Definitive Programme Document: Early Years Education

(Bachelor's with Honours)*

- Subject to approval June 2022

Awarding institution	Bath Spa University
Teaching institution	University Centre Weston (UCW)
School	School of Education
Main campus	University Centre Weston
Other sites of delivery	n/a
Other Schools involved in delivery	n/a
Name of award(s)	Early Years Education
Qualification (final award)	BA (Hons)
Intermediate awards available	CertHE, DipHE
Routes available	Single
Sandwich year	n/a
Duration of award	3 years full-time
Modes of delivery offered	Campus-based
Regulatory Scheme[1]	Undergraduate Academic Framework
Exemptions from regulations/framework[2]	Undergraduate Academic Framework
Professional, Statutory and Regulatory Body accreditation	n/a
Date of most recent PSRB approval (month and year)	n/a
Renewal of PSRB approval due (month and year)	n/a
UCAS code	
Route code (SITS)	
Relevant QAA Subject Benchmark Statements (including date of publication)	Subject Benchmark Statement Early Childhood Studies November 2019
Date of most recent approval	
Date specification last updated	

Exemptions
The following exemptions are in place:

Programme/Pathway	Regulations/Framework	Brief description of variance	Approving body and date
BA (Hons) Early Years Education	Undergraduate Academic Framework	To enable a mixture of 20 and 40 credit modules to be in both levels 4 and 5 at UCW to meet the	Undergraduate Academic Framework

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[1] This should also be read in conjunction with the University's Qualifications Framework
[2] See section on 'Exemptions'

		needs of the students.	

Programme Overview

The BA (Hons) Early Years Education degree offers the opportunity for you to explore the ways babies and young children develop and learn through a blend of academic and professional experience within the sector. As a student you will have the opportunity to explore approaches to early education and care by analysing the social, historical, and political contexts that underpin these, both from a UK and international perspective.

This degree will provide you with the skills, knowledge and experience to become an effective practitioner working with young children in a range of settings for the 0-8 age range. This BA (Hons) Early Years is aligned to professional standards, such as the Early Years Educator (EYE), and the Early Childhood Studies Degree Network (ECSDN) Graduate Competencies. On completion of this degree you will have met these nationally recognised standards endorsed by the sector; these are assessed through a work-based portfolio and observations in practice, by a workplace mentor and the Higher Education team.

Through innovative and flexible approaches to teaching and learning the programme offers you a balance of theoretical perspectives which will enable practical application in early childhood settings. You will consider the voice of the child and how to support children's wellbeing to develop resilience and agency within their own lives. The modules within this programme will enable you to develop your critical understanding of key themes within early years education and care, including play and pedagogy, professional practice, child development and socio-cultural perspectives.

This programme also offers support for your academic, personal and career development, working closely with professionals, employers, and placement providers. It is envisaged that graduates from this programme could apply for postgraduate courses including earlyyears or primary teacher training or master's programmes, as well as positions within education, family support services or social service settings.

Programme Aims

1. To develop knowledge and understanding of care and education of babies and young children in early years settings
2. To develop the competencies, professional, practical and reflective skills which are required in order to work at degree level in early years settings
3. To develop an understanding of the regulatory and legislative framework for early years
4. To understand values concerned with anti-discriminatory practice, equality of opportunity and inclusivity in early childhood education and care
5. To understand how to work in partnership with colleagues, other professionals and parents
6. To explore the social, cultural, historical, political and economic contexts of early years education
7. To understand the role of social and educational transformation and change within local and global contexts
8. To develop a research and enquiry ethos within early years education and care
9. To develop knowledge and skills that enable progression to a range of employment or postgraduate study opportunities in early years education and care contexts

10. To develop knowledge and understanding of hoe to support children with SEND.
11. To develop knowledge and understanding of how to support children's physical and mental health and wellbeing and support the family within the constructs of early years services.

Programme Intended Learning Outcomes (ILOs)

A Subject-Specific Skills and Knowledge

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
A1	A systematic understanding of the theories and principles underpinning the complexities of early childhood development, education and care	A critical understanding of the theories and principles of early childhood development, education and care	Knowledge of the theories and principles underpinning early childhood development, education and care
A2	A systematic understanding of the regulatory and legislative frameworks for early years including the rights and voice of children and families, child protection and issues related to confidentiality	A critical understanding of the regulatory and legislative frameworks for early years including the rights and voice of children and families, child protection and issues related to confidentiality	An understanding of the regulatory and legislative frameworks for early years including the rights and voice of children and families, child protection and issues related to confidentiality
A3	A systematic understanding of the theoretical basis for self-evaluation, reflection, reflexivity and self-management, and how a reflective approach can be used to enhance early childhood education and care practice and be a transformational force for change	A critical understanding of the theoretical basis for self-evaluation, reflection and self-management, and how a reflective approach can be used to enhance early childhood education and care practice	An understanding of the theoretical basis for self-evaluation and reflection, and how a reflective approach can be used to enhance early childhood education and care practice
A4	A systematic understanding of the role of the practitioner in working in partnership with leadership, families, practitioners, other agencies and communities	A critical understanding of the role of the practitioner in working in partnership with families, practitioners, other agencies and communities in supporting the effective growth and	An understanding of the role of the practitioner in working in partnership with families, practitioners and other agencies to support the effective growth and development

	in supporting the effective growth and development and wellbeing of young children	development and wellbeing of young children	and wellbeing of young children
A5	A systematic understanding of contemporary and historical policies, provision and pedagogical approaches in relation to babies, young children and their families in the UK and internationally	A critical understanding of contemporary and historical policies, provision and pedagogical approaches in relation to babies, young children and their families in the UK and internationally	Knowledge of contemporary and historical policies, provision and pedagogical approaches in relation to babies, young children and their families in the UK and internationally
A6	A systematic understanding of the impact of inequalities in gender, race, class and disability on educational processes and outcomes	A critical understanding of the impact of inequalities in gender, race, class and disability on educational processes and outcomes	A knowledge of the impact of inequalities in gender, race, class and disability on educational processes and outcomes
A7	Accurately deploy established techniques using the main methods of enquiry in early years educational research and an ability to apply methods to their own research and evaluate them	A critical understanding of the main methods of enquiry in early years educational research and an ability to apply methods to their own research and evaluate them	Knowledge and understanding of the main methods of enquiry in early years educational research and an ability to apply methods to their own research
A8	A systematic understanding of how pedagogy recognises the unique child and reflects the individual nature of children's needs	A critical understanding of how pedagogy recognises the unique child and reflects the individual nature of children's needs	An understanding of how pedagogy recognises the unique child and reflects the individual nature of children's needs

B Cognitive and Intellectual Skills

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
B1	Critically evaluate and apply concepts, theories, research and issues of policy in relation to early years education	Critically evaluate concepts, theories, research and issues of policy in relation to early years education	Knowledge of concepts, theories, research and issues of policy in relation to early years education and care to support babies and children

	and care to support babies and children	and care to support babies and children	
B2	A critical ability to identify and evaluate trustworthy primary and secondary sources within early years education and care, to extend knowledge and understanding, and to apply the concept to their own research	Ability to identify and evaluate trustworthy primary and secondary sources within early years education and care, to extend knowledge and understanding, and to apply the concept to their own research	Ability to identify and evaluate trustworthy primary and secondary sources within early years education and care, to extend knowledge and understanding
B3	Ability to demonstrate a critical understanding of the importance of ethical collection, application and analysis of data, including being able to articulate justifications within their own research within early years education and care	Ability to demonstrate a critical understanding of the importance of ethical collection, application and analysis of data within early years education and care	Ability to demonstrate an awareness of the importance of ethical collection, application and analysis of data within early years education and care
B4	Process and synthesise data to create arguments using relevant specialist vocabulary and present these using academic conventions within an early years education and care context	Process data to create arguments using relevant specialist vocabulary and present these using academic conventions within an early years education and care context	Understand arguments using relevant specialist vocabulary within an early years education and care context
B5	Appreciate the ambiguity of knowledge in critically reflecting on your own and others' professional values and practice within an early years education and care context	Critically reflect on your own and others' professional values and practice within an early years education and care context	Evaluate and reflect on your own professional values and practice within an early years education and care context
B6	Effectively communicate knowledge and understanding critically to locate and justify a personal position in relation to the subject	Communicate knowledge and understanding critically to locate and justify a personal position in relation to the subject	Communicate knowledge and understanding to locate and justify a personal position in relation to the subject

