

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	FdA Professional Practice Early Years
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Education
Award Title (including separate Pathway Award Titles where offered):	FdA Professional Practice Early Years
Pathways (if applicable)	
FHEQ level of final award:	5
Other award titles available (exit qualifications):	Certificate of Higher Education in Early Years Practice
Accreditation details:	
Length of programme:	2 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)
Other external reference points (e.g. Apprenticeship Standard):	
Course Code(s):	FAPPECFT
UCAS Code(s):	
Approval date:	01/12/2022
Date of last update:	

2. Programme Summary

The Foundation Degree Professional Practice Early Years focuses on you as a qualified learner practitioner and is designed to meet the needs of early years professionals working with children and families across all fields of the early years sector. The programme aims to provide you with the opportunity of continuing your professional development through reflection and by encouraging connections between professional practice and academic study. Gaining a broad underpinning knowledge of key factors influencing children's lives including the rights and voice of the child through advocacy, you will deepen your

understanding of a range of critical and contemporary issues including the value of play, inclusivity, and social justice.

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. A collaborative approach to learning is used to promote best practice and to explore ethical and professional frameworks to promote best practice. You will be encouraged to develop autonomy and personal responsibility within your professional role and for your own personal development. The programme is a Full Time industry related course to be completed whilst continuing in employment working directly in the early years sector. On successful completion of the foundation degree progression to a full degree is available through the one year top up programme Bachelor of Arts (Honours) Professional Practice (Early Years).

3. Programme Aims and Learning Outcome

Programme Aims

1. Develop practitioners with an in-depth knowledge and understanding of child development, and children's learning within early year's settings.
2. Foster inclusive pedagogical approaches to working with children and families in our diverse society to promote equality and social justice.
3. Critically engage in diverse theoretical perspectives to reach an informed position and use this to influence practice and raise standards within the childcare sector.
4. Encourage a graduate learning journey and a development of professional identity to enhance employability opportunities within the childcare, education sector and wider community.
5. Facilitate the development of personal and transferable skills, including problem solving, communication, digital technologies, team working, safeguarding, and recognition of the value of independent and lifelong learning.

Programme Learning Outcomes

Knowledge and Understanding (K)

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

ID	Learning Outcome
K1	Articulate the philosophies and values underpinning early years care and education, including social justice, children's rights, inclusion, and ethical issues.
K2	Discuss the historical, cultural, and legal frameworks which underpin the disciplines and practices of professionals working in the early years sector and how they influence the quality of practice.
K3	Display an understanding of current and emerging theory and practice related to child development and learning, including the socio-cultural contexts in which they occur.

K4	Demonstrate an understanding of approaches to the development of positive working relationships with parents, carers, and other professionals as part of inclusive practice.
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Analysis and Criticality (C)

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

ID	Learning Outcome
C1	Analyse a range of theoretical positions, research, conceptual frameworks, policy, and practice relevant to the early years sector.
C2	Evaluate a range of approaches to problem-solving within an early years setting.
C3	Appraise personal performance and practices in a reflexive and autonomous way.

Application and Practice (P)

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

ID	Learning Outcome
P1	Apply observational skills to inform planning for the achievement of positive outcomes for children based on their developmental needs.
P2	Relate key principles and theoretical perspectives to practice improving outcomes for children and their families.
P3	Recognise the contribution of other professionals and colleagues in the support of children and their families to promote inclusive practice.
P4	Use a variety of sources for independent research and development to inform problem-solving and decision making as part of inclusive practice.

Transferable skills and other attributes (T)

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

ID	Learning Outcome
T1	Communicate effectively to different audiences using a variety of communication media including digital technologies.
T2	Demonstrate relevant professional values and adherence to professional standards and expectations in relation to inclusive practice.
T3	Critically reflect on personal performance and practice, identifying strengths and areas for development and clear pathways for progression.

T4	Manage learning and work within practice both individually and as part of multi-professional teams with limited direction and supervision in accordance with professional standards and expectations
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Graduate Attributes

The BNU (Buckinghamshire New University) Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, graduate attributes are further developed through a focus of professional practice equipping you 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 practitioner (K1, K2, K3, K4, C1, C3, P1, P2, P3, P4, T1, T2, T3). 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, K3, C1, C2, P2, P4, T1, T2, T4). Application of learning includes an increased awareness of the early years sector through practice and personal development. Employability and leadership skills are enhanced throughout the programme to ensure success and adaptability in professional practice in the early years sector (K1, K4, C1, C2, C3, P1, P2, T1, T2, T3, T4). 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 (K1, K3, K4, C1, P2, P3, T1, T2).

4. Entry Requirements

Typically, learners will have a minimum 1-year post level 3 qualifying work experience and be employed for minimum 15 hours a week in an early years setting.

Relevant qualifications include:

- NVQ Level 3 Qualification in Children's Care Learning and Development
- Diploma for the Children and Young People's Workforce
- CACHE Diploma in Childcare and Education
- Pre-school Practice and Childminding Practice
- BTEC National Diploma Early Years
- Current Early Years educator

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	Foundation Degree in Professional Practice in early years	Exit Awards
<p>Level 4</p>	<p>Core modules:</p> <p>EDU4008 The child in society (20 credits) EDU4007 Personal and professional development in practice (20 credits) EDU4010 Developing practice, play and playful pedagogy (20 credits) EDU4009 Safeguarding children in practice (20 credits) EDU4011 The developing child (20 credits) EDU4011 Developing reflective practice (20 credits)</p>	<p>Certificate of Higher Education, awarded on achievement of 120 credits at Level 4</p>
<p>Level 5</p>	<p>Core modules</p> <p>EDU5014 Inclusive practice (20 credits) EDU5013 Curriculum principles and practice (20 credits) EDU5004 Introduction to research methods (20 credits) EDU5015 Children, families and society (20 credits) EDU5016 The reflective practitioner (20 credits)</p> <p>Option modules: No Option modules are available at this level.</p> <p>Opportunity modules: You must choose 2 x 10 credit Level 5 Opportunity modules from the Opportunity module catalogue www.bnu.ac.uk/opmodules</p>	<p>Foundation Degree in early years practice, awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5</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

