

BA (Hons) Early Childhood Studies
FD Early Childhood Studies
BA (Hons) Early Childhood Studies
(Top-Up)

Programme Quality Handbook
2019-20

Contents

1.	Programme specification	4
1.1	BA (Hons) Early Childhood Studies	4
1.2	Foundation Degree Early Childhood Studies	5
1.3	BA (Hons) Early Childhood Studies (Top-up)	6
2.	Educational aims and objectives.....	7
3.	Programme outcomes.....	7
4.	Programme Structure.....	19
	Annexe 1 - Curriculum map for Level 4	1
	Annexe 2 - Curriculum map for Level 5	1
	Annexe 3 - Curriculum map for Level 6	2
	Level 4 Module Specifications	3
	Module specification	3
	Module specification	33
	Module specification	37
	Module specification	41
	Module specification	46
	Module specification	50
	Level 5 Module Specifications	54
	Module specification	54
	Module specification	59
	Module specification	64
	Module specification	69
	Module specification	73
	Module specification	78
	Level 6 Module Specifications	82
	Module specification	82
	Module specification	86
	Module specification	91
	Module specification	96
	Module specification	101
	Assessment Criteria (Levels 4-6)	105

1. Programme specification

1.1 BA (Hons) Early Childhood Studies

Overview/factual information

Programme/award title(s)	BA (Hons) Early Childhood Studies
Teaching Institution	Bridgwater and Taunton College
Awarding Institution	The Open University (OU)
Date of latest OU validation	March 2017
Next revalidation	
Credit points for the award	360 (120 at level 4; 120 at level 5; & 120 at level 6)
UCAS Code	TBC
Programme start date	September 2017
Underpinning QAA subject benchmark(s)	QAA Subject Benchmark Statement Early Childhood Studies (2014)
Other external and internal reference points used to inform programme outcomes	The Framework for Higher Education Qualifications (FHEQ) (2015) QAA Foundation Degree Characteristic Statement (2014) SEEC Credit Level Descriptors (2010)
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT, DL)	Three years Full Time Six Years Part Time
Dual accreditation (if applicable)	Level 3 Diploma for the Early Years Practitioner Level 3 Diploma in Specialist Support for Teaching and Learning in Schools
Date of production/revision of this specification	January 2017

1.2 Foundation Degree Early Childhood Studies

Overview/factual information

Programme/award title(s)	FD Early Childhood Studies
Teaching Institution	Bridgwater and Taunton College
Awarding Institution	The Open University (OU)
Date of latest OU validation	March 2017
Next revalidation	
Credit points for the award	240 (120 at level 4; 120 at level 5)
UCAS Code	
Programme start date	September 2017
Underpinning QAA subject benchmark(s)	QAA Subject Benchmark Statement Early Childhood Studies (2014)
Other external and internal reference points used to inform programme outcomes	The Framework for Higher Education Qualifications (FHEQ) (2015) QAA Foundation Degree Characteristic Statement (2014) SEEC Credit Level Descriptors (2010)
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT, DL)	Two years Full Time Four Years Part Time
Dual accreditation (if applicable)	Level 3 Diploma for the Early Years Practitioner Level 3 Diploma in Specialist Support for Teaching and Learning in Schools
Date of production/revision of this specification	January 2017

1.3 BA (Hons) Early Childhood Studies (Top-up)

Overview/factual information

Programme/award title(s)	BA (Hons) Early Childhood Studies Top-up
Teaching Institution	Bridgwater and Taunton College
Awarding Institution	The Open University (OU)
Date of latest OU validation	March 2017
Next revalidation	
Credit points for the award	120 (120 at level 6)
UCAS Code	
Programme start date	September 2017
Underpinning QAA subject benchmark(s)	QAA Subject Benchmark Statement Early Childhood Studies (2014)
Other external and internal reference points used to inform programme outcomes	The Framework for Higher Education Qualifications (FHEQ) (2015) QAA Foundation Degree Characteristic Statement (2014) SEEC Credit Level Descriptors (2010)
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT, DL)	One year Full Time Two years Part Time
Dual accreditation (if applicable)	
Date of production/revision of this specification	January 2017

2. 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 using the National Occupational Standards as an assessment tool

Prepare students for assessment against National Occupational Standards to include professional development in placement

Develop students' skills to undertake primary research

Relationship to other programmes and awards

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

3. Programme outcomes

Intended learning outcomes are listed below for Level 4 BA (Hons)/FD Early Childhood Studies

Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be able to:</p> <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>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 discussion.</p>

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 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 • 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 discussion.</p>

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> <p>Practical and professional skills are assessed via a combination of individual and small group presentations, seminars, reflective practice essay and professional discussions.</p>

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>

3.2. Intended Learning outcomes are listed below for Level 5 BA (Hons)/FD Early Childhood Studies

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>

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>

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>

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>

3.3. Intended Learning outcomes are listed below for Level 6 BA (Hons) Early Childhood Studies and Top-up L6

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>A8: Demonstrate a critical awareness of ethical issues when undertaking research 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. • Problem-solving exercises. • Effective online research. <p>Assessment</p> <p>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>

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. <p>Assessment</p> <p>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>

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>C5: Collect evidence from various sources and present it in a range of creative formats.</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>Practical and Professional 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>

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>

4. Programme Structure

The diagrams below document the module structure for Level 4, Level 5 and Level 6 of the BA (Hons) qualification for full time students.

Programme Structure - LEVEL 4	
Compulsory modules	Credit points
Learning and Development	20
*The Reflective Practitioner	20
The Child in Society	20
Play and Creativity	20
Language and Literacy Development	20
Maths and Science in the Early Years	20
Programme Structure - LEVEL 5	
Compulsory modules	Credit points
*The Critically Reflective Practitioner	30
Early Years Pedagogy	20
Introduction to Leadership and Management	10
Child Health and Wellbeing	20
Working with Children and Families	20
Introduction to Research	20

Programme Structure - LEVEL 6			
Compulsory modules	Credit points	Optional Modules	Credit points
Conceptualising Childhood	20		
Global Perspectives on Education	20		
The Creative Reflexive Practitioner	20		
Contemporary Discourses in the Early Years	20		
Dissertation	40		

* Key components of these two modules will be Work-Based Learning where formal assessment against National Occupational Standards will take place at level 5.

Students who elect to leave their studies early and have successfully achieved 120 credits at level 4 will be awarded the Certificate of Higher Education.

Students who elect to leave their studies early and have successfully achieved both 120 credits at level 4 and 120 credits at level 5 will be awarded a Foundation Degree qualification.

Students who have successfully achieved 120 credits at level 4, 120 credits at level 5 and 120 credits at level 6 will be awarded a BA (Hons) qualification.

Students who have successfully achieved 120 credits at level 4, 120 credits at level 5 and 60 credits at level 6 will be awarded an Ordinary Degree

Programme Structure - Part-time

There are no set modules per year for the part time programme. Learners who wish to undertake the programme part time will have the options explained at interview each year of which modules can be undertaken each year.

Students who elect to leave their studies early and have successfully achieved 120 credits at level 4 will be awarded the Certificate of Higher Education.

Students who elect to leave their studies early and have successfully achieved both 120 credits at level 4 and 120 credits at level 5 will be awarded a Foundation Degree qualification.

Students who have successfully achieved 120 credits at level 4, 120 credits at level 5 and 120 credits at level 6 will be awarded a BA (Hons) qualification.

Students who have successfully achieved 120 credits at level 4, 120 credits at level 5 and only 60 credits at level 6 will be awarded an Ordinary Degree

5. 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**

- 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
- At Level 4 students will have an opportunity to develop their professional practice skills in two settings – a nursery setting and a school. This diversity of experience supports students to decide on their focus for study and future career
- At Level 5 students have an optional opportunity to be formally assessed against the National Occupational Standards, providing them with an opportunity to achieve a vocationally related L3 qualification. The achievement of the vocationally related qualification makes students skilled and ready for employment without the need for further training.
- Develops and formalises strategies, problem-solving skills and other general transferable skills appropriate to employment
- Encourages 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 undertake a small scale primary research project which is undertaken within an early years setting. The development of such a project further develops students' organisational, interpersonal, critical and evaluative skills

6. Support for students and their learning

During induction week all students are provided with a personal tutor. Formal meetings with the personal tutor are scheduled a minimum of three times per year.

Additional pastoral tutorials can be arranged if necessary.

The HE Study Centre (sited within the main campus building) provides students with academic support in relation to research and writing.

A HE academic support officer is available across the academic year in support of students with dyslexia, dyspraxia, learning difficulties and mental health issues.

7. Criteria for admission

To commence the FD route, candidates must have:

1. **64 UCAS points** at AS/A2 Level (minimum 32 points at A2 level); or equivalent Edexcel qualification (MPP – Extended Diploma; MM – Diploma); or
2. Pre-degree Access Diploma or
3. Level 3 vocationally related NVQ/QCF qualification e.g. Level 3 Diploma for the Early Years Practitioner, Level 3 Diploma in Specialist Support for Teaching and Learning in Schools or equivalent.

To commence the three year BA (Hons) route, 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
2. Pre-degree Access Diploma, or
3. Level 3 vocationally related NVQ/QCF qualification (Eg. Level 3 Diploma for the Early Years Practitioner, Level 3 Diploma in Specialist Support for Teaching and Learning in Schools or equivalent).

To commence the Top Up, candidates must have: Foundation Degree; HND; or equivalent Level 5 qualification in an appropriate discipline.

The nature of study at this level requires GCSE grade A*-C (New grade system – 9-4) 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.

8. 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.

9. Information about assessment regulations

Assessment will take the form of:

Formative Assessment – this is an interim review of student work undertaken at key points during particular modules. It provides an indicative measure of student progress, allows students to consider their work in relation to that of their peers, allows students to agree with staff any adjustments needed in order to satisfy course requirements, and is designed to help staff improve student performance. It does not contribute to the final unit mark.