C Skills for Life and Work

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
C1	Autonomous learning[3] (including time management) that shows the exercise of initiative and personal responsibility and enables decision-making in complex and unpredictable contexts.	Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility and decision-making such that significant responsibility within organisations could be assumed.	Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility.
C2	Team working skills necessary to flourish in the global workplace with an ability both to work in and lead teams effectively.	Team work as would be necessary for employment requiring the exercise of personal responsibility and decision-making for effective work with others such that significant responsibility within organisations could be assumed.	Team work as would be necessary for employment requiring the exercise of personal responsibility for effective work with others.
C3	Communication skills that ensure information, ideas, problems and solutions are communicated effectively and clearly to both specialist and non-specialist audiences.	Communication skills commensurate with the effective communication of information, arguments and analysis in a variety of forms to specialist and non-specialist audiences in which key techniques of the discipline are deployed effectively.	Communication skills that demonstrate an ability to communicate outcomes accurately and reliably and with structured and coherent arguments.
C4	IT skills and digital literacy that demonstrate core competences and are commensurate with an ability to work at the interface of creativity and new technologies.	IT skills and digital literacy that demonstrate the development of existing skills and the acquisition of new competences.	IT skills and digital literacy that provide a platform from which further training can be undertaken to enable development of new skills within a structured and managed environment.

Programme content
This programme comprises the following modules

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[3] i.e. the ability to review, direct and manage one's own workload

Subject offered as single and/or combined award
[An illustrative example, which should be deleted, is provided in the first line. In this example, the subject is only available as part of a combined award, hence 'Single' is greyed out. The module is optional for any student studying this subject as the major or joint subject in a combined award, which is why an 'O' appears in those columns. A student studying this subject as the minor part of a combined award would only take the 40-credit core module and this optional module would not be available to him/her, and this is indicated with N/A.]

[Name of subject]				Status			
Level	Code	Title	Credits	Single	Major	Joint	Minor
4		Understanding and observing child development	20	C			
4		Children's meaning making	20	C			
4		Safeguarding young children	20	C			
4		Becoming a reflective practitioner	20	C			
4		Play, learning and pedagogy	40	C			
5		Promoting health and wellbeing	20	C			
5		Children, families and communities	20	C			
5		Engaging with research	40	C			
5		Working with additional needs	20	C			
5		Exploration, creativity and curriculum	20	C			
6		Contemporary issues in the early years	20	C			
6		Constructions of childhood	20	C			
6		Leadership and teamwork	20	C			
6		The creative reflective practitioner	20	C			
6		Dissertation	40	C			

Assessment methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

<u>Please note</u>: if you choose an optional module from outside this programme, you may be required to undertake a summative assessment task that does not appear in the assessment grid here in order to pass that module.

Work experience and placement opportunities

Work based learning and placement opportunities will be embedded and scaffolded throughout the programme. Throughout the programme you will gain exposure to the world of work through visiting lecturers who are current specialist practitioners in education and provided opportunities for site visits to a range of provision. Throughout the three years you will undertake work-based learning within an appropriate field of education relevant to your career aspirations.

Graduate Attributes

	Bath Spa Graduates…	In Early Years Education, we enable this…
1	Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams	By embedding employability within the programme, we develop your skills to flourish in the global and professional workplace. You are required to undertake placements within a professional education or support setting, and you are assessed against a range of employment focused criteria.
2	Will be able to understand and manage complexity, diversity and change	We believe that early education is about change and we will challenge you to change and develop your ideas, attitudes, skills and knowledge as part of this course.
3	Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners	We believe that early years education professionals are creative ones and as such you will have the opportunity to explore your own creativity and the creativity of learners. You will also take study modules that encourage problem

		solving and give you the opportunity to work across academic and professional disciplines.
4	Will be digitally literate: able to work at the interface of creativity and technology	We aim to build your existing skills as a 'digital learner' so that you can benefit from technology to its fullest extent. You will become a confident user of digital technologies in your own learning by using online learning environments, such as Minerva. You will have the opportunity to develop creative work using technology as part of your assessments.
5	Will be internationally networked: either by studying abroad for part of the programme, or studying alongside students from overseas	This programme equips you to understand and engage with education issues in the UK and internationally. The curriculum presents an international perspective on education issues throughout the three years.
6	Will be creative thinkers, doers and makers	This course enables your knowledge and understanding of education, but it also gives you opportunities, through placements, study visits and creative assessments, to develop your practice and your professionalism.
7	Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy	The development of critical thinking skills is embedded in the curriculum from the very start of the programme where you will be introduced to philosophical debates around the purposes of education. The modules will encourage you to consider issues from a range of perspectives and will develop your skills to express your ideas clearly in oral and written form. You will also develop skills to understand, critically assess and conduct early years educational research.
8	Will be ethically aware: prepared for citizenship in a local, national and global context	We believe that early years education is about change and we provide you with opportunities to develop your personal values and beliefs about education. You will rigorously examine and defend these values against a framework of ethical behaviours and have the opportunity to consider the ethics of educational research and of working as a

		professional in an early years educational setting.

Modifications

Module-level modifications

Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

Attached as appendices:
1. Programme structure diagram
2. Modules by semester
3. Map of module outcomes to level/programme outcomes
4. Assessment map
5. Mapping Early Years Education degree to the ECSDN Graduate Competencies
6. Module descriptors

Appendix 1 Programme structure

Theme	Year One	Year Two	Year Three
Child development and wellbeing	Understanding and observing child development 20 credits	Working with additional needs 20 credits	Contemporary issues in the early years 20 credits
	Children's meaning making 20 credits	Promoting health and wellbeing 20 credits	Constructions of childhood 20 credits
Children in society	Safeguarding young children 20 credits	Children, families and communities 20 credits	Dissertation 40 credits
	Becoming a reflective practitioner 20 credits	Exploration, creativity and curriculum 20 credits	The creative reflective practitioner 20 credits
The early years professional	Play, learning and pedagogy 40 credits	Engaging with research 40 credits	Leadership and teamwork 40 credits

Appendix 2 Modules by semester

Year 1	
Understanding and observing child development	Semester 1
Children's meaning making	Semester 2
Safeguarding young children	Semester 1
Becoming a reflective practitioner	Semester 2
Play, learning and pedagogy	Year long

Year 2	
Promoting health and wellbeing	Semester 1
Working with additional needs	Semester 2
Children, families and communities	Semester 1
Exploration, creativity and curriculum	Semester 2
Engaging with research	Year long

Year 3	
Constructions of childhood	Semester 1
Contemporary issues in the early years	Semester 2
Leadership and teamwork	Semester 1
The creative reflective practitioner	Semester 2
Dissertation	Year long

