

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	Childhood Studies Childhood Studies with Foundation Year
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) Childhood Studies with Early Years BA (Hons) Childhood Studies with Early Years (Graduate Practitioner Competencies) BA (Hons) Childhood Studies with Primary Education
Pathways (if applicable)	Childhood Studies with Early Years Childhood Studies with Primary Education
FHEQ level of final award:	6
Other award titles available (exit qualifications):	Certificate of Higher Education Diploma of Higher Education BA Childhood Studies (or relevant pathway)
Accreditation details:	
Length of programme:	3 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):	Early Childhood Studies Network
Course Code(s):	Childhood Studies with Early Years – BACSEYFT/ BACSEYFY Childhood Studies with Primary Education - BACHPEFT / BACHPEFY
UCAS Code(s):	Childhood Studies with Early Years - (FT) X311 (FY) X314 Childhood Studies with Primary Education - (FT) XEY3 (FY) XEY4
Approval date:	01/12/2022
Date of last update:	April 24 / March 25 / May 25

2. Programme Summary

The Bachelor of Arts (Honours) Childhood Studies programme includes Early Years and Primary Education pathways to enable you to follow your interests and career aims and is designed to prepare you to become confident and reflective professionals within the Early Years and Primary workforce. The programme aims to develop your knowledge and understanding of how children learn and develop from a range of perspectives, including play and school-based learning, sustainability, emotional wellbeing, safeguarding and the child's place within family and society.

The programme offers an insight into the importance of inter-professional working and provides the opportunity to develop key employability and transferable skills valued by today's employers. This includes team and independent working, presentation skills and an ability to communicate effectively with a range of stakeholders (e.g., children, families, and other professionals) in a variety of contexts. This programme has a strong employability focus and provides you with opportunities for early career development through the application of learning to practice gained from placement learning experiences. The Early Years pathway includes the opportunity to achieve the Graduate Practitioner competencies to gain a degree that meets the Department for Education requirements of a full and relevant level 3 early years qualification.

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 early year's settings or primary schools and the wider community.
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 and education sector.
4. Develop a graduate and professional identity to enhance employability opportunities within the childcare, education sector and wider community.

Programme Learning Outcomes

Knowledge and Understanding (K)

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

ID	Learning Outcome
K1	Demonstrate systematic knowledge of the theories, principles, concepts, and the holistic nature of child development, including a critical awareness of the complexities of families.
K2	Explain educational aims, values, moral purposes and philosophies from birth to the end of primary school, synthesising a diverse range of theories relevant to educational contexts.

K3	Interpret the barriers and potential for change towards more sustainable practices, behaviours and lifestyles within an educational environment.
K4	Recognise current research and policy on the health, wellbeing and protection of children to protect and uphold the rights of the child.

Analysis and Criticality (C)

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

ID	Learning Outcome
C1	Analyse the barriers and potential for change towards more sustainable behaviours and the achievement of work-life balance within the educational environment.
C2	Reflect on the challenges and dilemmas of working within an ethical framework when working in partnership with children and families to improve outcomes.
C3	Appraise the application of theory to practice within educational contexts.
C4	Examine approaches to problem solving and making recommendations for change within the educational environment, including research and practice-based activities.

Application and Practice (P)

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

ID	Learning Outcome
P1	Make recommendations for change in an educational context through research-based activity.
P2	Demonstrate achievement of relevant professional standards through work-related and/or work-based activities in educational settings.
P3	Investigate own and others' values, attitudes and behaviours in relation to sustainability issues, within an educational context.
P4	Apply knowledge and understanding of legislation policies and philosophies of inclusion to practice, in work-related and/or work-based activities in educational settings.

Transferable skills and other attributes (T)

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

ID	Learning Outcome
T1	Articulate an understanding of professional working relationships with children, families and colleagues as appropriate to the setting.
T2	Work effectively as part of a team to achieve a shared goal.
T3	Develop and sustain effective relationships within work-related and work-based contexts through positive attitudes, values and behaviours.
T4	Use a range of technologies to carry out their role effectively within educational contexts.

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, 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 (C4, P1, 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, K4). Application of learning to practice, including education sector awareness through placements, and personal development, employability and leadership skills are integrated throughout the programme to ensure success and adaptability in future professional practice in the education sector of the future (C3, P1, P2, P4, 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 (K3, C1, C2, P3).

4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

- 96 UCAS points plus GCSE Maths & English

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.

DBS Requirements

When you join the course, you must apply for a Disclosure and Barring Service (DBS) check through the University. To stay on the course, your DBS must show 'no convictions declared' If you fail to maintain a clean DBS, you may be removed from the course.

You are responsible for:

- Applying for your DBS through the University
- Registering your DBS on the Update Service and keeping it up to date
- Showing your original DBS certificate when asked, within the required time frame

These steps are important to make sure we follow the rules in 'Keeping Children Safe in Education' and 'Safer Recruitment' safeguarding policies when you go on placement.