Summative Assessment - is that carried out at the end of a unit. It provides an evaluation of student progress at the end of the module, generates a module mark, and confirms the conditions for referral or retake.

The Purpose of Assessment

Assessment measures student performance in completed module. It is therefore retrospective and should not necessarily be taken as a guide to future success. Assessment can have the following purposes:

- To measure student performance over a specified part of the course by published criteria against a stated requirement;
- To provide students with feedback about their performance, helping them to identify strengths and weaknesses;
- To determine the suitability to progress to the next stage of the course;
- To determine the award of an appropriate qualification.

The assessment process is designed to recognise and credit students' achievement, rather than to penalise failure. If a student fails a module there will be a further chance to improve work and pass. Refer to Academic Regulations for further guidance.

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

The quality of the programme is annually monitored through evaluating:

- External examiner reports (considering quality and standards).
- Teaching observations and staff development reviews.
- Statistical information, considering issues such as pass rate.
- Student feedback (Student Voice), including module evaluation questionnaires.

The course team use this information to undertake annual monitoring, which, in turn, is monitored by the University Centre Somerset Senate.

Annexe 1 - Curriculum map for Level 4

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	B1	B2	C1	C2	D1	D2
4	Learning and Development		✓	✓			✓		
	The Reflective Practitioner		✓				✓	✓	
	The Child in Society	✓			✓	✓			
	Play and Creativity		✓	✓			✓	✓	✓
	Language and Literacy Development	✓	✓			✓			
	Math's and Science in the Early Years		✓						✓

Annexe 2 - Curriculum map for Level 5

Level	Study module/unit	Programme outcomes									
		A3	A4	A5	B3	B4	C3	C4	D3	D4	D5
5	The critically Reflective Practitioner	✓			✓			✓	✓		✓
	Early Years Pedagogy	✓				✓	✓				✓
	Introduction to Leadership and Management			✓	✓		✓				✓
	Child Health and Wellbeing		✓	✓	✓					✓	
	Working with Children and Families	✓			✓		✓				
	Introduction to Research		✓			✓	✓		✓		

Annexe 3 - Curriculum map for Level 6

Level	Study module/unit	Programme outcomes								
		A6	A7	A8	B5	B6	C5	D6	D7	
6	Conceptualising Childhood	✓			✓				✓	
	Global Perspectives on Education		✓		✓			✓		
	The Creative Reflexive Practitioner	✓				✓	✓		✓	
	Contemporary Discourses in the Early years	✓			✓		✓	✓		
	Dissertation			✓		✓	✓	✓		

Level 4 Module Specifications

Module specification



1. Factual information			
Module Code	ECS103		
Module title	Child in Society	Level	4
Module tutor	Warwick Blenkinsop	Credit value	20
Module type	Taught module	Notional learning hours	200

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

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.

This module links with Child Health and Well-being, Contemporary Discourses and Conceptualising Childhood.

3. Aims of the module

- 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. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> A1: Identify key debates within the social sciences.</p>	Lecture / seminar / group work / assignment
B. Cognitive skills	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>	Lecture / seminar / group work / assignment
C. Practical and professional skills	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>	Lecture / seminar / group work / professional placement / assignment
D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> D1: Use sociological theories and concepts to explore the life experiences of children and their families.</p>	Lecture / seminar / group work / assignment

6. Indicative content.

An introduction to the social sciences;
 socialisation; sociological ideas and theories;
 sociology of family, education, community, health and illness;
 inequalities – impacting upon children’s life chances; discrimination; equality of opportunity and political systems.

7. Assessment strategy, assessment methods and their relative weightings

100% Coursework

Assignment 1: Essay 3,000 – 3,500 words, 100% weighting

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes			
	A1	B1	B2	C1
Assignment 1	X	X	X	X

9. Teaching staff associated with the module

Name and contact details

Warwick Blenkinsop

blenkinsopw@bridgwater.ac.uk

01823 366550

10. Key reading list (Please use standard Harvard referencing in this section)

Core texts:

Haralambos, M., Holborn, M., Chapman, S. and Moore, S. (2013) *Sociology; themes and perspectives*. 8th edn. London: Harper Collins.

Ingleby, E. and Oliver, G. (2008) *Applied social science for early years*, Exeter: Learning Matters Ltd.

Nutbrown, C., Clough, P. and Atherton, F. (2013) *Inclusion in the early years*. London: Sage.

Recommended:

Baldock, P., Fitzgerald, D. and Kay, J. (2013) *Understanding early years policy*. 3rd edn. London: Sage.

Chambers, D. (2012) *A sociology of family life: change and diversity in intimate relations*. Cambridge: Polity Press.

Giddens, A. and Sutton, P. W. (2013) *Sociology*. 7th edn. Cambridge: Polity Press.

Whalley, M., Arnold, C. and Orr, R. (2013) *Working with families in children's centres and early years setting*. London: Hodder Education.

Wright, H.R. (2015) *The child in society*. London: Sage.

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

gov.uk/

jrf.org.uk

theguardian.com/uk

independent.co.uk

foundationyears.org.uk

Journal of Early Years in Education

International Journal of Early Years Childhood

Module specification



1. Factual information			
Module Code	ECS105		
Module title	Language and Literacy Development	Level	4
Module tutor	Susie Score	Credit value	20
Module type	Taught module	Notional learning hours	200

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

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 required

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Contrast theories of language development</p> <p>A2: Examine individual variations in the rate of language development and factors associated with language learning difficulties</p> <p>A3: Demonstrate detailed knowledge of emergent literacy and early reading</p>	<p>Lecture</p> <p>Discussion</p> <p>Group work</p> <p>Written assignment</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Evaluate intervention approaches used to support children's literacy development</p>	<p>Lecture</p> <p>Discussion</p> <p>Group work</p> <p>Written assignment</p>
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Assess and demonstrate how practitioners and parents promote and support speaking, listening and literacy</p>	<p>Lecture</p> <p>Discussion</p> <p>Group work</p> <p>Written assignment</p>
D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: None assessed</p>	

6. Indicative content.

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 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.

7. Assessment strategy, assessment methods and their relative weightings

One 3,000 word essay 100% weighting

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes				
	A1	A2	A3	B1	C1
Assignment	X	X	X	X	X

9. Teaching staff associated with the module

Name and contact details

Susie Score
Susan.score@somerset.ac.uk

10. Key reading list (Please use standard Harvard referencing in this section)

- Brooks, P. & Kempe, V. (2012) *Language development*. Chichester: John Wiley and Sons.
- Bruce, T. & Spratt, J. (2011) *Essentials of literacy from 0-7: a whole-child approach to communication, language and literacy*. London: Sage
- Clare, A. (2016) *Communication and interaction in the early years*. London: Sage Publication Ltd.
- Lindon, J. (2010) *Understanding child development – Linking theory and practice*. 2nd edn. London: Hodder Education.
- Neaum, s. (2012) *Language and literacy for the early years*. London: Learning Matters.
- Pound, L. (2008) *How children learn*. London: Step Forward Publishing Ltd.
- Rowland, C. (2014) *Understanding child language acquisition*. Abingdon: Routledge.
- Saxton, M. (2010) *Child language acquisition and development*. London: Sage Publications Ltd.
- Whitehead, M. (2010) *Language and literacy in the early years 0-7*. London: Sage Publications

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

- 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/>

Module specification



1. Factual information			
Module Code	ECS101		
Module title	Learning and Development	Level	4
Module tutor	Louise Hannan	Credit value	20
Module type	Taught module	Notional learning hours	200

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

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.

This module is the foundation for Early Years pedagogy at level 5 and Global Perspectives on Education at level 6.

3. Aims of the module

- 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. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Discuss theories of learning and development in relation to observational findings.</p>	Lecture / group work / seminar / written assignment
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Appraise the theoretical and environmental influences that shape development</p> <p>B2: Examine the role of the adult in planning and promoting learning</p>	Lecture / group work / seminar / written assignment
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Carry out and use an appropriate selection of observation templates to produce a child study</p>	Lecture / group work / seminar / professional placement / written assignment
D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>None assessed.</p>	

6. Indicative content.

Genetic and environmental influences on development
Theories of child development
Research evidence on learning and development
Theories of learning and factors that shape development (physical, social and cultural)
Emotional attachment
Gender roles
Assessment observation and intervention to meet individual needs.
The Early Years Foundation Stage assessment.
Observation techniques
Interpreting and evaluating observations
Child Study report writing

7. Assessment strategy, assessment methods and their relative weightings

100% Coursework
Assignment 1: 100% weighting Child Study Report

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes			
	A1	B1	B2	C1
Assignment 1	X	X	X	X

9. Teaching staff associated with the module

Name and contact details

Louise Hannan

hannanl@bridgwater.ac.uk

01823 366550

10. Key reading list (Please use standard Harvard referencing in this section)

Core Texts:

Boyd, D.G. and Bee, H.L. (2014) *The developing child*. 13th edn. London: Pearson Education.

Bruce, T., Louis, S. and McCall, G. (2015) *Observing young children*. London: Sage.

Gray, C. and MacBlain, S. (2015) *Learning Theories in Childhood*, 2nd edn. London: Sage Publications Ltd.

Recommended:

Clark, A. and Moss, P. (2011) *Listening to young children: the mosaic approach*, 2nd edn. London: National Children's Bureau.

Crowley, K. (2014) *Child Development: A practical introduction*. London: Sage Publications Ltd.

Langston, A. (2014) *Facilitating children's learning in the EYFS*. Maidenhead: Open University Press.

Meggitt, C. (2012) *Child development: an illustrated guide*, 3rd edn. Harlow: Pearson Education [or earlier editions].