Appendix 3 Map of Intended Learning Outcomes (ILOs) against modules

Level	Module Code	Module Title	Status	Subject-specific Skills and Knowledge								Cognitive and Intellectual Skills						Skills for Life and Work			
				A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4
4		Understanding and observing child development	C	✠	✠		✠			✠	✠	✠	✠	✠	✠		✠	✠		✠	✠
4		Children's meaning making	C	✠		✠	✠	✠	✠		✠	✠	✠		✠	✠	✠			✠	✠
4		Safeguarding young children	C		✠	✠	✠	✠	✠			✠	✠		✠	✠			✠	✠	✠
4		Becoming a reflective practitioner	C			✠	✠						✠			✠	✠	✠	✠	✠	✠
4		Play, learning and pedagogy	C	✠	✠	✠	✠	✠			✠	✠	✠			✠	✠	✠		✠	✠
5		Promoting health and wellbeing	C	✠	✠	✠	✠	✠	✠		✠	✠	✠		✠	✠	✠		✠	✠	✠

Level		Module	C																			
5		Children, families and communities	C		X	X	X	X	X		X	X					X	X		X	X	X
5		Engaging with research	C			X				X		X	X	X	X		X	X		X	X
5		Working with additional needs	C	X	X	X	X	X	X		X	X	X			X	X	X		X	X
5		Exploration, creativity and curriculum	C	X	X	X					X	X	X			X	X	X		X	X
6		Contemporary issues in the early years	C	X	X	X		X			X	X	X			X	X	X		X	X
6		Constructions of childhood	C	X	X			X	X		X	X							X	X	X
6		Leadership and teamwork	C		X	X	X					X				X	X	X	X	X	X
6		The creative, reflective practitioner	C			X	X			X				X		X	X	X		X	X
6		Dissertation	C			X				X		X	X	X	X		X	X		X	X

Appendix 4 Map of summative assessment tasks by module

Level	Module code	Module Title	Status	Assessment method					
				Coursework			Practical		
				Essay	Report	Folder	Presentation	Exhibition	Portfolio
4		Understanding and observing child development	C	x					x
4		Children's meaning making	C	x			x		
4		Safeguarding young children	C						x
4		Becoming a reflective practitioner	C				x		x
4		Play, learning and pedagogy	C	x					x
5		Promoting health and wellbeing	C					x	
5		Children, families and communities	C	x					x

Level		Module	Type	Col1	Col2	Col3	Col4	Col5	Col6
5		Engaging with research	C		x		x		
5		Working with additional needs	C	x			x		
5		Exploration, creativity and curriculum	C		x		x		
6		Contemporary issues in the early years	C	x					x
6		Constructions of childhood	C				x		x
6		Leadership and teamwork	C	x			x		
6		The creative reflective practitioner	C					x	
6		Dissertation	C		x				

Appendix 5 Mapping Early Years Education degree to the ECSDN Graduate Competencies

		Understanding and observing child development	Children's meaning making	Safeguarding young children	Becoming a reflective practitioner	Play, learning and pedagogy	Promoting health and wellbeing	Children, families and communities	Engaging with research	Working with additional needs	Exploration, creativity and curriculum	Contemporary issues in the early years	Constructions of childhood	Leadership and teamwork	The creative reflective practitioner	Dissertation	Placement/workplace
Competency 1 Advocating for young children's rights and participation	1.1 Demonstrate how you listen to and work in collaboration with young children, individually and in groups.	X	X	X		X	X	X	X	X	X	X				X	X
	1.2 Observe, support and extend young children's participation in their learning through	X	X		X	X			X	X	X					X	X

	following their needs and interests.																	
	1.3 Support children to respect others by providing opportunities for their participation and decision making.	X						X	X	X							X	X
Competency 2 Promote holistic child development	2.1 Explain, justify and apply in practice, knowledge of how infants and young children develop from conception to the age of 8 in terms of: • neurological and brain development • cognitive development • communication and language development • personal, emotional and	X	X		X	X	X		X	X	X						X	X

social development • physical development																	
2.2 Demonstrate and apply knowledge to practice of the factors that promote and impede holistic development and long-term outcomes. These include: • individual circumstances • family circumstances • attachment • physical health • mental health • personal, social and emotional well-being • the impact of disadvantage and adverse childhood experiences	X	X	X		X	X	X	X	X	X	X	X			X	X

	• relationships with friends and adults • the importance of learning through play • the role of creativity • policy																	
Competency 3 Work directly with young children, families and colleagues to promote health, well-being, safety and nurturing care	3.1 Explain what factors influence health and wellbeing.	X		X	X	X	X	X	X	X	X	X	X		X	X	X
	3.2 Demonstrate the application of knowledge about health, well-being and safety to practice, including: • the importance of policies and legislation • the identification of risks • know how to identify and respond when a child is unwell or injured and			X			X										X

	may require urgent and nonurgent medical situations • how to store and dispose of medicines • practice good hygiene • food preparation • safe waste disposal • how to use and maintain equipment and know how to access relevant training																	
	3.3 Apply data protection legislation to practice.								X							X	X
	3.4 Know and demonstrate how to complete a risk assessment and apply in practice.																	X
	3.5 Understand factors which influence nutritional						X											X

	health and integrate knowledge about current dietary guidance into practice, including early feeding and weaning.																
	3.6 Demonstrate the application of knowledge and understanding about the importance of respectful nurturing care routines including: • Personal care • Mealtime routines • Rest, sleep and 'quiet' time • Physical activity and mobility					X		X									X
	3.7 Have relevant knowledge to support and manage					X		X									X

	children with on-going health conditions.																	
	3.8 Demonstrate how to promote health and educate children and families about health-related matters.						X				X							X
Competency 4 Observe, listen and plan for young children to support their well-being, early learning, progression and transitions	4.1 Know and understand the relevant Early Childhood curriculum frameworks and apply them in practice.	X	X		X	X	X	X	X	X	X						X	X
	4.2 Apply a range of observation and research skills to co-construct young children's development, play and learning, encouraging independence and next steps.	X	X			X			X	X	X						X	X

4.3 Evidence the application of different theoretical perspectives when planning for young children's personal, social and emotional development.	X					X								X	X			X
4.4 Apply theoretical understanding to the range of transitions young children experience and how these can be effectively supported in practice.	X	X				X												X
4.5 Evidence knowledge of the importance of parents and/or caregivers and the home learning environment in infants and young children's	X					X	X	X						X				X

development and learning.																X
4.6 Demonstrate knowledge and skill in listening to and communicating verbally and non-verbally with children and how to encourage their communication skills, including situations where: • English is an additional language • A child has special educational needs and/or disabilities.	X	X									X						X
4.7 Identify and apply pedagogical knowledge of how to develop enabling environments indoors and outdoors.					X						X	X					X

	4.8 Explain and demonstrate understanding of the balance between child-led and adult-led activities.				X					X							X
	4.9 Using real world contexts apply to practice theoretical understanding of: • Language development • Literacy development (including early reading and writing) • Mathematical concepts	X															X
	4.10 Evidence contemporary knowledge and skills in the use of technology and the role and appropriate use of digital literacies in young children's learning.	X								X	X						X

Competency	Statement																
	4.11 Enable young children to understand the wider world.					X						X	X				X
Competency 5 Safeguarding and child protection	5.1 Know the wider legislative and statutory guidance for safeguarding including child protection, whistle blowing, digital safety and how these are articulated into setting policy.			X													X
	5.2 Recognise when a child may be in danger or at risk of serious harm and the procedures that must be followed.			X													X
	5.3 Appreciate the importance of working with others to safeguard and promote the well-being of infants and young children.			X				X									X

