Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective students, current students, academic staff and potential employers.

Programme Title:	
BA (Hons) Early Childhood and Primary Education Studies BA (Hons) Early Childhood and Primary Education Studies with Foundation Year	
Programme (AOS) Code(s):	BC1CPE1 BC1CPE4 (with foundation year)
UCAS Code:	X311
Name of Final Award:	Bachelor of Arts with Honours, BA (Hons)
Level of Qualification:	Level 6
Regime of Delivery:	Attendance
Mode(s) of Delivery:	Full time
Typical Length of Study (Years):	3 years 4 years with foundation year
Professional Body Recognition / Accreditation (including specific requirements where applicable):	N/A

Brief Description of the Programme

The BA (Hons) Early Childhood and Primary Education studies programme 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.

Children's mental health and wellbeing is a core theme throughout the programme, culminating in the specialist module supporting children through loss and grief.

The programme also 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, such as team and independent work, presentation, role play and an ability to communicate effectively with a range of children, families and 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. Placement opportunities also enable you to gain wide experience of different early year's settings and primary schools that may lead to employment opportunities.

Programme Aims

1	Provide a programme of study which develops in-depth knowledge of childhood, developing students understanding of children's learning and development within early year's settings, primary schools and the wider community.

2	Enable students to develop an understanding of the regulatory and legislative framework of early years and primary education and the influence this has on young children and their families.
3	Enable students to develop appropriate pedagogical approaches to working inclusively with children and families.
4	Promote students' capacity and commitment to act as advocates for young children to facilitate raising standards within childcare and education.
5	Facilitate the development of students' personal and transferable skills, including study skills, problem solving, communication, IT, team working, safeguarding and recognition of the value of independent and lifelong learning.
6	Explore theory in practice through placement learning opportunities.

Programme Learning Outcomes

The Bucks Graduate Attributes 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 citizen. The attributes are developed through the programme.

ID	Learning Outcome
Graduate Attribute: Knowledge and its application (K)	
K1	Articulate an understanding of the theories, principles, concepts and holistic nature of child development
K2	Explain educational aims, values, moral purposes and philosophies from birth to the end of primary school
K3	Demonstrate an in-depth awareness of the complexities of families
K4	Analyse the barriers and potential for change towards more sustainable practices, behaviours and lifestyles
K5	Reflect on the challenges and dilemmas of working within an ethical framework when working with children
K6	Explore a range of theoretical approaches and current research influencing the health wellbeing and protection of children
K7	Demonstrate knowledge and understanding of child protection issues applying current policy and upholding the rights of the child
K8	Synthesise a diverse range of theories relevant to a particular educational context
Graduate Attribute: Creativity (C)	
C1	Apply understanding of research approaches through the design of a project proposal
C2	Demonstrate an understanding of the employment potential of occupational landscapes in education
C3	Analyse the barriers and potential for change towards more sustainable behaviours and lifestyles
C4	Systematically evaluate approaches to problem solving to support and initiate change
C5	Apply understanding of research approaches through investigation and evaluation of educational resource or initiative
Graduate Attribute: Social and ethical awareness and responsibility (S)	

S1	Communicate knowledge and understanding of legislation policies and philosophies of inclusion
S2	Evaluate sustainability in its broadest sense
S3	Articulate the complexities of socio- cultural beliefs and behaviours relating to death and loss
S4	Analyse effective strategies for working in partnership with families
Graduate Attribute: Leadership and self-development (L)	
L1	Critically evaluate their own and others' values, attitudes and behaviours in relation to sustainability issues
L2	Articulate an understanding of professional working relationships with children, families and colleagues as appropriate to the setting
L3	Critically reflect on own ability to work effectively as part of a team to achieve a shared goal
L4	Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships within the workplace

Programme Structure

Programmes are structured in stages. The number of stages will vary depending on the mode (e.g. full-time, part-time), duration and location of study which will be detailed in the Programme Handbook.

Modules are set at a specific academic level and listed as either core (compulsory) or optional. The level indicates the relative academic difficulty which will increase through the programme. Passing modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in 'notional learning hours'.

Our Academic Advice webpages provide more information on the structure of taught awards offered by the University.