Palaiologou, I. (2016) *Child observation: A guide for students of Early Childhood*. 3rd edn. London: Sage.

Podmore, V.N. and Luff, P. (2012) *Observation: origins and approaches in early childhood*. Maidenhead: Open University Press.

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

Journal of Early Years Education

International Journal of Early Years

5-7 Educator (e-book)

Early Education (2012) *Development matters in the Early Years Foundation Stage (EYFS)*. Available at:

<http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Module specification



1. Factual information			
Module Code	ECS106		
Module title	Maths and Science in the Early Years	Level	4
Module tutor	Susie Score	Credit value	20
Module type	Taught module	Notional learning hours	200

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

To increase students mathematical and scientific knowledge and confidence.
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 are able to plan and carry out age appropriate maths and science activities.

4. Pre-requisite modules or specified entry requirements

None required

5. Intended learning outcomes	
A. Knowledge and understanding	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>	<p>Lecture</p> <p>Discussion</p> <p>Group work</p> <p>Practical work</p> <p>Written assignment</p> <p>Presentations</p>
B. Cognitive skills	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>	<p>Lecture</p> <p>Discussion</p> <p>Group work</p> <p>Practical work</p> <p>Written assignment</p> <p>Presentations</p>
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Plan and carry out a maths activity to promote children's mathematical understanding</p> <p>C2: Plan and carry out a science activity to promote children's scientific understanding</p>	<p>Lecture</p> <p>Discussion</p> <p>Group work</p> <p>Practical work</p> <p>Written assignment</p> <p>Presentations</p>

D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Reflect on the maths activity to demonstrate development of your practice</p> <p>D2: Reflect on the science activity to demonstrate development of your practice</p>	<p>Discussion</p> <p>Written assignment</p> <p>Presentations</p>

6. 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>

7. Assessment strategy, assessment methods and their relative weightings
<p>Assignment 1 = report and reflective essay 2500 words 50% weighting</p> <p>Assignment 2 = 15 minute individual presentation 50% weighting</p>

8. Mapping of assessment tasks to learning outcomes								
Assessment tasks	Learning outcomes							
	A1	A2	B1	B2	C1	C2	D1	D2
Assignment 1	X		X		X		X	
Assignment 2		X		X		X		X

9. Teaching staff associated with the module
Name and contact details
Susie Score Susan.score@somerset.ac.uk

10. Key reading list (Please use standard Harvard referencing in this section)
<p>Brunton, P. & Thornton, L. (2010) <i>Science in the early years: building firm foundations from birth to five</i>. London: Sage</p> <p>Cooke, V. & Howard, C. (2014) <i>Practical ideas for teaching primary science</i>. Northwich: Critical Publishing Ltd.</p> <p>Cotton, T. (2010) <i>Understanding and teaching primary mathematics</i>. London: Longman</p> <p>Cutting, R, & Kelly, O. (2015) <i>Creative teaching in primary science</i>. London: Sage Publications Ltd.</p> <p>Jackson, E. (2015) <i>Reflective primary mathematics</i>. London: Sage Publications Ltd.</p> <p>McGrath, C. (2010) <i>Supporting early mathematical development</i>. Abingdon: Routledge</p>

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

Department for Education (2014) *Mathematics programme of study: key stages 1 and 2. National Curriculum in England* [online]. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/33518/PRIMARY_national_curriculum_-_Mathematics_220714.pdf

Department for Education (2013) *Science programme of study: key stages 1 and 2. National Curriculum in England* [online]. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf

Department for Education (2014) *Statutory framework for the Early Years Foundation Stage* [online]. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf

Early Education (2012) *Development matters in the Early Years Foundation Stage (EYFS)*. Available at: <http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Module specification



1. Factual information			
Module Code	ECS104		
Module title	Play and Creativity	Level	4
Module tutor	Louise Hannan	Credit value	20
Module type	Taught module	Notional learning hours	200

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

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. 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 *what play is* and *what play can provide*.

The module is a foundation for Early Years Pedagogy and Child Health and Well-being at level 5 and Conceptualising Childhood at level 6.

3. Aims of the module

- 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 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 with a focus on *what play is* and *what play can provide*.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> A1 : Identify the value of display in stimulating children's thinking</p>	Lecture / group work/ creative workshop/ presentations / seminar / professional placement
B. Cognitive skills	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 in the holistic development of the child</p>	Lecture / group work / seminar / written assignment
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> C1: Use appropriate creative resources, which includes digital technologies, to use with children to promote play and learning</p>	Lecture / group work / creative workshop / seminar / professional placement / assignment
D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> D1: Plan play opportunities, activities and stimulating learning experiences and environments</p>	Lecture / group work / creative workshop / presentations / seminar / professional placement / assignment

6. Indicative content.

Activity planning e.g. setting aims and learning outcomes and evaluation.

Play types

A wide range of play theories: Free-flow play, child-initiated play, adult-led play etc.

Developing physical resources; organising the physical environment.

Investigating and developing learning resources to promote children's learning through play.

Assessing risks.

Learning about the role of the adult in supporting and extending play and learning.

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.

7. Assessment strategy, assessment methods and their relative weightings

100% Coursework

Assignment 1: 100% weighting. 15 minute Presentation with accompanying 1,500 word Planning Report.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes			
	A1	B1	C1	D1
Assignment 1	X	X	X	X

9. Teaching staff associated with the module

Name and contact details

Louise Hannan

hananl@bridgwater.ac.uk

01823 366550

10. Key reading list (Please use standard Harvard referencing in this section)

Core Texts:

Broadhead, P., Howard, J. & Wood, E. (2010) *Play and Learning in the Early Years: from research to practice*. London: Sage.

Brown, F. and Patte, M. (2013) *Rethinking children's play*. London: Bloomsbury Academic

Bruce, T. (2011) *Learning through play*. Abingdon: Hodder Education.

Recommended:

Grieshaber, S. & McArdle, F. (2010) *The trouble with play*. Maidenhead: Open University Press

Hobart, C. and Frankel, J. (2009) *A practical guide to activities for young children*. Cheltenham: Nelson Thornes

Oates, R. and Hey, C. (2014) *The student practitioner in Early Childhood Studies: An essential guide to working with children*, London: Routledge.

Siraj-Blatchford, I. & Siraj-Blatchford, J. (2006) *A guide to developing the ICT curriculum for early childhood education*, Stoke on Trent: Trentham Books

Smidt, S. (2011) *Playing to learn: the role of play in the early years*. Abingdon: Routledge

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

www.gov.uk

www.foundationyears.org.uk

www.sparklebox.co.uk

www.twinkl.co.uk

<http://www.ndna.org.uk/advice-information/factsheets/national-strategies>

http://education.scholastic.co.uk/nursery_education

Journal of Early Years Education

5-7 Educator (e-book)

1. Factual information			
Module Code	ECS102		
Module title	The Reflective Practitioner	Level	4
Module tutor	Louise Hannan	Credit value	20
Module type	Taught	Notional learning hours	200

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

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.

This module is the foundation for The Critically Reflective Practitioner module at level 5.

3. Aims of the module

- 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

DBS clearance

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1 : Outline how subject knowledge is integrated within practice</p> <p>A2: Analyse how local policy and practice meet professional requirements.</p>	Lecture / seminar / group work / tutorial / professional placement / written assignment
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Use reflective models to evaluate own strengths and areas requiring further development, as part of a personal development plan.</p>	
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Demonstrate practice skills that meet professional requirements, in a placement setting within a professional portfolio document</p>	Lecture / tutorial / professional placement / portfolio written work
D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Demonstrate effective communication skills and the ability to work with others effectively.</p>	Lecture / seminar / group work / tutorial / professional placement supervisor report / written assignment.

6. Indicative content.

Through a series of tutorials, taught sessions, and specialist referral if necessary, students will be introduced to:
National Occupational Standards;
The requirements of professional practice;
Safeguarding and Child Protection,
Informed reflection; theories of reflection, self-evaluation and personal development action planning, concepts of professionalism,
Academic literacy and research conventions in their chosen field.
Relevant ICT competences to support academic and professional practice.

7. Assessment strategy, assessment methods and their relative weightings

100% Coursework
Assignment 1: 50% Reflective Essay and PASS/FAIL for completion of Professional Practice Portfolio (Placement 1)
Assignment 2: 50% Reflective Essay and PASS/FAIL for completion of Professional Practice Portfolio (Placement 2)

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes			
	A1	A2	C1	D1
Assignment 1 (first placement experience, School/EYs)	X	X	X	X
Assignment 2 (second placement experience, School/EYs)	X	X	X	X

9. Teaching staff associated with the module

Name and contact details

Louise Hannan

hannanl@bridgwater.ac.uk

01823 366550

10. Key reading list (Please use standard Harvard referencing in this section)

Core Texts:

Bolton, G. (2014) *Reflective practice: writing and professional development*. 4th edn. London: Sage Publications.

Hallet, E. (2013) *The reflective early years practitioner*. London: Sage.

Lindon, J. & Webb, J. (2016) *Safeguarding and Child Protection*. 5th edn. London: Hodder Education.

Oates, R. and Hey, C. (2014) *The student practitioner in Early Childhood Studies: An essential guide to working with children*, London: Routledge.

Recommended:

Jasper, M. (2003) *Beginning Reflective Practice*, Cheltenham, Nelson Thornes.

Kay, J. (2012) *Good Practice in the early years*, 3rd edn., London: Continuum.

Kolb, D. (1984) *Experiential Learning: Experience as the Source of Learning and Development*, New Jersey; Prentice Hall.

Pugh, G. and Duffy, B. (2014) *Contemporary issues in the early years*. 6th edn. London: Sage Publications.

Reed, M. and Canning, N. (2010) *Reflective practice in the early years*. London: Sage Publications.