		5.4 Evidence advanced knowledge about child abuse, the wider theoretical perspectives about the causes of abuse and the potential implications for young children's outcomes.			X														
		5.5 Apply knowledge of adverse childhood experience, including child abuse to individual planning to promote: • resilience (including, managing challenge, self efficacy and self-regulation) • early learning • health and well-being			X														

	• next steps																		
	5.6 Evidence and apply knowledge and understanding of how globalisation and technology may pose safeguarding risks for young children.			X									X						
	5.7 Know when to signpost to other services or designated persons within the setting to secure young children's safeguarding and protection.			X															X
Competency 6 Inclusive practice	6.1 Evidence knowledge, understanding and application in practice of pedagogy that supports inclusion.						X				X	X							X
	6.2 Know how to identify infants and young children who may										X								X

	require additional support and how to refer to appropriate services.																
	6.3 Demonstrate an understanding of statutory guidance for children with Special Educational Needs and Disabilities and Protected Characteristics.									X							
	6.4 Evidence skills in appropriate planning to address the care and early learning needs of individual young children with special educational needs and/or disabilities and Protected Characteristics.									X							X

Competency	Descriptor																
Competency 7 Partnership with parents and caregivers	7.1 Evidence understanding of the importance of partnership with parents and/or caregivers in their role as infants and young children's first educators.							X							X		X
	7.2 Demonstrate in practice the co-construction of learning in respectful partnership with parents and/or caregivers.							X									X
	7.3 Apply knowledge to practice, about the diversity of family life and society.							X				X					
	7.4 Demonstrate skills in communicating and working in partnership with families.							X									X

Competency	Statement																			
Competency 8 Collaborating with others	8.1 Evidence knowledge about the importance of creating successful, respectful professional relationships with colleagues and other professionals in and outside the setting.			X				X							X			X
	8.2 Apply collaborative skills in practice, including effective listening and working as a member of a team and in multi-professional contexts.																	X
	8.3 Demonstrate an understanding of the barriers to working with others and how to address			X				X										

	these in practice.																	
Competency 9 Professional development	9.1 Demonstrate self-awareness and knowledge of anti-discriminatory practice, promoting social justice and the importance of valuing difference, including gender, ethnicity, religious affiliation and sexual orientation.				X					X				X	X				
	9.2 Evidence skills in enabling the voice of young children to be heard.	X	X			X													X
	9.3 Evidence advanced skills in utilising reflective practice alongside research, to													X				

	enhance your continual professional development in Early Childhood.																
	9.4 Draw on research to demonstrate knowledge of leadership and management and its importance and application in democratic and inclusive practice.											X					
	9.5 Recognise and evidence the importance of communicating effectively orally and in writing to others	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Appendix 6 Module Descriptors

Level 4

1	Module code	t.b.c
2	Module title	**Understanding and observing child development**
3	Subject	Early Years Education
4	Core, Required or Required* for	Core
5	Level	**4**
6	UK credits	20
7	ECTS credits	10
8	Optional for	N/A
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	N/A
11	Class contact time: total hours	Total Hours: 60
12	Independent study time: total hours	Total Hours: 140
13	Semester(s) of delivery	Semester 1
14	Main campus location	UCW Winter Gardens
15	Module co-ordinator	Lauren Pring
16	Additional costs involved	N/A
17	**Brief description and aims of module**	
	This module is concerned with child development from pre-birth to 8 years. It aims to enhance your understanding of the physical, neurological, and emotional development of babies and young children. You will explore the critical period of the early years in the context of lifelong development alongside the fundamental concept of the unique child. The content of the module will enable you to develop a secure understanding of the holistic development and the importance of taking an holistic approach to supporting babies and young children's development. There will be a focus on theoretical perspectives of early childhood studies and links will be made to pedagogy and practice and the early years curriculum.	
18	**Outline syllabus**	

This module will:

- Explore how babies and young children develop physically, neurologically, socially, and emotionally.
- Will provide you with an opportunity to explore the role of the adult in supporting babies and young children's development.
- Consider key theories of child development and how they are observed in practice.
- Support you to select and use a selection of observation templates to produce a child study.
- Expect you to consider ethical positions and approaches to supporting babies and young children's development throughout the module.
- Explore how settings monitor and assess children's development against statutory and non-statutory guidance

19	**Teaching and learning activities**	

Teaching and learning activities

This module will be delivered using a variety of strategies for both teaching and learning:

Lectures, seminars, and workshops will introduce key theories of child development and support you to make links to practice. You will be encouraged to take an active role in these sessions through discussion, practical activities and action learning sets.

Visiting speakers with specialist knowledge and expertise will be invited in to enrich the programme and to support your knowledge and understanding of concepts discussed within the module.

Attention will be paid to developing the important skills of listening, explaining, and questioning.

20	**Intended learning outcomes**	*How assessed*
	By successful completion of the module, you will be able to demonstrate:	
	1. *Knowledge and understanding of theories and principles related to child development including physiological and psychological perspectives.*	S1, F3, F4
	2. *Knowledge and understanding of the curriculum frameworks for early years and Key Stage 1*	S1, S2, F1 F2
	3. *An understanding of the role of the adult in supporting holistic development*	S2, F1, F2, F3, F4
	4. *An understanding of the need for ethical considerations within early years settings.*	S1, S2, F1, F2,

21	**Assessment and feedback**	
	Formative exercises and tasks:	

	F1. You will share work and placement experiences as well as ideas from wider reading in small and large group discussions.	
	F2. You will listen carefully and provide reflective feedback, challenging and debating different viewpoints and perspectives, considering ethics throughout.	
	F3. Tutor and mentor observations will support you to consolidate your application of theory into practice and discuss your child study.	
	F4. Individual tutorials will support the application of concepts introduced in the module.	
22	**Summative assessments:** S1: Child Study Report (2000 words) S2: Essay (2000 words)	Weighting 50% 50%
23	**Learning resources** ***University Library print, electronic resources and Minerva:*** Boyd, D. and Bee, H. (2014) *The Developing Child.* London: Allyn & Bacon Buchan, T. (2013) *The Social Child: developing foundations for life, language and relationships in the early years.* Abingdon: Routledge Clare, A. (2016) *Communication & Interaction in the Early Years.* London: Sage Crowley, K. (2014) *Child Development: A Practical Introduction* 2nd edn. London: Sage Doherty, J. & Hughes, H. (2014) *Child Development: theory and practice 0-11.* 2nd edn. Harlow: Pearson Gerhardt, S. (2014) *Why Love Matters: How Affection Shapes a Baby's Brain.* 2nd Ed. London: Routledge Keenan, T., Evans, S. & Crowley, K. (2016) *An Introduction to Child Development.* 3rd edn. London: Sage Lindon, J. (2016) *Understanding Child Development 0-8 years* 4th edn. Abingdon: Hodder Sheridan, M. D (2011) *Play in Early Childhood: from birth to six years.* 3rd edn. London: Routledge Mukherji, P. and Dryden, L. (2014) *Foundations of Early Childhood.* London: Sage	

Neaum, S. (2019) *Child Development for Early Years Students and Practitioners.* Fourth edn. London: Learning Matters

Smith, P., Cowie, H. and Blades, M. (2011) *Understanding Children's Development.* 5th edn. Oxford: Wiley-Blackwell.

Trodd, L. (ed.) (2016) *The Early Years Handbook for Students and Practitioners: An essential guide for the Foundation degree and Levels 4 and 5.* Abingdon: Routledge.

