

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	Professional Practice - Education
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Education
Award Title (including separate Pathway Award Titles where offered):	BA (Hons) Professional Practice in Early Years BA (Hons) Professional Practice in Primary Education BA (Hons) Professional Practice in Education and Training
Pathways (if applicable)	Professional Practice in Early Years Professional Practice in Primary Education Professional Practice in Education and Training
FHEQ level of final award:	6
Other award titles available (exit qualifications):	Certificate of Higher Education Diploma of Higher Education BA Professional Practice (relevant pathway)
Accreditation details:	
Length of programme:	1 years
Mode(s) of Study:	Full Time
Mode of Delivery:	In person (on-site) delivery
Language of study:	English
QAA Subject Benchmark(s):	Early Childhood Studies (2022) Education Studies (2019)
Other external reference points (e.g., Apprenticeship Standard):	
Course Code(s):	BAPPRATU
UCAS Code(s):	
Approval date:	01/12/2022
Date of last update:	

2. Programme Summary

BA (Hons) Professional Practice is a one-year top up progression programme for those who have completed a two-year foundation degree in early years, primary education or similar

programme in education and training. It has been designed for learners with 120 credits each at level 4 and level 5 who are already working in an appropriate educational setting. Attendance is one day a week, and all assignments are work related, which enables you to enhance your prior qualifications to gain an honours degree related to your specific area of practice.

The programme is designed to extend your knowledge and skills relating to practice, encourage greater reflexivity, enhance learner confidence, and facilitate critical decision-making skills. The teaching sessions encourage peer learning and encourages critical debate around contemporary social issues that surround early years and educational policy and practice. This enables learners to contextualise their practice within a rapidly changing world and is reflected in the strong thread of inclusion and social justice that is embedded throughout the program learning.

The programme promotes applied learning and effective use of evidence-based practice through its teaching of research, and you will explore ethical and professional frameworks of practice and collaborative learning that can be used to promote best practice. It offers the development of a specialist work-related project and a choice of optional modules relating to your practice area and interests. Building up an area of special interest will enhance future employability and support your confidence to articulate your growing knowledge.

The teaching framework is active, applied and practice-facing and as learners you will be expected to reflect on and draw critical insights from lived experiences within educational settings. You will be encouraged to develop autonomy and personal responsibility within your professional role and for your own personal development. Career opportunities can be enhanced through work-based reflection to deepen your understanding of subject knowledge and encourage connections that build on your current and previous work practice. In addition, successfully completing this programme can further enhance employment opportunities and professional development through progression to other qualifications such as Teacher Training or master's degrees.

This programme provides an opportunity and a range of pathways that will enable you to consider a range of future roles within the wider education sector. Like all the members of the teaching team, you will have a passion for learning and teaching, and this programme will help you to shape and develop that passion for future practice roles and new opportunities.

3. Programme Aims and Learning Outcomes

Programme Aims

1. Promote the progression of professional knowledge, skills, and expertise to facilitate career enhancement across early years and education and wider sectors.
2. Foster inclusive approaches to working with children and families in our diverse society to promote equality and social justice.
3. Critically engage in diverse theoretical perspectives and undertake research to reach an informed position and use this to influence professional practice and raise standards within the childcare, education and wider sectors.
4. Develop a graduate and professional identity to enhance employability opportunities within childcare, educational and wider sectors.

5. Promote and develop an ethos of life-long learning and creative enquiry in an inclusive and accessible environment.

Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
K1	Analyse systematically key aspects of your field of study including acquisition of coherent and detailed knowledge and professional practices.
K2	Demonstrate critical awareness of contemporary research when embedding inclusivity within professional practice.
K3	Critically discuss the barriers and opportunities related to social justice in terms of their impact on an educational environment.

Analysis and Criticality (C)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
C1	Systematically evaluate the potential for change within educational environments.
C2	Critically reflect on the challenges and dilemmas of engaging within an ethical framework when working across learning communities and partnerships.
C3	Critically evaluate the application of theory to practice within social and educational contexts.

Application and Practice (P)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
P1	Develop research informed recommendations for changes to practice in educational context.
P2	Critically reflect on values, attitudes, and behaviours in relation to relevant professional standards and frameworks.
P3	Apply knowledge and understanding of legislation policies and philosophies of inclusion to a specific sector of education.

P4	Systematically integrate ethical accountability within research and practice development.