5. Programme Structure

Pathway 1

Level	Childhood Studies with Early Years Childhood Studies with Early Years (Graduate Practitioner)	Exit Awards
Foundation Year¹	Core modules: SOC003 Human Behaviour SOC004 Research Matters SOC005 Human Science – Dissecting the details SOC006 Human Communication SOC007 Exploring Intersections SOC008 Knowledge Unleashed	N/A. No credit is awarded at this Level.
Level 4	Core modules: EDU4002 Introduction to childhood studies (20 credits) EDU4005 The developing professional (20 credits) EDU4003 Fundamentals of placement practice (20 credits) EDU4004 Safeguarding Children (20 credits) EDU4001 Theories of child development (20 credits) EDU4006 Capturing professional development 1 (20 credits)	Certificate of Higher Education, awarded on achievement of 120 credits at Level 4
Level 5	Core modules EDU5011 Born to learn; play and creativity (20 credits) EDU5002 Inclusion (20 credits) EDU5004 Introduction to research methods (20 credits) EDU5012 21 st Century families (20 credits) EDU5001 Capturing professional development 2 (20 credits) EDU5026 Supporting emotional wellbeing through childhood loss (20 credits)	Diploma of Higher Education, awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5

¹ Modules on the Foundation Year only apply to learners who are enrolled on the “with Foundation Year” programme.

<p>Level 6</p>	<p>Core modules EDU6010 The early years landscape, policy and practice (20 credits) Research project (40 credits) EDU6001 Capturing professional development 3 (20 credits) **</p> <p>**If learners opt to take the graduate practitioner competencies assessment within Capturing professional development, they will be awarded the BA (Hons) Childhood Studies with Early Years (Graduate Practitioner Competencies) **</p> <p>Option modules Choose 2 from below: EDU6004 Exploring children’s literature (20 credits) EDU6005 Supporting children’s emotional wellbeing (20 credits) EDU6007 Education and Sustainability (20 credits) EDU6006 Learning and teaching with technology (20 credits)</p>	<p>Ordinary Degree (BA Childhood Studies with Early Years) awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5</p> <p>Honours Degree, awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6</p>
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Pathway 2

Level	Childhood Studies with Primary Education	Exit Awards
<p>Foundation Year²</p>	<p>Core modules: SOC003 Human Behaviour SOC004 Research Matters SOC005 Human Science – Dissecting the details SOC006 Human Communication SOC007 Exploring Intersections SOC008 Knowledge Unleashed</p>	<p>N/A. No credit is awarded at this Level.</p>

² Modules on the Foundation Year only apply to learners who are enrolled on the “with Foundation Year” programme.

<p>Level 4</p>	<p>Core modules: EDU4002 Introduction to childhood studies (20 credits) EDU4005 The developing professional (20 credits) EDU4003 Fundamentals of placement practice (20 credits) EDU4004 Safeguarding Children (20 credits) EDU4001 Theories of child development (20 credits) EDU4006 Capturing professional development 1 (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 EDU5008 Classroom pedagogy (20 credits) EDU5002 Inclusion (20 credits) Research methods (20 credits) EDU5005 STEM (Science, Technology, Engineering and Maths) (20 credits) EDU5001 Capturing professional development 2 (20 credits) EDU5026 Supporting emotional wellbeing through childhood loss (20 credits)</p>	<p>Diploma of Higher Education, awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5</p>
<p>Level 6</p>	<p>Core modules: EDU6009 Policy and Practice influences in Primary Education (20 credits) Research project (40 credits) EDU6001 Capturing professional development 3 (20 credits)</p> <p>Option modules Choose 2 from below: EDU6004 Exploring children’s literature (20 credits) EDU6005 Supporting children’s emotional wellbeing (20 credits) EDU6007 Education and sustainability (20 credits) EDU6006 Learning and teaching with technology (20 credits)</p>	<p>Ordinary Degree, awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5</p> <p>Honours Degree, awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6</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 delivery mode for this programme is attendance based with opportunities for career development through placement experiences. The teaching, learning and assessment strategy sets out to assist learners to develop a sound understanding of the principles of working with children in early years and primary education. At Level 4, learners will acquire a sound 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. A substantial project completes the Level 6. An essential element of the teaching and learning strategy includes the opportunity to develop knowledge in practice through placements across the programme, which further enhances potential career development, and for those on the early years pathway the opportunity to gain graduate practitioner competencies. 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 student cohort.

Typical classroom teaching strategies

Within the classroom, lectures, 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 you will be encouraged to interact and explore and debate your 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 placement 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 lectures, 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 student learning experience.

Assessment

The following assessment activities are typically used on this programme

- Essays and reports
- Poster presentation or children's books with explanatory rationale

- PowerPoint presentations with explanatory rationale or reflective commentary
- Collage (a series of images used to illustrate the benefits of play)
- Images (a series of sequential images to illustrate an aspect of childhood)
- Reflective commentaries.
- Observations of practice
- Projects and exhibitions
- Micro-teach
- Training materials
- Professional discussion
- Portfolio of evidence

Contact Hours

Learners can expect to receive up to 12 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:

- *Regulations for Taught Degree Programmes (2023)*
- Learners on the Early years pathway will be opted in to completing the graduate practitioner competencies and awarded BA (Hons) Childhood Studies with Early Years (Graduate Practitioner Competencies), and if these are not complete will be awarded BA (Hons) Childhood Studies with Early Years.