Whitebread, D. (2012) *Developmental Psychology and Early Childhood Education.* London: Sage

Key web-based and electronic sources:

Non-statutory curriculum guidance for the early years foundation stage - Department for Education (2020) *Development Matters* Available online at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/988004/Development_Matters.pdf

The standards that school and childcare providers must meet for the learning, development and care of children under 5 - Department for Education (2021) *The Early Years Foundation Stage.* Available online at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Non statutory guidance for the Early Years Foundation Stage - Birth to 5 Matters (2021) *Birth to 5 Matters.* Available online at: https://www.birthto5matters.org.uk/

BERA (British Educational Research Association), (2011) *Ethical Guidelines for Educational Research.* Available at: https://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Ethical-Guidelines-2011.pdf?noredirect=1

24	**Preparatory work**
	Take time to consider children you work/have worked with and what you know about them and their holistic development – think about all areas of learning and development taking into account their sociocultural background, competencies, needs, physical health and well-being.

1	Module code	t.b.c
2	Module title	**Children's meaning making**
3	Subject	Early Years Education
4	Core, Required or Required* for	Core
5	Level	**4**
6	UK credits	20
7	ECTS credits	10
8	Optional for	N/A
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	None
11	Class contact time: total hours	Total Hours: 60
12	Independent study time: total hours	Total Hours: 140
13	Semester(s) of delivery	Semester 2
14	Main campus location	UCW Winter Gardens
15	Module co-ordinator	Susie Score
16	Additional costs involved	N/A
17	**Brief description and aims of module** Within this module you will focus on the child's language acquisition and communication skills from birth as these are key components of their ability to thrive and become part of the social world. Language is also considered as a fundamental aspect to developing literacy and numeracy skills, which will support them with their learning in all aspects of life. You will consider the underpinning theoretical perspectives around how children develop their literacy and numeracy skills and become proficient meaning makers, alongside pedagogical approaches that are used to support this development. Within this you will also examine the role of parents and the impact of the sociocultural context on children's developing literacy. You will develop your awareness of language and literacy difficulties that children may present and appropriate ways in which these can be supported to promote positive outcomes for the child.	
18	**Outline syllabus**	

The module will:

- Discuss the sequence of language acquisition and an exploration of the unique child and individual rates of development, including examining delays and disorders that may require further support and intervention
- Enable you to gain understanding and knowledge of underpinning theoretical perspectives on the acquisition of language, literacy and numeracy and consider the debates surrounding these theories
- Explore the concepts of emergent literacy and how children develop meaning making from birth, including investigating the teaching of reading and writing through schemes such as synthetic phonics
- Identify the role of parents and practitioners in supporting children's language and literacy development within the home learning environment, various early years settings and the impact of the sociocultural context on a child's developing skills

19	**Teaching and learning activities**

Lectures, seminars and workshops will introduce key theorists of language acquisition and literacy and numeracy development. You will have the opportunity to evaluate these to consider how they have informed the debate around how children learn language and how children become readers and writers.

Reflection around your own literacy and numeracy experiences will play a part in considering the pedagogical approaches practitioners take to supporting children with their developing skills.

Independent learning will be supported through the use of set tasks which embrace a range of audio, visual, physical and online thinking and learning experiences.

Visiting speakers with specialist knowledge and expertise will be invited in to enrich the programme and to support your knowledge and understanding of concepts discussed within the module.

20	**Intended learning outcomes**	*How assessed*
	By successful completion of the module, you will be able to demonstrate:	
	1. *Knowledge and understanding of theories of language acquisition and how they contribute to the debate around children's language development*	S1, F1, F2, F3
	2. *Knowledge of children's emergent literacy and numeracy*	S1, F1, F2
	3. *The ability to identify pedagogical approaches used to support all children with their developing language and literacy skills*	S1, S2, F1, F2

	4. *An understanding of the individual rates of development and factors associated with language and literacy difficulties*		S2, F2, F3

21	**Assessment and feedback**
	Formative exercises and tasks:
	F1. You will listen carefully and provide critically reflective feedback, challenging and debating different viewpoints and perspectives, considering ethics throughout
	F2. You will participate in seminars and group discussions and draw upon empirical evidence from practice to share with peers
	F3. You will engage in a range of practical activities, such as mini presentations, leaflets/posters

22	**Summative assessments:**	Weighting %
	S1. Essay (2,400 words)	60%
	S2. Poster defence (10 minutes + 5 minutes discussion)	40%

23	**Learning resources**
	University Library print, electronic resources and Minerva:
	Carroll, J.M., Bowyer-Crane, C., Duff, F.J., Hulme, C. and Snowling, M.J. (2011) *Developing language and literacy: Effective intervention in the early years*. Chichester: John Wiley and Sons Ltd.
	Ewing, R., Callow, J. and Rushton, K. (2016) *Language and literacy development in early childhood*. Cambridge: Cambridge University Press.
	Hayes, C. (2016) *Language, literacy and communication in the early years: A critical foundation*. Northwich: Critical Publishing Ltd.
	Neaum, S. (2012) *Language and literacy for the early years*. London: Sage Publications Ltd.
	Neaum, S. (2017) *What comes before phonics?* London: Sage Publications Ltd.
	Nutbrown, C. (2011) *Threads of thinking: Schemas and young children's learning*. 4th edn. London: Sage publications Ltd.

Tucker, K. (2014) *Mathematics through play in the early years.* 3rd edn. London: Sage Publications Ltd.

Whitehead, M. (2010) *Language and literacy in the early years 0-7.* 4th edn. London: Sage Publications Ltd.

Key web-based and electronic sources:

I CAN - https://ican.org.uk/

National Literacy Trust - https://literacytrust.org.uk/

Early Years Foundation Stage - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

SEND Code of Practice - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Specialist resources:

n/a

24	**Preparatory work**
	Reflect upon your own experiences of learning to read and write as a young child and how this was supported by those around you and consider the impact this may have on you as an adult.

1	**Module code**	t.b.c.
2	**Module title**	**Becoming a reflective practitioner**
3	**Subject**	Early Years Education
4	**Core, Required or Required* for**	Core
5	**Level**	**4**
6	**UK credits**	20
7	**ECTS credits**	10
8	**Optional for**	N/A
9	**Excluded combinations**	N/A
10	**Pre-requisite or co-requisite**	None
11	**Class contact time: total hours**	Total Hours: 60
12	**Independent study time: total hours**	Total Hours: 140
13	**Semester(s) of delivery**	Semester 2
14	**Main campus location**	UCW Winter Gardens
15	**Module co-ordinator**	Lauren Pring
16	**Additional costs involved**	Nil
17	**Brief description and aims of module** This module introduces you to the processes and theories of reflective practice and the importance of this within the sector as an underpinning tool for evaluation, assessment and professional development. You will identify how reflective practice leads to analysis, change and improvement both individually and collaboratively within an early years setting. Within this module you will explore your own experiences, values and practice. You will have the opportunity to apply reflective models and use skills that meet professional requirements to support a deeper understanding of the impact these experiences can have on you as a practitioner. A key component of this module is to develop you as a reflective practitioner and your understanding of the role of ethical principles involved in relation to your area of practice. This module will require you to experience practice within an appropriate setting to allow you to make the crucial links between policy, theory and practice with the opportunity to reflect and build skills and knowledge required to enter professions in the sector.	
18	**Outline syllabus**	

