
***BA (Hons)
Early Childhood
Education and Care
(Graduate Practitioner
Competencies)***

Programme Quality Handbook

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Programme specification

1. Overview/ factual information

| | |
|---|--|
| Programme/award title(s) | BA (Hons) Early Childhood Education and Care |
| Teaching Institution | University Centre Somerset, part of Bridgwater and Taunton College |
| Awarding Institution | The Open University (OU) |
| Date of first OU validation | September 2017 |
| Date of latest OU (re)validation | July 2022 |
| Next revalidation | July 2027 |
| Credit points for the award | 120 credits at Level 4 120 credits at Level 5 120 credits at Level 6 Total 360 credits - BA (Hons) |
| UCAS Code | 887B |
| HECoS Code | Not Applicable for a Further Education College |
| LDCS Code (FE Colleges) | TBC |
| Programme start date and cycle of starts if appropriate. | September 2022 |
| Underpinning QAA subject benchmark(s) | QAA Early Childhood Studies Benchmarks 2019 |
| Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered. | Framework for Higher Education Qualifications (FHEQ) 2014 Foundation Degree Characteristics Statements 2020 SEEC Credit Level Descriptors 2021 |
| Professional/statutory recognition | None |
| For apprenticeships fully or partially integrated Assessment. | Not Applicable |
| Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship | Full Time (FT) |
| Duration of the programme for each mode of study | 3 years (FT) |
| Dual accreditation (if applicable) | Graduate Practitioner Competencies (optional) |



| | |
|--|-----------|
| Date of production/revision of this specification | July 2022 |
|--|-----------|

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The Programme is intended to:

- Provide a rigorous study of the theory and principles underlying Early Years Education and Development to support the development of the future Early Years workforce
- Provide students with an opportunity to obtain an in-depth knowledge and understanding of selected areas of interest within the Early Years Education and Development sector
- Develop an ability to compare and critically evaluate a range of theories, policies and practices within the Early Years Education and Development sector
- Develop in students the ability to communicate effectively, to undertake independent learning and become a reflexive practitioner
- Prepare students for and facilitate the development of a career in Early Years Care and Education settings
- Prepare students for assessment against Graduate Practitioner competencies to include professional development in placement
- Develop students' skills to undertake primary and secondary research

Students access the same structure of the programme which includes generic items and subjects that facilitate the development of key skills in Early Childhood Studies. They develop their own specialisms wherever possible, for example choosing their own age range on placements or employment roles. The programme has a strong focus on employability therefore facilitating development of knowledge and key skills that are designed to provide the student with a foundation for later career development. This includes elements such as Safeguarding and Equality, Diversity and Inclusion, as these are identified by employers as essential areas of knowledge and skills needed for the Early Years workforce of tomorrow

In addition to this, reflective practice is a core component throughout. This is widely recognised within the field of Early Childhood Studies as key to continued professional development for lifelong learning. Staff who support the students are from a range of academic and sector-based backgrounds. This means students are able to gain access to coaching and guiding (during placement observations) or academic target setting and advice (when preparing for assessments). The organisation also supports students

with interview advice, CV writing and career planning. This is vital in ensuring students are well equipped for their future career intentions and aspirations.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The BA (Hons) Early Childhood Education and Care programme has been written as a progression route for suitable candidates from Access/ QCF/ National Diploma / Apprenticeship or A level courses.

The BA (Hons) Early Childhood Education and Care programme has been written as a sustainable progression pathway into routes of employment or further study. Within the overarching programme title, a two-year FD and a one-year Top up programme also exist where students enrolled on these programmes will be taught alongside students on the three-year route. For students wanting to enter employment, the programme will prepare them to succeed in a multitude of roles with core values and practice as a central focus. The programme can be studied full time or part time (via the FD and Top Up), which give various pathways for students to choose from based on their own unique needs and time constraints.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

Modules directly linked to work- related learning

Year 1

ECS 102 – The Reflective Practitioner – 20 Credits

ECS 101 – Learning and Development – 20 Credits

ECS 104 – Play and Creativity – 20 Credits

ECS 106 – Maths, Science and the Early Years – 20 Credits

Year 2

ECS 201 – The Critically Reflective Practitioner – 30 Credits

ECS 204 – Child Health and Wellbeing – 20 credits

ECS 206 – Introduction into Research – 20 credits

2.4 List of all exit awards



CertHE
Foundation Degree ECEC
BA Ordinary Degree ECEC

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

| Programme Structure - LEVEL 4 | | | | | |
|--|----------------------|-------------------------|----------------------|---------------------------------|-------------------------|
| Compulsory modules | Credit points | Optional modules | Credit points | Is module compensatable? | Semester runs in |
| ECS 101 Learning and Development | 20 | N/A | N/A | YES | 1 |
| ECS 102 The Reflective Practitioner | 20 | | | NO | 1 and 2 |
| ECS 103 The Child in Society | 20 | | | YES | 2 |
| ECS 104 Play and Creativity | 20 | | | YES | 2 |
| ECS 105 Language and Literacy Development | 20 | | | YES | 2 |
| ECS 106 Maths, Science and the Early Years | 20 | | | YES | 1 and 2 |

Intended learning outcomes at Level 4 are listed below:

| Learning Outcomes – LEVEL 4 | |
|---|---|
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| By the end of the programme learners will be able to: | Primary <ul style="list-style-type: none"> • Lectures. • One-to-one / group seminars and tutorials. • Directed and independent study. • Research and project work. |

| <u>Learning Outcomes – LEVEL 4</u> | |
|---|---|
| 3A. Knowledge and understanding | |
| <p>A1: Apply their knowledge of the history, concepts, values and skills of Early Years care, education and development.</p> <p>A2: Recognise the relationship between theory, policy and practice in Early Years care, education and development.</p> <p>...</p> | <p>Secondary</p> <ul style="list-style-type: none"> • Case studies. • Problem-solving exercises. • Effective online research. <p>Assessment</p> <p>Key knowledge and understanding is assessed via a combination of individual and small group presentations, seminars, reflective practice essay and professional discussion.</p> |
| 3B. Cognitive skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>By the end of the programme learners will be able to:</p> <p>B1: Consistently apply related knowledge and wider intellectual skills.</p> <p>B2: Engage with complex issues systematically and creatively.</p> | <p>Primary</p> <ul style="list-style-type: none"> • One-to-one and group seminars and tutorials • Directed and independent study. • Research and project work <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Problem-solving exercises |

| 3B. Cognitive skills | |
|---|---|
| | <ul style="list-style-type: none"> • Tutorials. • Verbal feedback • Effective online research. <p>Assessment Cognitive skills are assessed via a combination of individual and small group presentations, seminars, reflective practice essay and professional discussion.</p> |
| 3C. Practical and professional skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>By the end of the programme learners will be able to:</p> <p>C1: Reflect on the links between individual experience of issues within Early Years settings and the wider social and structural elements relevant to Early Years practice.</p> <p>C2: Apply Early Years theory to practice to demonstrate professional competency.</p> | <p>Primary</p> <ul style="list-style-type: none"> • One-to-one and group seminars and tutorials • Directed and independent study. • Research and project work <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Problem-solving exercises • Tutorials. • Verbal feedback • Effective online research. <p>Assessment</p> |

| 3C. Practical and professional skills | |
|--|--|
| | Practical and professional skills are assessed via a combination of individual and small group presentations, seminars, reflective practice essay and professional discussions. |
| 3D. Key/transferable skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>By the end of the programme learners will be able to:</p> <p>D1: Engage in reflective practice as part of continuous personal and professional development.</p> <p>D2: Plan relevant, effective, creative activities within the Early Years sector.</p> | <p>Primary</p> <ul style="list-style-type: none"> • One-to-one and group seminars and tutorials • Directed and independent study. • Research and project work <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Problem-solving exercises • Tutorials. • Verbal feedback • Effective online research. <p>Assessment</p> <p>Key/transferable skills are assessed via a combination of individual and small group presentations, seminars, reflective practice essay and professional discussions.</p> |

Exit Award at the end of Level 4: CertHE

Programme Structure - LEVEL 5

| Compulsory modules | Credit points | Optional modules | Credit points | Is module compensatable? | Semester runs in |
|---|----------------------|-------------------------|----------------------|---------------------------------|-------------------------|
| ECS 201 The Critically Reflective Practitioner | 30 | | | NO | 1 and 2 |
| ECS 202 Early Years Pedagogy | 20 | | | YES | 2 |
| ECS 203 Introduction to Leadership and Management | 10 | | | YES | 1 |
| ECS 204 Child Health and Wellbeing | 20 | | | YES | 1 and 2 |
| ECS 205 Working with Children and Families | 20 | | | YES | 1 |
| ECS 206 Introduction into Research | 20 | | | YES | 1 and 2 |

Intended learning outcomes at Level 5 are listed below:

| <u>Learning Outcomes – LEVEL 5</u> | |
|--|---|
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>By the end of the programme learners will be expected to:</p> <p>A3: Demonstrate how Early Years policies and legislation influence curriculum and children's' services.</p> <p>A4: Evaluate how theory and research informs professional approaches to complex areas of practice.</p> <p>A5: Demonstrate the range of professional roles available in the delivery, management and development of the Early Years sector</p> | <p>Primary</p> <ul style="list-style-type: none"> • Lectures. • One-to-one / group seminars and tutorials. • Directed and independent study. • Research and project work. <p>Secondary</p> <ul style="list-style-type: none"> • Case studies. • Problem-solving exercises. • Effective online research. <p>Assessment</p> <p>Key knowledge and understanding is assessed via a combination of individual and small group presentations, seminars, reflective practice essay and professional discussions.</p> |

| 3B. Cognitive skills | |
|---|---|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>By the end of the programme learners will be expected to:</p> <p>B3: Integrate theory, policy, research and practice to make informed professional and ethical decisions to support children and families.</p> <p>B4: Use critical analysis, academic explanation and reasoning to examine key theories within the Early Years sector.</p> | <p>Primary</p> <ul style="list-style-type: none"> • One-to-one and group seminars and tutorials • Directed and independent study. • Research and project work <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Problem-solving exercises • Tutorials. • Verbal feedback • Effective online research. <p>Assessment</p> <p>Cognitive Skills are assessed via a combination of individual and small group presentations, seminars, reflective practice essay and professional discussions.</p> |

| 3C. Practical and professional skills | |
|---|---|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>By the end of the programme learners will be expected to:</p> <p>C3: Work with a range of individuals in the Early Years sector to understand the roles, relationships and responsibilities of Early Years professionals and how they effectively work in collaboration with children, primary care givers and families.</p> <p>C4: Apply Early Years theory to practice to demonstrate professional competency.</p> | <p>Primary</p> <ul style="list-style-type: none"> • One-to-one and group seminars and tutorials • Directed and independent study • Research and project work • Work-based learning <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Problem-solving exercises • Tutorials • Verbal feedback • Effective online research. <p>Assessment</p> <p>Practical and Professional Skills are assessed via a combination of work-based learning opportunities, individual and small group presentations, seminars, reflective practice essay, and professional discussions.</p> |

| 3D. Key/transferable skills | |
|---|---|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>By the end of the programme learners will be expected to:</p> <p>D3: Critically reflect on personal experiential learning in the workplace</p> <p>D4: Interpret and summarise information from a variety of sources for use in diverse contexts.</p> <p>D5: Work independently and collaboratively using effective interpersonal skills within the Early Years sector.</p> | <p>Primary</p> <ul style="list-style-type: none"> • One-to-one and group seminars and tutorials • Directed and independent study • Research and project work • Work-based learning <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Problem-solving exercises • Tutorials. • Verbal feedback • Effective online research. <p>Assessment</p> <p>Key/transferable skills are assessed via a combination of work-based learning opportunities, individual and small group presentations, seminars, reflective practice essay and professional discussions.</p> |

Exit Award at the end of Level 5: Foundation Degree Early Childhood Education and Care (FD)

| Programme Structure - LEVEL 6 | | | | | |
|--|----------------------|-------------------------|----------------------|---------------------------------|-------------------------|
| Compulsory modules | Credit points | Optional modules | Credit points | Is module compensatable? | Semester runs in |
| ECS 301 Conceptualising Childhood | 20 | | | YES | 1 |
| ECS 302 Global Perspectives on Education | 20 | | | YES | 1 |
| ECS 303 Creative Reflexive Practitioner | 20 | | | NO | 1 and 2 |
| ECS 304 Contemporary Discourses | 20 | | | YES | 2 |
| ECS 305 Dissertation | 40 | | | YES | 1 and 2 |

Intended learning outcomes at Level 6 are listed below:

| Learning Outcomes – LEVEL 6 | |
|---|--|
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>By the end of the programme learners will be expected to:</p> <p>A6: Demonstrate the critical and reflective abilities to recognise how historical, cultural, theoretical and personal assumptions affect theory, research, legislation and practice in the Early Years sector.</p> <p>A7: Demonstrate conceptual understanding of the arguments and evidence in current debates in the Early Years.</p> | <p>Primary</p> <ul style="list-style-type: none"> • Lectures. • One-to-one / group seminars and tutorials. • Directed and independent study. • Research and project work. <p>Secondary</p> <ul style="list-style-type: none"> • Case studies. |

| <u>Learning Outcomes – LEVEL 6</u> | |
|--|--|
| 3A. Knowledge and understanding | |
| <p>A8: Demonstrate a critical awareness of ethical issues when undertaking research in the Early Years</p> | <ul style="list-style-type: none"> • Problem-solving exercises. • Effective online research. <p>Assessment Key knowledge and understanding is assessed via a combination of individual and group presentations, seminars, the production of a creative reflective piece and a primary or secondary research project.</p> |
| 3B. Cognitive skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>By the end of the programme learners will be expected to:</p> <p>B5: Analyse and present arguments that represent a diverse range of critical perspectives in order to consider their impact on theoretical models, legislation, policy and teaching and learning within the early years</p> <p>B6: Develop the cognitive skills necessary to critically engage with the research process as an ethical practitioner.</p> | <p>Primary</p> <ul style="list-style-type: none"> • Lectures. • One-to-one / group seminars and tutorials. • Directed and independent study. • Research and project work. <p>Secondary</p> <ul style="list-style-type: none"> • Case studies. • Problem-solving exercises. • Effective online research. |

| 3B. Cognitive skills | |
|---|---|
| | <p>Assessment Cognitive Skills are assessed via a combination of individual and group presentations, seminars, the production of a creative reflective piece and a primary or secondary research project.</p> |
| 3C. Practical and professional skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>C5: Collect evidence from various sources and present it in a range of creative formats.</p> <p>C6: Collect evidence that demonstrate the Graduate Competencies from practice in a setting</p> | <p>Primary</p> <ul style="list-style-type: none"> • Lectures. • One-to-one / group seminars and tutorials. • Directed and independent study. • Research and project work. <p>Secondary</p> <ul style="list-style-type: none"> • Case studies. • Problem-solving exercises. • Effective online research. <p>Assessment Practical and Professional skills are assessed via a combination of individual and group presentations, seminars, the production of a</p> |

| 3C. Practical and professional skills | |
|---|--|
| | creative reflective piece, portfolio of evidence for graduate competencies and a primary or secondary research project. |
| 3D. Key/transferable skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>By the end of the programme learners will be expected to:</p> <p>D6: Produce academic work using various formats demonstrating synthesis and criticality.</p> <p>D7: Use personal reflection and theory to develop as a critically reflexive practitioner.</p> | <p>Primary</p> <ul style="list-style-type: none"> • Lectures. • One-to-one / group seminars and tutorials. • Directed and independent study. • Research and project work. <p>Secondary</p> <ul style="list-style-type: none"> • Case studies. • Problem-solving exercises. • Effective online research. <p>Assessment</p> <p>Key/transferrable skills are assessed via a combination of individual and group presentations, seminars, the production of a creative reflective piece and a primary or secondary research project.</p> |

Exit Award at the end of Level 6: BA Ordinary Degree Early Childhood Education and Care

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

Provides a focused programme of study for students in the discipline of Early Years Learning and Development

- Equips graduates with a range of skills securely underpinned by knowledge of the fundamental principles of early years care and education practice, and a clear understanding of how to apply those skills and how to progress them in the work place
- Students develop their professional practice skills by evidencing hours within an Early Years Setting. This encourages students to collect evidence of professional development and engage in observations of their practice.
- Level 5 builds upon the previous learning and develops the foundations gained by further evidencing practical skills and placement hours. This is assessed as a 30-credit module.
- Level 6 continues this work based learning focus and there is an opportunity to be assessed against the Graduate Competencies. This provides further opportunities to evidence practical skills and develop their reflections further.
- Develops and formalises strategies, problem-solving skills and other general transferable skills appropriate to employment
- Encourages critical debate and analysis of current issues affecting the Early Years Learning and Development sector
- Incorporates substantial work based learning which encourages students to apply theories and policies into services for children
- Incorporates various modes of delivery for flexibility and diversity, utilising online learning technologies, blended learning and student –friendly timetabling
- Provides students with an opportunity to lead on their own research project which is undertaken within an early years subject of their own interest and professional passion. The development of such a project further develops students' organisational, interpersonal, critical understanding and evaluative skills.

Within the curriculum, Reflective practice (at Level 4), Critical reflection (at level 5) and reflexive practice (at Level 6) has been embedded to provide the skills and knowledge required for employment. Through face to face sessions, online tasks and group activities, students develop an understanding of strategies used to become an active member of a learning community and to be able to enter employment confidently where their subsequent careers are further developed.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

During induction week, students are assigned a personal tutor, which is normally the Course Leader. Formal pastoral tutorial meetings with the personal tutor are scheduled throughout the academic year. This is alongside regular group and individual practice-based sessions designated for discussion around project briefs. Any student with ALS are supported through tutorials to identify learning specific adjustments needed in the classroom. Students in receipt of DSA will fund their own equipment and notetakers etc. Tutorial support will ensure that reasonable adjustments are made in the learning environment and that the assessments are suited to the students needs. This will enable adjustments to be made, if needed.

From the onset of each module, students are given full details of the design of the module, face to face, online and self-directed days of study. Module leads are on hand each week to facilitate learning in a variety of modes and methods – as set out at the beginning of each module. Students have the opportunity to meet with their tutors on a weekly basis. This enables them to raise and discuss issues around their study and any issues or barriers they are facing. Formative and summative assessment takes place with the academic team, where students have the opportunity to explain in more detail their project outcomes during one-to-one feedback sessions. Students also use a variety of feedback methods to communicate their ideas.

HE students have access to the main LRC at Taunton and a separate, HE study room and common room within campus. All three College campuses provide students with a safe and supportive working environment with a variety of different study areas to suit all needs. Students have access to a variety of resources including print (books, journals, newspapers, dissertation), electronic (e-books, e-journals, e-newspapers) and audio-visual material.

HE students have access to the collections held across all campuses. If students need access to a resource that is based at an alternative campus then they can arrange with the library staff to have this internally delivered to their campus. In addition the College uses a Virtual Learning Environment (VLE) where students are able to access course materials.

The College has Wellbeing Officers on each campus who focus on the 3 principles of 'Heart Body & Mind'. They provide support to students in relation to mental health, sexual

health, counselling, and other advice. There is also a multi-faith/chaplaincy provision to promote spiritual well-being, and multi-faith spaces which can be booked by students who need a quiet place for prayer or contemplation.

