



Subject Benchmark Statement

Early Childhood Studies

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Contents

About this Statement	3
How can I use this document?	3
Relationship to legislation and regulation.....	4
Additional sector reference points	4
1 Context and purposes of an Early Childhood Studies degree	5
Context.....	5
Purposes of an Early Childhood Studies Programme	6
Characteristics of an Early Childhood Studies degree	7
Equality, diversity and inclusion	9
Education for sustainable development.....	10
Entrepreneurship and enterprise education.....	10
2 Distinctive features of an Early Childhood Studies degree	13
Design - defining principles	13
Accessibility	14
Progression	15
Partnership.....	17
Monitoring and review.....	18
3 Content, teaching, learning and assessment	20
Content.....	20
Subject-specific skills	20
Generic skills.....	22
Teaching and learning.....	23
Assessment	24
4 Benchmark standards	27
5 List of references and further resources.....	41
Professional organisations	41
References.....	41
Further resources.....	42
6 Membership of the Advisory Groups for the Subject Benchmark Statement for Early Childhood Studies.....	43

About this Statement

This document is a QAA Subject Benchmark Statement for Early Childhood Studies (ECS) that defines what can be expected of a graduate in the subject, in terms of what they might know, do and understand at the end of their studies. Subject Benchmark Statements also describe the nature and characteristics of awards in a particular subject or area. Subject Benchmark Statements are published in QAA's capacity as a membership organisation on behalf of the higher education sector. A summary of the Statement is also available on the QAA website.

Key changes from the previous Subject Benchmark Statement include:

- a revised structure for the Statement which includes the introduction of cross-cutting themes of:
 - equality, diversity and inclusion
 - education for sustainable development
 - employability, entrepreneurship and enterprise education
- a comprehensive review updating the context and purposes of Early Childhood Studies, including course design and content in order to inform and underpin the revised benchmark standards.

How can I use this document?

Subject Benchmark Statements are often used by higher education providers in the design and development of new courses in the relevant subject, as they provide a framework for specifying intended learning outcomes in an academic or vocational discipline. They are also used as a reference point when reviewing or revalidating degree courses. They may be used by external examiners in considering whether the design of a course and the threshold standards of achievement are comparable with other higher education providers. They also provide professional, statutory and regulatory bodies (PSRBs) with the academic standards expected of students.

Subject Benchmark Statements provide general guidance for articulating the learning outcomes associated with a course but are not intended to represent a national curriculum in a subject or to prescribe set approaches to teaching, learning or assessment. Instead, they allow for flexibility and innovation in course design within a framework agreed by the subject community.

You may want to read this document if you are:

- involved in the design, delivery and review of courses in Early Childhood Studies

- a prospective student thinking about undertaking a course in Early Childhood Studies
- an employer, to find out about the knowledge and skills generally expected of Early Childhood Studies (ECS) graduates.

Relationship to legislation and regulation

The responsibility for academic standards lies with the higher education provider who awards the degree. Higher education providers are responsible for meeting the requirements of legislation and any other regulatory requirements placed upon them by their relevant funding and regulatory bodies. This Statement does not interpret legislation, nor does it incorporate statutory or regulatory requirements.

The regulatory status of the Statement will differ with regard to the educational jurisdictions of the UK. In England, Subject Benchmark Statements are not sector-recognised standards as set out under the Office for Students' regulatory framework. However, they are specified as a key reference point, as appropriate, for academic standards in Wales under Quality Assessment Framework for Wales and in Scotland as part of the Quality Enhancement Framework. Subject Benchmark Statements are part of the current quality requirements in Northern Ireland. Because the Statement describes outcomes and attributes expected at the threshold standard of achievement in a UK-wide context, many higher education providers will use them as an enhancement tool for course design and approval, and for subsequent monitoring and review, in addition to helping demonstrate the security of academic standards.

Additional sector reference points

Higher education providers are likely to consider other reference points in addition to this Statement in designing, delivering and reviewing courses. These may include requirements set out by PSRBs and industry or employer expectations. QAA has also published Advice and Guidance to support the Quality Code which will be helpful when using this Statement, for example, in course design, learning and teaching, external expertise and monitoring and evaluation.

Explanations of unfamiliar terms used in this Subject Benchmark Statement can be found in QAA's Glossary. Sources of information about other requirements and examples of guidance and good practice are signposted within the Statement where appropriate.

1 Context and purposes of an Early Childhood Studies degree

Context

1.1 The first Early Childhood Studies (ECS) degrees were created in 1992, conceptualised as an interdisciplinary and multi-professional area of study. The aim was to provide a research base, firstly, for the study of early childhood as an academic discipline and, secondly, for the education of those working with babies, young children and families in the early childhood period. This period is commonly defined as from conception until the age of eight.

1.2 Early Childhood Studies is now an established discipline focusing on the holistic development of infants and young children from conception to the age of eight. Early Childhood Studies draws upon research and professional practice from health, education, social work, psychology, sociology, philosophy, history, cultural studies, legal studies, politics, economics and neuroscience.

1.3 Early Childhood Studies degrees enable graduates to progress to a wide range of professional roles. Over the last three decades, graduates have contributed to the development of early childhood policy and research. Its graduate workforce has taken on management and leadership roles and many are employed in a wide range of associate professions in education, health and social work; and/or are continuing with postgraduate studies.

1.4 In whatever capacity they work, ECS graduates' breadth of knowledge means they are well placed to advocate for babies and young children, their families and the early childhood professions. They facilitate the right of children to actively participate in their world, recognising each child and all children's uniqueness. Their knowledge enables them to advocate for young children's needs, voice, rights, development and learning while celebrating diversity and promoting inclusion. **ECS graduates will be advocates for both the human world and the natural world & the rights of nature.**

1.5 Early Childhood Studies, as a discipline, draws upon established, marginalised, **colonised** and contested knowledge. Drawing on a wide range of academic discourses, it examines multiple childhoods and professional roles within current global, national and local contexts to achieve social justice as a fundamental human right. Early Childhood Studies degrees enable graduates to understand the impact of events, such as adverse childhood experiences, or evolving contexts, such as societal, economic or environmental deterioration that exacerbate inequalities, working as agents for change within a sustainability

agenda. Students of ECS are encouraged to recognise the historical, current and potential future social, environmental and economic distribution challenges facing children and families. Integral to their study is the importance of taking a critical view of sustainability in local, systemic, national, environmental and global challenges and developments that impact on inclusion and equality among increasingly diverse societies.

1.6 The ECS Subject Benchmark Statement can apply to the full range of degree courses offered within early childhood, which can include foundation degrees; BA (Hons) top ups as a progression from foundation degrees; BA (Hons) full or part-time degrees; master's and doctorate provision. Students and graduates are enabled to further develop their knowledge, understanding and skills to enhance the development of new and innovative knowledge, research and practice in the field of early childhood as well as drive professionalisation of the workforce. Early Childhood Studies degrees need to be responsive to changes, including developments in technical qualifications and apprenticeships. The Level 6 Early Childhood Graduate Practitioner Competencies (ECGPC) have been developed to strengthen a graduate-led early childhood workforce.

Purposes of an Early Childhood Studies Programme

1.7 The underpinning aim of ECS is to critically study and develop early childhood research and practice and how this may be implemented in early childhood practices across local, national, global **and cultural** contexts. By drawing upon the range of disciplines relevant to the study of multiple early childhoods, ECS aims to examine the lived experiences of young children, families and communities, locally, nationally and globally.