Transferable skills and other attributes (T)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
T1	Demonstrate positive attitudes, values, and behaviours to develop and sustain effective relationships within practice.
T2	Act with competence and confidence using a range of technologies to work effectively as part of personal development and professional practice.
T3	Evidence a range of communication, numeracy and literacy skills relevant to a specific educational context.

Graduate Attributes

On this programme, graduate attributes are developed through a focus on the development of effective leaders in professional practice within an educational setting, who are equipped to operate in the context of the demands of modern society. Knowledge is developed through reflection on individual learning and practice, as these are central to becoming a reflective educator (K1, K2, C2, C3, P2, P3, T2). Investigation of a range of theoretical approaches and current research, using a variety of resources, including digitally enabling technologies, will equip graduates with a broad range of core knowledge and skills to apply in inclusive professional practice, and foster lifelong learning (K1, K2, C1, P1, P3, P4, T2). Application of learning includes an increased awareness of the education sector through practice and personal development, employability and leadership skills are enhanced throughout the programme to ensure success and adaptability in future professional practice in the education sector (K1, K2, C1, C2, C3, P1, P2, P3, P4, T1, T3). A focus is placed on social and ethical awareness and responsibility so graduates will be able to make a positive impact within their communities and therefore as a global citizen (K3, C1, C2, C3, P1, P2, P4, T1, T3).

4. Entry Requirements

Applicants will be predominantly internal learners progressing from the foundation degree in early years practice and the foundation degree in primary education. All learners applying to the programme will have previously achieved 120 credits at level 4 and 120 credits at level 5, either through a foundation degree, diploma or APEL route, through the University's Credit Accumulation and Transfer Scheme (CATS), usually from a UK University, an affiliated college or an overseas qualification of an equivalent standard. To gain a specific bracketed award the 240 credits already held must be in the same field of study as the chosen pathway. All learners will be employed or will have access to work experience for at least 6

hours a week throughout the duration of the course. Those applicants on the education and training top up, will also hold 240 credits from an appropriate field of study (e.g., 240 credits from Cert Ed/DET; Foundation Degree in Education Studies) together with a relevant attachment/work role. Learners must complete the degree within six years from the date the first credits were awarded, regardless of the awarding institution

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

5. Programme Structure

Level	BA (Hons) Professional Practice in early years	Exit Awards
Level 6	<p>Core modules:</p> <p>EDU6013 Contemporary issues in early years (20 credits) EDU6008 Leadership and management in Education (20 credits) EDU6003 Researching practice (40 credits) EDU6011 Education for sustainability in practice (20 credits)</p> <p>Option modules Choose 1 from below: EDU6015 Exploring children’s literature in practice EDU6016 Supporting children’s emotional wellbeing in practice (20 credits) EDU6006 Learning and teaching with technology (20 credits)</p>	Ordinary Degree , awarded on achievement of 60 level 6 credits

Level	BA (Hons) Professional Practice in Primary Education	Exit Awards
Level 6	<p>Core modules:</p> <p>EDU6012 Contemporary issues in primary education (20 credits) EDU6008 Leadership and management in Education (20 credits) EDU6003 Researching practice (40 credits) EDU6011 Education for sustainability in practice (20 credits)</p> <p>Option modules Choose 1 from below: EDU6015 Exploring children’s literature in practice EDU6016 Supporting children’s emotional wellbeing in practice (20 credits)</p>	Ordinary Degree , awarded on achievement of 60 level 6 credits

	EDU6006 Learning and teaching with technology (20 credits)	
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Level	BA (Hons) Professional Practice in Education and Training	Exit Awards
Level 6	<p>Core modules:</p> <p>EDU6014 Contemporary issues in education and training (20 credits) EDU6008 Leadership and management in Education (20 credits) EDU6003 Researching practice (40 credits) EDU6011 Education for sustainability in practice (20 credits)</p> <p>Option modules Choose 1 from below: EDU6015 Exploring children’s literature in practice EDU6016 Supporting children’s emotional wellbeing in practice (20 credits) EDU6006 Learning and teaching with technology (20 credits)</p>	<p>Ordinary Degree, awarded on achievement of 60 level 6 credits</p>