The Additional Learning Support Team provide help in applications for the Disabled Student Allowance (DSA) and make arrangements to support those with DSA statements. The Additional Learning Support Team also refer students to the Learning Resource Centre for study skills support if they consider that this would best help certain students. There is a referral system in place to the LRC for students who are identified as having a problem but for whom the issue is not sufficiently pronounced for them to be eligible for DSA support.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

To commence the BA candidates must have:

1. **80 UCAS points** at AS/A2 Level (minimum 32 points at A2 level); or equivalent Edexcel qualification (MMP – Extended Diploma; DM – Diploma); or Pre-degree Access Diploma.
2. 4 GCSEs at grade 9-4 (or A*-C) including English and Maths; or Equivalent Level 2 Literacy and Numeracy.

The nature of study at this level requires GCSE grade 9-4 or A*-C in English and Maths or equivalent qualification. Under exceptional circumstances, a conditional offer may be made to a prospective student to include an expectation of working towards GCSE Maths Grade C or level 2 Numeracy alongside completing the degree programme. Applicants with English as their second language must have minimum IELTS Level 6 or equivalent. Where possible all students will be required to attend an interview.

Due to the nature of these courses, students will be required to undergo a Disclosure and Barring Service check (formerly known as CRB) prior to commencing any placement work.

7. Language of study

All classes are conducted in English. If English is not your first language you will be asked to provide evidence of your English language ability in order to apply and start the course. The standard English language requirement for entry is IELTS 6.0 or equivalent.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

All programme teams participate in Annual Programme Monitoring during their Programme Committee Meeting every Autumn.- This process involves obtaining student views as well as the views of the staff who delivered each module and where appropriate may consider the views of employers who have been involved with the programme. To ensure robust evaluation of the programme, the programme team also consider the programme statistics, (including retention, achievement, gender and ethnicity), and student survey results, in addition to the External Examiner report. The programme team produces an action plan based on their evaluation to assist in bringing about the developments they have identified.- Each Spring, the Programme Committee Meeting is held again to review progress with the action plan and to canvas opinions from staff, students and employers connected to the programme.- This evaluation process is overseen by the cross-college HE Senate, the Senate receives summary reports of all HE matters in the Autumn and Spring and produces and monitors a top-level cross-college HE Enhancement Action Plan as a result.

BTC run a formal peer observation scheme and every lecturer is observed at least once each year.- Areas of good practice are identified as part of this process and shared across the programme area team.- Areas for development are also highlighted to individuals to help each member of teaching staff in their own personal development.- If required, a Developmental Action Plan is produced for any member of staff whose lesson observation identifies the need to improve.- The College's Teaching, Learning and Assessment Quality Developers support teaching staff through CPD activities and regular Teach Meet sessions. -Frequent Continuing Professional Development (CPD) sessions are run at the College for academic staff, to share good practice and to support effective teaching and learning.

University Centre Somerset, part of Bridgwater & Taunton College, has a formal structure for hearing the student voice. In addition to programme level activities designed for students to feedback comments to their teaching team, the College also appoints a student representative for each Curriculum Area as part of the Student Executive who represent their area in discussions with Managers. In addition to this the Learning Resource Centre hold student forums to gain feedback which helps them to improve their service to learners. Students are asked to complete written surveys (First Impressions, Student Perception Questionnaire and the National Student Survey (NSS)) in order to formally record their impressions of their programme of study.

These mechanisms are all designed to evaluate and improve the quality and standards of teaching and learning.

11. Changes made to the programme since last (re)validation

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

| Level | Study module/unit | Programme outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------|---------------------------------------|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|
| | | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | | |
| 4 | Learning and Development | | x | | | | | | x | | | | | | | | | x | | | | | | | | | | | | | | | | |
| | The Child in Society | x | | | | | | | | x | | | | | | | | x | | | | | | | | | | | | | | | | |
| | Play and Creativity | | | | | | | | x | | | | | | | | | | x | | | | | | | | x | | | | | | | |
| | Language and Literacy Development | x | | | | | | | | | | | | | | | | x | | | | | | | | | | | | | | | | |
| | Math's and Science in the Early Years | | | | | | | | | | | | | | | | | | | | | | | | | | x | x | | | | | | |
| | The Reflective Practitioner | | x | | | | | | | | | | | | | | | | | | | | | | | | x | | | | | | | |

| Level | Study module/unit | Programme outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------|---|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|
| | | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | | |
| 5 | The Critically Reflective Practitioner | | | | | | | | | | x | | | | | | | | | | x | | | | | | | x | | | | | | |
| | Early Years Pedagogy | | | x | | | | | | | | x | | | | | | | | | | | | | | | | | | x | | | | |
| | Introduction into Leadership and Management | | | | | x | | | | | x | | | | | | | | | x | | | | | | | | | | | x | | | |
| | Child Health and Wellbeing | | | | x | x | | | | | | | | | | | | | | | | | | | | | | | | x | | | | |
| | Working with Children and Families | | | x | x | | | | | | | | | | | | | | | x | | | | | | | | | | | | | | |
| | Introduction into Research | | | | | | | | | | | | x | | | | | | | | | | | | | | | x | | | | | | |

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.

Module Specification

Level 4 Module Specifications

| 1. Factual information | | | |
|---|---|---------------------|----|
| Module title | ECS101 Learning and Development | | |
| Module tutor | Louise Hannan | Level | 4 |
| Module type | Taught module | Credit value | 20 |
| Mode of delivery | Face to face teaching and independent study | | |
| Notional learning hours | 200 hours, (48 hours teaching and 152 hours independent study) | | |
| 2. Rationale for the module and its links with other modules | | | |
| <p>To provide opportunities to use a variety of observation templates in order to compile a child study within the 0-8 years age bracket, which assesses their overall development. The child study process formalises the link between learning and development theories and practice undertaken during work placement.</p> <p>This module is the foundation for Early Years pedagogy at level 5 and Global Perspectives on Education at level 6.</p> | | | |
| 3. Aims of the module | | | |
| <ul style="list-style-type: none"> To develop students' understanding of child development from theoretical and empirical studies so that students can apply this knowledge sensitively, with confidence, when compiling a child study that assesses holistic development. To provide an opportunity for students to explore the role of the adult in developing observation skills in order to promote and effectively plan for children's learning. | | | |
| 4. Pre-requisite modules or specified entry requirements | | | |
| NONE | | | |
| 5. Is the module compensatable? | | | |
| YES | | | |
| 6. Are there any PSRB requirements regarding the module? | | | |
| NONE | | | |

| 7. Intended learning outcomes | | |
|--|---|---|
| A. Knowledge and understanding | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i> A1: Discuss theories of learning and development in relation to observational findings.</p> | A2, B1 | Lecture / seminar / group work / assignment |
| B. Cognitive skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i> B1: Appraise the theoretical and environmental influences that shape development B2: Examine the role of the adult in planning and promoting learning</p> | A2, B1 | Lecture / seminar / group work / assignment |
| C. Practical and professional skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i> C1: Plan and undertake an appropriate selection of observations to produce a child study</p> | C2 | Lecture / seminar / group work / assignment |

| D Key transferable skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|--|---|--------------------------------|
| <i>At the end of the module, learners will be expected to:</i> NONE | N/A | N/A |

8. Indicative content.

Attachment and relationships within early childhood
 The role of the adult in settings including the keyworker and personal care routines
 Social and emotional theories of child development
 Emotional development and self-regulation
 Factors impacting development such as, Neuroscience and epigenetics
 Assessment observation and intervention to meet individual needs.
 The Early Years Foundation Stage assessment.
 Observation techniques, including ethics
 Interpreting and evaluating observations
 Child Study report writing
 Tracking development and Safeguarding
 Learning rich and enabling environments
 Child centred practice to advocate for their voice to be heard

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

To pass this module a student must

| 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes | | | | |
|---|-----------|----------------|---------------------------|--|
| Assessment Task | Weighting | Week submitted | Grading (Pass / Fail / %) | Module Learning Outcome(s) the assessment task maps to |
| Child study portfolio, 3000 words | 100% | 15 | % | A1, B1, B2, C1, |

| 10. Teaching staff associated with the module |
|--|
| Name and contact details |
| Louise Hannan Hannanl@btc.ac.uk |

| 11. Key reading list | | | | |
|-------------------------------|--------|---|-----------------------------|-------------|
| Author | Year | Title | Publisher | Location |
| Arnold, C. | (2015) | <i>Doing your child observation case study: a step-by-step guide.</i> | Open University Press. | Maidenhead: |
| Barber, J. and Paul-Smith, S. | (2014) | <i>Early years' observation and planning in practice: best practice for planning and observation in the EYFS.</i> | Practical Pre-School Books. | London: |
| Beckley, P. (ed.) | (2012) | <i>Learning in early childhood: a whole child approach from birth to 8.</i> | Sage. | London: |

| 11. Key reading list | | | | |
|-------------------------------------|--------|---|------------------------|-------------|
| Author | Year | Title | Publisher | Location |
| Boyd, D.G. and Bee, H.L. | (2014) | <i>The developing child.</i> 13 th edn. | Pearson Education. | London: |
| Bruce, T., Louis, S. and McCall, G. | (2015) | <i>Observing young children.</i> | Sage. | London: |
| Crowley, K. | (2017) | <i>Child development: a practical introduction.</i> 2 nd edn. | Sage. | London: |
| Dubiel, J. | (2016) | <i>Effective assessment in the early years foundation stage.</i> 2 nd edn. | Sage. | London: |
| Fawcett, M. and Watson, D. | (2016) | <i>Learning through child observation.</i> 3 rd edn. | Jessica Kingsley | London: |
| Featherstone, S. (ed.) | (2013) | Catching them at it!: assessment in the early years. | Featherstone. | London: |
| Fisher, J. | (2016) | <i>Interacting or interfering? Improving interactions in the early years.</i> | Open University Press. | Maidenhead: |
| Fisher, J. | (2013) | <i>Starting from the child: teaching and learning in</i> | Open University Press. | Maidenhead; |

| 11. Key reading list | | | | |
|---|----------|---|------------------------|-------------|
| Author | Year | Title | Publisher | Location |
| | | <i>the foundation stage. 4th edn.</i> | | |
| Gray, C. and MacBlain, S. | (2015) . | <i>Learning theories in childhood. 2nd edn</i> | Sage. | London: |
| Josephidou, J. and Bolshaw, P. | (2020) | <i>Understanding gender and early childhood: an introduction to the key debates.</i> | Routledge. | London: |
| Langston, A. | (2014) | <i>Facilitating children's learning in the EYFS.</i> | Open University Press. | Maidenhead: |
| Lindon, J. and Brodie, K. | (2016) | <i>Understanding child development: 0-8 years. 4th edn. :</i> | Hodder Education. | London |
| MacBlain, S. | (2021) | <i>Children's learning in early childhood: learning theories in practice 0-7 years.</i> | Sage. | London: |
| May, P. | (2011) . | <i>Child development in practice: responsive teaching and learning from birth to five</i> | Routledge. | Abingdon: |
| Meggitt, C., Bruce, T. and Manning-Morton, J. | (2016) | <i>Childcare and education. 6th edn.</i> | Hodder Education. | London: |

| 11. Key reading list | | | | |
|--|-------------|--|------------------------|-----------------|
| Author | Year | Title | Publisher | Location |
| Miller, L. and Pound, L. (eds) | (2011) | <i>Theories and approaches to learning in the Early Years.</i> | Sage. | London: |
| Moyles, J., Payler, J. and Georgeson, J. (eds) | (2017) | <i>Beginning teaching, beginning learning: in early years and primary education.</i> | Open University Press. | Maidenhead: |
| Neaum, S. | (2019) | <i>Child development for early years students and practitioners. 4th edn.</i> | Sage. | London: |
| Nutbrown, C. | (2011) | <i>Threads of thinking: schemas and young children's learning. 4th edn.</i> | Sage. | London: |
| Palaiologou, I. | (2019) | <i>Child observation: a guide for students of early childhood. 4th edn.</i> | Sage. | London: |
| Nutbrown, C. | (2011) | <i>Threads of thinking: schemas and young children's learning. 4th edn.</i> | Sage. | London: |
| Palaiologou, I. | (2019) | <i>Child observation: a guide for students of early childhood. 4th edn.</i> | Sage. | London: |

| 11. Key reading list | | | | |
|--|----------|--|------------------------|-------------|
| Author | Year | Title | Publisher | Location |
| Palaiologou, I. (ed.) | (2021) | <i>The Early Years Foundation Stage: theory and practice</i> . 4 th edn. | Sage. | London: |
| Podmore, V.N. and Luff, P. | (2012) . | <i>Observation: origins and approaches in early childhood</i> | Open University Press. | Maidenhead: |
| Parker-Rees, R. and Leeson, C. (eds) | (2015) . | <i>Early childhood studies: an introduction to the study of children's lives and children's worlds</i> , 4 th edn | Sage. | London: |
| Rose, J. and Rogers, S. | (2012) : | <i>The role of the adult in early years settings</i> . | Open University Press. | Maidenhead |
| Smidt, S. | (2015) , | <i>Observing young children: the role of observation and assessment in early childhood settings</i> | Routledge. | Abingdon: |
| Walsh, G., McMillan, D. and McGuinness, C. (eds) . | (2017) | <i>Playful teaching and learning</i> | Sage. | London: |

| 12. Other indicative text (e.g. websites) |
|--|
| Early Years Foundation Stage - Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk) |
| Department for Education - Department for Education - GOV.UK (www.gov.uk) |

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| Birth to five (Guidance for the sector) - Birth To 5 Matters – Guidance by the sector, for the sector |
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| Journal of Early Years Education |
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| International Journal of Early Years |
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|---|--|--|
| 13. List of amendments since last (re)validation | | |
|---|--|--|

| Area amended | Details | Date Central Quality informed |
|--------------|---------|-------------------------------|
| | | |

| 1. Factual information | | | |
|--------------------------------|---|---------------------|----|
| Module title | ECS103 Child in Society | | |
| Module tutor | Louise Hannan | Level | 4 |
| Module type | Taught module | Credit value | 20 |
| Mode of delivery | Face to face teaching and independent study | | |
| Notional learning hours | 200 hours, (48 hours teaching and 152 hours independent study) | | |

| 2. Rationale for the module and its links with other modules |
|---|
| <p>This module is designed to introduce key concepts and theoretical ideas within the core social sciences. To explore introductory themes and their application to both the theory and practice of early years and childhood with a key focus on sociology. To develop interest and understanding of relevant government politics and social policy.</p> <p>This module links with Child Health and Well-being, Contemporary Discourses and Conceptualising Childhood.</p> |

| 3. Aims of the module |
|--|
| <ul style="list-style-type: none"> To develop students' understanding of the key social sciences and their role as a framework for analysing key debates and developments within early years. To develop students' understanding of key concepts and theories within the social sciences and develop greater understanding of how inequality and social and environmental factors can impact upon children and their families. |

| 4. Pre-requisite modules or specified entry requirements |
|--|
| NONE |

| 5. Is the module compensatable? |
|---------------------------------|
| YES |

| 6. Are there any PSRB requirements regarding the module? |
|--|
| NONE |

| 7. Intended learning outcomes | | |
|--|---|---|
| A. Knowledge and understanding | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i> A1: Explore key debates within the social sciences.</p> | A1 | Lecture / seminar / group work / assignment |
| B. Cognitive skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i> B2: Analyse and evaluate the way in which the social sciences impact upon practice within the early years.</p> | B2, C1 | Lecture / seminar / group work / assignment |
| C. Practical and professional skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i> C1: Examine the impact of relevant legislation in relation to children's social context and inequality.</p> | A1, B2, C1 | Lecture / seminar / group work / assignment |

| D Key transferable skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|--|---|--|
| <p><i>At the end of the module, learners will be expected to:</i> D1: Apply sociological theories and concepts to explore the life experiences of children and their families.</p> | <p>A1, C1</p> | <p>Lecture / seminar / group work / assignment</p> |

| 8. Indicative content. |
|--|
| <p>An introduction to the social sciences; Cultural capital and Social and cultural context socialisation; sociological ideas and theories; The impact of the home learning environment Local, national and global context of childhoods and family sociology of family, education, community, health and illness; inequalities impacting upon children's' life chances; discrimination; equality of opportunity and political systems. Inequalities and intersectionality Sustainability in educational systems Decolonising the education system</p> |

| 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes |
|---|
| <p>Assessment Strategy: To pass this module a student must</p> |

| 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes | | | | |
|---|-----------|----------------|---------------------------|--|
| Assessment Task | Weighting | Week submitted | Grading (Pass / Fail / %) | Module Learning Outcome(s) the assessment task maps to |
| Essay - 3,000 words | 100% | 26 | % | A1, B1, C1, D1 |

| 10. Teaching staff associated with the module |
|--|
| Name and contact details |
| Louise Hannan Hannanl@btc.ac.uk |

| 11. Key reading list | | | | |
|---|--------|---|---------------|------------|
| Author | Year | Title | Publisher | Location |
| Chambers, D. | (2012) | A sociology of family life: change and diversity in intimate relations. | Polity Press | Cambridge: |
| Fitzgerald, D., Kay, J. and Baldock, P. | (2016) | Understanding early years policy. 4 th edn | Sage | London: |
| Gabriel, N. | (2017) | <i>The sociology of early childhood; critical perspectives.</i> | Sage. | London: |
| Giddens, A. and Sutton, P. W. | (2017) | Sociology. 8 th edn. | Polity Press. | Cambridge |

| 11. Key reading list | | | | |
|--|--------|---|----------------------|-----------|
| Author | Year | Title | Publisher | Location |
| Haralambos, M., Holborn, M., Chapman, S. and Moore, S. | (2013) | Sociology: themes and perspectives. 8 th edn. | Harper Collins | London: |
| Ingleby, E. and Oliver, G. | (2008) | Applied social science for early years | Learning Matters. | Exeter: |
| Ingleby, E. | (2013) | <i>Early childhood studies: a social science perspective.</i> | Bloomsbury Academic. | London: |
| McDowall Clark, R. | (2016) | Childhood in society: for the early years. 3 rd edn. | Sage. | London: |
| Nutbrown, C., Clough, P. and Atherton, F. | (2013) | Inclusion in the early years. : | Sage. | London |
| Payne, G. and Harrison, E. (eds) | (2020) | Social divisions: inequality and diversity in Britain. 4 th edn. | Policy Press. | Bristol: |
| Thompson, I. | (2017) | Tackling social disadvantage through teacher education. | Critical Publishing | St Albans |
| Tomlinson, P. | (2013) | Early years policy and practice: a critical alliance. | Critical Publishing | Northwich |
| Whalley, M., Arnold, C. and Orr, R. | (2013) | Working with families in children's centres and early years setting. | Hodder Education. | London: |
| Wright, H.R. | (2015) | The child in society. | Sage. | London: |
| Wyness, M.G , | (2019) | Childhood and society. 3rd edn. | Red Globe Press , | London: |

