf) or a Diploma of Higher Education (www.bath.ac.uk/quality/documents/diplhe.pdf)
<i>Programme title*</i>	BA (Hons) Childhood, Youth and Education Studies
<i>UCAS code (if applicable)</i>	
<i>Subject Benchmark Statement*</i>	Education Studies, Early Childhood Studies, Psychology
<i>Intended level of completed programme (in line with FHEQ eg 5, 6, 7,)*</i>	6 - Honours
<i>Duration of programme & mode of study*</i>	3 year taught programme (FT-S) 4 year thick sandwich programme with optional professional placement (SW-K)
<i>Date of Specification preparation/revision*</i>	27 June 2007
<i>Applicable to cohorts (eg. for students commencing in September 2013 or 2013/14-2014/15)*</i>	2009-10 onwards

Synopsis and academic coherence of programme*

This programme takes a multidisciplinary approach, bringing together the fields of education and psychology in the study of childhood and youth. In doing this it also offers potential students a broad grounding in the social sciences, paving the way for graduates to pursue careers or higher degrees in a wide range of specialisms, including preparation for specific careers in both governmental and non-governmental organisations where knowledge and understanding of the role of education and psychology are central to the development of policy and practice in relation to children and young people. It will develop skills in evaluating policy and practice rooted in an academic knowledge base and work experience, resulting in a qualification designed for those wishing, for professional or personal reasons, to develop knowledge and skills in the fields of education, sociology, philosophy and psychology in relation to the study of children and young people growing up in contemporary British society.

At a time when the UK Government are focussing heavily upon on all aspects of policy affecting children and young people, this programme will offer preparation for specific careers involving children's and young people's services, working alongside educational psychologists or educational and non-governmental organisations whose concern is with the welfare of children, their families and young people. Alternatively, the programme can act as preparation for training to teach young children either at the early years, primary or FE level, or simply as a grounding in social science. The programme will include an optional professional placement year (Year 3) in an appropriate organisation within the UK. This experience will develop students' knowledge and understanding and allow them to consider more deeply their interests and preferences in preparation for determining their direction for future employment. Distinctive features of the programme include: examination of recent policy, contemporary issues and new challenges that affect children, families and young people; a grounding in two disciplinary backgrounds (Education Studies and Psychology); an emphasis on research, providing students opportunities to develop data collection, analysis and reporting techniques likely to be of use in future work of study; an optional placement year in a four year sandwich degree structure which allows students to refine their field of study and interest; and innovative online communication with organisations concerned with the welfare of children, families and young people.

The first two years of the course are structured to develop a broad base for students' knowledge and understanding of historical, psychological, philosophical and sociological perspectives upon issues concerned with childhood, youth and education in different cultures and contexts. Students take core modules from across the Department of Education (DoE) and the Department of Psychology, alongside specific bridging units designed to bring the two areas together. Designated essential units provide students with a broad academic grounding in the social sciences and the social science research process. This experience develops students' knowledge and understanding in preparation for the second part of the programme which allows students to apply the perspectives to contemporary issues concerning children, young people and their families. For example, two units entitled Contemporary Issues in Childhood and Youth are delivered in parallel to each other, with their respective focus on research and development. In the final year, designated essential units extend students' knowledge of the range of contemporary social science issues in childhood, youth and education. In this respect, designated essential units ensure that student learning meets the main educational aims of this programme.

The programme draws upon the research capacities and expertise of both the Departments of Education and Psychology, with multi-disciplinarily and research-led teaching being a core principle throughout the course. For example, the programme draws upon the expertise of departmental research centres such as the Centre for Socio-cultural and Activity Theory Research (CSAT, located in the DoE) as a means of facilitating research and scholarship across disciplines. Its research projects draw upon sociocultural psychology and activity

theory and include, for example, developing models of professional and organizational learning in the context of multi-agency work. An understanding of contemporary issues such as multi-agency working is central to current policy implications of the Every Child Matters and the 2004 Children Act, which exist for all those working with children, young people and their families. Additionally, the Department of Psychology has developed a distinctive approach to social psychology. Particular strengths include: personal and social identity; youth and adolescence; citizenship and education; consumption and identity, all of which are sources of content knowledge and structure in the development of this programme. This programme therefore reflects the wide-ranging research base that has developed over the last ten years in both the Departments of Education and Psychology, and will provide the foundation for new areas of study and research in education.