1.8 Early Childhood Studies degrees advocate for social justice by drawing on the knowledge and understanding of the holistic nature of young children's development, well-being, participation and learning, and young children as active participants in the lives and practices of families, societies and cultures. Early childhood studies promotes play as a key element of young children's experiences and critically examines how their physical, emotional, cognitive and social development, learning, participation and well-being is grounded in the environments we, as adults, develop and sustain for and with them. Early Childhood Studies graduates **recognise** the importance of Education for Sustainable Development (ESD) in young children's lives, now and in the future.

1.9 Early Childhood Studies degrees take account of the sociocultural context of children's lives when studying the complexities of families and children's

development, well-being, participation and learning from conception onwards. The interdisciplinary nature demonstrates the importance of both the complex and interactive continuum of growth and development, and the significance of early childhood across cultures and societies. In response to the nature and importance of holism, course structures aim to incorporate all aspects of development, well-being, participation and learning, such as the **intersectional** importance of play, the family and community roles, the environment, **social stratification**, the impact of economic distribution, stress, risk factors, policies and legislation.

1.10 Early childhood studies aims to give students insights into the complexity, interrelatedness, challenges and intricacies of constructions of professionalism, professional identity and multi-professional practice in a diverse work and living context of early childhood.

1.11 Early childhood studies aims to make students **transformative** agents of change through understanding the implications of theory and research in early childhood practice. Students are enabled to critically analyse, evaluate and develop pedagogical contexts and approaches, informed by different fields of study in working with babies, young children, families and communities.

1.12 Students develop knowledge, understanding and analysis of the processes that shape multiple early childhoods and children's lives in a way that fosters critical evaluation. This is supported by presenting multiple perspectives, drawing on a range of subject areas (see paragraph 1.2). This includes an understanding of the contested and changing nature of the concept of childhood, ethical principles and children's rights, both locally, nationally and globally, and the philosophies, beliefs and attitudes that inform them.

1.13 Active engagement in research and enquiry are significant parts of ECS. This entails students developing critical awareness and the ability to reflect upon self and others. Students gain a critical understanding of the processes and methodological and ethical debates required to conduct and complete research. **They are encouraged to develop the reflexivity necessary to explore the political, cultural, environmental, social and economic factors embedded in research and practice.**

Characteristics of an Early Childhood Studies degree

1.14 The development of degree courses has been rapid since the late 1990s and there are shared characteristics which are included in all courses.

1.15 An ECS degree can provide a starting point for further postgraduate

training and/or qualifications in a wide range of further disciplines.

1.16 The ECS degree is characterised by the benchmark standards which describe the minimum (or threshold) level of achievement reached by all graduates with a bachelor's and master's degree in the subject.

1.17 Early Childhood Studies degrees are offered in the four nations of the UK. Each nation has its own distinctive early childhood policies, curricula, qualifications and level of education requirements. It is important that each Early Childhood Studies degree and their relevant assessments are mapped to the national requirements for recognition purposes.

1.18 Successful achievement of Level 6 Early Childhood Graduate Practitioner Competencies (ECGPC) aims to strengthen a graduate early childhood workforce. The competencies are written and reviewed by the Early Childhood Studies Degrees Network (ECSDN) and, as such, membership of this organisation is an expectation for institutions offering this opportunity.

1.19 Level 6 ECGPC provides students with assessed placement opportunities to critically apply theory to practice in a range of early childhood settings and/or schools, social care and health settings. This will enable students to develop graduate skills in the application of the interdisciplinary early childhood knowledge base to reflective practice (see Appendix 1: Early Childhood Graduate Practitioner Competencies). However, the competencies are not an expected outcome for all Early Childhood Studies degrees; a professional qualification for work in early childhood settings may not be appropriate for all learners or providers.

1.20 Early Childhood Studies degrees often provide opportunities to critically explore theory and research in practice. The ECGPC provide opportunities to strengthen this area. If awarding institutions indicate that completing the degree allows students to practice in early years settings, they must ensure they comply with the requirements of the nation that the student studies in.

1.21 In the countries or localities of the UK where English is not the first language, there may be requirements to address the relevant language of the area.

1.22 There can be variations in approaches between different higher education providers; this is partly because ECS is a dynamic and evolving discipline. It is important therefore that both content and approach by any one provider promotes a range of perspectives relevant to academic and professional development.

Equality, diversity and inclusion

Vision

1.23 Early Childhood Studies undergraduates and postgraduates should continually interrogate the language, perceptions and entrenchment of dominant systems of thought, within concepts of knowledge and power, **including colonial power**. Recognition and commitment to agency, equal rights and inherent dignity of all humans **and the natural world** form the foundation of social justice. Equality is positioned as an ethical consideration of each person's multiple identities and experiences and a fundamental human right in relation to supporting and advocating for anti-oppressive knowledge generation and practice.

Mission

1.24 Undergraduate and postgraduate students in ECS courses experience teaching and learning practices that challenge dominant knowledge within pedagogical spaces which enable greater representation for marginalised voices. Students will be challenged to think critically about different realities and form their own pedagogical judgements, bearing in mind the concepts of equality, diversity and inclusion for the development of continued reflective practice. There will be evidence of institutional proactive systems of support and inclusive structures.

1.25 Every ECS degree programme will be meaningful, equitable and connected to scholarship and practice in studies of young children and their families which are underpinned by the principles of social justice **for all within the ecological world**. Early Childhood Studies courses will respect each graduate's own identity, values and unique knowledge that they bring to the pedagogical space. Early Childhood Studies degree courses should enable personal and theoretical critical reflection on a wide range of theories, early childhood practice (0-8 years) and across disciplines. For practice placements to enable the students to practice in early years settings, the placement and the assessments must comply with the guidance provided by each nation. However, this is not the sole purpose of placements and students should be gaining experience across the age range up to eight years and across the discipline areas of health, social care and education.

1.26 If ECS courses of study offer work-based/placement opportunities they must be well-defined, mentored, monitored, **accessible** and supervised for graduates to develop an understanding of how theory and practice are linked to support inclusive practice across a breadth of disciplines when working with young children and families.

Education for sustainable development

Vision

1.27 To create a critical awareness of the ecological study of early childhood for sustainability in the global context.

Mission

1.28 Our mission enables a multifaceted understanding of how sustainability can be achieved by appreciating the importance of early childhood holistic development, equity of opportunity and well-being and how these impact on sustainable futures for all.

1.29 Education for Sustainable Development is referred to as an aspirational ongoing process of addressing social, environmental and economic concerns to create a better, **more just** world.

1.30 Education for Sustainable Development is referred to as the process of creating curriculum structures and subject-relevant content to support and enact sustainable development.

These definitions, accessed from QAA's and Advance HE's [Education for Sustainable Development Guidance Principles](#), allow students on ECS degrees to consider and critically evaluate the interrelatedness of the values that underpin ecological sustainability. Students can support young children and communities to understand what this means at a local, national and global level. Our aim is to give every child the best start in life through adopting an interdisciplinary approach to early childhood. This is defined as seeing the child in context as a responsible citizen of the world. Early Childhood Studies degrees enable graduates to make informed decisions and take responsibility for present and future generations. Degrees should provide opportunities for the exploration of sustainability, social justice, democratic action and advocacy at different levels, with a focus on the personal, professional, community, national and global contexts. Therefore, ECS graduates demonstrate an understanding of how ecology and the sustainability of societies are linked by a response based on social justice.