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	K4		C1	C2	C3	C4		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												
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											

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	C4		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					
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			

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	C4		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				
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	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	C4		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						
reason clearly, and demonstrate the relationship between theory, policy, practice and evidence	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	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		X						
reflect upon a range of psychological, sociological, health, welfare, educational, cultural, philosophical,			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	C4		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		
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			

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	C4		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		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	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	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	K4		C1	C2	C3	C4		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				
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	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	C4		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		
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		
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	
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	C4		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			
reflect upon the ethics of studying babies and young children, families and communities				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		
present a range of theoretical positions and offer and justify a point of view	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	C4		P1	P2	P3	P4		T1	T2	T3	T4		
use a range of sources of information								X	X			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 appropriately as part of the learning process in a range of contexts to enhance provision for children.												X								X	
Education Studies																					
the underlying values, theories and concepts relevant to education	X	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		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	C4		P1	P2	P3	P4		T1	T2	T3	T4	
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	X		
the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.	X	X	X	X		X	X	X	X				X	X		X	X	X		
analyse educational concepts, theories and issues of policy in a systematic way	X	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	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	C4		P1	P2	P3	P4		T1	T2	T3	T4		
educational policies and contexts																					
accommodate new principles and understandings	X	X	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	X							
use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice	X	X	X	X		X	X	X	X		X	X	X	X		X	X	X	X		
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	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	X	X	X	X		X	X	X	X		X	X	X	X				X			

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	K1	K2	K3	K4		C1	C2	C3	C4		P1	P2	P3	P4		T1	T2	T3	T4	
locate and justify a personal position in relation to the subject																				
an understanding of the significance and limitations of theory and research	X	X	X	X		X	X	X	X		X	X		X		X	X	X	X	
On graduating with an honour's 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	X	X	
On graduating with an honour's 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	X	X	
collect and apply numerical data, as appropriate				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	C4		P1	P2	P3	P4		T1	T2	T3	T4		
present data in a variety of formats, including graphical and tabular				X			X		X		X	X								X	
analyse and interpret both qualitative and quantitative data				X			X		X		X	X								X	
On graduating with an honour's 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	X		
On graduating with an honour's 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	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	C4		P1	P2	P3	P4		T1	T2	T3	T4	
On graduating with an honour's 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					X	
Graduate Practitioner																				
Advocating for young children's rights and participation	X	X	X	X		X	X		X		X	X	X	X		X	X	X	X	
Promote holistic child development	X	X	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	X	X	
Observe, listen and plan for young children to	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	C4		P1	P2	P3	P4		T1	T2	T3	T4	
support their wellbeing, early learning, progression and transitions																				
Safeguarding and child protection	X	X	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	X	X	
Partnership with parents and caregivers	X	X	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	X	X	
Professional development	X	X		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)				
	K1	K2	K3	K4		C1	C2	C3	C4		P1	P2	P3	P4		T1	T2	T3	T4	
Level 4																				
Introduction to childhood studies			X	X		X	X					X	X							
The developing professional			X				X		X			X	X			X	X	X	X	
Fundamentals of placement practice			X	X			X		X			X	X			X	X	X	X	
Safeguarding Children			X	X			X	X	X			X		X		X	X	X		
Theories of child development	X	X						X				X				X				
Capturing professional development 1			X	X		X	X		X		X	X				X	X	X	X	
Level 5																				
Born to learn; play and creativity	X		X					X	X		X	X	X	X		X				X
Inclusion	X		X	X		X	X	X	X			X		X		X			X	
Research methods	X	X	X	X		X	X	X	X		X	X	X	X						X
21 st Century families			X				X	X	X			X	X			X				
Capturing professional development 2	X		X	X		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	C4	P1	P2	P3	P4	T1	T2	T3	T4			
Baby and toddler pedagogy (optional)	X	X		X	X	X	X	X	X	X	X	X	X		X		X		
Supporting emotional wellbeing through childhood loss	X	X	X	X		X	X	X		X	X		X		X	X			
Outdoor learning (optional)	X		X	X	X		X	X			X	X	X		X	X	X		
Classroom pedagogies		X	X			X	X				X	X	X		X		X	X	
STEM	X	X			X		X	X			X	X					X	X	
International curricula (optional)			X				X			X	X		X						
Level 6																			
The early years landscape, policy and practice	X	X	X	X	X	X	X	X	X		X		X		X				X
Research project	X	X	X	X	X	X	X	X	X	X	X	X	X						X
Capturing professional development 3			X	X	X	X	X				X	X	X		X	X	X		
Exploring children's literature (optional)	X	X						X	X		X	X	X		X				
Supporting children's emotional wellbeing (optional)	X	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	C4		P1	P2	P3	P4		T1	T2	T3	T4	
Education and Sustainability (optional)			X			X	X	X	X		X	X	X							
Learning and teaching with technology (optional)			X			X	X	X	X		X	X	X	X					X	
Policy and Practice influences in Primary Education	X	X	X	X		X	X	X	X			X		X		X			X	