Educational aims of the programme*

The aims of the programme are to give the students opportunities to:

- offer a stimulating and supportive framework for academic study in the field of childhood, youth and education;
- develop knowledge about learning and development in children and adolescents;
- develop skills in evaluating policy and practice rooted in an academic knowledge base and work experience;

provide a qualification designed for those wishing, for professional or personal reasons, to develop knowledge and skills in the fields of education, sociology, philosophy and psychology in relation to the study of children and young people growing up in contemporary society.

Intended learning outcomes * (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

<p>➤ Knowledge & Understanding:</p>	<p>The intended outcomes of the programme are designed to enable students to:</p> <ul style="list-style-type: none"> • develop a critical understanding of current policy and practice in the fields of childhood, youth and education; • develop a knowledge base of psychological methods and psychological theories of development; • develop a critical understanding of theoretical frameworks in the academic study of childhood, youth and education; • become aware of the ethical context of childhood and youth studies, and can demonstrate this in relation to personal study, particularly with regard to the research project; • become aware of issues related to children's development and welfare as they relate to the contexts relevant to growing up in contemporary British society; <p>develop skills relevant to careers in combined or discrete services for children, young people and their families</p>
<p>➤ Intellectual Skills:</p>	<p>The intended outcomes of the programme are designed to enable students to:</p> <ul style="list-style-type: none"> • develop and apply the skills needed for academic study and enquiry; • interrogate the assumptions underpinning theory and research;

	<ul style="list-style-type: none"> • evaluate both research and evidence critically and assess a variety of information sources; • develop an appreciation of the uncertainty, ambiguity and limits of knowledge; • engage with fundamental questions concerning the aims and values of education and its relationship to society and societal change; • construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner; • analyse and evaluate policy initiatives; • evaluate critically arguments, assumptions, abstract concepts and data, to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions – to a problem; • utilise problem solving and metacognitive skills; • synthesise information from a number of sources in order to gain a coherent understanding of research, policy and practice; • apply the methods and techniques learned to review, consolidate, extend and apply knowledge and understanding, and to initiate and carry out projects with skills in data analysis (qualitative and/or quantitative where appropriate) • communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences <p><i>Teaching learning and assessment methods used to enable outcomes to be achieved and demonstrated:</i> Lead lectures, tutor-led seminars and tutorials, student-led seminars, practical workshops and problem-based learning scenarios.</p> <p><i>Assessment:</i> unseen written examinations, coursework/ assignments (e.g. essay, research report, annotated bibliography) formal presentation.</p>
<p>➤ Professional Practical Skills:</p>	<p>In the context of the education of young people, the intended outcomes of the programme are designed to enable students to:</p> <ul style="list-style-type: none"> • apply pedagogical and other forms of knowledge to complex situations concerning human learning and development through childhood and adolescence; • work with others, as a result of the development of inter-personal skills, to demonstrate the capacity to plan, share goals, and work as a member of a team; • apply transferable skills effectively and safely to the management of individuals and groups/teams, with continual analysis and evaluation of outcome and appropriate modification or intervention; • develop interpersonal skills for initial planning and subsequent relationships with organisation during dissertation; • communicate effectively with administrators and

	<p>other professionals;</p> <ul style="list-style-type: none"> • reflect upon new technology and innovation and their application to human learning and development. <p><i>Teaching learning and assessment methods used to enable outcomes to be achieved and demonstrated:</i> lead lectures, tutor-led seminars and tutorials, student-led seminars.</p> <p><i>Assessment:</i> exams, written assignments, presentations, research report, dissertation.</p>
<p>➤ Transferable/Key Skills:</p>	<p>The intended learning outcomes are intended to provide students with qualities and transferable skills necessary for employment requiring them to:</p> <ul style="list-style-type: none"> • communicate effectively with a wide range of individual using a variety of means; • lead others confidently and competently, and work effectively as part of a team; • reflect on their own value systems, development and practices and be able to evaluate their own academic and professional performance; • utilise problem solving skills in a variety of theoretical and practical situations; • manage effectively and respond to changing demands • take responsibility for personal and professional learning and development • manage time, prioritise workloads, and utilise long- and short-term planning skills • understand career opportunities and challenges ahead and begin to plan a career path • apply information management skills • work independently and as part of a team to identify and achieve clear goals • exercise initiative and personal responsibility in decision-making and • team work • demonstrate confidence in using IT for the access, creation and manipulation of information • undertake appropriate further training of a professional or equivalent nature. <p><i>Teaching learning and assessment methods used to be enable outcomes to be achieved and demonstrated:</i> lead lectures, tutor-led seminars and tutorials, student-led seminars.</p> <p><i>Assessment:</i> exams, written assignments, practical presentations, web-based assignments, research report, dissertation</p>
<p>Structure and content of the programme (including potential stopping off points)</p>	