Entrepreneurship and enterprise education

Vision

1.31 Undergraduate and postgraduate students in ECS courses recognise the

political nature of the work in the field of early childhood addressing societal, historical and systemic inequalities, both in the workforce and among children and families. Taking social responsibility and acting as agents of change, they work within a philosophy of building and sustaining successful relationship with stakeholders and external agencies. As a part of their professional practice and advocacy, they challenge inequalities.

Mission

1.32 ECS students and graduates contribute to a professional workforce leading and inspiring innovative practice and transforming practice and professional relationships, settings and services. Responsive to change and challenge, students and graduates will be well placed to add significant social, cultural, **ecological** and economic value to society. They contribute to, and work together to, support the ongoing development and professional recognition of the sector through knowledge and practice exchange.

1.33 Recognising the importance of engaging in personal professional development and underpinning theory, students and graduates encourage an ethos, whereby research informs practice and practice informs research.

1.34 Early Childhood Studies students should be developing behaviours, attributes and competencies suited to early childhood professions at different levels, such as taking initiative, making things happen, reflecting, communicating, pivoting and adapting, taking responsibility, networking, developing personal effectiveness and managing risk taking. Attributes and values include open-mindedness, proactivity, curiosity, self-efficacy, flexibility, adaptability, self-determination and resilience.

1.35 Ultimately, the aim is for graduates and postgraduates to be professionals who are critical thinkers, open minded, responsive, adaptable and can communicate, negotiate and influence decision making. Students are to be provided opportunities to develop:

- confidence in professional intuitive decision making and in identifying opportunities
- **creative problem-solving skills**
- innovative and strategic thinking
- negotiation and communication skills, including critical digital literacy
- leadership
- collaboration between children, colleagues, employers and students to develop knowledge and trustful relationships through mutual respect
- open-mindedness through acknowledgement of diversity, capability,

- competencies, skills and knowledge, and support inter-dependent responsiveness in collaborative learning interactions
- recognition and respect of the uniqueness of each individual and the value they bring.

2 Distinctive features of an Early Childhood Studies degree

Design - defining principles

2.1 Courses in ECS aim to give students an understanding of early childhood from conception to the age of eight, and of multiple childhoods. Early childhood is defined as the period from conception to eight years old (including peri natal health) where children's development is influenced by the environment and the people that surround them.

Early childhood is much more than preparation for primary school. It is concerned with holistic development across the domains of social, emotional, cognitive and physical to build a solid and broad foundation for lifelong learning and wellbeing ([UNESCO](#)), **tying into socio-cultural sustainability.**

Conception to eight years takes into account global definitions of early childhood - for example, UNESCO; *The 1001 Critical Days* (Leadsom et al 2013). **This context is understood as encompassing both time and geographical space, and encompassing the contexts of family and community, and children's and family services. The focus is on the unique development of the child in context and the implications for practice. Practitioners need to develop knowledge of the intricacies of supporting the development and learning of all children and the local situations in which they live. Degrees should be knowledgeable about the requirements of social justice, children's rights, children's culture and equality, and diversity and inclusion, and ensure that this encompasses supporting the development, well-being, participation and learning for multiple childhoods.**

2.2 The interdisciplinary nature of ECS takes account of the breadth of children's lives when studying the complexities of families and children's development, well-being, participation and learning. In this way interdisciplinarity demonstrates the importance of both the intricate and interactive continuum of development, well-being, participation and learning, and the significance of multiple childhoods across a range of cultures and societies. In response to the nature and importance of holism, course structures aim to incorporate all aspects of development, well-being, participation and learning as well as the family's role, the impact of economic and other stress factors, the risks within the **ever-changing** environment, and the legislation aimed at safeguarding and caring for children. The courses aim to consider theory in relation to practice which enables students and graduates to develop supportive relationships with children and their families. Early Childhood Studies degrees aim to enable students to evaluate and

develop appropriate pedagogical approaches to work with babies, young children, families and communities. These communities may include other professionals with whom the graduate works.

2.3 Early Childhood Studies degrees aim to present multiple perspectives and, as stated in paragraph 1.2, to draw on a range of subject areas. This enables students to understand and analyse the processes that shape childhood and children's lives in a way that fosters critical evaluation, and **which includes an understanding of the contested and changing nature of the concept of childhood, ethical principles and children's rights.**

Accessibility

2.4 The course design will ensure that those choosing to study Early Childhood Studies are able to think in ways that are creative and innovative. **Courses will consider ways to be inclusive and to ensure that the teaching and assessment are accessible to a diverse community. This should include decolonising the curriculum and providing support for disabled students and students with diverse requirements.**

2.5 There are a range of possible pathways students could have taken before they join degree courses, and these may include vocational, apprenticeships, academic or non-standard routes. Modes of delivery might be different to ensure all students have sufficient and appropriate access; examples include part-time, full-time and distance learning. Depending on the route selected, some students may attend placements, while others who study part-time and work/volunteer in the sector may not be required to complete placement experiences. **It is** important to consider the needs of international students to allow them to contextualise their own experiences and prepare them for their future roles.

2.6 It is important to include digital aspects of provision during the teaching of students; this could include the use of assistive digital technology, blended learning and assessment. This type of digital inclusion supports graduate employability through working with relevant employers and finding innovative ways to work alongside young children and families.

2.7 Degree content should include a range of modes of delivery, for example face-to-face, online, flipped learning, group work, individual study, mirroring practice environments in simulated classrooms, or in placements located in a broad range of locations and professional environments. This ensures students can develop both a multidisciplinary and transdisciplinary experience alongside an understanding of multiple childhoods and their families. Examples include:

- social care

- health
- social enterprises
- local authority
- family and community support
- charities and not-for-profit organisations
- policy environments
- outdoor learning environments, for example forest schools, beach schools, river schools
- early years settings, childminders and schools.

2.8 Assessments and dialogue also need to be accessible and should be varied to allow the student to develop the academic and practice skills to understand the needs of young children, families and communities. Where possible, these assessments should reflect real-life situations to support future employability. Assessments should also support and demonstrate awareness of the range of learning opportunities and styles of all students, building on the knowledge and skills they have, helping them develop new knowledge and skills, and being flexible enough to enable reasonable adjustments. They should include the use of assistive technology to support accessibility. Early Childhood Studies degrees should offer a range of assessment methods that would benefit student understanding of the breadth and praxis nature of the discipline. These are outlined in more detail in section of this Statement. Assessments should also ensure that they remain contemporary in terms of developing digital skills which encourage graduates to develop and sustain a wide range of digital platforms for communication and teaching purpose ready for the 21st century.

2.9 Whatever assessment strategy is selected, it should be commensurate with the level of the degree and build on any academic and vocational assessments students may have undertaken before joining the degree.

2.10 Physical and digital provision should be accessible for all students. This should provide spaces for reflection and debate on the subject and, as such, the emotional environment for students should be accepting of difference, including different viewpoints. These environments should be open to critical, constructive and research-informed debates to enhance the understanding of the breadth of topics covered in ECS degree courses. Attending to these matters will help to foster and construct a learning community that includes staff, students and other partners in the workplace (where appropriate).