	This module will: • Enable you to gain an understanding of the value of reflective practice. • Introduce you to reflective practice using relevant theories including reflective models. • Develop your awareness of key ethical considerations for reflective practice in early years settings.	
19	**Teaching and learning activities** Taught sessions will introduce you to the value and theories of reflective practice. These sessions will involve lectures, seminar discussions, individual and collaborative tasks. You will be encouraged to consider how reflection supports the process of evaluation and change both individually and collaboratively. You will be required to read widely out of class and use feedback provided by your tutor to develop your skills, knowledge and understanding to support you to becoming an independent learner. You will draw on your experiences from your workplace/placement to engage in a professional dialogue with your placement mentor to support your reflections and practice. You will be observed in your workplace/placement by a tutor and your mentor to support effective reflection and recognise in practice how evaluation can support the process of change.	
20	**Intended learning outcomes** *By successful completion of the module, you will be able to demonstrate:* 1. *Reflection in support of everyday practice and professional development including enhancing working relationships with children, parents & colleagues.* 2. *Knowledge and application of theoretical models of reflection.* 3. *Effective reflection of a critical incident/s using analysis to demonstrate learning and/or to suggest change in practice.* 4. *Understanding of the importance of ethical considerations within reflective practice.*	*How assessed* S1, S2, F1, F4, F5 S1, F2, F4, F5 S2, F1, F2, F4 S1, S2, F1, F2, F3, F4, F5
21	**Assessment and feedback**	

	F1. You will share practical experiences as well as ideas from wider reading in small and large group discussions	
	F2. You will be required to problem solve through responding to, clarifying and asking probing questions	
	F3. You will listen carefully and provide critically reflective feedback, challenging and debating different viewpoints and perspectives, considering ethics throughout	
	F4. Tutor and mentor observations will support you to consolidate your application of theory into practice.	
	F5. Individual tutorials will support the application of concepts introduced in the module.	
22	**Summative assessments:**	Weighting %
	S1. Presentation (10-minute presentation, plus 5 minute discussion)	40%
	S2. Reflective blog (2,400 words)	60%
23	**Learning resources** *University Library print, electronic resources and Minerva:* Arnold, C. (2012) (ed) *Improving your Reflective Practice Through Stories of Practitioner Research.* Abingdon: Routledge Brock, A. (2015) *The Early Years Reflective Practice Handbook.* Abingdon: Routledge Canning, N. and Reed, M. (2012) *Implementing quality improvement and change in the early years.* London: Sage Hallet, E. (2013) *The reflective early years practitioner.* London: Sage.	

| | Lindon, J. and Trodd, L. (2016) *Reflective Practice and Early Years professionalism.* 3rd edn. Oxford: Hodder Education.

Hayes, C., Daly, J., Duncan, M., Gill, R. & Whitehouse, A. (2017) *Developing as a Reflective early Years Professional: A Thematic Approach.* 2nd edn. Northwich: Critical Publishing Ltd.

Paige-Smith, A. and Craft, A. (2011) *Developing Reflective Practice in the Early Years.* 2nd edn. Maidenhead: McGraw Hill/Open University Press.

Reed, M. and Craft, A. (2009) *Reflective Practice in the Early Years.* London: Sage.

Key web-based and electronic resources

n/a |
|---|---|
| 24 | **Preparatory work**

Read Chapter 1 entitled: Reflective Practice – What does it mean?

In: Lindon, J. and Trodd, L., (2016) *Reflective practice and early years professionalism.* 3rd edn. Oxford: Hodder Education. |

1	Module code	t.b.c
2	Module title	**Play, learning and pedagogy**
3	Subject	Early Years Education
4	Core, Required or Required* for	Core
5	Level	4
6	UK credits	40
7	ECTS credits	20
8	Optional for	N/A
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	None
11	Class contact time: total hours	Total Hours: 120
12	Independent study time: total hours	Total Hours: 280
13	Semester(s) of delivery	Year long
14	Main campus location	UCW Winter Gardens
15	Module co-ordinator	Lauren Pring
16	Additional costs involved	Nil

17	**Brief description and aims of module**
	This module will support your understanding of how children learn and develop and the practices through which adults can enhance these processes. This module will introduce you to the role of play in early human development and learning and consider the co-construction of curriculum with children through play. Pedagogy within early years is often referred to 'as the practice (or the art, the science or craft) of teaching, but in the early years any adequate conception of educative practice must be wide enough to include the provision of play and exploration.' (Siraj-Blatchford et.al., 2002, p. 27). This module will require you to experience practice within an appropriate setting to allow you to make the crucial links between policy, theory, and practice.

This module encompasses key aspects of the Early Years Foundation Stage (EYFS) and National Curriculum for Key Stage 1. There will be a focus on the 'unique child' considering the similarities and differences between children and the role of the adult in promoting and extending play. |

18	**Outline syllabus**

	This module will:
	- Introduce you to a variety of theories and perspectives relating to how babies and young children develop from a variety of psychological, play and educational perspectives. - Develop understanding of a range of play theories including for example free flow, chid-initiated and adult-led play. - Develop your working knowledge of a variety of pedagogical approaches for working with babies and young children, families, and communities. - Develop your knowledge of a variety of educational approaches in support of a personal pedagogy. - Develop your ability to effectively facilitate learning for babies and young children. - Give you a working knowledge of the National Curriculum and the EYFS framework and supporting non-statutory guidance. - Develop your understanding of the importance of effective observation and analysis in planning for learning, paying particular attention to the voice of the child. - Enable reflective and critical analysis of both theory and practice.
19	**Teaching and learning activities:** Sessions will involve lectures, seminar discussions, individual and collaborative tasks and visits to early years settings. Visitors with specialist knowledge and expertise will be invited to enrich the programmes and to give current contextual perspectives. You will be required to read widely out of class and use feedback provided by your tutor to develop your skills, knowledge and understanding to support you in becoming an independent learner. You will draw on your experiences from your workplace/placement to engage in a professional dialogue. You will be observed in your workplace/placement by a tutor and your mentor to support your developing pedagogy.

20	**Intended learning outcomes**	*How assessed*
	By successful completion of the module, you will be able to demonstrate:	
	1. *Knowledge of pedagogical approaches for working with babies and young children, families, and communities.*	S1, F1, F2,
	2. *Knowledge of how babies and young children learn and develop from a variety of perspectives.*	S1, F1, F2, F3, F5

	3. *The ability to reflect upon, reason clearly, and demonstrate the relationship between theory and evidence.*	S1, S2, F1, F2, F3, F4, F5
	4. *The ability to plan for and implement assessment, evaluation, and improvement of learning opportunities.*	S2, F3, F4,
	5. *An awareness of babies and young children's wellbeing within the assessment process.*	S2, F1, F3, F4, F5

21	**Assessment and feedback**	
	Formative exercises and tasks:	
	F1. You will share work and placement experiences as well as ideas from wider reading in small and large group discussions.	
	F2. You will listen carefully and provide critically reflective feedback, challenging and debating different viewpoints and perspectives, considering ethics throughout.	
	F3. Tutor and mentor observations will support you to consolidate your application of theory into practice.	
	F4. Individual tutorials will support the application of concepts introduced in the module.	
	F5. Take part in practical activities including workshops, presentations, and seminars.	

	Summative assessments:	Weighting%
	S1. Essay (3,200 words)	40%
22	S2. Portfolio (4,800-word equiv.)	60%

23	**Learning resources**
	University Library print, electronic resources and Minerva:
	Bilton, H. (2010) *Outdoor Play in the Early Years: Management and Innovation*. 3rd edn. London: David Fulton Publishers.
	Bottrill, G. (2018) *Can I go and play now?* London: Sage.
	Briggs, M. and Hanson, A. (2012) *Play based learning in the primary school.* London: Sage.