The programme comprises a broad mix of units drawn from the two departments of Education and Psychology and a newly written set of bridging units constructed to create a unique approach to the study of these related fields. For example the first year bridging unit 'Childhood, Education and Schooling' encourages students to problematise the relationship between changing views of childhood (from developmental and social psychology) and changes in approaches to schooling (for example the development of screening tests in the form of IQ for school selection purposes in the past). At the same time, students are introduced to the distinct disciplines of education, (though units such as Philosophy of Education) and psychology (through units such as Mind and Behaviour) respectively. In this way students are given a broad knowledge and understanding of the theory underpinning a wide range of policy thinking and provision for children, young people and their families.

Students will not be expected to have a clear idea of their preferred career paths when they begin this degree and, therefore, in the first two years students will study a broad range of social science disciplines in relation to education and psychology – such as the philosophy of education, developmental psychology, education in society, the study of early childhood and primary education and global perspectives on childhood and education. Through the bridging units students will become familiar with two quite different but related strands of this degree: that is, perspectives used within education and those used within psychology; and then how contemporary issues concerned with policy, practice and provision for children, young people and their families, may be problematised and examined through a study of those differing perspectives. As students move into their final year of this degree they are given the opportunity to specialise through their chosen dissertation topic. The final year includes units and pedagogical approaches that are designed to help students develop a set of skills useful for future work or research environments; these include ICT skills, data collection and analysis skills, presentation skills and report-writing skills.

By the end of this degree students will have acquired the range of knowledge and skills to provide them with a contextualised understanding of how important education and psychology are for understanding challenges that affect children, young people and their families in contemporary British society. An understanding of contemporary issues such as the role of education in multi-agency working, is central to policy implications and current UK governmental priorities on child welfare and poverty. Thus, students will also be prepared to engage critically with key debates such as models of professional and organizational learning in the context of multi-agency work. Furthermore, students will be equipped with understandings and theories which enable them to create and apply critical and reflective criteria to future initiatives and interventions addressed at educational policy and provision with which they may be involved.

For those students who have undertaken a placement to gain experience in Early Years settings, the programme provides a broad foundation for application to careers in teaching. Although the University of Bath itself does not offer Post Graduate or Professional Graduate Certificate in Education at this level, other institutions offering teacher training would welcome applications from students graduating with this degree.

Finally, this programme shares a number of units with its sister proposal for a BA Education and International Development. The two programmes have been conceived together in a way that allows internal programme coherence either through collaboration with the Department of Psychology or with the Department of Economics and International Development, and which takes advantage of potential teaching efficiencies as a proportion of units will have appeal to both programmes.

(see appendix for programme structure)

Details of work placements / work-based learning / industrial training / study abroad requirements

Between the second and final year of the sandwich programme students will have the opportunity to undertake a professional placement. The University operates two types of placement. In this programme the Department of Education will operate the Standard placement where students are supported either through a visit by a member of the Placement Team or the provision of a dedicated placement website which is used for communication purposes during the placement. A placement officer will also be there to assist students with this task. Contact will be maintained between tutors and students during this professional placement.

Possibilities for placements might include:

- Local Authorities. With the advent of the Every Child Matters legislation, Local Authorities will be looking for people with knowledge and understanding of children's needs and services, e.g. working within early years provision; youth and social work, arts and leisure programmes;
- NGOs and charities. Organisation such as such as Barnardos, NSPCC, Save the Children and the National Youth Agency, also require people with knowledge and understanding of children's needs and services.