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|--|
| 12. Other indicative text (e.g. websites) |
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|--|
| Office for National statistics - Home - Office for National Statistics (ons.gov.uk) |
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|--|
| Department for Education - Department for Education - GOV.UK (www.gov.uk) |
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| Joesph Rowntree foundation (JRF) - https://www.jrf.org.uk/ |
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|---|
| 13. List of amendments since last (re)validation |
|---|

| Area amended | Details | Date Central Quality informed |
|--------------|---------|-------------------------------|
| | | |

| 1. Factual information | | | |
|--------------------------------|---|---------------------|----|
| Module title | ECS105 Language and Literacy Development | | |
| Module tutor | Flo Besse-Jones | Level | 4 |
| Module type | Taught module | Credit value | 20 |
| Mode of delivery | Face to face teaching and independent study | | |
| Notional learning hours | 200 hours, (48 hours teaching and 152 hours independent study) | | |

| 2. Rationale for the module and its links with other modules |
|---|
| Language development in children is a key component of their overall ability to thrive and learn in all aspects of life. Literacy is a prime area in education that enables children to access all areas of the curriculum. |

| 3. Aims of the module |
|--|
| <ul style="list-style-type: none"> To develop knowledge, understanding and underpinning theoretical perspectives on the acquisition and development of language and literacy. To develop an awareness of language and literacy difficulties and appropriate interventions. To understand the role of parents and practitioners in promoting children's language and literacy development. |

| 4. Pre-requisite modules or specified entry requirements |
|--|
| NONE |

| 5. Is the module compensatable? |
|---------------------------------|
| YES |

| 6. Are there any PSRB requirements regarding the module? |
|--|
| NONE |

| 7. Intended learning outcomes | | |
|--|--|---|
| A. Knowledge and understanding | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i> A1: Contrast theories of language development A2: Demonstrate detailed knowledge of emergent literacy and early reading</p> | A1, A2 | Lecture / seminar / group work / assignment |
| B. Cognitive skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i> NONE</p> | N/A | N/A |
| C. Practical and professional skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i> C1: Assess and demonstrate how practitioners and parents promote and support speaking, listening and literacy C2: Reflect on individual variations in the rate of language and literacy development and factors associated with language and literacy difficulties</p> | A2, C1 | Lecture / seminar / group work / assignment |

| D Key transferable skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|---|---|--------------------------------|
| At the end of the module, learners will be expected to: NONE | N/A | N/A |

| 8. Indicative content. |
|---|
| <p>The Module introduces the nature, function and uses of language. Theoretical perspectives on the acquisition of language and the various debates surrounding these theories. The typical sequence of language development is discussed and there is exploration of language delay and difficulties, the impact this may have on a child's life and the interventions that can be used to support their development. The importance of the home learning environment and factors impacting on Language and Literacy development The concept of 'emergent literacy' is discussed and the early development of reading and writing is explored. The role of both parents/carers and practitioners is considered throughout the module with an emphasis on how they can support the language and literacy development of children they come into contact with. Synthetic phonics and other teaching techniques Social literacy</p> |

| 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes | | | | |
|---|-----------|----------------|---------------------------|--|
| Assessment Strategy: | | | | |
| To pass this module a student must | | | | |
| Assessment Task | Weighting | Week submitted | Grading (Pass / Fail / %) | Module Learning Outcome(s) the assessment task maps to |
| Essay, 3,000 words | 100% | 13 | % | A1, A2, C1, C2 |

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

10. Teaching staff associated with the module

Name and contact details

Flo Besse-Jones bessef@btc.ac.uk

11. Key reading list

| Author | Year | Title | Publisher | Location |
|----------------------------|--------|--|-------------------|-------------|
| Bower, V. | (2014) | <i>Developing early literacy 0 to 8: from theory to practice.</i> | Sage. | London: |
| Brooks, P.J. and Kempe, V. | (2012) | Language development. | John Wiley & Sons | Chichester: |
| Bruce, T. | (2015) | Early childhood education. 5 th edn. | Hodder Education. | London: |
| Clare, A. | (2016) | <i>Communication and interaction in the early years</i> | Sage. | London: |
| Concannon-Gibney, T. | (2019) | <i>Teaching essential literacy skills in the early years classroom: a guide for students and teachers.</i> | Routledge. | Abingdon: |

| 11. Key reading list | | | | |
|---------------------------------------|--------|---|-------------------------|------------|
| Author | Year | Title | Publisher | Location |
| Goouch, K. and Lambrith, A. | (2017) | Teaching early reading and phonics: creative approaches to early literacy. 2 nd edn. | Sage. | London: |
| Gould, T. | (2017) | <i>Supporting early literacy development: exploring best practice for 2-3 year olds.</i> | Featherstone. | London: |
| Hayes, C. | (2016) | <i>Language, literacy and communication in the early years: a critical foundation</i> | Critical Publishing | Northwich: |
| Jones, M. | (2016) | <i>Talking and learning with young children.</i> | Sage. | London: |
| Kent, J. and Moran, M. (eds) | (2019) | <i>Communication for the early years: a holistic approach.</i> | Routledge | Abingdon: |
| Law, J., Parkinson, A. and Tamhne, R. | (2000) | <i>Communication difficulties in childhood: a practical guide.</i> | Radcliffe Medical Press | Abingdon: |
| Lindon, J. | (2016) | <i>Understanding child development: 0-8 years.</i> 4th edn. | Hodder Education. | London: |
| MacBlain, S. | (2014) | <i>How children learn.</i> | Sage. | London: |

| 11. Key reading list | | | | |
|-------------------------------------|----------|---|-----------------------------|------------|
| Author | Year | Title | Publisher | Location |
| MacBlain, S., Long, L. and Dunn, J. | (2015) | <i>Dyslexia, literacy and inclusion: child-centred perspectives.</i> | Sage. | London: |
| Marsh, J. and Hallet, E. | (2008) . | <i>Desirable literacies: approaches to language and literacy in the early years. 2nd edn</i> | Sage | London: |
| Muter, V. | (2021) | <i>Understanding and supporting children with literacy difficulties: an evidence-based guide for practitioners.</i> | Jessica Kingsley Publishers | London: . |
| Neaum, S. | (2012) | <i>Language and literacy for the early years.</i> | Learning Matters. | London: |
| Neaum, S. | (2017) | <i>What comes before phonics?</i> | Sage. | London: |
| Rowland, C. | (2014) | <i>Understanding child language acquisition.</i> | Routledge. | Abingdon: |
| Rudman, R. and Titjen, F. | (2018) | <i>Language development.</i> | Cambridge University Press. | Cambridge: |
| Saxton, M. | (2017) | <i>Child language: acquisition and development. 2nd edn.</i> | Sage | London: |
| Sharma, A. and Cockerill, H. | (2014) | <i>Mary Sheridan's from birth to five years: children's</i> | Routledge. | Abingdon |

| 11. Key reading list | | | | |
|----------------------|--------|--|------------------------|-------------|
| Author | Year | Title | Publisher | Location |
| | | <i>developmental progress</i> . 4 th edn | | |
| Whitehead, M. | (2009) | <i>Supporting language and literacy development in the early years</i> . 2 nd edn | Open University Press. | Maidenhead: |
| Whitehead, M. | (2010) | <i>Language and literacy in the early years 0-7</i> . 4 th edn. | Sage. | London: |

| 12. Other indicative text (e.g. websites) |
|--|
| Early Years Foundation Stage - Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk) |
| Department for Education - Department for Education - GOV.UK (www.gov.uk) |
| Birth to five (Guidance for the sector) - Birth To 5 Matters – Guidance by the sector, for the sector |
| National Literacy Trust - www.literacytrust.org.uk |
| Words for life - http://www.wordsforlife.org.uk/ |
| Book Trust - http://www.booktrust.org.uk/ |
| Afasic Voice for Life - http://www.afasic.org.uk/ |

| 13. List of amendments since last (re)validation | | |
|--|---------|-------------------------------|
| Area amended | Details | Date Central Quality informed |
| | | |

| 1. Factual information | | | |
|--------------------------------|---|---------------------|----|
| Module title | ECS106 Maths and Science in the Early Years | | |
| Module tutor | Toni Smith | Level | 4 |
| Module type | Taught module | Credit value | 20 |
| Mode of delivery | Face to face teaching and independent study | | |
| Notional learning hours | 200 hours, (48 hours teaching and 152 hours independent study) | | |

| 2. Rationale for the module and its links with other modules |
|---|
| The Early Years Foundation Stage (EYFS) recognises that critical thinking and creativity are crucial aspects to stimulate and develop in young children; maths and science are specific areas of the EYFS which naturally encourage this development. Practitioner's awareness of how these subject areas can be taught in an engaging and positive way can have a significant impact on children's learning and long-term prospects. |

| 3. Aims of the module |
|--|
| <ul style="list-style-type: none"> To increase students mathematical and scientific knowledge. To understand how children develop mathematical and scientific concepts. To show how maths and science can be presented creatively and enthusiastically. To develop students' knowledge of the EYFS and National Curriculum so that they can plan and carry out age appropriate maths and science activities. |

| 4. Pre-requisite modules or specified entry requirements |
|--|
| NONE |

| 5. Is the module compensatable? |
|---------------------------------|
| YES |

| 6. Are there any PSRB requirements regarding the module? |
|--|
| NONE |

| 7. Intended learning outcomes | | |
|---|---|---|
| A. Knowledge and understanding | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Explain the development of mathematical understanding in children</p> <p>A2: Explain the development of scientific understanding in children</p> | A2 | Lecture / seminar / group work / assignment |
| B. Cognitive skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Explore how mathematical skills and concepts are developed through everyday life and investigation</p> <p>B2: Explore how scientific skills and concepts are developed through everyday life and investigation</p> | A2 | Lecture / seminar / group work / assignment |
| C. Practical and professional skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Plan, Undertake and reflect upon a maths activity to promote children's mathematical understanding</p> <p>C2: Plan, Undertake and reflect upon a science activity to promote children's scientific understanding</p> | D1, D2 | Lecture / seminar / group work / assignment |

| C. Practical and professional skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|--------------------------------------|---|--------------------------------|
| | | |

| D Key transferable skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|--|---|--------------------------------|
| <i>At the end of the module, learners will be expected to:</i> NONE | N/A | N/A |

| 8. Indicative content. |
|---|
| <p>Students will explore their own experiences and attitudes towards maths and science in an effort to understand where any preconceptions about these subjects may come from and the impact this may have on their teaching and confidence.</p> <p>Theoretical perspectives regarding the learning of maths and science will be explored in order for the students to develop an understanding of how children may learn mathematical and scientific concepts and what is appropriate for their stage of development.</p> <p>The place of maths and science in both the EYFS and National Curriculum will be discussed and the students will have the opportunity to develop a clear understanding of the requirements of these subjects within the early years.</p> <p>Practical activities and understanding of the importance of planning will enable students to develop confidence and enthusiasm for teaching these subjects within settings during their placement experiences</p> <p>Planning activities and risk assessments</p> <p>The role of sustained shared thinking in playful encounters</p> <p>Factors impacting on learning for children</p> |

| 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes |
|---|
| <p>Assessment Strategy:</p> |

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

To pass this module a student must

| Assessment Task | Weighting | Week submitted | Grading (Pass / Fail / %) | Module Learning Outcome(s) the assessment task maps to |
|---|-----------|----------------|---------------------------|--|
| Individual Maths activity presentation (15 minutes) | 50% | 14 | % | A1, B1, C1, |
| Individual Science activity presentation (15 Minutes) | 50% | 28 | % | A2, B2, C2, |

10. Teaching staff associated with the module

Name and contact details

Louise Hannan Hannanl@btc.ac.uk

11. Key reading list

| Author | Year | Title | Publisher | Location |
|------------|--------|--|----------------------|------------|
| Briggs, M. | (2013) | <i>Teaching and learning early years mathematics: subject and pedagogic knowledge.</i> | Critical Publishing. | Northwich: |

| 11. Key reading list | | | | |
|-------------------------------|----------|---|------------------------|-------------|
| Author | Year | Title | Publisher | Location |
| Cotton, T. | (2019) . | <i>How to develop confident mathematicians in the early years: a guide for practitioners and parents</i> | Routledge. | Abingdon: |
| Cotton, T. | (2016) . | <i>Understanding and teaching primary mathematics. 3rd edn</i> | Routledge. | Abingdon: |
| Cross, A. and Bowden, A. | (2014) | <i>Essential primary science. 2nd edn.</i> | Open University Press. | Maidenhead: |
| Cutting, R. and Kelly, O. | (2015) . | <i>Creative teaching in primary science</i> | Sage. | London: |
| Davies, D. <i>et al.</i> | (2019) | <i>Teaching science and technology in the early years (3–7). 3rd edn.</i> | Routledge. | Abingdon: |
| Fitzhenry, T. and Murphy, K. | (2016) | <i>Time to discover maths: mathematical development in the early years: how to observe, assess and plan for progress.</i> | Featherstone. | London: |
| Haylock D. and Cockburn, A.D. | (2017) . | <i>Understanding mathematics for young children: a guide for</i> | Sage. | London: |

| 11. Key reading list | | | | |
|----------------------------------|----------|--|------------------------|-------------|
| Author | Year | Title | Publisher | Location |
| | | <i>teachers of children 3-7.</i> 5 th edn | | |
| Haylock, D. and Manning, R. | (2014) . | <i>Mathematics explained for primary teachers.</i> 5 th edn | Sage | London: |
| Montague-Smith, A. <i>et al.</i> | (2018) | <i>Mathematics in early years education.</i> 4th edn. | Routledge. | Abingdon: |
| Pound, L. and Lee, T. | (2015) | <i>Teaching mathematics creatively.</i> 2 nd edn. : | Routledge | Abingdon |
| Russell, T. and McGuigan, L. | (2016) | <i>Exploring science with young children: a developmental perspective.</i> | Sage. | London: |
| Stead, D. and Kelly, L. (eds) | (2015) | Inspiring science in the early years: exploring good practice. | Open University Press. | Maidenhead: |
| Tucker K. | (2014) | Mathematics through play in the early years. 3 rd edn. | Sage. | London: |
| Tunncliffe, S.D. | (2015) | Starting inquiry-based science in the early years: look, talk, think and do. | Routledge. | Abingdon: |
| Ward, H. and Roden, J. (eds) | (2016) | Teaching science in the primary classroom. 3 rd edn. | Sage. | London: |

12. Other indicative text (e.g. websites)

Early Years Foundation Stage - [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/281222/early_years_foundation_stage_eyfs_statutory_framework.pdf)

Department for Education - [Department for Education - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/organisations/department-for-education)

Birth to five (Guidance for the sector) - [Birth To 5 Matters – Guidance by the sector, for the sector](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/281222/birth_to_five_guidance_for_the_sector.pdf)

Nation Curriculum - [National curriculum - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/281222/national_curriculum.pdf)

13. List of amendments since last (re)validation

| Area amended | Details | Date Central Quality informed |
|--------------|---------|-------------------------------|
| | | |

| 1. Factual information | | | |
|--------------------------------|---|---------------------|----|
| Module title | ECS104 Play and Creativity | | |
| Module tutor | Toni Smith | Level | 4 |
| Module type | Taught module | Credit value | 20 |
| Mode of delivery | Face to face teaching and independent study | | |
| Notional learning hours | 200 hours, (48 hours teaching and 152 hours independent study) | | |

| 2. Rationale for the module and its links with other modules |
|--|
| <p>This module is designed to develop students' skills in planning stimulating learning experiences and to recognise the potential of using digital technologies and other creative approaches to activities with children aged between 0-8 years old.</p> <p>It develops understanding of the holistic value of play and how play activities can contribute to children's creativity, learning and development. The theoretical concepts of play will be examined, looking at <i>what play is</i> and <i>what play can provide</i>.</p> <p>The module is a foundation for Early Years Pedagogy and Child Health and Well-being at level 5 and Conceptualising Childhood at level 6.</p> |

| 3. Aims of the module |
|--|
| <ul style="list-style-type: none"> • To introduce the topic of play and its value in contributing to children's creativity, learning and development and provide opportunities to explore the potential of using digital technologies to develop children's interest, creativity, knowledge and understanding in play activities. • To support students in investigating a range of play and creativity experiences for children i.e. using sustainable resources, using the outdoor environments natural resources for example: sounds and weather. • To develop planning skills in order to create and carry out stimulating learning experiences for children whilst exploring theoretical concepts of play and creativity |

| 4. Pre-requisite modules or specified entry requirements |
|--|
| NONE |

| 5. Is the module compensatable? |
|---------------------------------|
| YES |

6. Are there any PSRB requirements regarding the module?

NONE

| 7. Intended learning outcomes | | |
|--|---|---|
| A. Knowledge and understanding | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i> A1 : Justify the value of the environment in stimulating children's thinking</p> | A2, B1 | Lecture / seminar / group work / assignment |
| B. Cognitive skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i> B1: Examine the benefits of activities and play and creativity in the holistic development of the child</p> | A2, B1 | Lecture / seminar / group work / assignment |
| C. Practical and professional skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i> C1: Create appropriate creative resources, which includes digital technologies, with children to promote play and creativity</p> | C2 | Lecture / seminar / group work / assignment |

| D Key transferable skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|---|---|---|
| <p><i>At the end of the module, learners will be expected to:</i> D1: Plan and implement play and creativity opportunities, activities and stimulating learning experiences and environments</p> | D2 | Lecture / seminar / group work / assignment |

| 8. Indicative content. |
|--|
| <p>Activity planning e.g. setting aims and learning outcomes and evaluation. Play types Creativity and its role in learning The role of the adult in supporting and extending play and learning. Sustained shared thinking A wide range of play theories: Free-flow play, child-initiated play, adult-led play etc. Developing physical resources; Enabling environments Investigating and developing learning resources to promote children's learning through play. The importance of challenging play and risky play in developing resilience Risk assessment Evaluating the importance of providing a stimulating learning environment for young children through appropriate resources and effective display. Considering the use of digital technology resources in the Early Years.</p> |

| 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes |
|---|
| <p>Assessment Strategy:</p> <p>To pass this module a student must</p> |

| 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes | | | | |
|---|-----------------|----------------|---------------------------|--|
| Assessment Task | Weighting | Week submitted | Grading (Pass / Fail / %) | Module Learning Outcome(s) the assessment task maps to |
| 15 minute individual presentation – with accompanying demonstration of a creative resource they have used with children | 100% of grading | 29 | % | (A1, B1, C1, D1) |

| 10. Teaching staff associated with the module |
|--|
| Name and contact details |
| Louise Hannan Hannanl@btc.ac.uk |

| 11. Key reading list | | | | |
|-------------------------|--------|---|---------------------|-----------|
| Author | Year | Title | Publisher | Location |
| Andrews, M. | (2012) | Exploring play for early childhood studies. | Sage. | London: |
| Arnott, L. (ed.) | (2017) | Digital technologies and learning in the early years. | Sage. | London: |
| Brown, F. and Patte, M. | (2013) | <i>Rethinking children's play.</i> | Bloomsbury Academic | London: . |