Canning, N. (2011) *Play and practice in the Early Years Foundation Stage.* London: Sage Publications Ltd.

Ephgrave, A. (2018) *Planning in the moment with young children: a practical guide for early years practitioners and parents.* Abingdon: Routledge.

Fisher, J. (2016) *Interacting or Interfering*? London: Sage Publications Ltd.

Fitzgerald, D. & Maconochie, H. (2019) *Early Childhood Studies.* A Students Guide. London: Sage.

Grimmer, T. (2021) *Developing a Loving Pedagogy in the Early Years: How love fits with professional practice.* Abingdon: Routledge.

Moylett, H. (2013) *The characteristics of effective learning.* Maidenhead: Open University Press.

Owen, K. (2021) *Play in the Early Years.* London: Sage.

Palaiologou, I. (2021) The early years foundation stage: theory and practice. London: Sage.

Palmer, S. (2021) *Play is the Way.* Paisley: CCWB Press.

Quirk, S. and Petett, V. (2020) *Let me be 5: Implementing a play-based curriculum in Year 1.* Abingdon: Routledge.

Ruksana, B. (2020) *Early Years Pedagogy in Practice. A Guide for Students.* Abingdon: Routledge.

Trodd, L. (ed.) (2016) *The Early Years Handbook for Students and Practitioners: An essential guide for the Foundation degree and Levels 4 and 5.* Abingdon: Routledge.

Specialist resources:

BERA (British Educational Research Association) - (2011) *Ethical Guidelines for Educational Research.* Available at: https://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Ethical-Guidelines-2011.pdf?noredirect=1

Birth to 5 Matters (2021) *Birth to 5 Matters - Non statutory guidance for the Early Years Foundation Stage.* Available at: https://www.birthto5matters.org.uk/

DfE (Department for Education) (2020) *Development Matters – Non statutory guidance for the Early Years Foundation Stage.* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/988004/Development_Matters.pdf

DfE (Department for Education), (2014) *The national curriculum in England Framework document.* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381344/Master_final_national_curriculum_28_Nov.pdf

	Early Education (The British Association for Ealy Childhood Education) Pedagogic Resources Available at: https://www.early-education.org.uk/pedagogic-resources Early Years Reviews by Aaron Bradbury: Current Early Years & Education Topics & Resources - https://earlyyearsreviews.co.uk/ Play England (2011) *Play England: Making Space for Play* [online] Available from http://www.playengland.org.uk/ The Institute of Education - www.ioe.ac.uk/ The Children's Society - https://www.childrenssociety.org.uk/ The Communication Trust - http://www.thecommunicationtrust.org.uk/
24	**Preparatory work** Locate curriculum documents and bookmark digital versions.

1	**Module code**	t.b.c.
2	**Module title**	**Safeguarding young children**
3	**Subject**	Early Years Education
4	**Core, Required or Required* for**	Core
5	**Level**	**4**
6	**UK credits**	20
7	**ECTS credits**	10
8	**Optional for**	N/A
9	**Excluded combinations**	N/A
10	**Pre-requisite or co-requisite**	None
11	**Class contact time: total hours**	Total Hours: 60
12	**Independent study time: total hours**	Total Hours: 140
13	**Semester(s) of delivery**	Semester 1
14	**Main campus location**	UCW Winter Gardens
15	**Module co-ordinator**	Susie Score
16	**Additional costs involved**	Nil
17	**Brief description and aims of module** Within this module you will focus on safeguarding as a fundamental aspect of supporting young children's safety and well-being within early years settings, support services and their home environment. You will examine the theory, policy and legislation that underpins how we keep children safe and make links to practice in order to develop a broader understanding of safeguarding. Multi-agency working is examined to develop your awareness of how agencies work together to support best outcomes for children and families. Within this you will identify barriers and limitations to effective partnership working and how these can be potentially overcome to ensure the needs of children and families are met.	
18	**Outline syllabus** This module will: • Consider the development and significance of the multi-agency approach to supporting children and families	

	• Support you to reflect upon the barriers to multi-agency working, why these occur, the impact they may have and how they can be overcome • Explore and evaluate serious case reviews as a means to identify the consequences of the breakdown in multi-agency working and the impact these reviews have on informing and developing legislation • Identify and evaluate key national and local policies and legislation that support the safeguarding of young children • Examine some of the key forms of abuse children may suffer, how to recognise these and your role and responsibilities in reporting concerns and playing a part in safeguarding the child • Support you to understand the practitioner's response to the signs and symptoms of abuse and the importance of following correct procedure in the event of a disclosure or concern
19	**Teaching and learning activities** This module makes connections with practice, starting from your own experience, and positions the student as researcher and reflective practitioner. An ethical approach to sharing experiences will encompass confidentiality, anonymity and sensitivity. This module challenges knowledge and beliefs around how we view and treat children and encourages you to consider how we keep them safe through lectures, open discussions, activities, and seminars. You will be required to think critically about the role of government guidance, policy and legislation in regard to safeguarding and working with others. Visiting speakers with specialist knowledge and expertise will be invited to enrich the curriculum and enhance your knowledge and understanding of safeguarding children and the importance of positive working relationships with others.

20	**Intended learning outcomes**	*How assessed*
	By successful completion of the module, you will be able to demonstrate:	
	1. *Knowledge of the development and significance of multi-agency working to safeguard young children*	S1, F1, F2
	2. *The ability to identify issues within multi-agency working and how these impact on successful outcomes for children and families*	S1, F1, F2, F3
	3. *An understanding of the implications of safeguarding responsibilities when working with young children and their families*	S2, F1, F2, F3
	4. *Knowledge of the development of current legislation around keeping children safe, with links to national and local policy*	S1, S2, F2

21	**Assessment and feedback**	
	Formative exercises and tasks:	
	F1. You will listen carefully to others and provide critically reflective feedback, challenging and debating different viewpoints and perspectives, considering ethics throughout.	
	F2. You will participate in a range of activities and tasks which you will share with your peers.	
	F3. You will share practical experiences as well as ideas from reading in small and large group discussions.	
22	**Summative assessments:**	Weighting %
		60%
	S1. Article (2,400 words)	40%
	S2. Leaflet and seminar (1,600-word equivalent)	
23	**Learning resources**	
	University Library print, electronic resources and Minerva:	

Archard, D. (2015) *Children: rights and childhood.* 3rd edn. Abingdon: Routledge

Blyth, M. and Soloman, E. (2012) *Effective safeguarding for children and young people: what next after Munro?* Bristol: The Policy Press

Bradshaw, J. (2016) *The well-being of children in the UK.* 4th edn. Bristol: The Policy Press.

Burton, S. and Reid, J. (eds) (2018) *Safeguarding and protecting children in the early years.* 2nd edn. Abingdon: Routledge.

Fitzgerald, D. and Kay, J. (2016) *Understanding early years policy.* 4th edn. London: Sage Publications Ltd.

Frost, N. and Robinson, M. (2016) *Developing multiprofessional teamwork for integrated children's services.* 3rd edn. London: Open University Press.

Kellett, M. (2011) *Children's perspectives on integrated services: every child matters in policy and practice.* Basingstoke: Palgrave Macmillan.

McAuley, C. and Rose, W. (2010) *Child well-being: understanding children's lives.* London: Jessica Kingsley Publishers.

Oliver, B. and Pitt, B. (2011) *Working with children, young people and families.* Exeter: Learning Matters.

Simon, C. A. (2017) *Beyond every child matters: neoliberal education and social policy in the new era.* Abingdon: Routledge.