Progression

2.11 Early Childhood Studies degrees offer students rich and varied progression routes into employment and/or further study. Over the course of a degree with

honours (FHEQ Level 6; FQHEIS Level 10), an ECS student will progress from one year of study to the next, in line with the regulations and processes for each institution. However, it is expected that each year would see the attainment of certain levels of knowledge, expertise and experience which builds towards the final achievement of meeting all of the threshold-level subject-specific and generic skills listed in this Statement. Upon graduation from an undergraduate degree, it would be expected that a student who had achieved a second-class degree or higher would be capable of, and equipped for, undertaking postgraduate study or an associated discipline.

2.12 Joint honours undergraduates will achieve elements of the specific and generic skills for the subject but will add others according to the subjects covered in a joint programme; these should also complement progression to master's and/or doctoral study.

2.13 Integrated master's degrees (FHEQ Level 7; FQHEIS Level 11) are available in the UK and comprise a four-year full-time course or a part-time course of not less than five and not more than eight academic years. In a standard three-year undergraduate honours degree course, students may exit earlier and be eligible for a Certificate of Higher Education, a Diploma of Higher Education, or an honours degree depending upon the levels of study completed to a satisfactory standard. Scottish bachelor's degrees with honours are typically designed to include four years of study, which relates to the structure of Scottish primary and secondary education.

2.14 Early Childhood Studies degrees should be designed to encourage critical reflection, engagement with the academic field, and to develop high-quality practice across all aspects of early childhood. It is expected that teaching and learning is balanced across a range of disciplines and does not heavily focus on one discipline (for example, early education) at the expense of others. This should take account of research-informed debates and current and developing legislation and guidance. There should be scope for students and graduates to progress into their chosen career pathways.

2.15 These Subject Benchmark Statements can apply to the full range of degree courses offered which can include BA (Hons), top-ups as a progression from foundation degrees, BA (Hons) full or part-time degrees, and master's provision. This encourages students and graduates to further develop their knowledge, understanding and skills. There should be the potential to progress to doctoral study (professional doctorate or PhD) which can enhance the development of new and innovative knowledge and practice in early childhood.

2.16 shows a deepening understanding of theory, research, practice, policy and

legislation. This understanding should reflect a deepening understanding of EDI and sustainability. For courses that offer a practice placement option, the design of these placements and assessment should consider the requirement for those working in the Early Childhood Education and Care sectors across all four UK nations. However, these placements should offer an opportunity to develop a multidisciplinary and transdisciplinary experience with an understanding of multiple childhoods and families, not only in early years settings and schools.

2.17 Degrees can be designed to be full-time, part-time, distance learning, blended learning (which includes a mix of online and face to face), or fully online. This will allow for those choosing to study early childhood to do so in a way that is suited to their individual needs. When determining the approach(es) to be used it is important to consider those who are looking to attend a higher education provider on a full-time basis, and those who are working or volunteering and studying simultaneously.

Partnership

2.18 The linking of theory and practice is integral throughout the whole degree. In addition, some honours degrees encourage professional and practice development and may offer the opportunity for students to meet the requirements of statutory or regulatory bodies, through the structure and content of the course. There are likely to be regional and national variations in these requirements, and students may also have to meet other criteria in addition to the ECS degree.

2.19 Working in partnership with multidisciplinary and transdisciplinary practice forms a crucial part of ECS degrees, foundation degrees, apprenticeships and master's provision. This can be in the form of placement opportunities or exploring employability opportunities through courses that do not have placements. Early Childhood Studies degrees should strive to demonstrate the multidisciplinary **and ecologically interconnected** nature of the discipline itself through links with local, regional, national and international partners.

2.20 Successful achievement of Level 6 ECGPCs meets the Level 3 requirements in England (with assessed practice) and, in addition, makes a significant contribution to strengthening a graduate-led early childhood workforce across all four nations and internationally. Higher education providers must make it clear whether or not they offer ECGPS to potential students to ensure transparency when students apply for degrees. Level 6 ECGPC provides students with assessed placement opportunities to critically apply theory to practice in a range of early childhood settings and/or schools, social care and health settings. This will enable students to develop graduate skills to further support children, to link to

employability and in the application of the interdisciplinary early childhood knowledge base to reflective practice (see Appendix 1: Early Childhood Graduate Practitioner Competencies). However, as discussed in paragraph 1.19, the competencies are not an expected outcome for all ECS degrees; a professional qualification for work in early childhood may not be appropriate for all learners or providers. There may also be different requirements for home nations students and students should discuss these options with their provider.

Monitoring and review

2.21 A major feature of academic quality assurance and enhancement at a higher education institution is having in place monitoring and regular review processes for the courses it delivers. Degree-awarding bodies routinely collect and analyse information and undertake periodic course review according to their own needs. They will draw on a range of external reference points, including this Statement, to ensure that their provision aligns with sector norms. Monitoring and evaluation is a periodic assessment of a course, conducted internally or by external independent evaluators. Evaluation uses information from both current and historic monitoring to develop an understanding of student achievement or inform future course planning.

2.22 Externality is an essential component of the quality assurance system in the UK. Higher education providers will use external reviewers as part of periodic review to gain an external perspective on any proposed changes and ensure threshold standards are achieved and content is appropriate for the subject.

2.23 External examination currently in use across the UK higher education sector also helps to ensure consistency in the way academic standards are secured by degree-awarding bodies. Typically, external examiners will be asked to comment on the types, principles and purposes of assessments being offered to students. They will consider the types of modules on offer to students, the outcomes of a cohort and how these compare to similar provision offered within the UK. External examiners produce a report each year and make recommendations for changes to modules and assessments (where appropriate). Subject Benchmark Statements, such as this one, can play an important role in supporting external examiners in advising on whether threshold standards are being met in a specific subject area.

2.24 External examiners should have the required specialist knowledge and understanding to be able to ensure the quality of courses and, where applicable, practice placements and the attainment of Graduate Practitioner Competencies. Examiners need to be flexible to the range of course designs but be aware of the core principles in this Subject Benchmark Statement which should underpin all

degrees. They should also be aware of the different types of courses offered (with the required level for these), and the potential for a variety of delivery models when they examine provision.

2.25 Courses with professional and vocational outcomes may also require evaluation and accreditation from professional and regulatory bodies. These are usually done through a combination of assessed visits and reviews of academic work. The Early Childhood Studies Degrees Network provides further advice on the ECGPC. Higher education providers must be current members of this network to offer this as an embedded or extra certification option to students.

3 Content, teaching, learning and assessment

Content

3.1 Studying for a bachelor's degree with honours in Early Childhood Studies provides graduates with a diversity of skills that prepares them not only to pursue postgraduate studies, but also to enter a variety of employment areas **in an uncertain, ever-changing world**. These skills have been divided into subject-specific and generic skills. Subject-specific skills are those that relate closely to subject knowledge and/or are an integral part of any Early Childhood Studies honours degree. Generic skills are transferable skills that are not so closely tied to the subject matter of early childhood studies.

3.2 **However, it is important to bear in mind that this distinction is an artificial one since the differences between subject-specific and generic skills are not always clear cut.** The multidisciplinary nature of the subject area means that ECS equips students with a wide range of subject-specific and generic skills. The intention is to offer steady supported progression towards competence, criticality, independence and reflexivity in both academic and practical work.