| 11. Key reading list | | | | |
|----------------------------------|--------|---|------------------------|-------------|
| Author | Year | Title | Publisher | Location |
| Bryce-Clegg, A. | (2013) | Early years display: how to make your display child-led and child-centred. | Featherstone Education | London: |
| Buchan, N. | (2016) | A practical guide to nature-based practice. | Featherstone. | London: |
| Dezuanni, M. <i>et al.</i> | (2015) | iPads in the early years. | Routledge. | Abingdon: |
| Fisher, J. | (2013) | Starting from the child: teaching and learning in the foundation stage. 4th edn. | Open University Press. | Maidenhead: |
| Goodliff, G. <i>et al.</i> (eds) | (2018) | Young children's play and creativity: multiple voices. | Routledge. | Abingdon: |
| Grieshaber, S. and McArdle, F. | (2010) | <i>The trouble with play.</i> | Open University Press. | Maidenhead: |
| Howard, J. | (2017) | Mary D. Sheridan's play in early childhood: from birth to six years. 4 th edn. | Routledge. | Abingdon: |
| Maynard, T. and Waters, J. (eds) | (2014) | <i>Exploring outdoor play in the early years</i> | Open University Press. | Maidenhead: |
| Moyles, J. (ed.) | (2015) | <i>The excellence of play.</i> 4 th edn. | Open University Press. | Maidenhead: |
| Neaum, S. | (2019) | Child development for early years students and practitioners. 4 th edn. : | Sage | London |

| 11. Key reading list | | | | |
|--|----------|---|---------------------------------|--------------|
| Author | Year | Title | Publisher | Location |
| Ouvry, M. and Furtado, A. | (2020) | Exercising muscles and minds: outdoor play and the early years curriculum. 2 nd edn. | Jessica Kingsley Publishers. | London: |
| Owen, K. (ed.) | (2021) | Play in the early years. | Sage. | London: |
| Paley, V.G. | (2005) | A child's work: the importance of fantasy play. | The University of Chicago Press | London: |
| Rosback, S., Coulson, N. and Featherstone, S. | (2014) . | Inspiring play spaces: supporting creativity through open-ended learning environments | Featherstone Education. | London: |
| Sakr, M. | (2020) | Digital play in early childhood: what's the problem? | Sage. | London: |
| Savage, M. and Barnett, A. | (2017) | Technology-enhanced learning in the early years foundation stage. | Critical Publishing | St Albans: . |
| Solly, K.S. | (2015) | Risk, challenge and adventure in the early years: a practical guide to exploring and extending learning outdoors. | Routledge | Abingdon: . |
| Stephen, C. and Edwards, S. | (2018) | Young children playing and learning in a digital age: a cultural and critical perspective. | Routledge. | Abingdon: |
| Walsh, G., McMillan, D. and McGuinness, C. (eds) | (2017) . | Playful teaching and learning | Sage. | London: |
| Warden, C. | (2015) | Learning with nature: embedding outdoor practice. | Sage | London: . |

| 11. Key reading list | | | | |
|----------------------|--------|---|------------|-----------|
| Author | Year | Title | Publisher | Location |
| Wood, E. | (2013) | Play, learning and early childhood curriculum. 3 rd edn. | Sage. | London: |
| Woods, A. (ed.) | (2017) | <i>Child-initiated play and learning: planning for possibilities in the early years.</i> 2 nd edn. | Routledge. | Abingdon: |

| 12. Other indicative text (e.g. websites) |
|--|
| Early Years Foundation Stage - Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk) |
| Department for Education - Department for Education - GOV.UK (www.gov.uk) |
| Birth to five (Guidance for the sector) - Birth To 5 Matters – Guidance by the sector, for the sector |
| National Curriculum - National curriculum - GOV.UK (www.gov.uk) |
| www.sparklebox.co.uk |
| www.twinkl.co.uk |
| Journal of Early Years Education |
| 5-7 Educator (e-book) |

| 13. List of amendments since last (re)validation | | |
|--|---------|-------------------------------|
| Area amended | Details | Date Central Quality informed |
| | | |

| 1. Factual information | | | |
|--------------------------------|---|---------------------|----|
| Module title | ECS102 The Reflective Practitioner | | |
| Module tutor | Louise Hannan | Level | 4 |
| Module type | Taught module | Credit value | 20 |
| Mode of delivery | Face to face teaching and independent study | | |
| Notional learning hours | 200 hours, (48 hours teaching and 152 hours independent study) | | |

| 2. Rationale for the module and its links with other modules |
|---|
| <p>To provide students with the opportunity to maximise learning opportunities and professional development, which arise from work placement experiences with children aged between 0-8 years old, in the Early Years. It is based on the recognition that learning takes place in a variety of situations and settings and aims to encourage students to reflect on how they can develop their learning in future workplaces.</p> <p>This module is the foundation for The Critically Reflective Practitioner module at level 5.</p> |

| 3. Aims of the module |
|---|
| <ul style="list-style-type: none"> • To develop students' understanding of how subject knowledge is integrated within practice and develop confidence and ability in identifying and using relevant skills that can meet professional requirements. • To enable students to develop skills, professionalism and ethical practice. • To develop students' ability to identify and manage information and communicate appropriately for professional and academic purposes. • To develop students' ability to evaluate their own areas of strength and areas requiring further development, as part of a personal development plan. |

| 4. Pre-requisite modules or specified entry requirements |
|--|
| Enhance DBS check |

| 5. Is the module compensatable? |
|---------------------------------|
| NO |

| 6. Are there any PSRB requirements regarding the module? |
|--|
| NO |

| 7. Intended learning outcomes | | |
|--|---|---|
| A. Knowledge and understanding | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i> A1: Explain how subject knowledge is integrated within practice. A2: Analyse how local policy and practice meet professional requirements.</p> | A2 | Lecture / seminar / group work / assignment |
| B. Cognitive skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i> B1: Implement reflective models to evaluate own strengths and areas requiring further development, as part of a personal development plan.</p> | D1 | Lecture / seminar / group work / assignment |
| C. Practical and professional skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i> C1: Demonstrate practice skills that meet areas of the professional competencies within a professional portfolio document</p> | C2 | Lecture / seminar / group work / assignment |

| D Key transferable skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|---|---|---|
| <i>At the end of the module, learners will be expected to:</i> NONE | D1 | Lecture / seminar / group work / assignment |

| 8. Indicative content. |
|--|
| <p>Graduate professional standards; Occupational standards Concepts of professionalism, Reflective practice models Self-evaluation and personal development action planning Caring relationships and the Ethics of caring The requirements of professional practice (including keyworking, personal care etc) Personal Care routines Child centred practice, advocacy of child's voice Safeguarding 1 (role of key people) Safeguarding 2 (serious case reviews and findings) Equality, Diversity and Inclusion Counter racism, Anti Racist Practice, Social Justice Academic literacy and research conventions in their chosen field. Relevant ICT competences to support academic and professional practice.</p> |

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

To pass this module a student must

| Assessment Task | Weighting | Week submitted | Grading (Pass / Fail / %) | Module Learning Outcome(s) the assessment task maps to |
|---------------------------------------|-----------|----------------|---------------------------|--|
| Reflective portfolio with action plan | - | 30 | Pass/Fail | B1, C1 |
| Reflective Essay, 3000 words | 100% | 27 | % | A1, A2 |

10. Teaching staff associated with the module

Name and contact details

Louise Hannan Hannanl@btc.ac.uk

11. Key reading list

| Author | Year | Title | Publisher | Location |
|--------------------------------|--------|---|------------|-----------|
| Blandford, S. and Knowles, C. | (2016) | <i>Developing professional practice 0-7</i> . 2 nd edn. | Routledge. | Abingdon: |
| Bolton, G. and Delderfield, R. | (2018) | <i>Reflective practice: writing and professional development</i> . 5 th edn. | Sage | London: |

| 11. Key reading list | | | | |
|--|----------|--|-----------------------|------------|
| Author | Year | Title | Publisher | Location |
| Brock, A. (ed.) | (2015) | <i>The early years reflective practice handbook.</i> | Routledge. | Abingdon: |
| Burnham, L. | (2016) | How to be an outstanding early years practitioner. | Bloomsbury Education. | London: |
| Campbell-Barr, V. | (2019) | Professional knowledge and skills in the early years. | Sage | London |
| Glenn, A., Cousins, J. and Helps, A. | (2019) . | Behaviour in the early years. 3 rd edn | Routledge. | Abingdon: |
| Hallet, E. | (2013) | The reflective early years practitioner. | Sage. | London: |
| Hayes, C. et al. | (2017) . | Developing as a reflective early years professional: a thematic approach. 2 nd edn. | Critical Publishing | St Albans: |
| Ingleby, E., Oliver, G. and Winstone, R. | (2015). | Early childhood studies: enhancing employability and professional practice | Bloomsbury Academic | London: |
| Lindon, J. and Trodd, L. | (2016) | Reflective practice and early years professionalism. 3 rd edn | Hodder Education. | London: |
| Lindon, J. and Webb, J. | (2016) | Safeguarding and child protection. 5 th edn. | Hodder Education. | London: |
| McMahon, S. and Dyer, M. (eds) | (2018) | Work-based practice in the early years: a guide for students. | Routledge. | Abingdon: |

| 11. Key reading list | | | | |
|--------------------------------------|----------|---|------------------------|--------------|
| Author | Year | Title | Publisher | Location |
| Musgrave, J. and Stobbs, N. | (2015) | Early years placements: a critical guide to outstanding work-based learning. | Critical Publishing | Northwich: . |
| Paige-Smith, A. and Craft, A. | (2011) . | Developing reflective practice in the early years. 2 nd edn | Open University Press. | Maidenhead: |
| Parker-Rees, R. and Leeson, C. (eds) | (2015) | Early childhood studies: an introduction to the study of children's lives and children's worlds. 4th edn. | Sage | London: . |
| Pugh, G. and Duffy, B. | (2014) | Contemporary issues in the early years. 6 th edn. | Sage. | London: |

| 12. Other indicative text (e.g. websites) |
|--|
| Early Years Foundation Stage - Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk) |
| Department for Education - Department for Education - GOV.UK (www.gov.uk) |
| Birth to five (Guidance for the sector) - Birth To 5 Matters – Guidance by the sector, for the sector |
| National Curriculum - National curriculum - GOV.UK (www.gov.uk) |
| Early Childhood Research and Practice |
| Journal of Early Years Education |
| 5-7 Educator (e-book) |

| 13. List of amendments since last (re)validation | | |
|--|---------|-------------------------------|
| Area amended | Details | Date Central Quality informed |
| | | |

Level 5 Module Specification

| 1. Factual information | | | |
|---|---|---------------------|----|
| Module title | ECS204 Child Health and Wellbeing | | |
| Module tutor | Louise Hannan | Level | 5 |
| Module type | Taught module | Credit value | 20 |
| Mode of delivery | Face to face teaching and independent study | | |
| Notional learning hours | 200 hours, (48 hours teaching and 152 hours independent study) | | |
| 2. Rationale for the module and its links with other modules | | | |
| <p>This module builds on Level 4 modules in Learning and Development and The Child in Society. This is a 20 credit module and it introduces key historical and contemporary models, concepts and policies around child health and wellbeing. It also explores a holistic approach and introduces critique of traditional health-based models of wellbeing relating specifically to children in the 0-8 age range. The importance of listening to children themselves is central to this module.</p> | | | |
| 3. Aims of the module | | | |
| <ul style="list-style-type: none"> • Introduce students to the key legislation and policies relating to child health and wellbeing and the current main conceptual models relevant to the topic. • Awareness of the impact of key early relationships on wellbeing, • Importance of their role as practitioners and • Effects of early intervention on child wellbeing. | | | |
| 4. Pre-requisite modules or specified entry requirements | | | |
| NONE | | | |
| 5. Is the module compensatable? | | | |
| YES | | | |
| 6. Are there any PSRB requirements regarding the module? | | | |
| NONE | | | |

| 7. Intended learning outcomes | | |
|---|---|---|
| A. Knowledge and understanding | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>A1 : Analyse the importance of early relationships on children's wellbeing</p> <p>A2: Explore the role of specialist practitioners in supporting children with diverse health and wellbeing needs within the health and education sectors.</p> | <p>D4</p> <p>A5</p> | Lecture / seminar / group work / assignment |
| B. Cognitive skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Evaluate the impact of environmental and social interactions on children's health and wellbeing.</p> | <p>D4</p> | Lecture / seminar / group work / assignment |
| C. Practical and professional skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Devise strategies to help children understand an aspect of their own health and wellbeing.</p> | <p>B3</p> | Lecture / seminar / group work / assignment |

| D Key transferable skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|---|---|---|
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>D1 : Analyse and evaluate the effectiveness of national policy development in improving outcomes for children</p> | A4 | Lecture / seminar / group work / assignment |

| This module introduces students to |
|--|
| <p>Relevant national and international legislation and policy relating to child health and wellbeing. explore the psychological, sociological and the newly emerging neuroscience models of human development and wellbeing. Theories of wellbeing and health. relevant debates around the impact of equality on child wellbeing and global childhood health Contemporary health topics, such as mindfulness How diversity, inclusion and SEND influence life chances. Empowerment models of health rather than a traditional medical model, aspects of health promotion, disease prevention, health protection and health education and involving families in health education of children Health inequalities, adverse childhood experiences and safeguarding Epigenetics and factors impacting on health The impact of effective early intervention Sustainable development goals</p> |

| 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes |
|---|
| <p>Assessment Strategy:</p> <p>To pass this module a student must</p> |

| 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes | | | | |
|---|-----------|----------------|---------------------------|--|
| Assessment Task | Weighting | Week submitted | Grading (Pass / Fail / %) | Module Learning Outcome(s) the assessment task maps to |
| Set of activity plans and scheme of work | 30% | 20 | % | (A2, C1) |
| Individual Presentation (20 mins) | 70% | 28 | % | (A1, B1, D1) |

| 10. Teaching staff associated with the module |
|--|
| Name and contact details |
| Louise hannan hannanl@btc.ac.uk |

| 11. Key reading list | | | | |
|-----------------------------------|--------|--|--------------------------|------------|
| Author | Year | Title | Publisher | Location |
| Bass, L.E. and Kinney, D.A. (eds) | (2011) | The well-being, peer cultures and rights of children. | Emerald Group. | Bingley: |
| Bligh, C. <i>et al.</i> | (2013) | Well-being in the early years | Critical Publishing Ltd. | Northwich: |
| Bradshaw, J. (ed.) | (2016) | The well-being of children in the UK. 4 th edn. | Policy Press. | Bristol: |

| 11. Key reading list | | | | |
|---|-------------|---|------------------------------|-----------------|
| Author | Year | Title | Publisher | Location |
| Burton, M., Pavord, E. and Williams, B. | (2014) | An introduction to child and adolescent mental health. | Sage. | London: |
| Emond, A. (ed.) | (2019) | Health for all children. 5 th edn. | Oxford University Press. | Oxford: |
| Gabriel, N, | (2017) | The sociology of early childhood: critical perspectives. | Sage. | London: |
| Garvey, D. | (2018) | Nurturing personal, social and emotional development in early childhood: a practical guide to understanding brain development and young children's behaviour. | Jessica Kingsley Publishers. | London: |
| Glazzard, J., Potter, M. and Stones, S. | (2019) | Meeting the mental health needs of young children 0-5 years. | Critical Publishing. | St Albans: |
| Howard, C. <i>et al.</i> | (2020) | Children's mental health and emotional well-being in primary schools: a whole school approach. 2 nd edn. | Learning Matters. | London: |
| Mainstone-Cotton, S. | (2017) | Promoting young children's emotional health and wellbeing: a practical guide for professionals and parents. | Jessica Kingsley Publishers. | London: |
| Manning-Morton, J. (ed.) | (2014) | Exploring wellbeing in the early years. | Open University Press. | Maidenhead: |

| 11. Key reading list | | | | |
|--|--------|--|---|----------|
| Author | Year | Title | Publisher | Location |
| McAuley, C. and Rose, W. (eds) | (2010) | Child well-being: understanding children's lives. | Jessica Kingsley. | London; |
| Minujin, A. and Nandy, S. (eds) | (2012) | Global child poverty and well-being: measurement, concepts, policy and action. | The Policy Press. | Bristol: |
| Musgrave, J. | (2017) | Supporting children's health and wellbeing. | Sage. | London: |
| NICE (National Institute for Health and Care Excellence) | (2012) | Social and emotional wellbeing: early years. | Available at: https://www.nice.org.uk/guidance/ph40 | - |
| NIMH (National Institute of Mental Health) | (2013) | Years of life lost among public mental health clients by state | Available at https://www.nimh.nih.gov/about/directors/thomas-insel/blog/2011/no-health-without-mental-health.shtml | - |
| OECD | (2021) | OECD: resources on child well-being. | Available at: https://www.oecd.org/els/family/child-well-being/resources/ | - |
| Price, D. | (2018) | A practical guide to gender diversity and sexuality in early years. | Jessica Kingsley | London: |
| Roberts, R. | (2010) | <i>Wellbeing from birth.</i> | Sage | London: |

| 11. Key reading list | | | | |
|--|--------|---|--|-----------|
| Author | Year | Title | Publisher | Location |
| Rose, J., Gilbert, L. and Richards, V. | (2016) | <i>Health and well-being in early childhood.</i> | Sage , | London: |
| Taylor, K and Price, D. | (2016) | <i>Gender diversity and inclusion in early years education.</i> | Routledge. | Abingdon: |
| UNICEF | (2020) | Worlds of influence: understanding what shapes child well-being in rich countries: Innocenti report card 16. Florence: UNICEF Office of Research. | Available at: https://www.unicef-irc.org/publications/pdf/Report-Card-16-Worlds-of-Influence-child-wellbeing.pdf | - |
| Watson, D. <i>et al.</i> | (2012) | Children's social and emotional wellbeing in schools: a critical perspective. | The Policy Press. | Bristol: |

| 12. Other indicative text (e.g. websites) |
|--|
| Department for Health and Social Care - Department of Health and Social Care - GOV.UK (www.gov.uk) |
| Office for National statistics - Home - Office for National Statistics (ons.gov.uk) |
| Public Health England - Public Health England - GOV.UK (www.gov.uk) |
| WHO (World Health Organisation) http://www.who.int/suggestions/faq/en/ |
| UNICEF – www.unicef.org |

| 13. List of amendments since last (re)validation | | |
|--|---------|-------------------------------|
| Area amended | Details | Date Central Quality informed |
| | | |

| 1. Factual information | | | |
|--------------------------------|---|---------------------|----|
| Module title | ECS202 Early Years Pedagogy | | |
| Module tutor | Flo Besse-Jones | Level | 5 |
| Module type | Taught module | Credit value | 20 |
| Mode of delivery | Face to face teaching and independent study | | |
| Notional learning hours | 200 hours, (48 hours teaching and 152 hours independent study) | | |

| 2. Rationale for the module and its links with other modules |
|---|
| <p>This module is designed to address key issues related to the nature of curriculum for Early Years and explore how a variety of local, national and international politics and perspectives may influence its design, content and teaching and learning strategies. The module considers the set of instructional techniques and strategies early years practitioners may use to enable learning to take place and provide opportunities for children to acquire knowledge, skills and dispositions.</p> <p>This module links with Global Perspectives on Education and Contemporary Discourses in the Early Years.</p> |

| 3. Aims of the module |
|---|
| <ul style="list-style-type: none"> • To promote the construction of student's own understanding of Early Years Curriculum issues and quality management. • To develop a greater understanding of the interactive process between teacher and learner and the learning environment. • To develop student's awareness of how they can use a variety of teaching and learning strategies to promote learning by helping to encourage children to use communication and play to represent and explore developing ideas |

| 4. Pre-requisite modules or specified entry requirements |
|--|
| NONE |

| 5. Is the module compensatable? |
|---------------------------------|
| YES |

| 6. Are there any PSRB requirements regarding the module? |
|--|
| NONE |

| 7. Intended learning outcomes | | |
|--|--|---|
| A. Knowledge and understanding | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i> A1: Determine influences on the development of the Early Years Curriculum</p> | A3 | Lecture / seminar / group work / assignment |
| B. Cognitive skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i> B1: Reflect critically on the importance of social interaction, play and enabling environments in supporting young children's development</p> | B4 | Lecture / seminar / group work / assignment |
| C. Practical and professional skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i> C1: Appraise the relationship between teaching and learning</p> | D4 | Lecture / seminar / group work / assignment |
| D Key transferable skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i> D1: Critically review the role of the adult as a mediator of learning</p> | C3 | Lecture / seminar / group work / assignment |

| D Key transferable skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|---------------------------|---|--------------------------------|
| | | |