The teaching, learning and assessment strategy sets out to assist learners to develop a sound understanding of the principles of working with children and young people across a range of sectors (QAA, 2022). In the first year of study, learners will acquire a sound knowledge of the different approaches to solving problems that are associated with working in practice. In the second year of study the knowledge and skills attained will be further developed and learners will be encouraged to exercise a higher level of personal responsibility and decision making. Central to the teaching and learning strategy for the programme is that the work-based elements underpin the approaches adopted through the application of teaching and learning to 'real work' issues (QAA, 2022). To strengthen this approach and maintain the contemporary nature of indicative content, practitioners from a breadth of children and young people's settings/organisations will be invited to deliver some of the course content. The programme aims to use a variety of teaching methods to reflect these general principles and different preferred learning styles and to offer a stimulating and effective course, which can respond to the needs of a diverse learner cohort. In all cases these methods will focus on application to practice and a critical approach to working with young children.

Typical classroom teaching strategies

Within the classroom, discussion, and seminars will be used to enable learners to both develop their knowledge and share practice experiences with their peers. This sharing of experience is seen as a major element in the development of learners who may ultimately be taking responsibility for complex decisions within a multi-agency environment.

Seminars: Are a less formal mode of teaching in which learners will be encouraged to interact and explore and debate ideas and understanding of the topic area.

Learner Presentations: Will be given in some modules throughout the course. These will enable learners to develop teamwork and communication skills. These are highly desirable and transferrable skills essential for interacting with colleagues and other professional in the workplace.

Reflection on learning and workplace experiences: Will be an integral part of the course to develop the skills required to work in an educational environment, enabling learners to analyse your decisions and decision-making process.

Group and individual tutorials: Will be used to motivate and support learners towards fulfilling their academic potential and to develop Personal Development Plans.

Guided Independent Study: Wider reading, preparation for seminars, and preparation for formative and summative assessments for example, storyboards, posters and displays.

Guided workshops: These will provide opportunities to work independently and in groups with access to support of a tutor. Guest speakers and external visits will enhance the learning experience.

Assessment

The following assessment activities are typically used on this programme

- Essays and reports
- Audit of workplace environment with action plan

- Practice observation with analysis
- PowerPoint presentations with explanatory rationale or reflective commentary
- Projects and exhibitions
- Case studies
- Community audit and information document
- Micro-teach
- Training materials

Contact Hours

Learners can expect to receive up to 6 hours of scheduled learning activities per week. This may include seminars, workshops, or practicals. 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 several 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	K4		C1	C2	C3			P1	P2	P3	P4		T1	T2	T3	T4		
Early Childhood Studies																					
understand the conceptual underpinnings of early childhood studies as a subject area	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									

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	K4		C1	C2	C3			P1	P2	P3	P4		T1	T2	T3	T4	
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				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	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	K4		C1	C2	C3			P1	P2	P3	P4		T1	T2	T3	T4	
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		
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	K4		C1	C2	C3			P1	P2	P3	P4		T1	T2	T3	T4	
knowledge of the methods required for systematic study and research relative to children and childhood.				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						
be able to adopt a range of theoretical perspectives in relation to multiple childhoods	X	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		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	K4		C1	C2	C3			P1	P2	P3	P4		T1	T2	T3	T4	
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				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		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	K4		C1	C2	C3			P1	P2	P3	P4		T1	T2	T3	T4		
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		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	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)				
Benchmark / Standard requirement	K1	K2	K3	K4		C1	C2	C3			P1	P2	P3	P4		T1	T2	T3	T4	
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	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	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	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	K4		C1	C2	C3			P1	P2	P3	P4		T1	T2	T3	T4	
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	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	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	K4		C1	C2	C3			P1	P2	P3	P4		T1	T2	T3	T4		
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	X			
reflect upon the ethics of studying babies and young children, families and communities	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	X				
present a range of theoretical positions and offer and justify a point of view	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	K4		C1	C2	C3			P1	P2	P3	P4		T1	T2	T3	T4		
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			
recognise the need to assess one's own skills and to reflect on them for future learning			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	K4		C1	C2	C3			P1	P2	P3	P4		T1	T2	T3	T4	
Level 4																				
The child in society			X	X		X	X					X	X	X						
Personal and professional development in practice			X				X					X	X	X		X	X	X	X	
Developing practice, play and playful pedagogy	X		X					X			X	X	X			X				
Safeguarding Children			X				X	X				X		X		X	X	X	X	
The developing child	X	X	X			X		X			X	X				X				
Developing reflective practice			X	X		X	X				X	X		X		X	X	X	X	
Level 5																				
Inclusive practice	X		X	X		X	X	X				X		X		X		X	X	
Introduction to research methods	X	X	X	X		X	X	X			X	X	X	X		X	X		X	
Children families and society			X				X	X				X	X	X		X				
The reflective practitioner	X		X	X		X	X	X				X	X	X		X	X	X	X	
Nurturing babies (optional)	X	X		X		X	X	X			X	X	X			X		X		

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4		C1	C2	C3			P1	P2	P3	P4		T1	T2	T3	T4	
Supporting emotional wellbeing through childhood loss (optional)	X	X	X	X			X	X			X	X				X	X			