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

www.ofsted.gov.uk

www.foundationyears.org.uk

Early Childhood Research and Practice

Journal of Early Years Education

5-7 Educator (e-book)

Level 5 Module Specifications

Module specification

1. Factual information			
Module Code	ECS202		
Module title	Early Years Pedagogy	Level	5
Module tutor	Louise Hannan	Credit value	20
Module type	Taught module	Notional learning hours	200

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

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.

This module links with Global Perspectives on Education and Contemporary Discourses in the Early Years.

3. Aims of the module

- To promote the construction of students 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 students 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. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1 : Determine influences on the development of the Early Years Curriculum</p>	Lecture / seminar / group work / assignment
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Reflect critically on the importance of social interaction, play and enabling environments in supporting young children's development</p>	Lecture / seminar / group work / professional placement / assignment
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Appraise the relationship between teaching and learning</p>	Lecture / seminar / group work / professional placement / assignment
D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Review of the role of the adult as a mediator of learning</p>	Lecture / group work / seminar / professional placement / assignment
6. Indicative content.	
What is Curriculum?	

6. Indicative content.

Historical influences on the Early Years Curriculum.

Pioneers.

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; 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, etc.;

Pedagogy and the influences this can have on children's experiences and learning opportunities

The importance of child perspectives

Family engagement

Quality management

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.

7. Assessment strategy, assessment methods and their relative weightings

100% Coursework

3,000 word Essay

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes			
	A1	B1	C1	D1
Assignment 1	X	X	X	X

9. Teaching staff associated with the module
Name and contact details
Louise Hannan
hannanl@bridgwater.ac.uk
01823 366550

10. Key reading list (Please use standard Harvard referencing in this section)
<p>Core Texts: Allen, S. & M.E. Whalley (2010) <i>Supporting Pedagogy and Practice in the Early Years</i>. Exeter: Learning Matters. Boyle, B. & Charles, M. (2016) <i>Curriculum Development</i>. London: Sage Publications Ltd. Langston, A. (2014) <i>Facilitating children's learning in the EYFS</i>. Maidenhead: Open University Press. Palaiologou, I. (ed.) (2013) <i>The Early Years Foundation Stage: theory and practice</i>. 2nd edn. London: Sage Publications.</p> <p>Recommended: Edwards, C. Gandini L. & Forman G. (eds.) (2012) <i>The hundred languages of children: the Reggio Emilia experience in transformation</i>. 3rd Edn. Santa Barbara, California: Praeger. Featherstone, S. (2013) <i>Catching them at it!: Assessment in the early years</i>, London: Featherstone. Hutchin, V. (2013) <i>Effective practice in the EYFS: an essential guide</i>. Maidenhead: Open University Press. Rodger, R. (2012) <i>Planning an appropriate curriculum in the early years: a guide for early years practitioners and leaders, students and parents</i>, 3rd edn. Abingdon: Routledge. Tomlinson, P. (2013) <i>Early Years Policy and Practice: A Critical Alliance</i>. Northwich: Critical publishing Ltd. Walsh, G., McMillan, D., McGuinness, C. (eds.) (2017) <i>Playful Teaching and Learning</i>. London: Sage.</p>

11. Other indicative text (e.g. websites)
<p>steinerwaldorf.org/ montessorisociety.org.uk/ gov.uk 2016 [Early Years Foundation Stage and National Curriculums] primaryreview.org.uk/index.php gov.wales cprtrust.org.uk/ [Cambridge Primary Review] foundationyears.org.uk</p>

gov.uk/government/collections/tickell-review-reports
Journal of Early Years in Education
International Journal of Early Years Childhood
5-7 Educator

Module specification



1. Factual information			
Module Code	ECS206		
Module title	Introduction to Research	Level	5
Module tutor	Susie Peeler	Credit value	20
Module type	Taught and research	Notional learning hours	200

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

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 small scale action research project relevant to their own practice in an Early Years setting.

This module will provide learners with the opportunity to undertake a small piece of original research whilst at placement in a setting with children in the 0-8 years age range.

This module will build on the student's reflections on their own practice and practice setting.

They will conduct primary and secondary 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. Personal and professional competence will be extended through the production of small scale, practice-related, research on a chosen subject. This mini action research project must relate to the student's own professional practice, building on previously acquired skills and knowledge.

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. The module prepares students for the level 6 research project.

This module links to the critically reflective practitioner module; students will be encouraged to engage in ongoing reflection upon their practice in an Early Years setting as a precursor to designing their action research project.

3. Aims of the module

- To give learners the opportunity to review literature on a chosen Early Years topic
- To develop independent research skills
- To undertake a small scale action research project
- To build on students professional reflective practice

4. Pre-requisite modules or specified entry requirements

DBS required for placement.

5. Intended learning outcomes	
A. Knowledge and understanding Pathway 1 and 2	Learning and teaching strategy
<i>At the end of the module, learners will be expected to:</i> A1: Design and implement an action research project A2: Undertake a comprehensive literature search and review	Formal Lectures Seminars Group work
B. Cognitive skills	Learning and teaching strategy
<i>At the end of the module learners will be expected to:</i> B1: Analyse, synthesise and present findings from research logically and fluently.	Formal Lectures Group work One to one tutorial support sessions
C. Practical and professional skills	Learning and teaching strategy
<i>At the end of the module, learners will be expected to:</i> C1: Ethically collect and interpret research data. C2: Critically reflect on their practice.	Formal Lectures Group work Placement experience
D Key transferable skills	Learning and teaching strategy
<i>At the end of the module, learners will be expected to:</i> D1: Communicate research related information using a variety of methods in a timely manner.	Formal Lectures Group work Individual presentation

6. Indicative content.

- Choosing an appropriate research topic
- Theory of action research
- Critically reflecting upon practice
- Establishing research aims and objectives
- Secondary research and writing a literature review
- Primary research methods
- Time management and SWOT analysis
- Primary research ethics
- Presenting primary and secondary research results
- Evaluation, critical analysis and conclusions

7. Assessment strategy, assessment methods and their relative weightings

This module is assessed by;

100% coursework, A 4000 word student choice action research project.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes															
	A1	A2	B1	C1	C2	D1										
Assessment 1	X	X	X	X	X	X										

9. Teaching staff associated with the module

Name and contact details

Susie Peeler Susanne.peeler@somerset.ac.uk

10. Key reading list *(Please use standard Harvard referencing in this section)*

Recommended reading/references:

Key texts and Sources

Blaxter, L., Hughes, C. & Tight, M. (2010) How to research. 4th edn. Maidenhead: Open University Press
Cohen, L., Manion, L. & Morrison, K. (2011) Research methods in education. 7th edn. Abingdon: Routledge
MacNaughton, G. and Hughes, P. (2009) Doing action research in early childhood studies: a step by step guide. Maidenhead; OUP.
McAteer, M. (2013) Action Research in Education. London: Sage Publications.
McNiff, J., (2013) Action Research: Principles and Practice. London: Routledge.
Roberts- Holmes, G. (2014) Doing your early years research project: a step-by-step guide. 3rd edn. London: Sage
Walker, R. & Solvason, C. (2014) Success with your early years research project. London: Sage

Recommended Texts and Sources

Armstrong, F., Moore, M. (2004) Action research for inclusive education: changing places, changing practices, changing minds. Abingdon: Routledge.
Bell, J. & Waters, S. (2014) Doing your research project: a guide for first-time researchers. 6th edn. Maidenhead: Open University Press
Callan, S. & Reed, M. (2011) Work-based research in the early years. London: Sage
Denscombe, M. (2014) The good research guide: for small-scale social research projects. 5th edn. Maidenhead: Open University Press
Grieg, A., Taylor, J. & MacKay, T. (2013) Doing research with children: a practical guide. 3rd edn. London: Sage
Koshy, V. (2010) Action research for improving educational practice: a step-by-step guide (2nd) Edn. London:Sage.
Lowe, M. (2007) Beginning research: a guide for foundation degree students. Abingdon: Routledge
MacNaughton, G., Rolfe, S. & Siraj-Blatchford, I. (2010) Doing early childhood research: international perspectives on theory and practice. 2nd edn. Maidenhead: Open University Press
Mukherji, P. & Albon, D. (2015) Research methods in early childhood: an introductory guide. 2nd edn. London: Sage

10. Key reading list *(Please use standard Harvard referencing in this section)*

Nolan, A., Macfarlane, K. & Cartmel, J. (2013) *Research in early childhood*. London: Sage

Robson, C. (2011) *Real world research: a resource for users of social research methods in applied settings*. 3rd edn. Chichester: John Wiley and Sons

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

Module specification



1. Factual information			
Module Code	ECS204		
Module title	Child Health and Wellbeing	Level	5
Module tutor	Susie Peeler	Credit value	20
Module type	Taught	Notional learning hours	200

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

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.

3. Aims of the module

The aim of this module is to introduce students to the key legislation and policies relating to child health and wellbeing and the current main conceptual models relevant to the topic. Students should also be aware of the impact of key early relationships on wellbeing, the importance of their role as practitioners and the effects of early intervention on child wellbeing.

4. Pre-requisite modules or specified entry requirements

None

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1 : Identify and explain 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>Formal lectures Group work</p>
B. Cognitive skills	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>Formal lectures Group work</p>
C. Practical and professional skills	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>Practical Group workshop</p>
D Key transferable skills	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>	<p>Formal lectures Group work</p>

6. Indicative content.

This module introduces students to relevant national and international legislation and policy relating to child health and wellbeing. Students will have the opportunity to explore the psychological, sociological and the newly emerging neuroscience models of human development and wellbeing. The module will also cover the layers of influence represented by Bronfenbrenner's bioecological model of human relationships. Students will be introduced to relevant debates around the impact of equality on child wellbeing and also consider how diversity, inclusion and SEND influence life chances. Whilst this module's main focus is on empowerment rather than a traditional medical model, aspects of health promotion, disease prevention, health protection and health education will also be discussed. This module allows students to build on their knowledge weekly by accumulating a portfolio of notes pertinent to a particular case study. The case study approach will focus attention on the practitioner's role in supporting young children's growth and progress and also consider the perspective of the child. Throughout the module students will have the opportunity to share knowledge and experience in small groups.