Details of support available to students (e.g. induction programmes, programme information, resources)

University of Bath students attending programmes of study at the Claverton Campus are usually encouraged to stay in University halls of residence during their first year and will be supported in their transition into University life and study by Resident Tutors. These are postgraduate students or staff who live in the halls of residence and are responsible for the general welfare, health and safety and discipline of student residents.

All taught students will be allocated a Personal Tutor and postgraduate research students a supervisor who are responsible for monitoring and supporting the academic progress and general welfare of their students.

Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via: <http://www.bath.ac.uk/students/support/>.

There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation play scheme to provide childcare for older children during the school holidays.

Admissions criteria (including arrangements for APL/APEL)

Candidates must be able to satisfy the general admissions requirements of the University of

Bath and Department of Education. This will include:

- School/College leavers who are at least 17 years on the 1st October in the year of admission
- Five grade 'C' GCSE passes, or equivalent, which should include Maths, English and a Science

Plus one of the following:

- A Level offers will be at least ABB or 320 points average (not including General Studies and AS Level).
- International Baccalaureate 35+ points.
- BTEC: An appropriate National Diploma with good standing including Merit and Distinction passes in appropriate units.
- Irish Leaving Certificate: minimum of Cs in all subjects with ABB in at least three subjects.
- Scottish Highers: minimum of Cs in all subjects with BBB in at least three subjects. Advanced Highers AB
- Welsh Baccalaureate: pass the Welsh Baccalaureate Advanced Diploma plus two A levels at grades A and B.

Overseas students are encouraged to apply and will be considered on an individual basis.

Students with appropriate qualifications and previous relevant working experience are encouraged to apply and will be considered on an individual basis.

Students with English as a second or additional language will be expected to have attained IELTS 6.5 or equivalent.

Summary of assessment and progression regulations

The rules for progression from one stage to another and grading of assessed work and examinations conform to the University's framework for assessment and assessment regulations (NFAAR), see <http://www.bath.ac.uk/registry/nfa/nfaar.pdf>

Indicators of quality and standards (e.g. professional accreditation)

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:

1. A Quality Assurance Code of Practice, and associated regulations and policies :
<http://www.bath.ac.uk/quality/cop/statements.html>
2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:
Governance:
<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSGov.doc>
Review and Monitoring:
<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSRevMon.doc>
3. Staff development arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff. Further information:
<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSASD.doc>

Students are involved in many of these processes. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.

<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSSStuVoice.doc>

A more detailed overview of the University's Quality Management framework is set out in this summary document: <http://www.bath.ac.uk/quality/documents/approach-to-quality-management.pdf>

The University's management of its academic standards and quality is subject to external institutional review by the [Quality Assurance Agency](#) on a six year cycle. In its 2013 Institutional Review, the QAA confirmed that the University met its expectations for the management of standards, the quality of learning opportunities, and the enhancement of learning opportunities. The University was commended on its provision of information.

Professional or industrial placements for a year or a semester are particularly supported at Bath by specialised staff and these arrangements are demonstrably effective for improving degree grade and employability within six months of graduation.

Sources of other information

Appendix; Programme Description

Programme code	UHED-AFB12/UHED-AKB12; UHED-AFB04 / UHED-AKB04
Programme title	BA(Hons) EDUCATION with PSYCHOLOGY; BA(Hons) Childhood, Youth and Education
Award type	Bachelor of Arts with Honours
Award title	Bachelor of Arts with Honours
Mode of Attendance	Full time <i>or</i> thick sandwich
Length	3 / 4 years
State if coexistent M-level programme	
State any designated alternative programme(s)	
Approving body and date of approval	Programme Approval Panel : 18 October 2007 Revision Jan 2011 to take effect 2011/12 Revision approved 24.2.14 FLTQC for 2014/15 onwards, Revision approved 16.3.16 FLTQC to take effect 2016/17; Revision approved 8.2.17 FLTQC to take effect 2017/18; Revisions approved 15.3.17 FLTQC to take effect 2017/18