Subject-specific skills

3.3 Individual courses will have different emphases but, in general, an ECS graduate is expected to be able to:

- reflect upon a range of **political, ecological**, psychological, sociological, health, historical, educational and philosophical perspectives and consider how these underpin different understandings of babies, young children and childhood
- apply multiple perspectives to early childhood issues, recognising that early childhood studies involves a range of research methods, theories, evidence and applications
- **use skills of observation and analysis in relation to aspects of the lives of babies and young children with reasonable adjustments to support accessibility where required**
- integrate ideas and findings across the multiple perspectives in ECS and recognise distinctive approaches to relevant issues
- constructively critique theories, practice and research in the areas of child development, well-being, participation and learning for multiple childhoods

- demonstrate knowledge and awareness of the skills needed for different pedagogical approaches, including:
 - the necessary depth and strength of relationships with individual babies and children, children in groups, and the facilitation of the building of relationships between babies and children
 - the formation and promotion of mutually respectful relationships with families, colleagues, other professionals and communities
- evaluate and develop their own pedagogical values
- reflect on the importance of the natural environment and being outdoors to support the growth, development, knowledge and understanding of all young children and their families, incorporating sustainable practises and environmental stewardship, as well as the implications of climate change in regard to this
- critically explore, examine and evaluate the significance of the cultural, historical, and contemporary features of various policies, institutions and agencies, locally, nationally and globally, regarding babies' and young children's development and the concept of childhood more widely
- demonstrate a strong understanding of the pedagogy of play from a range of disciplinary perspectives
- plan for - and where appropriate implement - curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of young children's health and emotional well-being & agency
- lead, support and work collaboratively with others and demonstrate an understanding of working effectively in teams with parents, carers and other professionals
- demonstrate an understanding of how to plan for - and where appropriate implement - meeting and promoting children's health, well-being, protection and safety and the conditions that enable them to flourish
- produce critical arguments for improvements to multiagency and multi-professional practices for babies and young children
- use skills of observation and analysis in relation to aspects of the lives of babies and young children
- reflect upon the ethics of studying babies and young children and their families and communities
- generate and explore hypotheses and research questions relating to early childhood in an ecological context
- carry out empirical studies ethically, involving a variety of methods of data collection, including observations relating to early childhood in an ecological context analyse data relating to early childhood
- present and evaluate research findings in early childhood

- demonstrate a critical understanding of the interrelationships between political, economic, **environmental**, cultural and ideological contexts, locally, nationally and globally, in the lives of children and their families and communities
- recognise and challenge inequalities in society, **ranging from racism to climate injustices**, and embrace an antibias, **intersectional** approach
- recognise agency, give voice to and, where appropriate, act as an advocate for babies, young children, families and communities.

Generic skills

3.4 An Early Childhood Studies graduate is expected to be able to:

- present information to others in appropriate forms, including having a sense of audience, online or offline
- demonstrate empathy, active listening skills and develop strategies to protect against burn out from 'emotional labour'
- offer and justify an informed point of view, drawing upon a range of theoretical positions
- comprehend and use data effectively
- communicate with others and reflect upon one's own and others' skills, beliefs, understandings and views
- generate, define and refine questions and make critical judgements and evaluations
- reflect on different perspectives, and critically evaluate them to arrive at supported conclusions
- access, retrieve, organise and use a range of sources of information, including primary sources, and critically evaluate their relevance
- engage with research and practice and the uncertainties of developing knowledge and understanding
- use the communication skills necessary to converse, debate, negotiate, persuade
- and challenge the ideas of others, with reasonable adjustments for disabled students if required
- have insight and confidence in leading and working collaboratively with others
- be sensitive to contextual and interpersonal factors, taking account of the complexity of factors that shape behaviour and social interaction and form the basis of problems and interpersonal conflict
- be sensitive to the importance of enhancing cooperation to maximise the effectiveness of individual skills

- write for different purposes, including but not limited to persuasion, explanation, description, evaluation and judgement, recount, recap, hypothesis and summary
- engage in critical evaluation and analysis
- use digital technology and social media appropriately in a range of contexts and reflect on the experiences
- become more independent, resilient, responsible and pragmatic and develop as an autonomous learner.

Teaching and learning

3.5 The teaching and learning strategies used in ECS help students achieve an awareness of the ethical concerns within the subject, especially in the conduct of empirical studies and practice. The focus of individual courses varies, but as the subject is based on the principle of developing independent, critical students who are insightful advocates of children, courses are generally designed to:

- help the student understand how to use human and material (including digital) learning resources, develop digital literacy and competence and how to engage others in reciprocal learning relationships
- assist the student to assume increasing responsibility for defining their own learning course and evaluating their progress
- encourage the student to be self-aware and to organise new learning and problem solving in a way that connects with present knowledge
- encourage the student to critically self-assess their own learning progress, development and achievement
- encourage and assist the student to find and access wider support available in the institution to suit individual learner needs.

3.6 Therefore, the teaching strategies and learning experiences reflect an increasing proportion of individualised and self-directed learning approaches. Students are encouraged to take personal responsibility for achieving the learning outcomes through their own efforts. They are expected to supplement the knowledge presented through additional enquiry and discussion.

3.7 Independent and group study using reflection, analysis, enquiry, synthesis and evaluation are essential elements in learning.

3.8 Approaches to teaching and learning value personal, theoretical, cultural and practice-based experiences and explore how they complement and enrich each other. There is a requirement to support students in reflecting on their own childhoods, on experience in early childhood settings and in exploring the relationship between these personal experiences and the theoretical perspectives

that enable students to make sense of them developing their cultural competence **and humility**. Personal reflection on childhood experiences can be a painful experience and emotional support for students is an essential part of teaching strategies in these cases.

3.9 Engagement with practice is a key feature of approaches to teaching and learning in ECS. Opportunities are provided for students to participate in curriculum development, to contribute to assessment and evaluation, and to improve creative learning opportunities - while continually taking account of young children's health and emotional well-being. Approaches to teaching and learning include opportunities for students to plan for provision that ensures children's health, welfare and safety needs are met and promoted, taking account of the conditions that enable them to flourish. Students are enabled to develop their own cultural competence, valuing cultural identity as well as being provided with opportunities to lead, support and work collaboratively with others. They have a strong understanding of co-production with children, parents, carers and other professionals.

3.10 ECS degree courses may offer the opportunity for students to develop and extend their professional practice and/or qualifications through meeting the requirements of statutory or regulatory bodies. In these cases, where such practice is assessed in the early childhood setting, students are provided with appropriate mentoring support by the higher education provider, statutory/regulatory body (where appropriate) and the mentor in practice in order to support them in the development of the professional skills needed for such work.

3.11 Culturally responsive, innovative and inclusive teaching and learning approaches in ECS enable students to take a more critical stance to the theories, findings and approaches of the subject as they come to recognise the contested nature of its concepts and practices. This commonly involves a change from initially supported and guided study to more independent and self-directed study. Throughout, a variety of learning and teaching strategies with an emphasis on active learning, supports the acquisition of subject knowledge, as well as generic and subject-specific skills and abilities.