7. Assessment strategy, assessment methods and their relative weightings

100% Coursework

Assignment 1 – 2,500 word essay

Assignment 2 - Devise, carry out and present an activity with children

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes															
	A1	A2	B1	C1	D1											
Assignment 1	X	X	X		X											
Assignment 2				X												

9. Teaching staff associated with the module

Name and contact details

Susie Peeler Susanne.peeler@somerset.ac.uk

10. Key reading list (Please use standard Harvard referencing in this section)

Bass, L.E., Kinney, D.A. (2011) *The Wellbeing, Peer Cultures and Rights of Children*. Bingley UK; Emerald Group
Bligh, C., Chambers, S., Davison, C. (2013) *Wellbeing in the Early Years*. Northwich; Critical Publishing Ltd.
Bradshaw, J. (2011) *The Wellbeing of Children in the UK*, 3rd Edition Bristol Policy Press
Buchanan, A. Hudson, B.L. (2000) *Promoting Children's Emotional Wellbeing: Messages from Research*. Oxford: Oxford University Press.
Burton, M., Pavord, E., Williams, B. (2014) *An Introduction to Child and Adolescent Mental Health*. London: Sage.
Collins, J., Foley, P. (2008) *Promoting Children's Wellbeing Policy: Practice*. Bristol; The Policy Press.
European Commission (2008) *Child Poverty and Wellbeing in the EU: Current Status and Way Forward*. Luxembourg; European Commission.
Hall, D. and Elliman, D. (2006) *Health for all Children Revised Fourth Edition*. Oxford; OUP.
Manning Morton, J. (2014) *Exploring Wellbeing in the Early Years* (needs publisher etc)
McCauley, C. Rose, W. (2010) *Child Wellbeing: Understanding Children's Lives*. London; Jessica Kingsley.
Minujin, A., Nandy, S., (2012) *Global Child Poverty and Wellbeing: Measurement, Concepts, Policy and Action*. Bristol : The Policy Press.
OECD (2009) *Doing it Better for Children*. Paris; OECD Publishing
Roberts, R. (2010) *Wellbeing From Birth*, London; Sage.
Rose, J., Gilbert, L., Richards, V. (2015) *Health and Wellbeing in Early Childhood*. London; Sage.
Watson, D., Emery, C., Bayliss, P., Boushel, M., McInnes, K (2012) *Children's Social and Emotional Wellbeing in Schools: A Critical Perspective*. Bristol: The Policy Press.

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

Journal titles

Journal of Child Health and Care

Maternal and Child Health

Child Care Health and Development

Contemporary Issues in Early Childhood

Websites

www.ofsted.gov.uk

www.education.gov.uk

<https://www.gov.uk/government/policies/children-s-health>

<http://www.rcpch.ac.uk/improving-child-health>

www.foundationyears.org.uk

<https://www.gov.uk/government/publications/healthy-lives-healthy-people-improving-outcomes-and-supporting-transparency>

Module specification



1. Factual information			
Module Code	ECS203		
Module title	Introduction to Leadership and Management	Level	5
Module tutor	Terrie Chaplin	Credit value	10
Module type	Taught module	Notional learning hours	100

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

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.

This module is the foundation for The Creative Reflexive Practitioner module at level 6.

3. Aims of the module

- 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.
- 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. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Review a leadership role that supports children with social, emotional and/or behavioural difficulties</p>	Lecture / seminar / group work / professional placement / assignment
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Appraise promotion of key policies such as: behaviour, safeguarding</p>	Lecture / seminar / group work / assignment
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Demonstrate knowledge and understanding of leadership and management in the Early Years sector.</p>	Lecture / seminar / professional placement / group work / assignment
D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Evaluate collaborative working in the sector and the value of interpersonal skills</p>	Lecture / group work / seminar / professional placement / assignment

6. Indicative content.

Team cultures; promoting parental collaboration, engaging families and communities “Working together” multi-agency working; promoting agency in leading learning; leading ethical practice; leading reflective learning; self-assessment of management skills; examples of job role specifications; examples of models, theories and styles of leadership and management; key person approach; positive behaviour expectations and co-operative behaviours; examples of behaviour policies; the role of gender stereotypes; emotional intelligence; communication and active listening skills. EYFS and National Curriculum.

7. Assessment strategy, assessment methods and their relative weightings

100% Coursework – 2,000 word Report

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes			
	A1	B1	C1	D1
Assignment 1	X	X	X	X

9. Teaching staff associated with the module

Name and contact details

Terrie Chaplin

chaplint@bridgwater.ac.uk

01823 366550

10. Key reading list (Please use standard Harvard referencing in this section)

Core Texts:

Aubrey, C. (2011) *Leading and Managing in the Early Years*. 2nd edn. London: Sage Publications.

Rogers, B. & McPherson, E. (2014) *Behaviour Management with Young Children*. 2nd edn. London: Sage Publications.

Siraj- Blatchford, I. & Hallet, E. (2014) *Effective and Caring Leadership in the Early Years*. London Sage Publications.

Recommended:

Bolton, G. (2014) *Reflective practice: writing and professional development*. 4th edn. London: Sage Publications.

Daly, M., Byers, E. & Taylor, W. (2009) *Early Years Management in Practice*. 2nd edn. Harlow: Heinemann.

Gasper, M. (2010) *Multi-agency Working in the Early Years*. London: Sage.

Lindon, J. (2012) *Reflective practice and early years professionalism*. 2nd edn. London: Hodder Education.

Miller, L. & Cable, C. (eds) (2011) *Professionalization, Leadership and Management*. London: Sage Publications.

Miller, L., Drury, R. and Cable, C. (2012) *Extending professional practice in the early years*. Milton Keynes: The Open University.

Rodd, J. (2013) *Leadership in Early Childhood: The pathway to professionalism*. 4th edn. Maidenhead: Open University Press.

Trodd, L. (2013) *Transitions in the Early Years: working with children and families*. London: Sage.

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

www.ofsted.gov.uk

www.education.gov.uk

www.foundationyears.org.uk

HM Government (2013)

Journal of Early Years Education

International Journal of Early Years Education

Module specification



1. Factual information			
Module Code	ECS201		
Module title	The Critically Reflective Practitioner	Level	5
Module tutor	Louise Hannan	Credit value	30
Module type	Taught module	Notional learning hours	300

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

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.

This module is the foundation for Creative Reflexive Practitioner at module L6 and builds upon the knowledge of The Reflective Practitioner at level 4.

3. Aims of the module

- 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 National Occupational Standards, 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. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1 : Critically reflect upon how key national policies are implemented in practice within individual early years settings</p>	Lecture / seminar / professional placement / written assignment
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Evaluate your practice by referencing experiential learning to ideas, knowledge and concepts included in the academic curriculum</p>	Lecture / seminar / tutorial / written assignment
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Demonstrate competency in elements of the National Occupational Standards within a professional portfolio document</p>	Lecture / seminar / professional placement / assignment portfolio
D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <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>	Lecture / group work / seminar / tutorial / professional placement / assignment

6. Indicative content.

Induction and preparation for learning from experience.
 Personal and professional effectiveness in early years settings e.g. Influencing factors.
 Work practice experience.
 Ethical practices.
 Professionalism.
 Self-Care Strategies.
 Reflective approaches, theories of reflection and personal evaluation of development.
 Overview of a range of policies and National Occupational Standards that underpin the quality of early years care.
 Tutorial support.

7. Assessment strategy, assessment methods and their relative weightings

100% Coursework – 100% weighting 3,500 word Reflective Essay and PASS/FAIL for the completion of Professional Practice Portfolio

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes			
	A1	B1	C1	D1
Assignment 1	X	X	X	X

9. Teaching staff associated with the module

Name and contact details

Louise Hannan

9. Teaching staff associated with the module

Name and contact details

hannanl@bridgwater.ac.uk

01823 366550

10. Key reading list (Please use standard Harvard referencing in this section)

Core Texts:

Bolton, G. (2014) *Reflective practice: writing and professional development*. 4th edn. London: Sage Publications.

Hallet, E. (2013) *The reflective early years practitioner*. London: Sage.

Hayes, C., Daly, J., Duncan, M., Gill, R. and Whitehouse, A. (2014) *Developing as a reflective early years professional: a thematic approach*. Northwich: Critical Publishing.

Recommended:

Kay, J. (2012) *Good practice in the early years*, 3rd edn. London: Continuum.

Leeson, C. (2010) 'In praise of reflective practice', in Parker-Rees, R., Leeson, C., Willan, J. and Savage, J. *Early childhood studies: an introduction to the study of children's worlds and children's lives*. 3rd edn. Exeter: Learning Matters, pp.179-191.

Miller, L., Drury, R. and Cable, C. (2012) *Extending professional practice in the early years*. Milton Keynes: The Open University.

Paige-Smith, A. and Craft, A. (2011) *Developing reflective practice in the early years*. 2nd edn. Maidenhead: Open University Press.

Thompson, S. and Thompson, N. (2008) *The critically reflective practitioner*. Basingstoke: Palgrave Macmillan.

Taylor, J., Bond, E. and Woods, M. (2013) *Early childhood studies: a multidisciplinary and holistic introduction*. 3rd edn. London: Hodder Education.

