PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	Foundation Degree Professional Practice Primary Education
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Education
Award Title (including separate Pathway Award Titles where offered):	Foundation Degree (FDA) Professional Practice in Primary Education
Pathways (if applicable)	Primary Education
FHEQ level of final award:	5
Other award titles available (exit qualifications):	Certificate of Higher Education
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) Education Studies (2019)
Other external reference points (e.g. Apprenticeship Standard):	
Course Code(s):	FSPPPEPT
UCAS Code(s):	
Approval date:	01/12/2022
Date of last update:	

2. Programme Summary

The Foundation Degree Professional Practice in Primary Education provides you with the opportunity to develop your professional understanding of learning theories and skills related to Primary school practice. For those who aspire to be teachers, it offers the opportunity to make a head start towards teacher training. The professional knowledge gained can also enable Teaching Assistants/LSAs to build their confidence and progress to Higher Level Teaching Assistant (HLTA) status. On successful completion of the Foundation Degree, you are able to progress on to a one year top up to gain a full degree BA (Hons) Professional

Practice (Primary Education) which can provide you with a stronger platform from which to begin formal teacher training (Qualified Teacher Status).

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 primary education policy and practice including inclusivity, social justice and the rights and voice of the child.

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 part time work-based course to be completed whilst continuing in employment working directly in a primary school environment.

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Develop practitioners with an in-depth knowledge and understanding of child development, and children's learning within Primary Education.

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 Primary Education.

4. Encourage a graduate learning journey and a development of professional identity to enhance employability opportunities within Primary Education.

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 primary education, including social justice, children's rights, safeguarding and child protection, inclusion, and ethical issues.
K2	Discuss the historical, cultural, and legal frameworks which underpin the disciplines and practices of professionals working in the education sector and how they influence the quality of practice.

K3	Display a critical understanding of current and emerging theory and practice related to primary education including the socio-cultural contexts in which they occur.
K4	Demonstrate a critical understanding of approaches to the development of positive working relationships with parents, carers, and other professionals as part of inclusive practice.

Analysis and Criticality (C)

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

ID	Learning Outcome
C1	Analyse critically a range of theoretical positions, research, conceptual frameworks, policy, and practice relevant to the education sector.
C2	Evaluate a variety of sources for independent research and development.
C3	Appraise critically 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 key principles and theoretical perspectives to practice.
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	Demonstrate the use of a range of approaches to problem-solving within 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 skills in both practice and academic work, including the use of relevant 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.

Graduate Attributes

The BNU 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 learners 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). Application of learning includes an increased awareness of the primary education 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 primary education sector (K1, K4, C1, C2, C3, P1, P2, T1, T2, T3). A focus is placed on social and ethical awareness and responsibility so learners 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

Applicants will usually have a level 3 qualification in a relevant field such as; a level 3 certificate or diploma in supporting teaching and learning or A 'levels. In addition, applicants should consider their levels of literacy and numeracy in relation to progression requirements for teacher training. All applicants are made aware of the requirements for GCSE Maths, English and Science.

Applicants will usually be working as a Teaching assistant a minimum 2.5 days a week.

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

Pathway 1 or stand-alone course **[add further tables for each additional pathway]**

Level	Foundation Degree in Professional Practice in Primary Education	Exit Awards
Level 4	**Core modules:** EDU4008 The child in society (20 credits) EDU4007 Personal and professional development in practice (20 credits) EDU4013 The primary curriculum (20 credits) EDU4009 Safeguarding children in practice (20 credits) EDU4011 The developing child (20 credits) EDU4012 Developing reflective practice (20 credits)	**Certificate of Higher Education**, awarded on achievement of 120 credits at Level 4
Level 5	**Core modules** EDU5014 Inclusive practice (20 credits) EDU5020 Philosophies of education (20 credits) EDU5004 Introduction to research methods (20 credits) EDU5015 Children, families and society (20 credits) EDU5016 The reflective practitioner (20 credits) **Option modules:** No Option modules are available at this level. **Opportunity modules:** You must choose 2 x 10 credit Level 5 Opportunity modules from the Opportunity module catalogue www.bnu.ac.uk/oppmodules	**Foundation Degree in Primary Education,** awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5

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 delivery mode for this programme is attendance based. As a professional development course, teaching approaches adopted throughout will be varied in order to model strategies used in workplace practice. The teaching, learning and assessment strategy sets out to assist learners to further develop their understanding of the principles of working with children in the primary education sector. At Level 4, learners will enhance their knowledge of the different approaches to solving problems that are associated with working at Level 5. 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. 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.

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, practical's, or placement hours. 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)				
Benchmark / Standard requirement	**K1**	**K2**	**K3**	**K4**		**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												
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												
demonstrate knowledge and understanding of the	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**		
areas of interest contributing to early childhood studies across the core subject-specific skills areas, and how they interrelate																				
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				
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		
awareness of issues in relation to human rights, diversity, equity, social justice, sustainability and	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		
inclusion in relation to working with babies, young children, families and communities																				
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						
knowledge of the methods required for systematic study and research relative to children and childhood.				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**		
reason clearly, and demonstrate the relationship between theory, policy, practice and evidence	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		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, legal, historical, political and economic perspectives, and consider how these underpin different understandings of babies,			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**		
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		
explore, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to babies, young children and childhood	X	X	X	X		X	X	X			X	X	X	X		X	X	X		
evaluate competing positions in relation to the construction of babies, young children and childhood by different subjects, societal agents	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		
and time, place and culture																				
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	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							
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				
demonstrate the ability to plan for, and where	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		
appropriate implement, meet and promote children's holistic development, health, well-being, protection and safety, and the conditions which enable them to flourish																				
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		
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		
demonstrate the ability to recognise and challenge inequalities and social		X	X	X		X	X	X			X	X	X			X		X		