Assessment

3.12 The choice of assessment methods is clearly related to the learning objectives and enables students to demonstrate theoretical, subject-specific and generic skills and their understanding of the ways in which they complement and enrich each other. Reasonable adjustments should be made for disabled students if required.

3.13 Assessment methods in early childhood studies may include, but are not limited to:

- formal examinations (which can be seen, unseen or open book)
- multiple-choice tests
- assessed essays
- practical and other reports
- use of digital technology such as blogs, vlogs, podcasts, website pages, e-portfolios, and e-posters
- case studies
- culturally appropriate artefacts
- academic posters
- portfolios
- critical reflections of practice
- formal assessment of performance in oral presentations and debates, including seminar and individual or group presentation; written and verbal assessments
- practical assessments, webinars, conferences
- project-based assessments
- role play scenarios
- creation of practical and digital resources
- virtual placement scenarios
- vivas
- dissertation

3.14 Students may also be assessed for their practice in an appropriate range of health, social care and early childhood settings. This is a requirement if students are completing the graduate practitioner competencies. To ensure that the full range of skills and inclusivity is being developed by a course, a diversity of innovative assessment methods is encouraged. Assessment criteria are explicit, **inclusive** and anticipate that critical thinking skills will develop progressively.

3.15 Where ECS degree courses offer the opportunity for students to meet the requirements of statutory or regulatory bodies or develop and extend their professional practice, assessment of performance may be included. Such assessment is carried out using a variety of means listed within paragraph 3.13, including reflection on practice, professional discussions, appropriate digital methods, portfolios of evidence and/or direct observation of practice. These may include artefacts including photographs, videos, or e-portfolios. Such assessment may be undertaken in the higher education provider, virtually and in a wide range of diverse early childhood placement settings.

3.16 The range and breadth of assessment is designed to enable students to

demonstrate possession of a variety of subject-specific and general skills and qualities expected of a graduate, and an increasing degree of independence and autonomy in their studies. Assessment feedback and feed forward should be in sufficient depth to allow students to reflect on their achievement and inform their progress.

4 Benchmark standards

4.1 The following benchmark standards are divided into four categories:

- **threshold standards** are the minimum standards necessary for a student to graduate with a single bachelor's degree with honours in Early Childhood Studies
- **typical standards** are those that a typical Early Childhood Studies student would be expected to attain
- **excellent standards** are those that the highest attaining Early Childhood Studies student would be expected to achieve
- **postgraduate standards** are those that are achieved by students who reflect advanced scholarship and understand how knowledge is advanced through research, thereby creating new insights within early childhood studies.

4.2 The standards are phrased in terms of what knowledge or skills an ECS graduate at that standard (threshold, typical, excellent and postgraduate) is expected to be able to demonstrate. These standards may also be reflected upon for those teaching on and designing foundation degrees; BA (Hons) top-ups as a progression from foundation degrees; childhood studies degrees; BA (Hons) full or part-time degrees; master's degrees and those designing future apprenticeships in the sector. The areas of knowledge and skills are the same at each level, but typical standards are more securely demonstrated than the threshold, and excellent standards reflect a high level of proficiency and understanding.

4.3 All ECS graduates should acquire a measure of the skills required by the discipline as set out in the standards below; although the range of skills demonstrated and the degree of competence exhibited will vary depending on whether students take single honours, joint honours or Early Childhood Studies modules within a broader degree course.

4.4 Although some skills are specific to particular areas of study, others are pervasive through the discipline. It would, therefore, be inappropriate for each Early Childhood Studies degree course, let alone each module, to have to demonstrate how each skill is separately acquired.

Threshold Standard (3rd class degree)	Typical Standard (2nd class lower to 2nd class upper)	Excellent Standard (1st class)	Postgraduate level
Subject knowledge	Subject knowledge	Subject knowledge	Subject knowledge
understand the conceptual underpinnings of early childhood studies as a subject area	understand the conceptual underpinnings of early childhood studies as a subject area, its historical origins, development and limitations	understand critically the conceptual underpinnings of early childhood studies as a subject area, its historical origins, development and limitations	detailed and accurate knowledge and understanding, showing critical engagement with the conceptual underpinnings of early childhood studies as a subject area, its historical origins, development and limitations
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	demonstrate systematic knowledge and critical understanding of babies, young children and multiple childhoods, nationally and globally, from psychological, sociological, health, welfare, educational, cultural, decolonising, sustainable, philosophical, legal, historical,	demonstrate in-depth, systematic knowledge and consistently critical understanding of babies, young children and multiple childhoods, nationally and globally, from psychological, sociological, health, welfare, educational, cultural, decolonising, sustainable, philosophical,	well-developed critical engagement with theoretical knowledge, and a consistently critical understanding of babies, young children and multiple childhoods, nationally and globally, from psychological, sociological, health, welfare, educational, cultural, decolonising,

	political and economic perspectives	legal, historical, political and economic perspectives	sustainable, philosophical, legal, historical, political and economic perspectives
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.	demonstrate systematic knowledge and critical understanding of the areas of interest contributing to early childhood studies across the core subject-specific skills areas, and how they interrelate.	demonstrate in-depth, systematic knowledge and consistently critical understanding of the areas of interest contributing to early childhood studies across the core subject-specific skills areas, and how they interrelate.	detailed and accurate knowledge and consistently critical engagement with the areas of interest contributing to early childhood studies across the core subject-specific skills areas, and how they interrelate.
This includes:	This includes:	This includes:	This includes:
understanding of local, national and global policy, and provision for babies, young children, families and communities	a systematic knowledge and critical understanding of local, national and global policy, and provision for babies, young children, families and communities	in-depth, systematic knowledge and significant critical understanding of local, national and global policy, and provision for babies, young children, families and communities	detailed and accurate systematic knowledge and consistently critical engagement with local, national and global policy, and provision for babies, young children, families and communities
understanding of multi-professional, inter-professional, multiagency,	a working knowledge of the importance of, but also the	a critical working knowledge of the importance of, but also the	a well-developed critical engagement with the importance

<p>interagency and multicultural working as a means to enhance the lives of babies, young children, families and communities</p>	<p>challenges and constraints of, multi-professional, inter-professional, multiagency, interagency and multicultural working as a means to enhance the lives of babies, young children, families and communities</p>	<p>challenges and constraints of, multi-professional, inter-professional, multiagency, interagency and multicultural working as a means to enhance the lives of babies, young children, families and communities</p>	<p>of, but also the challenges and constraints of, multi-professional, inter-professional, multiagency, interagency and multicultural working as a means to enhance the lives of babies, young children, families and communities</p>
<p>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</p>	<p>a good knowledge 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</p>	<p>excellent knowledge 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</p>	<p>Synthesizing of knowledge and understanding that leads to originality in relation to human rights, diversity, equity, social justice, sustainability and inclusion in relation to working with babies, young children, families and communities</p>

Threshold Standard	Typical Standard	Excellent Standard	Postgraduate level
Subject knowledge	Subject knowledge	Subject knowledge	Subject knowledge
knowledge and understanding of pedagogical approaches for working with babies, young children, families and communities.	a working knowledge and understanding of pedagogical approaches/values for working with babies and young children, families and communities.	a critical working knowledge and understanding of pedagogical approaches/values for working with babies and young children, families and communities.	detailed and accurate knowledge and understanding showing critical engagement with the pedagogical approaches/values for working with babies and young children, families and communities.
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	demonstrate a well-developed critical understanding of the links between ethics, economics, politics, culture and ideology in the lives of babies, young children, their families and their communities	have a highly developed critical understanding of the links between ethics, economics, politics, culture and ideology in the lives of babies, young children, their families and their communities	have an excellent critical engagement with the links between ethics, economics, politics, culture and ideology in the lives of babies, young children, their families and their communities
knowledge of the methods required for systematic study and research relative to children and childhood.	a good working knowledge of the methods required for systematic study and research relative to children and childhood.	excellent and explicit working knowledge of the methods required for systematic study and research relative to children and childhood.	a critically reflexive evaluation of the methods required for systematic study and research relative to children and childhood.