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

www.ofsted.gov.uk

www.nurseryworld.co.uk

www.tes.co.uk

www.education.gov.uk

www.foundationyears.org.uk

<http://www.earlyeducation.org/>
Journal of Early Years Education
International Journal of Primary Elementary and Early Years Education [Education 3-13]

Module specification



1. Factual information			
Module Code	ECS205		
Module title	Working with Children and Families	Level	5
Module tutor	Susie Score	Credit value	20
Module type	Taught module	Notional learning hours	200

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

- 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 required

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Examine children's individual and collective rights in an Early Years setting</p> <p>A2: Examine the concept of the family within contemporary society.</p>	<p>Lecture</p> <p>Discussion</p> <p>Group work</p> <p>Written assignment</p> <p>Presentations</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Evaluate policies/strategies designed to support children and families who are disadvantaged</p>	<p>Lecture</p> <p>Discussion</p> <p>Group work</p> <p>Written assignment</p> <p>Presentations</p>
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Justify the need to work in multi-professional contexts and analyse team working</p> <p>C2: Propose how to work in partnership with parents and carers</p>	<p>Lecture</p> <p>Discussion</p> <p>Group work</p> <p>Presentations</p>
D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p>	

6. Indicative content.

This module explores the diversity of young children's experiences and the importance of the context of their everyday lives. Children's rights and the importance of listening to their voice will be explored along with consideration on how best to achieve this. The importance of parents as the first educators of their children will be examined and there will be opportunities to discuss and demonstrate skills required when dealing with parents/carers as a professional. Understanding and justifying the need for multi-agency working and the analysis of team working is explored using case studies and scenarios. 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; students will be encouraged to evaluate and critically analyse their effectiveness to deepen their understanding of the complexities and difficulties these can sometimes present.

7. Assessment strategy, assessment methods and their relative weightings

100% coursework:
3000 word essay

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes				
	A1	A2	B1	C1	C2
Assignment	X	X	X	X	X

9. Teaching staff associated with the module

Name and contact details

Susie Score

Susan.score@somerset.ac.uk

10. Key reading list (Please use standard Harvard referencing in this section)

- Anning, A., Cottrell, D., Frost, N., Green, J. & Robinson, M. (2010) *Developing multiprofessional teamwork for integrated children's services*. 2nd edn. Maidenhead: Open University Press.
- Bligh, C., Chambers, S., Davison, C., Lloyd, I., Musgrove, J., O'Sullivan, J. & Waltham, S. (2013) *Well-being in the early years*. Northwich: Critical Publishing
- Clark, A. & Moss, P. (2011) *Listening to young children: the mosaic approach*. 2nd edn. London: National Children's Bureau
- Davies, C. & Ward, H. (2012) *Safeguarding children across services: messages from research*. London: Jessica Kingsley Publishers
- Jackson, D. & Needham, M. (2014) *Engaging with parents in early years settings*. London: Sage
- Oliver, B. & Pitt, B. (2011) *Working with children, young people and families*. Exeter: Learning Matters

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

Useful journals:

Children and Society
Journal of Early Childhood Research

Websites:

Joseph Rowntree Foundation – www.jrf.org.uk
Family and Childcare Trust - <http://www.familyandchildcaretrust.org/>
The Children's Society – www.childrenssociety.org.uk

Level 6 Module Specifications



Module specification

1. Factual information			
Module Code	ECS301		
Module title	Conceptualising Childhood	Level	6
Module tutor	Susie Peeler	Credit value	20
Module type	Taught	Notional learning hours	200

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 this impacts 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 adults 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

Foundation degree in Early Childhood Studies or equivalent

5. Intended learning outcomes	
A. Knowledge and understanding	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: 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>Formal lectures Individual presentations Group seminars</p>
B. Cognitive skills	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>Formal lectures Individual presentations Group seminars</p>
D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1 : Reflect on the complex factors that have influenced your own childhood</p>	<p>Formal lectures Individual presentations Group seminars One to one tutorial</p>
6. 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</p>	

6. Indicative content.

and sociological constructions of childhood and how they have been represented. 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

7. Assessment strategy, assessment methods and their relative weightings

Assessment 100% weighting Student choice essay 3,500 words

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes															
	A1	A2	B1	D1												
Assessment	X	X	X	X												

9. Teaching staff associated with the module

Name and contact details

Susie Peeler Susanne.peeler@somerset.ac.uk

10. Key reading list *(Please use standard Harvard referencing in this section)***Key texts/articles:**

Cunningham, H. (2006) *The Invention of Childhood*. London: BBC.

Gabriel, N. (2010) 'Adults' concepts of childhood', in Parker-Rees, R. et al. (eds) (2010) *Early childhood studies: an introduction to the study of children's worlds and children's lives*, Exeter: Learning Matters, pp.137-151.

10. Key reading list *(Please use standard Harvard referencing in this section)*

Kehily, M. J. (ed.) (2015) *An introduction to childhood studies*. 3rd edn. Maidenhead: Open University Press.
Parker-Rees, R. (2015) 'Concepts of childhood: meeting with difference', in Parker-Rees, R. and Leeson, C. (eds) *Early childhood studies: an introduction to the study of children's lives and children's worlds*. 4th edn. London: Sage, pp.191-203.

Recommended starting points for reading:

Archard, D. (2014) *Children: rights and childhood*. 3rd edn. Abingdon: Routledge.
Aries, P. (1960) *Centuries of Childhood: A Social History of Family Life*, Harmondsworth: Penguin.
Edwards, M. (2015) *Global childhoods: critical approaches to the early years*. Northwich: Critical Publishing.
Gabriel, N. (2017) *The Sociology of Early Childhood; Critical Perspectives*. London: Sage.
James, A., Jenks, C. and Prout, A (1998) *Theorizing Childhood*. Cambridge; Polity Press.
James, A. and Prout, A. (eds) (2015) *Constructing and reconstructing childhood*. 3rd edn. Abingdon: Routledge.
Kehily, M.J. (ed.) (2013) *Understanding childhood: a cross-disciplinary approach*. Bristol: The Policy Press.
Montgomery, H. (ed.) (2013) *Local childhoods, global issues*. 2nd edn. Bristol: The Policy Press.
Postman, N (1994) *The disappearance of childhood*. New York: Vintage.
UN General Assembly (1989) *Convention on the Rights of the Child*, United Nations, Treaty Series, vol. 1577,
Wright, H.R. (2015) *The child in society*. London: Sage.
Wyness, M. G. (2000) *Contesting childhood*. London: Falmer.

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

Module specification



1. Factual information			
Module Code	ECS304		
Module title	Contemporary Discourses in the Early years	Level	6
Module tutor	Susie Peeler	Credit value	20
Module type	Taught	Notional learning hours	200

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

5. Intended learning outcomes	
A. Knowledge and understanding	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>	<p>Formal lectures Group work Student led seminars One to one tutorials</p>
B. Cognitive skills	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>	<p>Formal lectures Group work Student led seminars One to one tutorials</p>
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Produce a seminar presentation of a current Early Years topic.</p>	<p>Formal lectures Group work Student led seminars One to one tutorials</p>
D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Produce work in the format of a journal article to understand the process of academic dissemination.</p>	<p>Formal lectures Group work Student led seminars One to one tutorials</p>

6. 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.

7. Assessment strategy, assessment methods and their relative weightings

This module is assessed in the following way;
Assessment 1 Course work 4,000 word essay (100%)

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes															
	A1	B1	C1	D1												
Assessment 1	X	X	X	X												

9. Teaching staff associated with the module

Name and contact details

Susie Peeler Susanne.peeler@somerset.ac.uk

10. Key reading list *(Please use standard Harvard referencing in this section)*

Useful journals for your assessment

Childhood

Children and Society

10. Key reading list (Please use standard Harvard referencing in this section)

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

Examples of current specific articles and chapters;

Andrew, Y. (2015). What we feel and what we do: Emotional capital in early childhood work. *Early Years*, 35(4), 351–365.

Campbell-Barr, V., & Leeson, C. (2016) *Why an Interest in Quality, Chapter One in Quality and Leadership in the Early Years Research, Theory and Practice*. SAGE

Edwards, S., Henderson, M., Gronn, D., Scott, A. & Mirkhil, M. (2017) Digital disconnect or digital difference? A socio-ecological perspective on young children's technology use in the home and the early childhood centre, *Technology, Pedagogy and Education*, 26:1, 1-17.

Evanhuis, M. (2013) Child Proofing Asylum; Separated children and refugee decision making in Australia. *Int J Refugee Law*; 25 (3) 535-573.

Howard-Jones, (2014) 'Neuro-science and education; myths and messages,' *Nature Reviews Neuroscience* 15, 817–824.

Plowman, L. and McPake, J. (2013) Seven Myths About Young Children and Technology. *Childhood Education* 89 (1) 27-33.

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

www.cabinetoffice.gov.uk

www.childpolicy.org.uk

www.dcsf.gov.uk

www.doh.gov.uk

www.everychildmatters.gov.uk

www.familyandparenting.org

www.fatherhoodinstitute.org

www.gscce.org.uk

www.oecd.org.uk

www.ofsted.gov.uk

www.parentingacademy.org

www.surestart.gov.uk

www.nurseryworld.co.uk

www.tes.co.uk

Module specification



1. Factual information			
Module code	ECS305		
Module title	Dissertation	Level	6
Module tutor	Susie Peeler	Credit value	40
Module type	Taught and independent research	Notional learning hours	400

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

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.

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.

3. Aims of the module

- 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. Intended learning outcomes Pathway 1.	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Design and justify a worthwhile research study in Early Years, incorporating an appropriate methodology and considering ethical principles to the study.</p>	<p>Formal Lectures Seminars Group Work One to one supervisor support</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>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>	<p>Formal Lectures Seminars Group Work One to one supervisor support</p>
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Design and present an independent research study that is coherent and justified.</p>	<p>Formal Lectures Seminars Group Work One to one supervisor support</p>
D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>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>	<p>Formal Lectures Seminars Group Work One to one supervisor support Presentation</p>

6. Indicative content.

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 are emphasized throughout the module.