Foundation Level (Optional for students on degree programmes)

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
FY008	Ways of Learning About the Social World	N/A	Core	Yes
FY026	Preparing for Success: Knowledge and Creativity	N/A	Core	Yes
FY027	Preparing for Success: Self Development and Responsibility	N/A	Core	Yes
FY028	Inquiry Based Learning	N/A	Core	Yes

Level Four

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
HE491	Theoretical Perspectives of Child Development	30	Core	Yes
HE492	Born to Learn: Play and Creativity	30	Core	Yes
HE493	Social Constructs of Childhood	15	Core	Yes
HE494	Protecting Children's Health and Wellbeing	15	Core	Yes

HE495	Introduction to Frameworks for Learning	15	Core	Yes
HE496	Reflective Practice	15	Core	Yes

Level Five

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
HE574	Building and Promoting Inclusive Learning Opportunities	30	Core	Yes
HE575	Exploring the Occupational Landscape in Practice	15	Core	Yes
HE576	Education for Sustainability	30	Core	Yes
HE577	Supporting Emotional Wellbeing following Childhood Loss	15	Core	Yes
HE578	An Introduction to the Philosophies and Concepts of Research	15	Core	Yes
HE579	21st Century Families	15	Core	Yes

Level Six

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
HE650	Project: Evaluating Educational Initiatives	30	Core	No
HE651	Placement	30	Core	No
PP608	Supporting the Emotional and Physical Wellbeing of Children	30	Core	Yes
PP609	Learning and Teaching with Technology	30	Core	Yes

Learning and Teaching Activities

Please see the Academic Advice pages for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

Programme delivery mode
The delivery mode for this programme is attendance based with opportunities for career development through placement experiences. At Level 5 visits to a range of different early childhood and educational environments enable you to explore potential occupational roles and employment opportunities. The placement at Level 6 enables you to build on the visits experienced at Level 5. These will be individually negotiated work placements linked to your chosen area of occupational interest within early years, primary or alternative education provision. This may include: private day nurseries, pre-schools, state nursery schools, primary schools, special education needs provision, forest schools, museums, charity or voluntary organisations.

Teaching and learning strategies
The teaching, learning and assessment strategy sets out to assist you to develop a sound understanding of the principles of working with children in early years and primary education.

At Level 4, you 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 you will be encouraged to exercise a higher level of personal responsibility and decision making. Level 6 provides opportunities to gain work experience through placement which further enhances potential career development with a substantial project to complete the level.

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.

An important element of the teaching and learning strategy includes the opportunity to develop knowledge in practice through placements.

Classroom teaching strategies

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

Lectures: will provide a formal teaching strategy for the dissemination of knowledge to the whole group.

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.

Student presentations: Will be given in some modules throughout the course. These will enable you to develop team work and communication skills. These are highly desirable and transferrable skills essential for interacting with colleagues and other professional in the work place.

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 you to analyse your decisions and decision-making process.

Engagement with University VLE has many benefits as it makes the delivery of information easier and more accessible. This mode of learning will be used throughout the programme as appropriate to support the learning experience.

Group and individual tutorials: Will be used to motivate and support you towards fulfilling your 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.

Additional Course Costs

There are additional costs associated with all studies, which require consideration, when planning and budgeting for expenditure. The costs shown are for the total length of the course shown unless otherwise stated and will increase with inflation.

Books and other Texts:
Students may wish to purchase texts and journals to support their study programme. The minimum, average cost of books for students studying on a degree course is assumed as £100 per year.
Printing:
We recommend a minimum budget of £50 per year for printing costs including dissertation printing and binding.
Disclosure and Barring service (DBS) check:
An enhanced DBS check is required to undertake the placement element of the course - £44.00
Placements:
Placement will usually be within the vicinity of student home/ accommodation but may incur some local travel costs, between £50 - £150
Study visits:
Optional study visits to enhance student experiences could include: forest schools, museum of childhood, national gallery, foundling museum, science, natural history museums.
Travel cost and entry fees where appropriate approximately £100 - £200
International Study trip:
Optional study trip to Italy to experience the Reggio Emilia educational approach.
(subject to sufficient numbers cost between £400 – £700)
Graduation:
Graduation costs per student are estimated at £100 - £200 total. This is an optional cost for all students as attending graduation is not a requirement in order to have a degree conferred.

Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate students study 120 credits (1200 hours) and full-time postgraduate students study 180 credits (1800 hours) per year or 'stage' of the course.

Course Stage	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Placement / Study Abroad (Hours)
Level 4	320	880	0
Level 5	304	896	0
Level 6	156	972	72

Students who study this programme with a Foundation Year will complete an additional 1200 hours during that year.

Assessment Methods

The Assessment and Examination webpages provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to students, including our commitment to ensure this is provided to students within 15 working days (the 'three-week turnaround').

The following assessment activities are used on this programme:
- Essays
- Reports
- Poster presentation with explanatory rationale
- PowerPoint presentations with explanatory rationale or reflective commentary

- Collage (a series of images used to illustrate the benefits of play)
- Storyboard (a series of sequential images to illustrate an aspect of childhood over time)
- Literature review
- Reflective commentaries and critical incident reflections.
- Research proposal

Classification

Calculation of final award:	Level 5 33% Level 6 67%

For full details of assessment regulations for all taught programmes please refer to our Results webpages. These include the criteria for degree classification.