Year 1								
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status
1	1	S1	ED10346	Education and Schooling: An Introduction	Compulsory	6	Y	N/A
			ED10162	Introduction to Research Methods 1	Compulsory	6	Y	N/A
			PS10120	Representations of Childhood and Youth	Compulsory	6	N	N/A
			ED10494	Children's Rights: A Global Approach	Compulsory	6	N	N/A
			PS10086	Mind and Behaviour 1	Compulsory	6	Y	N/A
		S2	ED10350	Education and Social Justice: Philosophical and Sociological Perspectives	Compulsory	6	Y	N/A
			ED10002	Learning: theory and context	Compulsory	6	N	N/A
			ED10347	Deviance: Psychological and Sociological Perspectives	Compulsory	6	N	N/A
			ED10348	The Family as Educator: Cross Cultural Issues	Compulsory	6	N	N/A
			PS10086	Mind and Behaviour 2	Compulsory	6	Y	N/A

Year 2								
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status
2	2	S1	ED20152	Introduction to Research Methods 2	Compulsory	6	Y	N/A
			PS20109	Social Psychology	Compulsory	6	N	N/A
			ED20437	Intervention, Organisation and Practice	Compulsory	6	N	N/A
			ED20495	Psychology and Educational Policy: A Critical Perspective	Compulsory	6	N	N/A
			ED20003	Education in Society	Optional: select 1 unit	6	N	N/A
			SP20004	Family Matters: The Sociology of the Family and Family Policy		6	N	N/A
			SP20050	Sociology of Criminal Justice Policy		6	N	N/A
			ZZ20001	Director of Studies approved unit		6	N	N/A
		S2	ED20442	Contemporary Issues in Childhood and Youth 1: Theoretical Perspectives	Compulsory	6	N	N/A

			ED20436	Education Inequality in Low Income Contexts	Compulsory	6	N	N/A
			ED20126	Educational Psychology	Compulsory	6	Y	N/A
			PS20107	Developmental Psychology	Compulsory	6	Y	N/A
			ED20194	Talk and Learning	Optional: select 1 unit	6	N	N/A
			ED20351	Designing and Analysing Curricula		6	N	N/A
			ZZ20004	Director of Studies approved unit		6	N	N/A

Year 3 – optional placement year

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status
3	3	All Year	ED20446	Professional Placement	Compulsory	60	N	N/A

Final Year

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	Placement or Study Abroad status
3	3 / 4	S1	PS30115	Contemporary educational psychology	Compulsory	6	N	N/A
			ED30444	Dissertation Part 1	Compulsory	6	Y	N/A
			PS30126	Developmental psychopathology	Compulsory	6	N	N/A
			ED30443	Contemporary Issues in Childhood and Youth 2: Policy and Practice	Compulsory	6	N	N/A
			SP30210	Conflict, Security and International Development	Optional: select 1 unit	6	N	N/A
			ED30496	Education Inequality in High Income Countries		6	N	N/A
			ZZ30001	Director of Studies approved unit		6	N	N/A
		S2	ED30445	Dissertation Part 2	Compulsory	18	Y	N/A
			ED30497	Place and Space in Schooling and Education	Compulsory	6	N	N/A
			ED30483	Children & Technology: A Global Perspective	Optional: select 1 unit	6	N	N/A

Assessment weightings and decision references		
Stage	Weighting within programme	NFAAR decisions reference See: http://www.bath.ac.uk/registry/nfa/index.htm#nfaar-ug
Stage 1	0%	Main assessment: Appendix 11 See: http://www.bath.ac.uk/registry/nfa/nfaar-appendix-11.pdf Supplementary assessment: Appendix 12 See: http://www.bath.ac.uk/registry/nfa/nfaar-appendix-12.pdf
Stage 2	32%	Main assessment: Appendix 19 See: http://www.bath.ac.uk/registry/nfa/nfaar-appendix-19.pdf Supplementary assessment: Appendix 20 See: http://www.bath.ac.uk/registry/nfa/nfaar-appendix-20.pdf
Stage 3 (placement)	0%	Not applicable
Stage 3 / 4 (Final Year)	68%	Main assessment: Appendix 27 See: http://www.bath.ac.uk/registry/nfa/nfaar-appendix-27.pdf Supplementary assessment: Appendix 28 See: http://www.bath.ac.uk/registry/nfa/nfaar-appendix-28.pdf