8. Indicative content.

What is Curriculum? How settings can build their own curriculum
 Historical influences on the Early Years Curriculum.
 A range of material on the development of an appropriate curriculum for young children, e.g. Early Years Foundation Stage curriculum guidance, material from Reggio Emilia, High Scope
 Statutory guidance and legal requirements
 An examination of the central place of personal social and emotional development in young children's learning, e.g. work on multiple intelligences, emotional intelligence, dispositions, Relational pedagogy etc.
 Pedagogy and the influences this can have on children's experiences and learning opportunities
 The importance of child perspectives
 Family engagement and the importance of the home learning environment
 Role of the keyworker
 Quality management and continuous evaluation of settings
 Providing opportunities and enabling environments which encourage and enable children to explore ideas – via communication and play;
 Issues in curriculum development, planning, supporting, monitoring and evaluating learning opportunities for children in the EYFS and National Curriculum.
 Reflective pedagogy
 Sustainability in education, supporting children's understanding
 Decolonising the curriculum

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

To pass this module a student must

| Assessment Task | Weighting | Week submitted | Grading (Pass / Fail / %) | Module Learning Outcome(s) the assessment task maps to |
|--------------------|-----------|----------------|---------------------------|--|
| Essay - 3000 words | 100% | 30 | % | A1, B1, C1, D1 |

10. Teaching staff associated with the module

Name and contact details

Flo Besse-Jones bessef@btc.ac.uk

11. Key reading list

| Author | Year | Title | Publisher | Location |
|-----------------|--------|---|----------------------|-------------|
| Ang, L. (ed.) | (2014) | <i>The early years curriculum: the UK context and beyond.</i> | Routledge. | Abingdon: |
| Beigi, R. | (2021) | Early years pedagogy in practice: a guide for students and practitioners. | Routledge. | Abingdon: |
| Bottrill, G. | (2018) | <i>Can I go & play now?: rethinking the early years.</i> | Learning Matters. | London: |
| Bruce, T. | (2015) | Early childhood education. 5 th edn | Hodder Education | Abingdon: . |
| Bryce-Clegg, A. | (2015) | Best practice in the early years. | Bloomsbury Education | London: . |

| 11. Key reading list | | | | |
|---------------------------|--------|---|------------------------------|-------------|
| Author | Year | Title | Publisher | Location |
| Dowling, M. | (2014) | <i>Young children's personal, social and emotional development.</i> 4 th edn. | Sage. | London: |
| Fisher, J. | (2016) | Interacting or interfering?: improving interactions in the early years. | Open University Press. | Maidenhead: |
| Fisher, J. | (2013) | Starting from the child: teaching and learning in the Foundation Stage. 4 th edn. | Open University Press. | Maidenhead: |
| Garvey, D. | (2018) | Nurturing personal, social and emotional development in early childhood: a practical guide to understanding brain development and young children's behaviour. | Jessica Kingsley Publishers. | London: |
| Gray, C. and MacBlain, S. | (2015) | Learning theories in childhood. 2 nd edn. | Sage. | London: |
| HALLET, E. | (2016) | <i>Early years practice: for educators and teachers.</i> | Sage. | London: |
| Hodgman, L. | (2011) | <i>Enabling environments in the early years: making provision for high quality and challenging learning experiences in early years settings.</i> | Practical Pre-School. | London: |
| Langston, A. | (2014) | Facilitating children's learning in the EYFS | Open University Press. | Maidenhead: |
| MacBlain, S. | (2018) | Learning theories for early years practice. | Sage. | London: |
| Moyles, J. (ed.) | (2015) | The excellence of play. 4 th edn. | Open University Press. | Maidenhead: |

| 11. Key reading list | | | | |
|---------------------------------------|--------|---|------------------------------|-----------|
| Author | Year | Title | Publisher | Location |
| | | | | |
| Nutbrown, C. | (2011) | <i>Threads of thinking: schemas and young children's learning.</i> 4 th edn. | Sage. | London: |
| Ouvry, M. and Furtado A. | (2020) | <i>Exercising muscles and minds outdoor play and the early years curriculum</i> | Jessica Kingsley Publishers. | London: |
| Palaiologou, I. (ed.) | (2021) | The Early Years Foundation Stage: theory and practice. 4 th edn. | Sage. | London: |
| Rodger, R. | (2016) | <i>Planning an appropriate curriculum in the early years: a guide for early years practitioners and leaders, students and parents.</i> 4 th edn. | Routledge. | Abingdon: |
| Slaughter, E. (ed.) | (2016) | <i>Quality in the early years</i> | Open University Press. | London: |
| Walsh, G., McMillan Woods, A. (ed.) | (2017) | <i>Child-initiated play and learning: planning for possibilities in the early years.</i> 2 nd edn. | Routledge. | Abingdon: |
| McGuinness, C. (eds) | (2017) | <i>Playful teaching and learning.</i> | Sage. | London: |
| Whitebread, D. and Coltman, P. (eds.) | (2015) | <i>Teaching and learning in the early years.</i> 4 th edn. | Routledge. | Abingdon: |

| 11. Key reading list | | | | |
|----------------------|--------|---|-----------|----------|
| Author | Year | Title | Publisher | Location |
| Wood, E. | (2013) | <i>Play, learning and the early childhood curriculum. 3rd edn.</i> | Sage. | London: |

| 12. Other indicative text (e.g. websites) |
|--|
| Department for Education - Department for Education - GOV.UK (www.gov.uk) |
| Birth to five (Guidance for the sector) - Birth To 5 Matters – Guidance by the sector, for the sector |
| National Curriculum - National curriculum - GOV.UK (www.gov.uk) |
| Early Years Foundation Stage - Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk) |
| Journal of Early Years in Education |
| International Journal of Early Years Childhood |
| 5-7 Educator |

| 13. List of amendments since last (re)validation | | |
|--|---------|-------------------------------|
| Area amended | Details | Date Central Quality informed |
| | | |

| 1. Factual information | | | |
|--------------------------------|--|---------------------|----|
| Module title | ECS203 Introduction to Leadership and Management | | |
| Module tutor | Louise Hannan | Level | 5 |
| Module type | Taught module | Credit value | 10 |
| Mode of delivery | Face to face teaching and independent study | | |
| Notional learning hours | 100 hours, (24 hours teaching and 76 hours independent study) | | |

| 2. Rationale for the module and its links with other modules |
|--|
| <p>This module is designed to introduce theories, models and styles of leadership within an early years context. It is based on the recognition that there are identifiable differences between leadership and management and will seek to explore the challenges and opportunities that can arise, particularly in times of change. It also provides opportunities to explore the roles, responsibilities and functions of leadership roles, working closely in multidisciplinary teams and promoting positive behaviours for best practice</p> |

| 3. Aims of the module |
|--|
| <ol style="list-style-type: none"> 1. To introduce students to a range of theories, models and styles of leadership in early years settings that will examine the differences between leadership and management and will discuss the promotion of positive behaviours and organisational approaches to behaviour policies. 2. To provide an opportunity for students to explore the role of leadership and management by considering: the construction of professional identities, the personal qualities required and the interpersonal skills needed in order to work effectively in multidisciplinary teams to support children with social, emotional and/or behavioural difficulties. |

| 4. Pre-requisite modules or specified entry requirements |
|--|
| NONE |

| 5. Is the module compensatable? |
|---------------------------------|
| YES |

| 6. Are there any PSRB requirements regarding the module? |
|--|
| NONE |

| 7. Intended learning outcomes | | |
|---|--|---|
| A. Knowledge and understanding | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i> A1: Critically review a leadership role that supports children with social, emotional and/or behavioural difficulties</p> | A5 | Lecture / seminar / group work / assignment |
| B. Cognitive skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i> B1: Appraise promotion of key policies such as behaviour, safeguarding and Health and Safety</p> | B3 | Lecture / seminar / group work / assignment |
| C. Practical and professional skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i> C1: Demonstrate critical knowledge and understanding of leadership and management in the Early Years sector.</p> | C3 | Lecture / seminar / group work / assignment |

| D Key transferable skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|---|---|---|
| <p><i>At the end of the module, learners will be expected to:</i> D1: Evaluate collaborative working in the sector and the value of interpersonal skills</p> | A3, D5 | Lecture / seminar / group work / assignment |

| This module introduces students to |
|--|
| <p>Leading and promoting parental collaboration Safeguarding leadership, Designated safeguarding officers Engaging families and communities “Working together” / multi-agency working. Promoting child centred practice in leading learning. leading ethical practice. leading reflective learning and leaderful practice Self-assessment of management skills. Theories and styles of leadership and management. key person approach. Continuous evaluation of settings Coaching, guidance and supervision skills Financial management, staff deployment and skills Interpersonal skills of leaders such as, communication and active listening skills. EYFS and National Curriculum. Leading practice to promote equality, Diversity and Inclusion</p> |

| 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes |
|---|
| Assessment Strategy: |

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

To pass this module a student must

| Assessment Task | Weighting | Week submitted | Grading (Pass / Fail / %) | Module Learning Outcome(s) the assessment task maps to |
|---------------------------------------|-----------|----------------|---------------------------|--|
| Booklet in creative form (2000 words) | 100% | 15 | % | (A1, B1, C1, D1) |

10. Teaching staff associated with the module

Name and contact details

Louise hannan hannanl@btc.ac.uk

11. Key reading list

| Author | Year | Title | Publisher | Location |
|-------------------------------|--------|---|------------|-----------|
| Aubrey, C. | (2011) | <i>Leading and managing in the early years</i> . 2 nd edn. | Sage. | London: |
| Blandford, S. and Knowles, C. | (2016) | <i>Developing professional practice 0-7</i> . 2nd edn. | Routledge. | Abingdon: |

| 11. Key reading list | | | | |
|----------------------------------|---------|--|------------------------|-------------|
| Author | Year | Title | Publisher | Location |
| Bolton, G. and Delderfield, R. | (2018) | <i>Reflective practice: writing and professional development.</i> 5 th edn. | Sage. | London: |
| Campbell-Barr, V. and Leeson, C. | (2016) | <i>Quality and leadership in the early years: research, theory and practice.</i> | Sage. | London: |
| Davis, G. and Ryder, G. | (2016) | Leading in early childhood. | Sage | London: |
| Frost, N. and Robinson, M. | (2016). | Developing multi-professional teamwork for integrated children's services: research, policy, practice. 3 rd edn | Open University Press. | London: |
| Jarvis, P. et al. | (2016) | The complete companion for teaching and leading practice in the early years. 3 rd edn. | Routledge. | Abingdon: |
| Lindon, J. and Trodd, L. | (2016) | Reflective practice and early years professionalism. 3 rd edn. | Hodder Education. | London: |
| Morris, K. | (2015) | Promoting positive behaviour in the early years. Maidenhead, | Open University Press. | Berkshire: |
| Rodd, J. | (2013) | Leadership in early childhood: the pathway to professionalism. 4 th edn | Open University Press. | Maidenhead: |

| 11. Key reading list | | | | |
|-------------------------------------|--------|---|----------------------|----------|
| Author | Year | Title | Publisher | Location |
| Rogers, B. and McPherson, E. | (2014) | Behaviour management with young children: crucial first steps with children 3-7 years. 2 nd edn. | Sage. | London: |
| Siraj-Blatchford, I. and Hallet, E. | (2014) | Effective and caring leadership in the early years. | Sage. | London |
| Trodd, L. (ed.) | (2013) | Transitions in the early years: working with children and families. | Sage. | London: |
| Walker, G.D. | (2018) | <i>Working together for children: a critical introduction to multi-agency working.</i> 2 nd edn. | Bloomsbury Academic. | London: |

| 12. Other indicative text (e.g. websites) |
|---|
| EYFS – statutory requirements - Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk) |
| Teaching standards - Teachers' standards - GOV.UK (www.gov.uk) |
| Journal of Early Years Education |
| Ofsted - www.ofsted.gov.uk |
| International Journal of Early Years Education |

| 13. List of amendments since last (re)validation | | |
|--|---------|-------------------------------|
| Area amended | Details | Date Central Quality informed |
| | | |

| 1. Factual information | | | |
|--------------------------------|---|---------------------|----|
| Module title | ECS206 Introduction to Research | | |
| Module tutor | Louise Hannan | Level | 5 |
| Module type | Taught module | Credit value | 20 |
| Mode of delivery | Face to face teaching and independent study | | |
| Notional learning hours | 200 hours, (48 hours teaching and 152 hours independent study) | | |

| 2. Rationale for the module and its links with other modules | |
|--|--|
| <p>Research is increasingly becoming an essential part of the early childhood practitioner's professional role. This introduction to primary and secondary research will allow learners to carry out a research project in an area of their own professional interest relevant to their own current and future practice in a setting.</p> <p>This module will build on the student's reflections on their own practice and practice setting. They will conduct research into an appropriate area of professional practice. This module is designed to provide the student with the necessary skills to complete a piece of research in their chosen area. Student will be encouraged to design an appropriate methodology and methods that best suits their field of inquiry. Secondary only research can be used as it affords students to delve into best practice and latest research in areas of a sensitive nature.</p> <p>Students will be introduced to data collection methods, ethical considerations, report writing and how to perform a literature review. The tutor will be available to offer individual support as necessary during the second half of the year.</p> <p>This module links to the critically reflective practitioner module at level 5 and is the preparation for Dissertation at level 6; students will be encouraged to engage in ongoing reflection upon their practice in an Early Years setting as a precursor to designing their research project.</p> | |

| 3. Aims of the module | |
|--|--|
| <ul style="list-style-type: none"> • To give learners the opportunity to review literature on a chosen Early Years topic • To develop independent research skills • To undertake a research project • To build on student's knowledge of professional practice | |

| 4. Pre-requisite modules or specified entry requirements | |
|--|--|
| NONE | |

5. Is the module compensatable?

YES

6. Are there any PSRB requirements regarding the module?

NONE

| 7. Intended learning outcomes | | |
|--|---|--|
| A. Knowledge and understanding | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Design and implement a research project</p> <p>A2: Undertake a comprehensive literature search and review</p> | <p>C3 A4</p> | <p>Lecture / seminar / group work / assignment</p> |
| B. Cognitive skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Analyse, synthesise and present findings from research logically and fluently.</p> | <p>B4</p> | <p>Lecture / seminar / group work / assignment</p> |
| C. Practical and professional skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Ethically collect and interpret research data</p> <p>C2: Critically reflect on their practice.</p> | <p>C3 D3</p> | <p>Lecture / seminar / group work / assignment</p> |

| D Key transferable skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|--|---|---|
| <p><i>At the end of the module, learners will be expected to:</i> D1: Effectively communicate research related information using a variety of methods in a timely manner.</p> | | Lecture / seminar / group work / assignment |

| 8. Indicative content. |
|--|
| <p>Choosing an appropriate research topic Theory of research Philosophy of methodology Action/praxeological research and using research to change your own practice and the practice of others Research and continuous improvement in settings Research in team and leaderful practice Critically reflecting and self-evaluation in research and the impact on practice Establishing research aims and objectives Secondary research and writing a literature review Primary research methods Time management and SWOT analysis Research ethics and safeguarding (consent and assent for children) Presenting primary and secondary research results Evaluation, critical analysis and conclusions</p> |

| 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes |
|---|
| <p>Assessment Strategy:</p> |

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

To pass this module a student must

| Assessment Task | Weighting | Week submitted | Grading (Pass / Fail / %) | Module Learning Outcome(s) the assessment task maps to |
|--------------------------------|-----------|----------------|---------------------------|--|
| Research project - 4,000 words | 100% | 29 | % | A1, A2, B1, C1, C2, D1 |

10. Teaching staff associated with the module

Name and contact details

Louise Hannan hannanl@btc.ac.uk

11. Key reading list

| Author | Year | Title | Publisher | Location |
|--|--------|---|------------------------|-------------|
| Blaxter, L., Hughes, C. and Tight, M. | (2010) | How to research. 4 th edn. | Open University Press. | Maidenhead: |
| Cohen, L., Manion, L. and Morrison, K. | (2018) | <i>Research methods in education</i> . 8th edn. | Routledge. | Abingdon: |
| Bell, J. and Waters, S. | (2018) | Doing your research project: a guide for first-time researchers. 7 th edn. | Open University Press. | London: |

| 11. Key reading list | | | | |
|---|--------|--|------------------------|-------------|
| Author | Year | Title | Publisher | Location |
| Callan, S. and Reed, M. (eds) | (2011) | <i>Work-based research in the early years.</i> | Sage. | London: |
| Denscombe, M. | (2014) | <i>The good research guide: for small-scale social research projects.</i> 5 th edn. | Open University Press. | Maidenhead: |
| Grieg, A., Taylor, J. and MacKay, T. | (2013) | <i>Doing research with children: a practical guide.</i> 3 rd edn. | Sage. | London: |
| MacNaughton, G. and Hughes, P. | (2009) | <i>Doing action research in early childhood studies: a step by step guide.</i> | Open University Press. | Maidenhead |
| McAteer, M. | (2013) | <i>Action research in education</i> | Sage. | London: |
| Mukherji, P. and Albon, D. | (2018) | <i>Research methods in early childhood: an introductory guide.</i> 3 rd edn | Sage. | London: |
| Nolan, A., Macfarlane, K. and Cartmel, J. | (2013) | <i>Research in early childhood</i> | Sage. | London: |
| Robson, C. and McCartan, K. | (2016) | Real world research: a resource for users of social research methods in applied settings. 4 th edn. | John Wiley & Sons. | Chichester |
| Roberts- Holmes, G. | (2018) | Doing your early years research project: a step-by-step guide. 4 th edn | Sage. | London: |

| 11. Key reading list | | | | |
|-----------------------------|--------|---|-----------|-----------|
| Author | Year | Title | Publisher | Location |
| Walker, R. and Solvason, C. | (2014) | Success with your early years research project. | Sage | London: . |

| 12. Other indicative text (e.g. websites) |
|---|
| British Educational Research Association - www.Bera.ac.uk |
| EECERA - Ethical Code - EECERA |

| 13. List of amendments since last (re)validation | | |
|--|---------|-------------------------------|
| Area amended | Details | Date Central Quality informed |
| | | |

| 1. Factual information | | | |
|--|---|---------------------|----|
| Module title | ECS201 The Critically Reflective Practitioner | | |
| Module tutor | Louise Hannan | Level | 5 |
| Module type | Taught module | Credit value | 30 |
| Mode of delivery | Face to face teaching and independent study | | |
| Notional learning hours | 300 hours, (72 hours teaching and 228 hours independent study) | | |
| 2. Rationale for the module and its links with other modules | | | |
| <p>This module is designed to provide learners with the opportunity to maximise learning opportunities and professional development, which arise from work-place experiences in Early Years settings with children aged 0-8 years old. It is based on the recognition that learning takes place in a variety of situations and settings and aims to encourage students to reflect on how they can develop their learning in future workplaces.</p> <p>This module is the foundation for Creative Reflexive Practitioner at module level 6 and builds upon the knowledge of The Reflective Practitioner at level 4.</p> | | | |
| 3. Aims of the module | | | |
| <ul style="list-style-type: none"> • To provide students with the opportunity to learn from work experience and work alongside professional Early Years practitioners • To develop important skills and competences in accordance to professional competencies, when working with young children and their families. • To encourage students to reflect on how they learn and how they can improve their own personal performance, ethical practices and professionalism. | | | |
| 4. Pre-requisite modules or specified entry requirements | | | |
| DBS Clearance | | | |
| 5. Is the module compensatable? | | | |
| NO | | | |
| 6. Are there any PSRB requirements regarding the module? | | | |
| NONE | | | |

| 7. Intended learning outcomes | | |
|--|--|---|
| A. Knowledge and understanding | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <i>At the end of the module, learners will be expected to:</i> A1: Critically reflect upon how key national policies are implemented in practice within individual early years settings | B3 | Lecture / seminar / group work / assignment |
| B. Cognitive skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <i>At the end of the module learners will be expected to:</i> B1: Evaluate your practice by referencing experiential learning to ideas, knowledge and concepts included in the academic curriculum | A3 | Lecture / seminar / group work / assignment |
| C. Practical and professional skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <i>At the end of the module, learners will be expected to:</i> C1: Demonstrate competency in elements of professional competencies within a professional portfolio document and action plan | C4 | Lecture / seminar / group work / assignment |
| D Key transferable skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <i>At the end of the module, learners will be expected to:</i> | | Lecture / seminar / group work / assignment |

| D Key transferable skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|---|---|--------------------------------|
| <p>D1: Reflect upon and critically evaluate personal and professional development in terms of ethical practice and concepts of professionalism from work-placement experiences</p> | <p>D3</p> | |

| This module introduces students to |
|--|
| <p>Induction and preparation for learning from experience. Personal and professional effectiveness in early years settings e.g. Influencing factors. Work practice experience. Ethical practices, including sustainability in education Safeguarding and working with parents Safeguarding and serious case reviews The importance of continued professional development in practitioners lives Professionalism and professional standards Challenging conversations and honesty for staff when working with parents and multi professionals Self-Care Strategies for children Personal care routines for children. Reflective approaches, theories of reflection and personal evaluation of development. Overview of a range of policies that underpin the quality of early years care. Equality, Diversity, Inclusion and disability. Including Counter racism and anti-racist practices Advocating for children’s voices and wishes Academic resilience Relational pedagogy Intersectionality and social justice</p> |