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

6. Learning, Teaching and Assessment

A varied programme of learning and teaching strategies enables learners to achieve a specialist award related to their specific area of practice. Learners will be supported to develop the knowledge, skills and attributes to model best practice and demonstrate the professional standards associated with the programme learning outcomes and specific pathway requirements. A blended learning approach is adopted throughout the programme which includes, seminars, workshops and project supervision. A virtual learning environment (VLE) will support learners with online learning content, resources and contemporary technologies enhancing traditional face-to-face teaching. Independent study will be expected under the guidance of the module leader. This will include wider reading, preparation for seminars and reading and planning to prepare for assignment submission. The workplace is regarded as a forum for learning and development and will be incorporated as an integral part of the learning and teaching strategies used on the programme. Opportunities for interprofessional learning will be maximised across modules to give opportunity for interprofessional debate. All learners will have a personal tutor. In most instances, this will be the course leader. Academic tutoring and support will be integrated within all modules to facilitate personal development planning and to support key skills, including the understanding and application of research relevant to the module.

Assessment

The following assessment activities are typically used on this programme

- Essays and reports
- Reflective evaluation
- Research project evaluation
- Creating a children's book
- Single modular scheme of work
- Reflection on technology

Contact Hours

Learners can expect to receive up to 6 hours of scheduled learning activities per week. This may include seminars, workshops or practical's. A full breakdown of contact hours can be found in individual module descriptors.

7. Programme Regulations

This programme will be subject to the following assessment regulations:

- Academic Assessment Regulations

8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device

- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

Mapping of Subject Benchmark Statement and any relevant Apprenticeship Standard to Programme Learning Outcomes

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)					
	K1	K2	K3			C1	C2	C3			P1	P2	P3	P4			T1	T2	T3		
Early Childhood Studies																					
understand the conceptual underpinnings of early childhood studies as a subject area	X	X	X			X	X	X			X		X								
have a basic understanding of babies, young children and multiple childhoods, nationally and globally, from psychological, sociological, health, welfare, educational, cultural, decolonising, sustainable, philosophical, legal, historical, political and economic perspectives	X	X	X			X	X	X			X	X	X	X					X		

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
Benchmark / Standard requirement	K1	K2	K3			C1	C2	C3			P1	P2	P3	P4		T1	T2	T3		
demonstrate knowledge and understanding of the areas of interest contributing to early childhood studies across the core subject-specific skills areas, and how they interrelate	X	X	X				X	X				X	X					X		
understanding of local, national and global policy, and provision for babies, young children, families and communities	X	X	X			X	X	X			X		X	X		X				
understanding of multi-professional, inter-professional, multiagency, interagency and multicultural working as a means to enhance the lives of babies, young children, families and communities	X	X	X			X	X	X	X		X	X	X	X		X		X		

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
Benchmark / Standard requirement	K1	K2	K3			C1	C2	C3			P1	P2	P3	P4		T1	T2	T3		
awareness of issues in relation to human rights, diversity, equity, social justice, sustainability and inclusion in relation to working with babies, young children, families and communities	X	X	X			X	X	X			X	X	X	X		X		X		
knowledge and understanding of pedagogical approaches for working with babies, young children, families and communities.	X	X					X	X			X	X	X			X	X	X		
demonstrate a critical understanding of the links between ethics, economics, politics, culture and ideology in the lives of babies, young children, their families and their communities	X	X	X			X	X	X			X	X	X							

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3			C1	C2	C3			P1	P2	P3	P4		T1	T2	T3		
knowledge of the methods required for systematic study and research relative to children and childhood.						X	X	X			X	X	X	X			X	X		
reason clearly, and demonstrate the relationship between theory, policy, practice and evidence	X					X	X	X			X	X	X	X			X			
be able to adopt a range of theoretical perspectives in relation to multiple childhoods	X	X	X			X	X	X			X	X								
constructively critique theories, practice and research in the area of early childhood studies	X	X	X			X	X	X			X	X		X						
reflect upon a range of psychological, sociological, health, welfare, educational, cultural, philosophical,	X	X	X		X	X	X				X	X	X	X		X				

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)					
	K1	K2	K3			C1	C2	C3			P1	P2	P3	P4		T1	T2	T3			
legal, historical, political and economic perspectives, and consider how these underpin different understandings of babies, young children and childhood, at a local, national and global level																					
explore critically the interrelationship between political, economic, cultural and ideological contexts in the lives of babies and young children	X	X	X			X	X	X			X	X	X	X				X			
explore, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to	X	X	X			X	X	X			X	X	X	X			X	X			