7. Assessment strategy, assessment methods and their relative weightings

100% Coursework. An independent research study (student's own choice) 8,000 words
Depending on the ethical outcome of their research proposal, students will be supported to complete either a primary or secondary study.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes															
	A1	A1	B1	C1	D1											
Dissertation	X	X	X	X	X											

9. Teaching staff associated with the module

Name and contact details

Susie Peeler
01823 366550
Susanne.peeler@somerset.ac.uk

10. Key reading list *(Please use standard Harvard referencing in this section)*

The books marked with a * are general readers in research which will give a good overview. The others are more specific to research in early childhood.

Core Texts

Bell, J. (2010) *Doing your Research Project: A Guide for First-time Researchers in Education, Health and Social Science* (5th Edition). Maidenhead: Open University Press.

Robert-Holmes, G. (2011) *Doing your Early Years Project: A Step by Step Guide* (2nd Edition). London: Paul Chapman.

Tisdall, E., Davis, J. and Gallagher, M. (2009) *Researching with Children and Young People: Research Design, Methods and Analysis*. London: Sage

Additional Reading

Arthur, J., Waring, M., Coe, R. and Hedges, L. (Eds) (2012) *Research Methods and Methodologies in Education* London: Sage.

Aubrey, C., David, T., Godfrey, R. and Thompson, L. (2000) *Early Childhood Educational Research: Issues in Methodology and Ethics*. London: Routledge Falmer Press.

Bryman, A. (2008) *Social Research Methods* (3rd Edition). Oxford: Oxford University Press.

Campbell, A. and Groundwater-Smith, S. (2007) *An Ethical Approach to Practitioner Research*. Oxford: Routledge.

Christensen, P. and James, A. (Eds) (2008) *Research with Children: Perspectives and Practices* (2nd Edition). London: Falmer Press.

Clark, A. and Moss, P. (2011) *Listening to Young Children: The Mosaic Approach* (2nd Revised Edition). National Children's Bureau and Joseph Rowntree Foundation.

Cohen, L., Manion, L. and Morrison, K. (2007) *Research Methods in Education* (6th Edition). London: Routledge Falmer.

Coles, A. and McGrath, J. (2010) *Your Education Research Project Handbook*. Harlow: Pearson.

Denscombe, M. (2007) *The Good Research Guide*, (3rd Edition) Buckingham: Open University Press.

Flick, U. (2011) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. 2nd edn. London: Sage Publications

Fraser, S., Lewis, V., Ding, S., Kellett, M. and Robinson, C. (2004) *Doing Research with Children and Young People*, London: Sage in association with Open University.

Hammersley, M. (1993) *Social Research: Philosophy, Politics and Practice*. London: Sage

Lewis, V., Kellett, M., Robinson, C., Fraser, S. and Ding, S., (2004) *The Reality of Research with Children and Young People*, London: Sage in association with the Open University.

10. Key reading list *(Please use standard Harvard referencing in this section)*

MacNaughton, G., Rolfe, S. and Siraj-Blatchford, I. (Eds) (2010) *Doing Early Childhood Research: International Perspectives on Theory and Practice* (2nd Edition).

Maidenhead: Open University Press.

.McNiff J. with Whitehead J. (2002) *Action Research: Principles and Practice* (2nd Edition). London: Routledge Falmer.

Mukherji, P. and Albon, D. (2009) *Research Methods in Early Childhood: An Introductory Guide*. London: Sage.

Opie, C. (Ed) (2004) *Doing Educational Research: A Guide to First Time Researchers* London, Thousand Oaks, New Delhi: Sage.

Parker-Rees, R. and Leeson, C. (2010) *Early Childhood Studies* (3rd Edition). Exeter: Learning Matters.

Journals

We particularly recommend the following journals for this module:

- British Educational Research Journal (BERJ)
- Children & Society
- Childhood
- Critical Social Policy
- Early Childhood Research and Practice
- Early Years: An International Journal of Research and Development
- European Early Childhood Education Research Journal
- International Journal of Early Years Education
- Journal of Early Childhood Research

11. 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>

<http://www.edu.plymouth.ac.uk/RESINED/resedhme.htm>

Module specification



1. Factual information			
Module code	ECS302		
Module title	Global Perspectives on Education	Level	6
Module tutor	Warwick Blenkinsop	Credit value	20
Module type	Taught module	Notional learning hours	200

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

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.

This module links with Child in Society, Early Years Pedagogy and Conceptualising Childhood.

3. Aims of the module

- 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. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Review how international organisations shape national policies and global education</p>	Lecture / individual seminar / written assignment
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Critically analyse international historical perspectives on education and evaluate how they have influenced specific areas of learning within early years</p> <p>B2: Critically appraise the impact of global inequalities on children's rights and life opportunities</p>	Lecture / seminar / group work / case studies/ written assignment
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p><i>None assessed.</i></p>	
D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Produce an independent study based on global perspectives about early years education</p>	Lecture / seminar / group work / written assignment

6. Indicative content.

What is childhood from a historical and global perspective?
Education and globalisation
Socio-historic and political influences within the education and care sector
Families and parenting
International views on education
Global inequalities and children
Children and youth living in war conflict
The rights of culture and the rights of children
Children's needs

7. Assessment strategy, assessment methods and their relative weightings

100% Coursework – 100% weighting. 3,500 word essay 'student choice of title'.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes			
	A1	B1	B2	D1
Assignment 1	X	X	X	X

9. Teaching staff associated with the module

Name and contact details

Warwick Blenkinsop

Blenkinsopw@bridgwater.ac.uk

01823 366550

10. Key reading list (Please use standard Harvard referencing in this section)

Core Texts:

Cambell-Barr, V. and Georgeson, J. (2015) *International Perspectives on Early Years Workforce Development*. 1st edn. Edited by Davison, C. Northwich: Critical Publishing.

Cunningham, H. (2005) *Children and Childhood in Western Society since 1500*. London: Longman.

Edwards, M. (2015) *Global Childhoods*. 1st edn. Edited by Davison, C. Northwich: Critical Publishing.

Recommended:

Brody, D.L. (2014) *Men who teach young children: an international perspective*. London: Institute of Education Press.

Brownhill, S., Warin, J. & Wernersson, I. (2016) *Men, Masculinities and Teaching in Early Education: International perspectives on gender and care*. Abingdon: Routledge.

Cregan, K. & Cuthbert, D. (2014) *Global Childhoods: Issues & Debates*. London: Sage

Gambaro, L, Stewart, K. & Waldfogel, J. (2015) *An Equal Start? Providing quality early education and care for disadvantaged children*. Bristol: Policy Press.

Georgeson, J. & Payler, J. (eds) (2013) *International perspectives on early childhood education and care*. Maidenhead: Open University Press.

Haralambos, M., Holborn, M., Chapman, S. and Moore, S. (2013) *Sociology; themes and perspectives*. 8th edn. London: Harper Collins.

Kingdon, Z. & Gourd, J. (2014) *Early Years Policy: the impact on practice*. Abingdon: Routledge.

Knight, S. (2013) *International Perspectives on Forest School: natural spaces to play and learn*. London: Sage.

Montgomery, H. (ed.) (2013) *Local childhoods, global issues*. 2nd edn. Bristol: The Policy Press.

Morrison, H. (ed.) (2012) *The Global History of Childhood Reader*. London: Routledge.

Tomlinson, P. (2013) *Early Years policy and Practice: A Critical Alliance*. Northwich, Critical Publishing.

Wells, K. (2015) *Childhood in a Global Perspective*. 2nd edn. Cambridge: Polity.

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

UNICEF - child well-being surveys

PISA

Journals:

Childhood

Children and Society

Contemporary Issues in Early Childhood

International Journal of Early Years Education

Early Years

United Nations (1989) *Convention on the Rights of the Child (UNCRC)*. New ~York: United Nations. Available via www.unicef.org.uk

Module specification



1. Factual information			
Module code	ECS303		
Module title	The Creative Reflexive Practitioner	Level	6
Module tutor	Susie Peeler	Credit value	20
Module type	Taught	Notional learning hours	200

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. Intended learning outcomes	
A. Knowledge and understanding	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>	<p>Formal lectures Group work Practical workshops Reflective forum contributions</p>
B. Cognitive skills	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>	<p>Formal lectures Group work Practical workshops Reflective forum contributions</p>
C. Practical and professional skills	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>	<p>Formal lectures Group work Practical workshops Reflective forum contributions</p>
D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1 : Develop reflexive skills as a practitioner</p>	<p>Formal lectures Group work Practical workshops Reflective forum contributions</p>
6. Indicative content.	