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

To pass this module a student must

| Assessment Task | Weighting | Week submitted | Grading (Pass / Fail / %) | Module Learning Outcome(s) the assessment task maps to |
|------------------------------------|-----------|----------------|---------------------------|--|
| Reflective Essay (3,500 words) | 100% | 27 | % | A1, B1, D1 |
| Professional portfolio of evidence | - | 30 | Pass/Fail | C1, |

10. Teaching staff associated with the module

Name and contact details

Louise Hannan hannanl@btc.ac.uk

11. Key reading list

| Author | Year | Title | Publisher | Location |
|-------------------------------|--------|--|------------------------|----------|
| Allen, S. <i>et al.</i> | (2020) | Developing professional practice in the early years. | Open University Press. | London: |
| Blandford, S. and Knowles, C. | (2016) | Developing professional practice 0-7. 2nd edn. | Routledge. | Abingdon |

| 11. Key reading list | | | | |
|--------------------------------|--------|--|------------------------|--------------|
| Author | Year | Title | Publisher | Location |
| Bolton, G. and Delderfield, R. | (2018) | <i>Reflective practice: writing and professional development. 5th edn</i> | Sage | London: |
| Brock, A. (ed.) | (2015) | <i>The early years reflective practice handbook.</i> | Routledge. | Abingdon: |
| Bryce-Clegg, A. | (2015) | <i>Best practice in the early years.</i> | Bloomsbury Education. | London: |
| Burnham, L. | (2016) | <i>How to be an outstanding early years practitioner.</i> | Bloomsbury Education. | London: |
| Campbell-Barr, V. | (2019) | <i>Professional knowledge and skills in the early years.</i> | Sage. | London: |
| Frost, N. and Robinson, M. | (2016) | Developing multi-professional teamwork for integrated children's services: research, policy, practice. 3rd edn | Open University Press. | London: |
| Fisher, J. | (2016) | <i>Interacting or interfering?: improving interactions in the early years.</i> | Open University Press. | Maidenhead: |
| Fisher, J. | (2013) | <i>Starting from the child: teaching and learning in the foundation stage. 4th edn.</i> | Open University Press. | Maidenhead: |
| Gardner, F. | (2014) | <i>Being critically reflective: engaging in holistic practice.</i> | Palgrave Macmillan. | Basingstoke: |

| 11. Key reading list | | | | |
|--|--------|--|----------------------|----------------|
| Author | Year | Title | Publisher | Location |
| Hallet, E. | (2013) | <i>The reflective early years practitioner.</i> | Sage. | London: |
| Hayes, C. et al. | (2017) | <i>Developing as a reflective early years professional: a thematic approach. 2nd edn.</i> | Critical Publishing. | St Albans: |
| Ingleby, E., Oliver, G. and Winstone, R. | (2015) | <i>Early childhood studies: enhancing employability and professional practice.</i> | Bloomsbury Academic. | London: |
| Jasper, M. | (2013) | <i>Beginning reflective practice, 2nd edn.</i> | Cengage Learning. | Andover: |
| Kay, J. | (2012) | <i>Good practice in the early years. 3rd edn</i> | Continuum. | London: |
| Lindon, J. and Trodd, L. | (2016) | <i>Reflective practice and early years professionalism. 3rd edn.</i> | Hodder Education. | London: |
| McMahon, S. and Dyer, M. (eds) | (2018) | Work-based practice in the early years: a guide for students. | Routledge | Abingdon: |
| Miller, L., Drury, R. and Cable, C. | (2012) | <i>Extending professional practice in the early years.</i> | The Open University. | Milton Keynes: |
| Musgrave, J. and Stobbs, N. | (2015) | Early years placements: a critical guide to outstanding work-based learning. : | Critical Publishing | Northwich |
| Oates, R. and Hey, C. (eds) | (2014) | The student practitioner in early childhood studies: an essential guide to working with children. | Routledge. | Abingdon |

| 11. Key reading list | | | | |
|-------------------------------|--------|---|------------------------|-------------|
| Author | Year | Title | Publisher | Location |
| Paige-Smith, A. and Craft, A. | (2011) | Developing reflective practice in the early years. 2 nd edn. | Open University Press. | Maidenhead: |
| Thompson, S. and Thompson, N. | (2018) | <i>The critically reflective practitioner.</i> 2 nd edn. | Palgrave. | London: |
| Wild, M. and Street, A. | (2013) | Themes and debates in early childhood, | Sage. | London: |

| 12. Other indicative text (e.g. websites) |
|--|
| Early Childhood Studies Degree Network Graduate Outcomes |
| EYFS – statutory requirements - Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk) |
| Teaching standards - Teachers' standards - GOV.UK (www.gov.uk) |
| Journal of Early Years Education |
| International Journal of Primary Elementary and Early Years Education [Education 3-13] |

| 13. List of amendments since last (re)validation | | |
|--|---------|-------------------------------|
| Area amended | Details | Date Central Quality informed |
| | | |

| 1. Factual information | | | |
|--------------------------------|---|---------------------|----|
| Module title | ECS205 Working with Children and Families | | |
| Module tutor | Flo Besse-Jones | Level | 5 |
| Module type | Taught module | Credit value | 20 |
| Mode of delivery | Face to face teaching and independent study | | |
| Notional learning hours | 200 hours, (48 hours teaching and 152 hours independent study) | | |

| 2. Rationale for the module and its links with other modules |
|--|
| Working in the early years sector requires one to have an understanding and awareness of the diverse experiences children may be exposed to. Working in partnership with parents is essential to supporting a child's development in order for them to reach their full potential. Multi-agency working is seen as a crucial element in protecting all children in society, but especially those who are most vulnerable; having an understanding of why and how to achieve this is an important aspect of working with children and families. |

| 3. Aims of the module |
|--|
| <ul style="list-style-type: none"> • To raise awareness that children's experiences with families can be varied • To enable students to respond effectively to children and their carers • To promote the importance of the rights of children • To develop strategies for working in partnership with parents/carers • To understand the diversity of roles and responsibilities in multi-agency working • To reflect on the skills and understanding to work with children who are disadvantaged • To gain knowledge of legislation and policies designed to promote children's rights and well-being |

| 4. Pre-requisite modules or specified entry requirements |
|--|
| NONE |

| 5. Is the module compensatable? |
|---------------------------------|
| YES |

| 6. Are there any PSRB requirements regarding the module? |
|--|
| NONE |

| 7. Intended learning outcomes | | |
|---|--|---|
| A. Knowledge and understanding | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i> A1: Justify children's individual and collective rights in an Early Years setting</p> | A4 | Lecture / seminar / group work / assignment |
| B. Cognitive skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i> B1: Evaluate and reflect upon the policies/strategies designed to support children and families, especially those who are disadvantaged</p> | A3 | Lecture / seminar / group work / assignment |
| C. Practical and professional skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i> C1: Justify the need to work in multi-agency contexts and analyse team working C2: Implement effective working in partnership with parents and carers</p> | B3 | Lecture / seminar / group work / assignment |

| D Key transferable skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|---|---|---|
| <p><i>At the end of the module, learners will be expected to:</i> None</p> | | Lecture / seminar / group work / assignment |

| This module introduces students to |
|--|
| <p>This module explores the diversity of young children’s experiences and the importance of the context of their everyday lives. Ethical practice and a rights-based approach in Children’s rights and the importance of listening to their voice will be explored along with consideration on how best to achieve this.</p> <p>The importance of parents as the first educators of their children will be examined and the home learning environment discuss and demonstrate skills required when dealing with parents/carers as a professional.</p> <p>Understanding and justifying the need for multi-agency working and the analysis of team working is explored using case studies and scenarios.</p> <p>Policies and legislation that have been introduced to protect all children and those who are disadvantaged will be examined as these are a crucial and integral part of practice, especially safeguarding and child protection</p> <p>students will be encouraged to evaluate and critically analyse their effectiveness to deepen their understanding of the complexities and difficulties these can sometimes present.</p> <p>Professional partnerships with families and inter agencies in a joined-up way</p> <p>Promoting outcomes with families involvement</p> <p>Safeguarding and having difficult conversations</p> <p>Safeguarding and serious case review outcomes</p> <p>Supporting families through transitions</p> |

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

To pass this module a student must

| Assessment Task | Weighting | Week submitted | Grading (Pass / Fail / %) | Module Learning Outcome(s) the assessment task maps to |
|------------------------------|-----------|----------------|---------------------------|--|
| 30 minute group presentation | 100% | 14 | % | A1, B1, C1, C2 |

10. Teaching staff associated with the module

Name and contact details

Flo Besse-Jones bessef@btc.ac.uk

11. Key reading list

| Author | Year | Title | Publisher | Location |
|-------------------------|----------|--|----------------------|------------|
| Archard, D. | (2015) . | Children: rights and childhood. 3 rd edn | Routledge. | Abingdon: |
| Bligh, C. <i>et al.</i> | (2013) . | Well-being in the early years | Critical Publishing. | Northwich: |
| Bradshaw, J. (ed.) | (2016) | The well-being of children in the UK. 4 th edn. | Policy Press. | Bristol: |

| 11. Key reading list | | | | |
|-------------------------------------|------------|---|---|-----------|
| Author | Year | Title | Publisher | Location |
| Brotherton, G. and Cronin, M. (eds) | (2021) . . | Working with vulnerable children, young people and families. 2 nd edn | Routledge. | Abingdon |
| Burton, S. and Reid, J. (eds) | (2018) | Safeguarding and protecting children in the early years. 2 nd edn. | Routledge. | Abingdon: |
| Clark, A. | (2017) | Listening to young children: a guide to understanding and using the mosaic approach. 3 rd edn. | Jessica Kingsley Publishers | London: . |
| Department for Education | (2018) | Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children. | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf | - |
| Dobson, J. and Melrose, A. (eds) | (2021) | <i>Working with children, families and young people: professional dilemmas, perspectives and solutions.</i> | Routledge. | Abingdon: |
| Foley, P. and Rixon, A. (eds) | (2014) | Changing children's services: working and learning together. 2 nd edn. | Policy Press. | Bristol: |

| 11. Key reading list | | | | |
|-------------------------------------|----------|--|------------------------|--------------|
| Author | Year | Title | Publisher | Location |
| Frost, N. and Robinson, M. (eds) | (2016) . | Developing multi-professional teamwork for integrated children's services. 3 rd edn | Open University Press. | London: |
| Jackson, D. and Needham, M. | (2014) | <i>Engaging with parents in early years settings.</i> | Sage. | London: |
| Jones, P. and Welch, S. | (2018) | Rethinking children's rights: attitudes in contemporary society. 2 nd edn. | Bloomsbury Academic. | London: |
| Kanyal, M. (ed.) | (2014) | <i>Children's rights 0-8: promoting participation in education and care.</i> | Routledge. | Abingdon: |
| Kellett, M. | (2011) | <i>Children's perspectives on integrated services: every child matters in policy and practice.</i> | Palgrave Macmillan. | Basingstoke: |
| Lindon, J. and Webb, J. | (2016) | Safeguarding and child protection. 5 th edn. | Hodder Education | London: . |
| MacBlain, S., Dunn, J. and Luke, I. | (2017) | <i>Contemporary childhood.</i> | Sage. | London: |
| Manning-Morton, J. | (2014) . | Exploring well-being in the early years. | Open University Press | Maidenhead: |

| 11. Key reading list | | | | |
|----------------------|--------|---|----------------------|-----------|
| Author | Year | Title | Publisher | Location |
| McDowall Clark, R. | (2016) | Childhood in society for the early years. 3 rd edn. | Sage. | London: |
| Musgrave, J. | (2017) | <i>Supporting children's health and wellbeing.</i> | Sage. | London: |
| Walker, G. | (2018) | <i>Working together for children: a critical introduction to multi-agency working.</i> 2 nd edn. | Bloomsbury Academic. | London: |
| Whalley, M. | (2017) | <i>Involving parents in their children's learning: a knowledge-sharing approach.</i> 3 rd edn. | Sage. | London: |
| Wilson, T. | (2016) | Working with parents, carers and families in the early years | Routledge. | Abingdon: |

| 12. Other indicative text (e.g. websites) |
|---|
| Working together to safeguard children - Working Together to Safeguard Children 2018 (publishing.service.gov.uk) |
| Keeping Children Safe in Education - Keeping children safe in education 2021 (publishing.service.gov.uk) |
| Statutory requirements of the EYFS - Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk) |
| Joseph Rowntree Foundation – www.jrf.org.uk |
| Family and Childcare Trust - http://www.familyandchildcaretrust.org/ |
| The Children's Society – www.childrenssociety.org.uk |
| Children and Society |

Journal of Early Childhood Research

13. List of amendments since last (re)validation

| Area amended | Details | Date Central Quality informed |
|--------------|---------|-------------------------------|
| | | |

Level 6 Module Specifications

1. Factual information

| | | | |
|--------------------------------|--|---------------------|----|
| Module title | ECS301 Conceptualising Childhood | | |
| Module tutor | Louise Hannan | Level | 6 |
| Module type | Taught and independent study | Credit value | 20 |
| Mode of delivery | Face to Face and student led study | | |
| Notional learning hours | 48 hours teaching, 152 independent study | | |

2. Rationale for the module and its links with other modules

According to Wyness (2015) over the last few decades childhood has come to mean more than just a phase in the lifespan. Sociologists now consider that childhood is socially and culturally constructed. In this module we will explore the historical, cultural and geographical differences in the perception of childhood by adults. We will also consider how these impact on our own understanding of our treatment of and relationship with children in the 0-8 age group. This module links with the level 4 module 'The Child in Society' and the level 6 module 'Global Perspectives on Education'

The module aims to challenge our own beliefs and perspectives about childhood. Students will be encouraged to debate the multiple meanings relating to the concept of childhood and the past, present and future sociological constructions of childhood.

Students will have an opportunity to consider some of the influences affecting their own views about the nature of childhood.

3. Aims of the module

- To consider that certain models of childhood influence how children are treated
- To appreciate that there are a range of ideological constructions of the child and childhood
- To recognise the importance of historical context in the evolution of ideas about childhood
- To understand how adult's models of childhood are embedded in legislation about the treatment of children, cultural representations of their lives and ethical discourse about the rights of children.
- To understand that ideas about childhood have influenced the way adults meet the perceived needs of children
- To reflect on the influences that have shaped their own assumptions about children and childhood.