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)				Analysis and Criticality (C)				Application and Practice (P)				Transferable skills and other attributes (T)				
	K1	K2	K3		C1	C2	C3		P1	P2	P3	P4	T1	T2	T3		
babies, young children and childhood																	
evaluate competing positions in relation to the construction of babies, young children and childhood by different subjects, societal agents and time, place and culture	X	X	X		X	X	X		X	X	X	X	X				
demonstrate knowledge and awareness of the skills needed for different relational pedagogical approaches	X	X	X			X	X		X	X	X		X	X	X		
use skills of observation and analysis in relation to aspects of the lives of babies and young children	X				X	X	X		X	X	X	X	X	X	X		
identify meaningful patterns in play, behaviour and experience	X	X			X		X		X	X	X						

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)					
	K1	K2	K3			C1	C2	C3			P1	P2	P3	P4			T1	T2	T3		
demonstrate the ability to be attuned to the perspectives of and, where appropriate, act as an advocate for babies, young children, families and communities	X	X	X			X	X	X			X	X	X				X	X	X		
demonstrate the ability to plan for, and where appropriate implement, meet and promote children's holistic development, health, well-being, protection and safety, and the conditions which enable them to flourish	X	X	X			X	X	X			X	X	X				X	X	X		
demonstrate the ability to plan for, and where appropriate implement, effective collaborations with parents, carers and other stakeholders	X	X	X			X		X			X	X	X				X	X	X		

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3			C1	C2	C3			P1	P2	P3	P4		T1	T2	T3		
produce critical arguments for improvements to multiagency, multi-professional and inter-professional practices for babies and young children	X	X	X			X	X	X			X	X	X	X		X	X	X		
demonstrate the ability to recognise and challenge inequalities and social justice in society and to embrace anti-bias and anti-oppressive approaches	X	X	X		X	X	X	X			X	X	X	X		X	X	X		
demonstrate the ability to lead, mentor, facilitate and work collaboratively with others in order to support transformational change	X	X	X		X	X	X	X			X	X	X	X		X	X	X		
pose and operationalise research questions in relation to early childhood	X	X				X	X	X			X	X	X	X		X	X	X		

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3			C1	C2	C3			P1	P2	P3	P4		T1	T2	T3		
and demonstrate competence in research skills through practical and theoretical activities																				
initiate, design, conduct and report an empirically based early childhood research project under appropriate supervision	X	X	X			X	X	X			X	X	X	X		X	X	X		
reflect upon the ethics of studying babies and young children, families and communities	X		X		X	X	X					X	X	X		X	X			
be aware of ethical principles and demonstrate this in relation to personal study, particularly with regard to the research project.	X					X	X				X	X	X	X		X	X			
present a range of theoretical positions and offer and justify a point of view	X	X	X			X	X	X			X	X	X							

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)					
	K1	K2	K3			C1	C2	C3			P1	P2	P3	P4		T1	T2	T3			
use a range of sources of information								X				X									
listen carefully to others and reflect upon one's own and others' skills and views			X		X		X	X			X	X	X			X	X	X			
recognise the need to assess one's own skills and to reflect on them for future learning			X		X		X				X	X	X			X	X	X			
have the ability to use digital technologies/literacies appropriately as part of the learning process in a range of contexts to enhance provision for children.					X			X				X				X	X	X			

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3			C1	C2	C3			P1	P2	P3	P4		T1	T2	T3		
Level 6																				
Contemporary issues in early years	X	X	X			X	X	X				X	X			X	X	X		
Contemporary issues in primary education	X	X	X			X	X	X				X	X			X	X	X		
Contemporary issues in education and training	X	X	X			X	X	X				X	X			X	X	X		
Leadership and management in Education	X	X	X			X	X	X			X	X	X	X		X	X	X		
Researching practice	X	X	X			X	X	X			X	X	X	X		X	X	X		
Education for sustainability in practice	X	X	X			X	X	X			X	X		X				X		
Exploring children’s literature in practice (optional)	X					X		X				X	X	X		X	X	X		
Supporting children’s emotional wellbeing in practice (Optional)	X	X	X			X	X	X			X	X	X	X		X		X		
Learning and teaching with technology (Optional)	X		X			X		X			X		X	X			X	X		