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Benchmark / Standard requirement	K1	K2	K3	K4		C1	C2	C3			P1	P2	P3	P4		T1	T2	T3		
justice in society and to embrace anti-bias and anti-oppressive approaches																				
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		
pose and operationalise research questions in relation to early childhood and demonstrate competence in research skills through practical and theoretical activities	X			X		X	X	X			X	X		X		X		X		
initiate, design, conduct and report an empirically based early childhood research project under appropriate supervision							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		
reflect upon the ethics of studying babies and young children, families and communities				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				
present a range of theoretical positions and offer and justify a point of view	X	X	X	X		X	X	X				X	X	X						
use a range of sources of information								X				X		X						
listen carefully to others and reflect upon one's own and others' skills and views			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		
have the ability to use digital technologies/literacies												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**		
appropriately as part of the learning process in a range of contexts to enhance provision for children.																				
Education Studies																				
the underlying values, theories and concepts relevant to education	X	X		X			X	X				X		X						
the diversity of learners and the complexities of the education process	X	X	X	X		X	X	X				X	X	X		X		X		
the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process	X	X	X	X		X	X	X					X	X		X	X	X		
the societal and organisational structures and purposes of educational systems, and the possible implications	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		
for learners and the learning process.																				
analyse educational concepts, theories and issues of policy in a systematic way	X	X	X	X		X	X	X			X	X	X	X						
identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts	X	X	X	X		X	X				X		X	X						
accommodate new principles and understandings	X	X	X	X		X	X	X					X	X		X		X		
select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding	X		X	X				X					X	X						
use a range of evidence to formulate appropriate and justified ways forward	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)				
Benchmark / Standard requirement	K1	K2	K3	K4		C1	C2	C3			P1	P2	P3	P4		T1	T2	T3		
and potential changes in practice																				
apply theories and concepts to a range of real-world educational contexts.	X	X	X	X		X	X	X				X	X	X		X	X	X		
the ability to reflect on their own and others' value systems	X	X	X	X			X	X				X	X			X	X	X		
the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject	X	X	X	X		X	X	X			X	X	X	X				X		
an understanding of the significance and limitations of theory and research	X	X	X	X		X	X	X			X	X		X		X	X	X		
On graduating with an honours degree in education studies, students should be able to organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary	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)				
Benchmark / Standard requirement	**K1**	**K2**	**K3**	**K4**		**C1**	**C2**	**C3**			**P1**	**P2**	**P3**	**P4**		**T1**	**T2**	**T3**		
On graduating with an honours degree in education studies, students should be able to use technology effectively to enhance critical and reflective study.	X	X	X	X		X	X	X			X	X	X	X		X	X	X		
collect and apply numerical data, as appropriate				X			X				X	X								
present data in a variety of formats, including graphical and tabular				X			X				X	X								
analyse and interpret both qualitative and quantitative data				X			X				X	X								
On graduating with an honours degree in education studies, students should have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.											X	X	X	X		X	X	X		

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Benchmark / Standard requirement	K1	K2	K3	K4		C1	C2	C3			P1	P2	P3	P4		T1	T2	T3		
On graduating with an honours degree in education studies, students should be able to articulate their own approaches to learning and organise an effective work pattern, including working to deadlines.	X						X				X	X	X	X		X	X	X		
On graduating with an honours degree in education studies, students should be able to process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.				X				X			X	X	X	X						
Graduate Practitioner																				
Advocating for young children's rights and participation	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**		
Promote holistic child development	X	X	X	X		X	X	X			X	X	X	X		X	X	X		
Work directly with young children, families and colleagues to promote health, well-being, safety and nurturing care.	X	X		X		X	X					X	X	X		X	X	X		
Observe, listen and plan for young children to support their wellbeing, early learning, progression and transitions	X	X	X	X		X	X	X				X	X	X		X	X	X		
Safeguarding and child protection	X	X	X	X		X	X	X			X	X	X	X		X	X	X		
Inclusive practice	X	X	X	X		X	X	X			X	X	X	X		X	X	X		
Partnership with parents and caregivers	X	X	X	X		X	X	X			X	X	X	X		X	X	X		
Collaborating with others	X	X	X	X		X	X	X			X	X	X	X		X	X	X		
Professional development	X	X		X			X				X	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)				
Module Code (Core)	K1	K2	K3	K4		C1	C2	C3			P1	P2	P3	P4		T1	T2	T3		
Level 4																				
The child in society			X	X		X	X					X	X							
Personal and professional development in practice			X				X					X	X			X	X	X		
Primary Curriculum	X	X	X			X					X	X	X	X			X			
Safeguarding Children			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		
Level 5																				
Inclusive practice	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			
Children families and society			X				X	X				X	X			X				
The reflective practitioner	X		X	X		X	X	X				X	X	X		X	X	X		
Philosophies of education	X	X	X	X		X	X	X			X	X	X	X			X			
STEM in practice (optional)	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)				
Module Code (Core)	K1	K2	K3	K4		C1	C2	C3			P1	P2	P3	P4		T1	T2	T3		
Outdoor nature-based learning (optional)	X		X	X		X		X				X	X	X		X	X	X		

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