Threshold Standard	Typical Standard	Excellent Standard	Postgraduate level
Subject-specific skills	Subject-specific skills	Subject-specific skills	Subject-specific skills
reason clearly, and demonstrate the relationship between theory, policy, practice and evidence	reason clearly, understand the role of theory, policy, practice and evidence and make critical judgements about arguments relating to the subject area of early childhood studies	have a high-level ability to reason clearly, understand the role of theory, policy, practice and evidence and make critical judgements about arguments relating to the subject area of early childhood studies	have an excellent ability to reason clearly, critically engage with the role of theory, policy, practice and evidence and make critical judgements about arguments relating to the subject area of early childhood studies
be able to adopt a range of theoretical perspectives in relation to multiple childhoods	be able to adopt a range of theoretical perspectives in relation to multiple childhoods and systematically analyse the relationships between them	have a high-level ability to adopt multiple theoretical perspectives in relation to early childhood and systematically analyse the relationships between them	have an excellent ability to adopt multiple theoretical perspectives in relation to early childhood and critically analyse the relationships between them
constructively critique theories, practice and research in the area of early childhood studies	analyse and constructively critique theories, practice and research in the area of early childhood studies	have a high-level ability to analyse and constructively critique theories, practice and research in the area of early childhood studies	have an excellent ability to critically analyse and constructively critique theories, practice and research in the area of early childhood studies

Threshold Standard	Typical Standard	Excellent Standard	Postgraduate level
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, young children and childhood, at a local, national and global level	have a well-developed ability to 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, young children and childhood, at a local, national and global level	have a high-level ability to 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, young children and childhood, at a local, national and global level	have an excellent ability to critically 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, 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	have a well-developed ability to explore critically the interrelationships between political, economic, cultural and ideological contexts in the lives of babies and young children	have a highly developed ability to explore critically the interrelationships between political, economic, cultural and ideological contexts in the lives of babies and young children	have an excellent ability to explore critically the interrelationships between political, economic, cultural and ideological contexts in the lives of babies and young children

Threshold Standard	Typical Standard	Excellent Standard	Postgraduate level
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	critically explore, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies regarding babies, young children and childhood	have a high-level ability to 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	have an excellent ability to critically 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
evaluate competing positions in relation to the construction of babies, young children and childhood by different subjects, societal agents and time, place and culture	analyse and evaluate competing positions with regards to the social construction of babies, young children and childhood relative to time, place and culture	have a high-level ability to analyse and evaluate competing positions in relation to the construction of babies, young children and childhood by different subjects, societal agents and time, place and culture	have an excellent ability to critically analyse and evaluate competing positions in relation to the construction of babies, young children and childhood by different subjects, societal agents and time, place and culture
demonstrate knowledge and awareness of the skills needed for different relational pedagogical approaches	have a well-developed knowledge and awareness of the skills needed for different relational pedagogical approaches	have a high-level knowledge and awareness of the skills needed for different relational pedagogical approaches	have an excellent knowledge and awareness of the skills needed for different relational pedagogical approaches

Threshold Standard	Typical Standard	Excellent Standard	Postgraduate level
use skills of observation and analysis in relation to aspects of the lives of babies and young children	use developed skills of observation and analysis in relation to aspects of the lives of babies and young children	have highly developed skills of observation and analysis in relation to aspects of the lives of babies and young children	have excellent skills of observation and analysis in relation to aspects of the lives of babies and young children
identify meaningful patterns in play, behaviour and experience	identify meaningful patterns in play, behaviour and experience, and evaluate their significance	have a high-level ability to identify meaningful patterns in play, behaviour and experience and evaluate their significance	have an excellent ability to identify meaningful patterns in play, behaviour and experience and critically evaluate their significance
demonstrate the ability to be attuned to the perspectives of and, where appropriate, act as an advocate for babies, young children, families and communities	have a well-developed ability to be attuned to the perspectives of and, where appropriate, act as an advocate for babies, young children, families and communities	have a highly developed ability to be attuned to the perspectives of and, where appropriate, act as an advocate for babies, young children, families and communities	have an excellent ability to be attuned to the perspectives of and, where appropriate, act as an advocate for babies, young children, families and communities
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	have a well-developed ability to plan for, and where appropriate implement, meet and promote children's holistic development, health, well-being, protection and safety, and the	have a highly developed ability to plan for, and where appropriate implement, meet and promote children's holistic development, health, well-being, protection and safety, and the	have an excellent ability to plan for, and where appropriate implement, meet and promote children's holistic development, health, well-being, protection and safety, and the conditions that

enable them to flourish	conditions which enable them to flourish	conditions that enable them to flourish	enable them to flourish
demonstrate the ability to plan for, and where appropriate implement, effective collaborations with parents, carers and other stakeholders	have a well-developed ability to plan for, and where appropriate implement, effective collaborations with parents, carers and other stakeholders	have a highly developed ability to plan for, and where appropriate implement, effective collaborations with parents, carers and other stakeholders	have an excellent ability to plan for, and where appropriate implement, effective collaborations with parents, carers and other stakeholders
produce critical arguments for improvements to multiagency, multi-professional and inter-professional practices for babies and young children	have a well-developed ability to produce critical arguments for improvements to multiagency, multi-professional and inter-professional practices for babies and young children	have a highly developed ability to produce critical arguments for improvements to multiagency, multi-professional and inter-professional practices for babies and young children	have an excellent ability to produce critical arguments for improvements to multiagency, multi-professional and inter-professional practices for babies and young children
demonstrate the ability to recognise and challenge inequalities and social justice in society and to embrace anti-bias, intersectional and anti-oppressive approaches.	have a well-developed ability to recognise and challenge inequalities and social justice in society and to embrace an anti-bias, intersectional and anti-oppressive approaches	have a highly developed ability to recognise and challenge inequalities and social justice in society and to embrace an anti-bias, intersectional and anti-oppressive approaches.	have an excellent ability to recognise and challenge inequalities and social justice in society and to embrace an anti-bias, intersectional and anti-oppressive approaches.