Admissions Requirements

Please see the Application webpages for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see our general entry requirements for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

Typical applicant profile and any programme-specific entry requirements

It would be desirable to have experience of the Early Years sector or Education either via formal qualifications: Level 3 BTEC National Diploma or CACHE Diploma, and Early Years Educator (apprenticeship), employment or both, providing evidence of a broad understanding of the core skills to practice in the Early Years sector. Evidence of a professional approach to personal development through education and/or employment /volunteering is preferred.

Do applicants require a Disclosure and Barring Service (DBS) Check?	Yes

Opportunities for students on successful completion of the programme

Opportunities for students successfully completing the programme include:
Early years care and education including roles in nurseries and children's centres. Special educational needs play therapy (with additional training), social work (with additional training) children and family support workers within the community, local authority roles including portage and inclusion workers, children's charities and volunteer organisations, training and assessment or teacher training.

Early Years Initial Teacher Training and Primary Teacher Training.
SCITT PGCert Educational Practice route: Progression onto teacher training is currently available through a partnership with the Royal Borough of Windsor and Maidenhead Local Authority SCITT based teacher training programme. This partnership currently attracts approximately 30 students each year who achieve PGCert/QTS.
Full time PGCE: Graduates will be able to apply for a full time PGCE route.
Teacher Apprenticeships: These new opportunities will be available for graduates to apply for an employment-based route. It is anticipated that there will be demand from schools to recruit apprentices as part of their local, home-grown approach.

Progression routes to study at Master's level are also available with the MA Education, MSc Mental Health and Wellbeing in Education and the MSc Child Protection and Adult Safeguarding

Recognition of Prior Learning

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our Credit Accumulation webpages for further guidance.

Student Support

During the course of their studies, students will be supported in the following ways:

- At the start of their studies all students will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities
- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules
- Each student will be allocated a **Personal Tutor** who will support their academic development, be able to advise and guide them with their studies and, where necessary, give advice on study options
- Students will be able to access our full range of **support services**, including the Learning Development Unit for skills and study support, the Library, the Careers and Employability Team, Student Finance Team, Accommodation and Counselling Services

Appendices

Quality Assurance

Awarding Body:	**Buckinghamshire New University**
Language of Study:	**English**
QAA Subject Benchmark Statement(s):	**Early Childhood 2014** **Education Studies 2015**
Assessment Regulations:	*Academic Assessment Regulations*, **accessible via the Academic Advice webpages (https://bucks.ac.uk/students/academicadvice)**
Does the Fitness to Practise procedure apply to this programme?	**Yes**
Date Published / Updated:	**September 2018**

Other awards available on programme (Exit Qualifications)

Please refer to the *Academic Qualifications Framework* for Exit Qualifications recognised by the University and credit and module requirements.

Name of Exit Qualification:	**Certificate of Higher Education (CertHE)**
Full name of Qualification and Award Title:	**Certificate of Higher Education Early Childhood and Primary Education Studies**
Credits requirements:	**120 Credits**
Module requirements:	**ALL 120 Credits at Level 4**
Learning Outcome	

Learning Outcome
Articulate knowledge of the underlying concepts and principles associated with the programme and an ability to evaluate and interpret these within the context of the subject area.
Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of the subject area.
Evaluate the appropriateness of different approaches to solving problems related to the subject area
Communicate the results of study outcomes accurately and reliably, and with structured and coherent arguments
Demonstrate the qualities and transferable skills and personal responsibility necessary for employment.

Name of Exit Qualification:	**Diploma of Higher Education (DipHE)**
Full name of Qualification and Award Title:	**Diploma of Higher Education Early Childhood and Primary Education Studies**
Credits requirements:	**240 Credits**
Module requirements:	**ALL 120 Credits at Level 4** **ALL 120 Credits at Level 5**

Learning Outcome

Articulate knowledge and critical understanding of the well-established principles of the subject area and of the way in which those principles have been developed

Demonstrate knowledge of the main methods of enquiry in the subject area and ability to critically evaluate the appropriateness of different approaches to problem solving

Critically analyse information, and to propose solutions to problems arising from that analysis

Communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and demonstrate key techniques of the discipline effectively

Demonstrate the qualities and transferable skills and personal responsibility necessary for employment.

Name of Exit Qualification:	**Ordinary Degree**
Full name of Qualification and Award Title:	**BA Early Childhood and Primary Education Studies**
Credits requirements:	**300 Credits**
Module requirements:	**ALL 120 Credits at Level 4** **ALL 120 Credits at Level 5** **PLUS, 60 credits at Level 6 not including HE650 / HE651**

Learning Outcome

Ability to deploy accurately established techniques of analysis and enquiry within the subject area

A critical appreciation of the uncertainty, ambiguity and limits of knowledge and the ability to manage their own learning, and to make use of scholarly reviews and primary information sources appropriate to the subject

Apply the methods and techniques learnt to review, consolidate, extend and apply knowledge and understanding

Critically evaluate arguments, assumptions, abstract concepts and data to make judgements, problem solve and to frame appropriate questions to achieve a solution