4. Pre-requisite modules or specified entry requirements

NONE

5. Is the module compensatable?

YES

6. Are there any PSRB requirements regarding the module?

NONE

| 7. Intended learning outcomes | | |
|---|---|--------------------------------|
| A. Knowledge and understanding | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Critically evaluate the impact of sociocultural factors on our understanding of childhood and examine the range of ideological constructions of "the child" and "childhood" historically and geographically.</p> <p>A2: Critically review ways in which models of childhood are reflected in legislation about the treatment of children, cultural representations of children's lives and ethical arguments about the rights of children.</p> | <p>A6 B5</p> <p>A6 B5</p> | Seminar/Lecture/ Study Time |
| B. Cognitive skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Critically analyse the relationships between concepts of childhood and cultural assumptions about the 'proper' treatment of children and evaluate the models of childhood implicit in different approaches to the treatment of young children.</p> | <p>A6 B5</p> | Seminar/Lecture/ Study Time |

| C. Practical and professional skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|---|---|--------------------------------|
| <p><i>At the end of the module, learners will be expected to:</i> NONE</p> | | |

| D Key transferable skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|--|---|--------------------------------|
| <p><i>At the end of the module, learners will be expected to:</i> D1: Critically reflect on the complex factors that have influenced your own childhood</p> | D7 | Seminar/Lecture/ Study Time |

| 8. Indicative content. |
|---|
| <p>Students will have the opportunity to reflect on their own childhoods before considering the social construction of the concept of childhood. The lectures will firstly encourage students to challenge their own conceptions of the meaning of childhood. The module explores historical, cultural and sociological constructions of childhood and how they have been represented. The subject will explore how the proper, ethical and safeguarding needs of children is influenced by the construction of childhood and the child. Students will explore historical literature, art work and artefacts to understand past ideas about childhood. Students will also have the opportunity to explore contemporary global differences in childhoods and the impact of changes in views on parenting, education, rights and needs over time. Students will be supported to choose their own area of interest on the concept of childhood for their essay. Students will have the chance to critically debate views represented in recent research articles which offer contemporary perspectives on the concept of childhood</p> |

| 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes |
|---|
| <p>Assessment Strategy:</p> |

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

To pass this module a student must

| Assessment Task | Weighting | Week submitted | Grading (Pass / Fail / %) | Module Learning Outcome(s) the assessment task maps to |
|---------------------|------------|----------------|---------------------------|--|
| Essay of 3000 words | 100% grade | 1 | % | (A1, A2, B1, D1) |

10. Teaching staff associated with the module

Name and contact details

Louise Hannan hannanl@btc.ac.uk

11. Key reading list

| Author | Year | Title | Publisher | Location |
|-------------|--------|--|-----------------------------------|---------------------------|
| Archard, D. | (2015) | <i>Children: rights and childhood.</i> 3 rd edn | Routledge | Abingdon: |
| Aries, P. | (1960) | <i>Centuries of childhood.</i> Reprint. | Pimlico | London: |
| Babić, N. | (2017) | 'Continuity and discontinuity in education: example of | Early Child Development and Care, | 187 (10), pp. 1596 -1609. |

| 11. Key reading list | | | | |
|------------------------------|--------|--|--|--------------------|
| Author | Year | Title | Publisher | Location |
| | | transition from preschool to school', | | |
| Brown, M. | (2001) | <i>Picturing children: constructions of childhood between Rousseau and Freud.</i> | Ashgate. | Aldershot: |
| Buckingham, D | (2000) | <i>After the death of childhood: growing up in the age of electronic media.</i> | Polity Press. | London: |
| Campbell-Barr, V. | (2014) | 'Constructions of early childhood education and care provision: negotiating discourses', | Contemporary Issues in Early Childhood, | 15 (1), pp. 5-17. |
| Cunningham, H. | (2006) | The invention of childhood. | BBC Books | London: |
| Cunningham, H. | (2021) | Children and childhood in Western society since 1500. 3 rd edn. | Routledge. | Abingdon: |
| Davies C. and Robinson K. H. | (2010) | 'Hatching babies and stork deliveries: constructing sexual knowledge and taking risks in early childhood education', | Special issue, Risky Childhoods, Contemporary Issues in Early Childhood, . | 11(3), pp. 249–262 |

| 11. Key reading list | | | | |
|----------------------|--------|--|-------------------------------------|----------------------|
| Author | Year | Title | Publisher | Location |
| Davis, R. A. | (2011) | 'Brilliance of a fire: innocence, experience and the theory of childhood', | Journal of Philosophy of Education, | 45 (2): pp. 379-397. |
| Edwards, M. | (2015) | <i>Global Childhoods.</i> | Critical Publishing. | Northwich: |
| Feldman, D. | (2016) | 'Honoring the child's right to respect: Janusz Korczak as Holocaust educator, <i>The Lion and the Unicorn,</i> | Journal of Philosophy of Education, | 40 (2), pp. 129–143. |
| Fleer, M. | (2008) | The cultural construction of child development' in Woods, E. (ed.) <i>The Routledge Reader in Early Childhood Education,</i> | Routledge, | Abingdon, |
| Gabriel, N. | (2017) | <i>The sociology of early childhood: critical perspectives.</i> | Sage, | London: |
| Gabriel, N. | (2014) | 'Growing up beside you: a relational sociology of early childhood', | History of the Human Sciences, | 27 (3), pp.116-135. |
| Gittens, D. | (1998) | <i>The child in question.</i> | Macmillan Press. | Basingstoke: |

| 11. Key reading list | | | | |
|------------------------------------|--------|---|---|----------------------|
| Author | Year | Title | Publisher | Location |
| Hyun, E. | (2007) | 'Cultural complexity in early childhood: images of contemporary young children from a critical perspective', | Childhood Education, | 83(5), pp. 261-266. |
| Heywood, C | (2018) | <i>A history of childhood: children and childhood in the West from medieval to modern times.</i> 2 nd edn. | Polity Press | Cambridge: |
| James, A. | (2011) | 'To be (come) or not to be (come): understanding children's citizenship', | <i>The Annals of the American Academy of Political and Social Science</i> | 633 (1), pp.167-179. |
| James, A. and Prout, A. (eds) | (2015) | Constructing and reconstructing childhood: contemporary issues in the sociological study of childhood. 3 rd edn. | Routledge. | Abingdon: |
| James, A., Jenks, C. and Prout, A. | (1998) | Theorizing childhood. | Polity Press. | Cambridge: |
| James, A. and James, A. L. | (2004) | <i>Constructing Childhood: theory, policy and social practice.</i> | Palgrave Macmillan. | Basingstoke: |
| Jenks, C. | (2005) | Childhood. 2 nd edn. | Routledge. | Abingdon: |

| 11. Key reading list | | | | |
|---|--------|--|--------------------------------------|---------------------|
| Author | Year | Title | Publisher | Location |
| Kehily, M. J. (ed.) | (2015) | An Introduction to childhood studies. 3 rd edn. | Open University Press. | Maidenhead: |
| Kehily, M. J. and Swann, J. (eds) | (2003) | <i>Children's cultural worlds.</i> | John Wiley and Sons. | Chichester: |
| Kehily, M. J. | (2010) | 'Childhood in crisis?: tracing the contours of 'crisis' and its impact upon contemporary parenting practices', | <i>Media, Culture & Society,</i> | 32 (2), pp.171–185. |
| Kennedy, D. | (2006) | The well of being: childhood, subjectivity and education. | State University of New York Press | Albany, NY:. |
| McDowall Clark, R. | (2016) | Childhood in society: for the early years. 3 rd edn | Sage. | London: |
| Mayall, B. | (2002) | Towards a sociology for childhood: thinking from children's lives. | Open University Press. | Buckingham: |
| Montgomery, H., Burr, R. and Woodhead. M. (eds) | (2003) | Changing childhoods: local and global. | John Wiley and Sons. | Chichester: |
| Montgomery, H. (ed.) | (2013) | Local childhoods, global issues. 2 nd edn | The Policy Press. | Bristol: |

| 11. Key reading list | | | | |
|----------------------|--------|---|-------------------|-----------------------------|
| Author | Year | Title | Publisher | Location |
| Morrison, H. (ed.) | (2012) | <i>The global history of childhood reader.</i> | Routledge. | Abingdon: |
| Murphy, E. | (2007) | 'Images of childhood in mothers' accounts of contemporary childrearing', | <i>Childhood,</i> | 14(1), pp.105–127. |
| Nieuwenhuys, O. | (2010) | 'Keep asking: why childhood? why children? why global?' | <i>Childhood,</i> | 17 (3), pp. 291-296. |
| Owen, A. (ed.) | (2017) | <i>Childhood today</i> | Sage. | London: |
| Parker-Rees, R. | (2015) | Early childhood studies: an introduction to the study of children's lives and children's worlds, 4 th edn. | Sage | London: |
| Pollock, Linda A. | (1984) | Forgotten children: parent-child relations from 1500 to 1900. | Cambridge: | Cambridge University Press. |
| Postman, N | (1983) | The Disappearance of childhood. | Vintage. | New York: |
| Wells K. | (2021) | Childhood in a Global Perspective. 3 rd edn. | Polity Press. | Cambridge: |

| 11. Key reading list | | | | |
|----------------------|--------|--|------------------|----------|
| Author | Year | Title | Publisher | Location |
| Wyness, M.G. | (2019) | Childhood and society. 3 rd edn. | Red Globe Press. | London: |
| Wyness, M. | (2018) | Childhood, culture and society: in a global context. | Sage. | London: |

| 12. Other indicative text (e.g. websites) |
|---|
| |

| 13. List of amendments since last (re)validation | | |
|--|---------|-------------------------------|
| Area amended | Details | Date Central Quality informed |
| | | |

| 1. Factual information | | | |
|--------------------------------|---|---------------------|----|
| Module title | ECS304 Contemporary Discourses | | |
| Module tutor | Louise Hannan | Level | 6 |
| Module type | Taught | Credit value | 20 |
| Mode of delivery | 100% face-to-face | | |
| Notional learning hours | 200 hours 48 taught, 152 independent study | | |

2. Rationale for the module and its links with other modules

In this module issues of current interest in the Early Years (relating to children in the 0-8 age range) will be examined from cultural, sociological and geographical perspectives. The module supports students to engage in debate around contentious and contradictory issues. Students will explore Early Childhood through theoretical frameworks in history, politics, sociology, psychology, education economics and law. The self-directed element of this module allows students to research particular current aspects of the early years. Students will appreciate how contradictory positions are developed and argued in both academic and popular publications. This module helps students to understand how to write for academic publication.

3. Aims of the module

- Appreciate the latest thinking in the field of Early Childhood
- Consider differing perspectives on recent legislation, policy and research into aspects of Early Childhood
- Consider the range of arguments represented in contemporary academic and popular literature relating to children and families
- Prepare students to write for publication

4. Pre-requisite modules or specified entry requirements

NONE

5. Is the module compensatable?

YES

6. Are there any PSRB requirements regarding the module?

NO

| 7. Intended learning outcomes | | |
|---|---|---|
| A. Knowledge and understanding | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Critically appraise the most recent thinking about aspects of Early Childhood, e.g. early years partnerships, child protection, human rights and children's rights.</p> | A7 | Formal lectures Group work Student led seminars One to one tutorials |
| B. Cognitive skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Argue the significance of new legislation and policy in relation to topics within the early years.</p> | B5 | Formal lectures Group work Student led seminars One to one tutorials |
| C. Practical and professional skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Actively participate and take a leading role in a seminar presentation of a current Early Years topic.</p> | C5 | Formal lectures Group work Student led seminars One to one tutorials |

| D Key transferable skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|---|---|---|
| <p><i>At the end of the module, learners will be expected to:</i> D1: Produce work in the format of a journal article to understand the process of academic dissemination.</p> | D6 | Formal lectures Group work Student led seminars One to one tutorials |

8. Indicative content.

The module focuses on the students' ability to critically discuss issues that are either current or consistently re-emergent over time in the area of Early Years. Thus students could cover the impact of the obesity crisis, migrant children, sexual abuse and transition. Students are expected to contribute ideas for content in some of the lectures for this module, thus creating a dynamic and variable course content. Students will also run seminars on their own area of interest to develop their research and presentation skills.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

To pass this module a student must

| Assessment Task | Weighting | Week submitted | Grading (Pass / Fail / %) | Module Learning Outcome(s) the assessment task maps to |
|--|-----------|----------------|---------------------------|--|
| Journal Article 3000 words | (100%) | 27 | % | A1, B1, D1 |
| Individual Seminar presentation (10 minutes) | - | 27 | PASS/FAIL | C1 |

10. Teaching staff associated with the module

Name and contact details

Louise Hannan – hannanl@btc.ac.uk

11. Key reading list

| Author | Year | Title | Publisher | Location |
|-----------------------------|--------|--|--|-------------------|
| Becker, L. | (2015) | Writing successful reports and dissertations. | Sage | London: |
| Cottrell, S. | (2017) | <i>Critical thinking skills: effective analysis, argument and reflection.</i> 3 rd edn. | Palgrave. | London: |
| Becker, L. and Denicolo, P. | (2012) | <i>Publishing journal articles.</i> | Sage. | London: |
| Killingsworth Roberts, S. | (2016) | Making practice visible through writing for professional publication, | <i>Childhood Education,</i> | 92 (1), pp.64-67. |
| Murray, R. | (2020) | Writing for academic journals. 4 th ed | McGraw-Hill Education/Open University Press. | London: |

12. Other indicative text (e.g. websites)

Useful journals for your assessment

Childhood

Children and Society

Journal of Early Years Education

Articles in the following journals

Contemporary Issues in Early Childhood

Early Childhood Matters

Early Childhood Research and Practice

Sociology

The Lancet: Journal of the British Medical Association

Work, Employment and Society

Youth and Society

13. List of amendments since last (re)validation

| Area amended | Details | Date Central Quality informed |
|--------------|---------|-------------------------------|
| | | |

| 1. Factual information | | | |
|--------------------------------|---|---------------------|----|
| Module title | ECS303 The Creative Reflexive Practitioner | | |
| Module tutor | Louise Hannan | Level | 6 |
| Module type | Taught | Credit value | 20 |
| Mode of delivery | 100% face to face | | |
| Notional learning hours | 200 hours 48 Taught, 152 independent study | | |

2. Rationale for the module and its links with other modules

The module is designed to help learners further develop their reflective and reflexive abilities and skills; important professional attributes that will assist continuing professional development. We are interested in facilitating learners' development from a technician to a professional, a transition that has involved them thinking about their practice and applying a theoretical and thoughtful perspective to their work with children and families. You will have opportunities to explore and develop ways of learning from practical engagement in an Early Years work setting whilst completing field work for your research project and you will be encouraged to reflect upon your experiences. This will involve you in linking theory to practice, building on your understanding of the theoretical frameworks that underpin practice as well as developing a deeper awareness of yourself as a professional reflexive practitioner. There will be opportunities to enhance the quality of your reflections and to use your creative skills to produce tangible evidence of them. This module builds on 'The Reflective Practitioner' module and 'The Critically Reflective Practitioner' module at level 4 and 5. The placement in this module will be carried out in conjunction with your research project field work.

3. Aims of the module

- Through group work and engaging in discussions on the on-line forum, learners will be encouraged to reflect on their work experiences and explore their reflective and reflexive abilities. This will help learners with the assignment for this module and enhance their skills as a reflective practitioner.
- To encourage learners to keep a journal of their experiences; day-to-day activities; thoughts and feelings about their work; and any developing questions, understandings or confusions.
- To support learners in nurturing and developing their creative skills

4. Pre-requisite modules or specified entry requirements

DBS required for work placement

5. Is the module compensatable?

YES

6. Are there any PSRB requirements regarding the module?

NONE

| 7. Intended learning outcomes | | |
|---|--|--|
| A. Knowledge and understanding | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Critically evaluate the experiential learning process applying reflective skills and theoretical knowledge to analyse and evaluate your own professional practice</p> | A6 | Formal lectures Group work Practical workshops Reflective forum contributions |
| B. Cognitive skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Use critical reflection to review the impact of your role as a researcher in the context of early years practice</p> | B6 | Formal lectures Group work Practical workshops Reflective forum contributions |
| C. Practical and professional skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Design a reflective creative piece of work, that analyses your early years learning journey as a practitioner.</p> | C5 | Formal lectures Group work Practical workshops Reflective forum contributions |
| D Key transferable skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i></p> | | Formal lectures |

| D Key transferable skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|--|---|---|
| D1: Develop reflexive skills as a practitioner | D7 | Group work Practical workshops Reflective forum contributions |

8. Indicative content.

In this module students will be expected to prepare for sessions by reading indicated journal articles in advance. They should also be prepared to submit reflections to the online forum and receive feedback from peers. To help with this process all students are encouraged to keep a reflective journal. By writing regularly in your journal you will continue to develop your reflective abilities. Time is designated in teaching calendar for placement weeks with children in the 0-8 age range. Students will be supported to design and produce a reflective creative artefact that demonstrates their reflective journey as a student and as a practitioner in the Early Years.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

To pass this module a student must

| Assessment Task | Weighting | Week submitted | Grading (Pass / Fail / %) | Module Learning Outcome(s) the assessment task maps to |
|-------------------|-----------|----------------|---------------------------|--|
| Creative artefact | 100% | 28 | % | A1, B1, C1, D1 |

10. Teaching staff associated with the module

Name and contact details

Hannanl@btc.ac.uk - Louise hannan

11. Key reading list

| Author | Year | Title | Publisher | Location |
|--------------------------------|--------|--|------------------------|--------------|
| Allen, S. <i>et al.</i> | (2020) | Developing professional practice in the early years. | Open University Press. | London: |
| Blandford, S. and Knowles, C. | (2016) | Developing professional practice 0-7. 2 nd edn. | Routledge | Abingdon: |
| Bolton, G. and Delderfield, R. | (2018) | Reflective practice: writing and professional development. 5 th edn | Sage. | London: |
| Burnham, L. | (2016) | <i>How to be an outstanding early years practitioner.</i> | Bloomsbury Education. | London: |
| Campbell-Barr, V. | (2019) | Professional knowledge and skills in the early years. | Sage. | London: |
| Gardner, F. | (2014) | Being critically reflective: engaging in holistic practice. | Palgrave Macmillan. | Basingstoke: |
| Hallet, E. | (2013) | The reflective early years practitioner. | Sage. | London: |
| Hayes, C. <i>et al.</i> | (2017) | Developing as a reflective early years | Critical Publishing. | St Albans: |

| 11. Key reading list | | | | |
|--|--------|---|----------------------|----------------|
| Author | Year | Title | Publisher | Location |
| | | professional: a thematic approach. 2nd edn. | | |
| Ingleby, E., Oliver, G. and Winstone, R. | (2015) | Early childhood studies: enhancing employability and professional practice. | Bloomsbury Academic. | London: |
| Jasper, M. | (2013) | Beginning reflective practice, 2nd edn. | Cengage Learning. | Andover: |
| Kay, J. | (2012) | Good practice in the early years. 3rd edn. | Continuum. | London: |
| Lindon, J. and Trodd, L. | (2016) | Reflective practice and early years professionalism. 3rd ed | Hodder Education. | London: |
| McMahon, S. and Dyer, M. (eds) | (2018) | Work-based practice in the early years: a guide for students | Routledge. | Abingdon: |
| Miller, L., Drury, R. and Cable, C. | (2012) | Extending professional practice in the early years. | The Open University. | Milton Keynes: |
| Musgrave, J. and Stobbs, N. | (2015) | Early years placements: a critical guide to outstanding work-based learning. | Critical Publishing | Northwich: |
| Oates, R. and Hey, C. (eds) | (2014) | The student practitioner in early childhood studies: an essential guide to working with children. | Routledge. | Abingdon: |

| 11. Key reading list | | | | |
|-------------------------------|--------|--|------------------------|-------------|
| Author | Year | Title | Publisher | Location |
| Paige-Smith, A. and Craft, A. | (2011) | Developing reflective practice in the early years. 2nd edn | Open University Press. | Maidenhead: |
| Thompson, S. and Thompson, N. | (2018) | The critically reflective practitioner. 2nd edn. | Palgrave. | London: |
| Wild, M. and Street, A. | (2013) | Themes and debates in early childhood, | Sage. | London: |

| 12. Other indicative text (e.g. websites) |
|--|
| Critical Thinking - www.criticalthinking.org |

| 13. List of amendments since last (re)validation | | |
|--|---------|-------------------------------|
| Area amended | Details | Date Central Quality informed |
| NONE | NONE | NONE |

| 1. Factual information | | | |
|--------------------------------|---|---------------------|----|
| Module title | ECS305 Dissertation | | |
| Module tutor | Louise Hannan | Level | 6 |
| Module type | Taught, independent learning | Credit value | 40 |
| Mode of delivery | Face to Face, independent study time, tutorials | | |
| Notional learning hours | 48 contact hours, 152 independent hours study | | |

| 2. Rationale for the module and its links with other modules | |
|---|--|
| <p>This module is an individual, self-directed piece of work. Its contents will be specific to the chosen topic. Students will be expected to demonstrate a knowledge base relevant to the subject of interest as well as knowledge and understanding of appropriate methodologies. Students can undertake primary or secondary research. Guidance about ethical clearance will be offered.</p> <p>The module builds on the Introduction to Research module (Level 5) and gives learners a chance to explore an area of research interest in more depth. There are two pathways in the module (primary or secondary research routes) to ensure that no student is disadvantaged due to ethical or time concerns. Small-scale research techniques are increasingly required as part of the early childhood practitioner's professional role. This module will give students an opportunity to carry out their own research in an area of their choice relevant to the Early Years context.</p> | |

| 3. Aims of the module | |
|---|--|
| <ul style="list-style-type: none"> • To enable learners to understand the nature of recent research in Early Childhood Studies • To enable learners to produce a rationale and undertake a small-scale study in a chosen aspect of Early Childhood Studies • To critically examine various research methodologies and choose those appropriate for the research study • To undertake a literature search and write a review of literature related to the chosen topic to support their study • To enable learners to analyse, synthesise and present findings fluently and logically • To enable students to make ethical considerations whilst designing their study, throughout all stages of the investigation and in the writing up • To enhance students' ability to communicate effectively orally by presenting to others some key aspects regarding what they have learned as a result of carrying out the study | |

| 4. Pre-requisite modules or specified entry requirements | |
|---|--|
| DBS required if fieldwork is carried out in an Early Years setting. | |

| 5. Is the module compensatable? | |
|---------------------------------|--|
| YES | |