Threshold Standard	Typical Standard	Excellent Standard	Postgraduate level
demonstrate the ability to lead, mentor, facilitate and work collaboratively with others in order to support transformational change	have a well-developed ability to lead, mentor, facilitate and work collaboratively with others in order to support transformational change	have a highly developed ability to lead, mentor, facilitate and work collaboratively with others in order to support transformational change	have professional confidence and an excellent ability to lead, mentor, facilitate and work collaboratively with others in order to support transformational change
pose and operationalise research questions in relation to early childhood and demonstrate competence in research skills through practical and theoretical activities	pose, operationalise and critique research questions related to early childhood, and demonstrate competence in research skills through practical and theoretical activities	have a highly developed ability to pose, operationalise and critique research questions related to early childhood, and demonstrate a good level of competence in research skills through practical and theoretical activities	have an excellent ability to pose, operationalise and critique research questions related to early childhood, and demonstrate a highly developed level of competence in research skills through practical and theoretical activities
initiate, design, conduct and report an empirically based early childhood research project under appropriate supervision	competently initiate, design, conduct and report an early childhood research project under appropriate supervision, and recognise its theoretical, practical and	initiate, design, conduct and report an early childhood research project under appropriate supervision with a high degree of competence, and demonstrate a highly developed	independently initiate, design, conduct and report an early childhood research project with appropriate supervision, evidencing a high degree of competence and

	methodological implications and limitations	ability to recognise its theoretical, practical and methodological implications and limitations	reflexive engagement with its theoretical, practical and methodological implications and limitations
reflect upon the ethics of studying babies and young children, families and communities	have a well-developed ability to reflect upon the ethics of studying babies and young children, families and communities	have a high-level ability to reflect upon the ethics of studying babies and young children, families and communities	have an excellent ability to reflect upon the ethics of studying babies and young children, families and communities
be aware of ethical principles and demonstrate this in relation to personal study, particularly with regard to the research project.	be aware of the complexity of ethical principles and issues, and demonstrate this in relation to personal study, particularly with regard to the research project.	be aware of the complexity of ethical principles and issues, and apply this in relation to personal study, particularly with regard to the research project.	well-considered reflexive engagement with the complexity of ethical principles and issues, and synthesise this in relation to personal study, particularly with regard to the research project.

Threshold Standard	Typical Standard	Excellent Standard	Postgraduate level
Generic skills	Generic skills	Generic skills	Generic skills
present a range of theoretical positions and offer and justify a point of view	present a wide range of theoretical positions and offer and justify a well-informed point of view	present a wide range of theoretical positions and offer and justify a well-informed and insightful point of view	detailed and accurate knowledge of a wide range of theoretical positions and be able to articulate and justify a well-informed and insightful point of view
use a range of sources of information	use a range of sources of information critically	use a wide range of sources of information critically and with insight	engage with a wide range of sources of information critically and with insight
listen carefully to others and reflect upon one's own and others' skills and views	listen carefully to others and critically reflect upon one's own and others' skills and views	listen carefully to others and reflect critically and insightfully upon one's own and others' skills and views	listen carefully to others and reflect critically and analytically upon one's own and others' skills and views
recognise the need to assess one's own skills and to reflect on them for future learning	be able to take charge of one's own learning and reflect and evaluate personal strengths and weaknesses for the purposes of future learning	show sophistication in taking charge of one's own learning, reflect and be reflexive of personal strengths and weaknesses for the purposes of future learning	evidence sophistication in leading one's own learning, evaluate and be reflexive of personal strengths and weaknesses for the purposes of future learning

<p>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.</p>	<p>be confident in the use of digital technologies/literacies appropriately as part of the learning process in a range of contexts to enhance provision for children.</p>	<p>show sophistication in the use of digital technologies/literacies as part of the learning process in a range of contexts to enhance provision for children.</p>	<p>critically and professionally engage with digital technologies/literacies with sophistication as part of the learning process in a range of contexts to enhance provision for children.</p>
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5 List of references and further resources

Professional organisations

Early Childhood Studies Degrees Network (ECSDN) www.ecsdn.org

Sector-Endorsed Foundation Degrees in Early Years Professional Association (SEFDEY) www.sefdey.com

British Early Childhood Education Research Association (BECERA) www.becera.org.uk

European Early Childhood Education Research Association (EECERA) www.eecera.org

Early Childhood Forum (ECF) <http://earlychildhoodforum.org>

United Nations Children's Fund (UNICEF) www.unicef.org.uk/what-we-do/un-convention-child-rights

UK Child Health Research Collaboration (UKCHRC) www.rcpch.ac.uk/resources/uk-child-health-research-collaboration

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Further resources

www.oecd.org/education/2030-project/teaching-and-learning/learning/skills/Skills_for_2030_concept_note.pdf

www.savethechildren.org.uk/what-we-do/childrens-rights/united-nations-convention-of-the-rights-of-the-child

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

www.gov.uk/government/publications/send-code-of-practice-0-to-25

www.foundationyears.org.uk/wp-content/uploads/2011/10/Believing_in_Children.pdf

www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/ealeyfsguidance.pdf

www.un.org/sustainabledevelopment

www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/ee/ee5ee837-3914-4f9d-ba10-d59216255c28.pdf

www.birthto5matters.org.uk/wp-content/uploads/2021/03/Final-import-of-play-report-23.04.2012-2013_11_18-10_01_41-UTC-2014_04_14-09_41_00-UTC.pdf

www.galwaychildcare.com/uploadedfiles/Outdoor_Play_Matters.pdf

www.nice.org.uk/guidance/qs128/resources/early-years-promoting-health-and-wellbeing-in-under-5s-pdf-75545365294789

<https://lgbtqearlyyears.org/product/lgbtqia-early-years-magazine-downloadable-copy/>

6 Membership of the Advisory Groups for the Subject Benchmark Statement for Early Childhood Studies

Membership of the Advisory Group for the Subject Benchmark Statement for Early Childhood Studies (2022)

Philippa Thompson (Chair)	Sheffield Hallam University
Dr Babs Anderson	Liverpool Hope University
Dr Victoria Bamsey	University of Plymouth
Jo Benford	Pen Green Research Base
Aaron Bradbury	Nottingham Trent University
Hattie Campbell	University of East London
Georgia Clarke	QAA Coordinator
Sigrid Brogaard Clausen	Roehampton University
Dr Sharon Colilles	University of the West of England, Bristol
Dr Nikki Fairchild	University of Portsmouth
Dr Eunice Lumsden	University of Northampton
Natalie MacDonald	University of Wales Trinity Saint David
Dr Lynn McNair (OBE)	University of Edinburgh
Dr Jackie Musgrave	The Open University
Dr Theodora Papatheodorou	Norland College Limited
Catriona Rogers	Stranmillis University College
Professor Danny Saunders	QAA Officer
Katie Toft	Sheffield Hallam University
Dr Jo Traunter	University of Hull

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Membership of the Advisory Group for the Subject Benchmark Statement for Early Childhood Studies (2019)

The third edition, published in 2019, was revised by QAA to align the content with the revised UK Quality Code for Higher Education, published in 2018. Proposed revisions were checked and verified by the Chair of the advisory group of the Subject Benchmark Statement for Early Childhood Studies from 2014.

Dr Ian Barron (Chair)
Carolyn Silberfeld

Manchester Metropolitan University
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Membership of the Advisory Group for the Subject Benchmark Statement for Early Childhood Studies (2014)

Details provided below are as published in the second edition of the Subject Benchmark Statement.

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The following employers were invited to provide feedback on the Subject Benchmark Statement:

Foundations for Learning
London Early Years Foundation
Peterborough City Council
Wrexham Early Years Centre

Membership of the Advisory Group for Early Childhood Studies (2007)

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Other members of the Early Childhood Studies Degree Network also offered comments and suggestions at network meetings.

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