D Key transferable skills	Learning and teaching strategy
<p>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 on line 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 you reflective abilities. Students will be expected to find a suitable placement in a setting 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.</p>	

7. Assessment strategy, assessment methods and their relative weightings
<p>100% Coursework</p> <p>Assignment 1 (summative 100%)</p>

8. Mapping of assessment tasks to learning outcomes																
Assessment tasks	Learning outcomes															
	A1	B1	C1	D1												
Assessment	X	X	X	X												

9. Teaching staff associated with the module
Name and contact details
Susie Peeler Susanne.peeler@somerset.ac.uk

10. Key reading list <i>(Please use standard Harvard referencing in this section)</i>
<p>Key Texts</p> <p>Lindon, J. (2010) Reflective Practice and the Early Years Professional: linking theory and practice, London; Hodder Education</p> <p>Leeson C. (2010) 'In Praise of Reflective Practice' in Parker-Rees R. and Leeson, C. Early Childhood Studies. Exeter, Learning Matters</p> <p>Mason, J. (2002) Researching your own practice: the art of noticing, London, Routledge Falmer</p>

10. Key reading list (Please use standard Harvard referencing in this section)

McIntosh, P. (2010) Action Research and Reflective Practice: Creative and visual methods to facilitate reflection and learning, London, Routledge
Ramsay, G.G. and Barlow Sweet, H. (2009) A Creative Guide to Exploring Your Life, London, Jessica Kingsley

General Reading

Fook, J. & Askeland, G.A. (2007) Challenges of Critical Reflection: Nothing Ventured, Nothing Gained. Social Work Education Volume 26(5), p520-533
Fook, J., & Gardner, F. (2007). Practicing critical reflection: A resource handbook. London: Open University Press.
Gardner, F. (2009). Affirming values: Using critical reflection to explore meaning and professional practice. Reflective Practice, 10(2), 179–190.
Ghaye, T. (2011) Teaching and Learning through Reflective Practice, Abingdon, Routledge
Hughes, S. (2009) Leadership, management and sculpture: how arts based activities can transform learning and deepen understanding, *Reflective Practice*, Vol. 10(1), pp.77-90
Jasper, M. (2003) Beginning Reflective Practice, Cheltenham; Nelson Thornes
Johns, C. (2009) Becoming a Reflective Practitioner, Oxford, Wiley Blackwell
Kemp, I. Seagraves, L. (1995) Transferable Skills - Can Higher Education Deliver? Studies in Higher Education Volume 20, No 3.
Kolb, D. (1984) Experiential Learning: Experience as the Source of Learning and Development, New Jersey; Prentice Hall.
Knott, C. & Scragg, T. (2007) Reflective Practice in Social Work Exeter, Learning Matters
Paige-Smith, A. and Craft, A. (2011) Developing Reflective Practice in the Early Years, Maidenhead; Open University Press
Pollard, .A (2008) Reflective Teaching: Evidence-informed Professional Practice London: Continuum
Redmond, B. (2011) Reflection in Action: Developing Reflective Practice in Health and Social Services, Aldershot; Ashgate
Reed, M. and Canning, N. (2010) Reflective Practice in the Early Years, Los Angeles; Sage.
Rolfe, G., Jasper, M., & Freshwater, D. (2011). Critical reflection in practice (2nd ed.). Hampshire: Palgrave Macmillan.
Rushton, I. and Suter, M. (2012) Reflective Practice for Teaching in Lifelong Learning, Maidenhead; McGraw Hill
Sadek, E. (2004) Good Practice in Nursery Management, Cheltenham; Stanley Thornes.

Journals :Reflective practice

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

www.criticalthinking.org

Assessment Criteria (Levels 4-6)

Generic Marking Criteria

LEVEL 4	
Outstanding* 86-100% Pass	Comprehensive coverage of relevant issues. Extremely well informed knowledge base relevant to assignment. Very clearly written, logically structured and presented. Critical discussion of current issues and their influence on practice. Excellent application of theory to practice. Evidence of consistently safe and exemplary standard of practice.
Excellent* 70-85% Pass	Thorough coverage of relevant issues. Well informed knowledge base relevant to assignment. Clearly written, logically structured and presented. Discussion of current issues and their influence on practice. Excellent application of theory to practice. Evidence of consistently safe and high standards of practice.
Very Good* 60-68% Pass	Descriptions based upon a broad range of relevant knowledge and reading. Theory consistently applied to practice. Describes relevant issues. Awareness of current issues and their influence on practice. Clearly and logically presented and structured Incorporates evidence of safe and consistently well-applied practice.
Good* 50-58% Pass	Utilises appropriate and relevant theory. Consistent application of appropriate theory to practice. Incorporates evidence of safe practice. Well-structured and developed presentation. Clearly expressed References and/or supporting material generally accurate.
Satisfactory 40-48% Pass	Meets the criteria and requirements of the module assessment Meets module specific criteria. Meets relevant Learning Outcomes for module. Some appropriate and relevant theory described. References and/or relevant supporting material generally accurate. Some relevant knowledge applied to practice. Evidence of safe practice (described). Structure and presentation not always clear
Failure to Achieve a pass grade 30-38% Not a pass	Does not fully meet the criteria and requirements of the module assessment Does not meet module specific criteria or relevant learning outcomes. Limited range of relevant theory. Frequent referencing errors and/or inappropriate use/selection of supporting materials. Inappropriate description and application of theory to practice. Poor understanding of practice issues. Lacking in logical structure and sequencing. Evidence of unsafe practice
Clear Failure to achieve a pass grade 29% and below	Unreferenced and/or no supporting material. Lacking any relevant theoretical content. Poorly organised presentation. Difficult to read and follow. Unsafe practice

LEVEL 5

Outstanding* 86-100% Pass	Consistently logical and critical analysis throughout. Exemplary linkage of recent research to practice. Demonstrates consistent independent thought on contemporary issues. Extensive and wide-ranging knowledge of relevant theory and contemporary issues. Incorporates evidence of the highest standards of, and consistently safe practice. Incorporates a reasoned ethical dimension throughout the work.
Excellent* 70-85% Pass	Well argued presentation and critical analysis throughout. Identifies and discusses relevant ethical issues. Excellent relationship of recent research to practice. Evidence of independent thought on contemporary issues. Comprehensive and wide-ranging knowledge base of relevant theory. Incorporates evidence of consistently safe and high standards of practice. Advocacy and sensitivity for clients and colleagues demonstrated.
Very Good* 60-68% Pass	Balanced arguments and presentation. Accurate application of relevant theory to practice issues. Evidence of safe and good practice. Provides a sound rationale for interventions. Evidence of ability to critically analyse information. Advocacy for clients and colleagues demonstrated. Well structured and logical presentation.
Good* 50-58% Pass	Sound knowledge of subject matter. Evidence of ability to apply knowledge to new situations. Analysis of current issues. Some argument introduced. Demonstrates (understanding of) safe clinical / professional practice. Sensitive empathy with clients, carers and colleagues demonstrated. Correct citation of references & literature used effectively and/or relevant supporting material generally accurate. Structured and clear presentation.
Satisfactory 40-48% Pass	Meets the criteria and requirements of the assignment/examination. Meets module specific criteria. Meets relevant Learning Outcomes for module. References, bibliography and/or supporting materials generally accurate. Some appropriate and relevant theory utilised. Some evidence of understanding and discussion. Safe and relevant practice described. Structure and presentation not always clear.
Failure to Achieve a pass grade 30-38% Not a pass	Does not meet the criteria and requirements of the module assessment Does not meet module specific criteria or relevant learning outcomes. Limited evidence of reading and underpinning knowledge. Frequent referencing errors and /or inappropriate use/selection of supporting materials. Poor understanding of practice issues. Almost completely descriptive. Misconceptions and basic errors of underpinning theory. Lacks structure and difficult to follow.
Clear Failure to achieve a pass grade 29% and below	Limited and inaccurate referencing and /or supporting materials. Lack of understanding. Lacking structure and difficult to follow. Serious misconceptions and basic errors of underpinning theory. Unsafe practice

<p>Outstanding*</p> <p>86-100%</p> <p>Pass</p>	<p>Critical analysis and synthesis of the possibilities and limitations of methodology and theory. Extremely well -constructed and logically presented argument throughout. Sound ethical reasoning consistently demonstrated. Able to select and apply specific theories to generate innovative solutions to complex situations. Outstanding comprehension of contemporary issues. Excellent application of recent research to practice. Incorporates evidence of consistently safe and highest standards of practice. Leadership and assertive advocacy for clients and colleagues demonstrated where appropriate.</p>
<p>Excellent*</p> <p>70-85%</p> <p>Pass</p>	<p>Identifies limitations of methodology, theory and scope of practice. Well-constructed and logically presented argument. Sound ethical reasoning demonstrated. Able to select and apply specific theories to complex situations. Excellent comprehension of contemporary issues. Excellent relationship of recent research to practice. Incorporates evidence of consistently safe and best standards of practice. Assertive advocacy for clients and colleagues demonstrated where appropriate.</p>
<p>Very Good*</p> <p>60-68%</p> <p>Pass</p>	<p>Evidence of ethical reasoning. Evidence of wide knowledge base and critical reading. Evidence of critical reasoning to solve problems. Critical understanding of relevant issues and processes (e.g. Research process). Argument founded on the basis of evidence. Safe and evidence-based practice consistently described or executed. Good range of sources used appropriately. Very well written and engaging.</p>
<p>Good*</p> <p>50-58%</p> <p>Pass</p>	<p>Well referenced and cited. Applies relevant research to current practice issues. Capacity to analyse concepts and balance arguments. Selects specific and appropriate theory to enhance arguments. Sensitive and insightful empathy demonstrated. Consistent safe practice (described) with some reference to evidence based rationale Structured and clear presentation. Clearly expressed and well structured</p>
<p>Satisfactory</p> <p>40-48%</p> <p>Pass</p>	<p>Meets the criteria and requirements of the assignment/examination. Meets module specific criteria. Meets relevant Learning Outcomes for module. Some appropriate and relevant theory described. Scope for deeper arguments and issues. Safe practice (described) with some reference to evidence-based underpinning. References, bibliography and/or supporting material generally accurate, but limited Structure and presentation not always clear.</p>
<p>Failure to Achieve a pass grade</p> <p>30-38%</p> <p>Not a pass</p>	<p>Does not meet the criteria and requirements of the assignment/examination. Does not meet module specific criteria or relevant Learning Outcomes. Limited analysis or synthesis. Poorly developed argument. Restricted range and understanding of underpinning theory. Inappropriate application of theory to practice. Frequent referencing errors. Poor understanding of practice issues. Poorly written/presented. Poorly structured. Evidence of unsafe practice</p>
	<p>Few or no source references used.</p>

Clear Failure to achieve a pass grade 29% and below	Lacking in analysis and synthesis. Poorly informed knowledge base. Limited and inappropriate links between theory and practice. Large number of grammatical and spelling errors Unsafe or ineffective practice
--	--