5. Is the module compensatable?

| |
|--|
| |
|--|

6. Are there any PSRB requirements regarding the module?

NONE

| 7. Intended learning outcomes | | |
|--|--|--|
| A. Knowledge and understanding | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i> A1: Design and justify a worthwhile research study in Early Years, incorporating an appropriate methodology and considering ethical principles to the study ...</p> | A8 | Formal Lectures Seminars Group Work One to one supervisor support |
| B. Cognitive skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i> B1: Critically evaluate current published research papers and analyse data to present a critical evaluation of research-based evidence with reference to a specific context in Early Years.</p> | C5 | Formal Lectures Seminars Group Work One to one supervisor support |
| C. Practical and professional skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i> C1: Design and present an independent research study that is coherent and justified.</p> | D6 | Formal Lectures Seminars Group Work One to one supervisor support |

| D Key transferable skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|--|---|--|
| <p><i>At the end of the module, learners will be expected to:</i> D1: Consolidate skills in the collection of data and critically analyse for the presentation of findings. Manage the time available to complete work successfully.</p> | B6 | Formal Lectures Seminars Group Work One to one supervisor support |

| 8. Indicative content. |
|---|
| <p>Students will be supported in the design of a manageable research project. They will be expected to evaluate relevant recent research to produce a literature review. Students will cover commonly used research paradigms and methodological approaches. They will be supported in their choice of suitable data collection methods. Depending upon their choice of project students will use a variety of data analysis methods. Ethical considerations and safeguarding themselves and the children/families and staff is emphasized throughout the module.</p> |

| 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes | | | | |
|---|-----------|----------------|---------------------------|--|
| Assessment Strategy: | | | | |
| To pass this module a student must | | | | |
| Assessment Task | Weighting | Week submitted | Grading (Pass / Fail / %) | Module Learning Outcome(s) the assessment task maps to |
| An independent research study (student's own choice) 8,000 words. Students will be supported to complete either a primary or secondary study. | 100% | 29 | % | A1, B1, C1, D1 |

10. Teaching staff associated with the module

Name and contact details

Louise Hannan – hannanl@btc.ac.uk

11. Key reading list

| Author | Year | Title | Publisher | Location |
|-------------------------------|--------|--|-------------------------|----------|
| Alderson, P. and Morrow, V. | (2020) | The ethics of research with children and young people: a practical handbook. 2 nd edn. | Sage. | London: |
| Bell, J. and Waters, S. | (2018) | Doing your research project: a guide for first-time researchers. 7 th edn. | Open University Press. | London: |
| *Bryman, A. | (2012) | <i>Social research methods</i> . 4th edn. | Oxford University Press | Oxford: |
| Clark, A. <i>et al.</i> (eds) | (2014) | <i>Understanding research with children and young people.</i> | Sage. | London: |
| Clark, A. | (2017) | <i>Listening to young children: a guide to understanding and using the Mosaic approach.</i> 3 rd edn. | Jessica Kingsley. | London: |
| *Clough, P. and Nutbrown, C. | (2012) | A student's guide to methodo | Sage. | London: |

| 11. Key reading list | | | | |
|---|--------|--|------------------------|-------------|
| Author | Year | Title | Publisher | Location |
| | | logy: justifying enquiry. 3 rd edn | | |
| *Cohen, L., Manion, L. and Morrison, K. | (2018) | <i>Research methods in education</i> . 8th edn. | Routledge. | Abingdon: |
| *Denscombe, M. | (2014) | The good research guide: for small-scale social research projects. 5 th edn. | Open University Press. | Maidenhead: |
| *Flick, U. | (2020) | Introducing research methodology: thinking your way through your research project. 3 rd edn | Sage. | London: |
| Grieg, A., Taylor, J. and MacKay, T. | (2013) | Doing research with children: a practical guide. 3 rd edn | Sage. | London: |
| *Hart, C. | (2018) | Doing a literature review: releasing the research imagination. 2 nd edn | Sage. | London: |
| MacNaughton, G. and Hughes, P. | (2009) | <i>Doing action research in early childhood studies: a step by step guide</i> . | Open University Press. | Maidenhead: |
| *May, T. | (2011) | Social research: issues, methods and process 4 th edn. | Open University Press. | Maidenhead: |
| Mukherji, P. and Albon, D. | (2018) | Research methods in early childhood: an introductory guide. 3 rd edn. | Sage. | London: |

| 11. Key reading list | | | | |
|------------------------------|--------|--|------------------------|-------------|
| Author | Year | Title | Publisher | Location |
| *McNiff, J. | (2017) | <i>Action research: all you need to know.</i> | Sage. | London: |
| *Oliver, P. | (2012) | <i>Succeeding with your literature review: a handbook for students.</i> | Open University Press. | Maidenhead: |
| *Ridley, D. | (2012) | The literature review: a step-by-step guide for students. 2 nd edn. | Sage. | London: |
| *Robson, C. and McCartan, K. | (2016) | Real world research: a resource for users of social research methods in applied settings. 4 th edn. | John Wiley & Sons. | Chichester: |
| Roberts- Holmes, G. . | (2018) | Doing your early years research project: a step-by-step guide. 4 th edn. | Sage | London: |
| Walker, R. and Solvason, C. | (2014) | Success with your early years research project. | Sage | London: |

| 12. Other indicative text (e.g. websites) |
|---|
| https://www.bera.ac.uk/ http://www.crec.co.uk/ http://www.open.ac.uk/library/digital-archive/module/xcri:EK311/study |

| 13. List of amendments since last (re)validation | | |
|--|---------|-------------------------------|
| Area amended | Details | Date Central Quality informed |
| NONE | NONE | NONE |

| 1. Factual information | | | |
|--------------------------------|---|---------------------|----|
| Module title | ECS302 Global Perspectives on Education | | |
| Module tutor | Flo-Besse-Jones | Level | 6 |
| Module type | Taught | Credit value | 20 |
| Mode of delivery | Face to Face | | |
| Notional learning hours | 200 hours 48 face to face, 152 independent study | | |

| 2. Rationale for the module and its links with other modules | |
|--|--|
| <p>This module is designed to provide an opportunity to examine different international perspectives in order to develop a deeper understanding of how history, society, cultural differences and global inequalities can influence teaching, learning, curriculum design and children's development and well-being. It also provides a platform from which international perspectives can be examined to critique the notion of a universal child and the concept of childhood.</p> <p>This module links with Child in Society, Early Years Pedagogy and Conceptualising Childhood.</p> | |

| 3. Aims of the module | |
|---|--|
| <ul style="list-style-type: none"> To develop students' awareness of how cultural models of Early Childhood Education and Care can influence and shape: curriculum, teaching and learning, child protection and participation within the UK. To provide an opportunity for students to examine how international organisations influence global education and shape national policies on education. | |

| 4. Pre-requisite modules or specified entry requirements | |
|--|--|
| NONE | |

| 5. Is the module compensatable? | |
|---------------------------------|--|
| YES | |

| 6. Are there any PSRB requirements regarding the module? | |
|--|--|
| NONE | |

| 7. Intended learning outcomes | | |
|--|--|--|
| A. Knowledge and understanding | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i> A1: Critically review how international organisations shape national policies and global education</p> | <p>A7 B5</p> | <p>Lecture / seminar / group work / written assignment</p> |
| B. Cognitive skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i> B1: Critically analyse international historical perspectives on education and evaluate how they have influenced specific areas of learning within early years B2: Critically appraise the impact of global inequalities on children's rights and life opportunities</p> | <p>A6 A7 B5</p> | <p>Lecture / seminar / group work / written assignment</p> |
| C. Practical and professional skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i> NONE</p> | | <p>Lecture / seminar / group work / written/assignment</p> |

| D Key transferable skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|---|---|---|
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Construct an independent study based on global perspectives about early years education</p> | D6 | Lecture / seminar / group work / written assignment |

| 8. Indicative content. |
|---|
| <p>What is childhood from a historical and global perspective?</p> <p>Education and globalisation</p> <p>Socio-historic and political influences within the education and care sector</p> <p>Families and parenting</p> <p>International views on education</p> <p>Global inequalities and children</p> <p>Children and youth living in war conflict</p> <p>The rights of culture and the rights of children</p> <p>Children's needs</p> <p>Decolonising our practice within education</p> <p>Counter racism and anti-racist practices</p> <p>Global majority populations</p> <p>Global sustainability</p> <p>Sustainable development goals</p> |

| 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes |
|---|
| <p>Assessment Strategy:</p> <p>To pass this module a student must</p> |

| 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes | | | | |
|---|----------------|----------------|---------------------------|--|
| Assessment Task | Weighting | Week submitted | Grading (Pass / Fail / %) | Module Learning Outcome(s) the assessment task maps to |
| 3000 word essay 'student choice of title'. | 100% weighting | | % | A1, B1, B2, D1 |

| 10. Teaching staff associated with the module |
|--|
| Name and contact details |
| Flo Besse-Jones bessef@btc.ac.uk |

| 11. Key reading list | | | | |
|---|--------|---|-------------------------------|------------|
| Author | Year | Title | Publisher | Location |
| Campbell-Barr, V. and Georgeson, J. (eds) | (2015) | International perspectives on early years workforce development | Critical Publishing | Northwich |
| Cunningham, H. | (2021) | <i>Children and childhood in Western society since 1500.</i> 3 rd edn. | Routledge. | Abingdon: |
| Edwards, M. | (2015) | <i>Global Childhoods.</i> | Critical Publishing. | Northwich: |
| Brody, D.L. | (2014) | <i>Men who teach young children: an international perspective.</i> | Institute of Education Press. | London: |

| 11. Key reading list | | | | |
|--|--------|---|------------------------|-------------|
| Author | Year | Title | Publisher | Location |
| Brownhill, S., Warin, J. and Wernersson, I. | (2016) | <i>Men, masculinities and teaching in early childhood education: international perspectives on gender and care. :</i> | Routledge. | Abingdon |
| Cregan, K. and Cuthbert, D. | (2014) | <i>Global childhoods: issues and debates.</i> | Sage. | London: |
| Gambaro, L, Stewart, K. & Waldfogel, J. (eds) | (2015) | <i>An equal start?: providing quality early education and care for disadvantaged children.</i> | Policy Press. | Bristol: |
| Georgeson, J. and Payler, J. (eds) | (2013) | <i>International perspectives on early childhood education and care.</i> | Open University Press. | Maidenhead: |
| Haralambos, M., Holborn, M., Chapman, S. and Moore, S. | (2013) | <i>Sociology: themes and perspectives. 8th edn</i> | Harper Collins. | London: |
| Kingdon, Z. and Gourd, J. (eds) | (2014) | <i>Early years policy: the impact on practice.</i> | Routledge. | Abingdon: |
| Knight, S. (ed.) | (2013) | <i>International perspectives on Forest School: natural spaces to play and learn</i> | Sage. | London: |
| MacBlain, S., Dunn, J. and Luke, I. | (2017) | <i>Contemporary childhood.</i> | Sage. | London: |

| 11. Key reading list | | | | |
|------------------------------|--------|--|----------------------|------------|
| Author | Year | Title | Publisher | Location |
| Montgomery, H. (ed.) | (2013) | <i>Local childhoods, global issues. 2nd edn.</i> | The Policy Press. | Bristol: |
| Morrison, H. (ed.) | (2012) | <i>The global history of childhood reader.</i> | Routledge. | Abingdon: |
| Tomlinson, P. | (2013) | <i>Early years policy and practice: a critical alliance.</i> | Critical Publishing. | Northwich, |
| Ward, U. and Perry, B. (eds) | (2019) | <i>Working with parents and families in early childhood education.</i> | Routledge. | Abingdon: |
| Wells, K. | (2021) | Childhood in a global perspective. 3 rd edn. | Polity Press. | Cambridge: |
| Wyness, M. | (2018) | Childhood, culture and society: in a global context. | Sage | London: . |

| 12. Other indicative text (e.g. websites) |
|--|
| UNICEF - https://www.unicef.org.uk/ |
| PISA - PISA - PISA (oecd.org) |

| 13. List of amendments since last (re)validation | | |
|--|---------|-------------------------------|
| Area amended | Details | Date Central Quality informed |
| | | |

| 1. Factual information | | | |
|--------------------------------|---|---------------------|---|
| Module title | Graduate Standards | | |
| Module tutor | Louise Hannan | Level | 6 |
| Module type | Taught / Independent Study | Credit value | 0 |
| Mode of delivery | 100% face to face | | |
| Notional learning hours | 100 hours 8 Taught, 92 independent study | | |

| 2. Rationale for the module and its links with other modules |
|--|
| <p>The Early Childhood Studies Degree Network (ECSDN, 2021) has published the Early Childhood Studies degree graduate competencies. This was in response to the growing confusion about Degrees that were classed as full and relevant and ones that were entitled various names. A student can now obtain the graduate competencies while studying their degree (3 years), this provides parity for the employer and the sector as a whole. Competencies are an optional extra to enhance employability and status post qualifying.</p> |

| 3. Aims of the module |
|--|
| <ul style="list-style-type: none"> •The purpose of this module is to allow students to evidence their knowledge, understanding and skills in order to achieve the Early Childhood Graduate Practitioner Competencies. •Through evidencing high-level academic knowledge students by way of completion of a portfolio of evidence and a viva voce, the student will show that they can meet the competencies. |

| 4. Pre-requisite modules or specified entry requirements |
|--|
| DBS required for work placement |

| 5. Is the module compensatable? |
|---------------------------------|
| YES |

| 6. Are there any PSRB requirements regarding the module? |
|--|
| NONE |

| 7. Intended learning outcomes | | |
|--|---|--|
| A. Knowledge and understanding | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Understand and articulate how to apply the learning throughout the course to practice within an Early Childhood Education and Care context</p> | A7 | <p>Group work</p> <p>Practical workshops</p> |
| B. Cognitive skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Articulate knowledge and understanding of each aspect of the Graduate Practitioner Competencies</p> | D7 | <p>Group work</p> <p>Practical workshops</p> |
| C. Practical and professional skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
| <p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Meet the Graduate Practitioner Competencies and demonstrate knowledge, understanding and skills within each competency as required</p> | B6 | <p>Group work</p> <p>Practical workshops</p> |

| D Key transferable skills | Programme Learning Outcome(s) this maps against | Learning and teaching strategy |
|--|---|---|
| <p><i>At the end of the module, learners will be expected to:</i> D1: Engage in critically reflective practice and development of a portfolio of evidence in order to show how each aspect of the Graduate Practitioner Competencies have been met</p> | <p>C5 D7</p> | <p>Group work Practical workshops</p> |

| 8. Indicative content. |
|---|
| <p>Students will be taught: how to develop a portfolio to evidence learning and knowledge · how to articulate knowledge and apply that to practice · how to use critical reflection for the purposes of employability and self development</p> |

| 9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes | | | | |
|---|-----------|----------------|---------------------------|--|
| Assessment Strategy: | | | | |
| To pass this module a student must | | | | |
| Assessment Task | Weighting | Week submitted | Grading (Pass / Fail / %) | Module Learning Outcome(s) the assessment task maps to |
| Viva voce and statement (2,500 words) supported by online portfolio | 100% | 30 | PASS/FAIL | A1, B1, C1, D1 |

10. Teaching staff associated with the module

Name and contact details

Hannanl@btc.ac.uk - Louise Hannan

11. Key reading list

| Author | Year | Title | Publisher | Location |
|--------------------------------|--------|--|------------------------|--------------|
| Allen, S. <i>et al.</i> | (2020) | Developing professional practice in the early years. | Open University Press. | London: |
| Blandford, S. and Knowles, C. | (2016) | Developing professional practice 0-7. 2 nd edn. | Routledge | Abingdon: |
| Bolton, G. and Delderfield, R. | (2018) | Reflective practice: writing and professional development. 5 th edn | Sage. | London: |
| Burnham, L. | (2016) | <i>How to be an outstanding early years practitioner.</i> | Bloomsbury Education. | London: |
| Campbell-Barr, V. | (2019) | Professional knowledge and skills in the early years. | Sage. | London: |
| Gardner, F. | (2014) | Being critically reflective: engaging in holistic practice. | Palgrave Macmillan. | Basingstoke: |
| Hallet, E. | (2013) | The reflective early years practitioner. | Sage. | London: |
| Hayes, C. <i>et al.</i> | (2017) | Developing as a reflective early years | Critical Publishing. | St Albans: |

| 11. Key reading list | | | | |
|--|--------|---|----------------------|----------------|
| Author | Year | Title | Publisher | Location |
| | | professional: a thematic approach. 2nd edn. | | |
| Ingleby, E., Oliver, G. and Winstone, R. | (2015) | Early childhood studies: enhancing employability and professional practice. | Bloomsbury Academic. | London: |
| Jasper, M. | (2013) | Beginning reflective practice, 2nd edn. | Cengage Learning. | Andover: |
| Kay, J. | (2012) | Good practice in the early years. 3rd edn. | Continuum. | London: |
| Lindon, J. and Trodd, L. | (2016) | Reflective practice and early years professionalism. 3rd ed | Hodder Education. | London: |
| McMahon, S. and Dyer, M. (eds) | (2018) | Work-based practice in the early years: a guide for students | Routledge. | Abingdon: |
| Miller, L., Drury, R. and Cable, C. | (2012) | Extending professional practice in the early years. | The Open University. | Milton Keynes: |
| Musgrave, J. and Stobbs, N. | (2015) | Early years placements: a critical guide to outstanding work-based learning. | Critical Publishing | Northwich: |
| Oates, R. and Hey, C. (eds) | (2014) | The student practitioner in early childhood studies: an essential guide to working with children. | Routledge. | Abingdon: |

| 11. Key reading list | | | | |
|-------------------------------|--------|--|------------------------|-------------|
| Author | Year | Title | Publisher | Location |
| Paige-Smith, A. and Craft, A. | (2011) | Developing reflective practice in the early years. 2nd edn | Open University Press. | Maidenhead: |
| Thompson, S. and Thompson, N. | (2018) | The critically reflective practitioner. 2nd edn. | Palgrave. | London: |
| Wild, M. and Street, A. | (2013) | Themes and debates in early childhood, | Sage. | London: |

| 12. Other indicative text (e.g. websites) |
|--|
| Critical Thinking - www.criticalthinking.org |

| 13. List of amendments since last (re)validation | | |
|--|------------|-------------------------------|
| Area amended | Details | Date Central Quality informed |
| New Module | New Module | New Module |