Trodd, L. and Chivers, L. (2011) *Interprofessional working in practice: learning and working together for children and families*. Maidenhead: Open University Press.

Walker, G. (2008) *Working together for children: a critical introduction to multi-agency working.* London: Continuum.

Ward, U. (2013) *Working with parents in the early years.* London: Sage.

Key web-based and electronic resources

Department for Education (2018) *Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children.* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children_-_Guide.pdf

Department for Education (2021) *Keeping children safe in education: Statutory guidance for schools and colleges.* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf

Wood, A. (2021) *Wood Report: Sector expert review of new multi-agency safeguarding arrangements*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/987928/Wood_Review_of_multi-agency_safeguarding_arrangements_2021.pdf

Specialist resources:

n/a

| 24 | **Preparatory work** |
| | Consider the role that adults play in keeping children safe in places of education, leisure etc. and at home with their families. Have a pre-read of the current government guidance about the safeguarding responsibilities of practitioners when working with young children. |

Level 5

1	**Module code**	t.b.c
2	**Module title**	**Promoting health and wellbeing**
3	**Subject**	Early Years Education
4	**Core, Required or Required* for**	Core
5	**Level**	**5**
6	**UK credits**	20
7	**ECTS credits**	10
8	**Optional for**	N/A
9	**Excluded combinations**	N/A
10	**Pre-requisite or co-requisite**	None
11	**Class contact time: total hours**	Total Hours: 60
12	**Independent study time: total hours**	Total Hours: 140
13	**Semester(s) of delivery**	Semester 1
14	**Main campus location**	UCW Winter Gardens
15	**Module co-ordinator**	Sally Tazewell
16	**Additional costs involved**	Nil
17	**Brief description and aims of module** This module will enable you to explore how health and wellbeing are promoted in early years settings. Drawing on health policies, national and regional data sets and international comparisons, health and wellbeing will be considered in relation to intersectionality and differential life experiences and opportunities. You will be encouraged to think about where health policies come from and how they are enacted in practice. Self-regulation and resilience will be critically discussed, alongside the role of the practitioner in promoting this. Sensitivity to the ethical, fair, consistent and impartial professional boundaries which guide our work with children and their families will be explored from social, cultural, economic and political perspectives.	
18	**Outline syllabus** This module will:	

		• Introduce you to multiple conceptions of health and wellbeing • Consider a range of factors which can impact on health and wellbeing • Examine the causes and resultant health inequalities of differing life circumstances for children and their families • Support you to develop multiple perspectives on how health and wellbeing promotion can be led within settings • Explore ideas of stereotypes, labelling, stigma and media representation • Consider current social, cultural, economic and political aspects of health and health promotion • Critically consider where health policies come from and how they are enacted • Promote discussion around ethical issues in practice in working with children, their families and our colleagues • The health and wellbeing of yourself as a practitioner and your team will be explored	
19	**Teaching and learning activities** Lectures and seminars will introduce key themes around the importance of promoting health and wellbeing in settings. You will be encouraged to take an active role in these through discussion, practical activities and action learning sets. Independent learning will be supported through set tasks which embrace a range of audio, visual, physical and online thinking and learning exercises. Visiting speakers with specialist knowledge and expertise will be invited to enrich the programme.	
20	**Intended learning outcomes** *By successful completion of the module, you will be able to demonstrate:* 1. *Critical understanding of how health promotion policies have been developed and can be enacted in practice* 2. *Critical understanding of the different personal and cultural characteristics and life circumstances allow for varying experiences of health and health promotion* 3. *Evaluation of health promotion policies relevant to the workplace and suggest how they might impact on practice* 4. *The ability to differentiate health promotion activities in order to accommodate varying social, cultural, economic or political differences between children, families or colleagues*	*How assessed* S1, F1 S1, F1, F2 S1, F1, F2 S1, F1, F2

21	**Assessment and feedback**	
	Formative exercises and tasks:	
	F1. Students will be encouraged to research independently, reflect on their own practice, and identify elements of intersectionality which support deeper thinking around the design and enactment of policy in relation to healthy lives	
	F2. Individual and group tutorials and action learning sets will be utilised to support and monitor progress and support peer review of learning	
22	**Summative assessments:**	Weighting %
		100%
	S1. Presentation (20 minutes)	
23	**Learning resources**	

University Library print, electronic resources and Minerva:

Barry, A-M. and Yuill, C. (2016) *Understanding the sociology of health*. 4th edn. London: SAGE Publications Ltd.

Bartley, M. (2016) *Health Inequality: an introduction to concepts, theories and methods*. 2nd edn. Cambridge: Polity Press.

Bradshaw, J. (ed.) (2017) *The well-being of children in the UK*. 4th edn. Bristol: Policy Press.

Brewer, H. and Renck Jalongo, M. (eds.) (2018) *Physical activity and health promotion in the early years*. New York: Springer.

De Graaf, N.D. and Wiertz, D. (2019) *Societal Problems as Public Bads*. Abingdon: Routledge.

Green, J., Cross, R., Woodall, J. and Tones, K. (2019) *Health Promotion: Planning and Strategies*. 4th edn. London: SAGE Publications Ltd.

Howard, C., Burton, M., Levermore, D. and Barrell, R. (2017) *Children's Mental Health and Emotional Well-being in Primary Schools*. London: Learning Matters.

McKay, F. and Taket, A. (2021) *Health Equity, Social Justice, and Human Rights*. 2nd edn. Abingdon: Routledge.

Mooney, C. G. (2010) *Theories of Attachment: An Introduction to Bowlby, Ainsworth, Gerber, Brazelton, Kennel and Klaus*. St. Paul, MN: Redleaf Press.

Musgrave, J. (2017) *Supporting Children's Health and Wellbeing*. London: SAGE Publications Ltd.

Music, G. (2017) *Nurturing Natures: Attachment and Children's Emotional, Sociocultural and Brain Development*. 2nd edn. Abingdon: Routledge.

Naidoo, J. and Wills, J. (2016) *Foundations for Health Promotion*. 4th edn. London: Elsevier Ltd.

Roberts, K. and Rudolf, M. (2018) *A healthy start: A best practice handbook for health and early years practitioners*. Eynsham: HENRY.

Rose, J., Gilbert, l. and Richards, V. (2016) *Health and Well-being in Early Childhood*. London: Sage.

Stembridge, A. (2020) *Culturally Responsive Education in the Classroom: An Equity Framework for Pedagogy*. Abingdon: Routledge.

Stewart, L. and Thompson, J. (eds.) (2015) *Early Years Nutrition and Healthy Weight*. Oxford: Wiley-Blackwell.

Trodd, L. (Ed) (2016) *The Early Years Handbook for Students and Practitioners*. Abingdon: Routledge.

Warwick-Booth, L. (2019) *Social Inequality*. 2nd edn. London: SAGE Publications Ltd.

Key web-based and electronic resources:

Children's Commissioner – https://www.childrenscommissioner.gov.uk/

Institute of Health Equity - www.instituteofhealthequity.org.uk

National Health Service - http://www.nhs.uk/

National Society for the Prevention of Cruelty to Children - www.nspcc.org.uk

Public Health England - www.gov.uk/phe

Royal Society for the Prevention of Accidents - www.rospa.com

Save the Children - www.savethechildren.org.uk

UNESCO - www.unesco.org

UNICEF - www.unicef.org

	World Health Organisation - www.who.int/en/
	Specialist resources:
	n/a
24	**Preparatory work**
	Familiarise yourself with the importance of supporting children's physical and mental health by exploring some websites from key organisations such as the World Health Organisation, UNICEF, NSPCC and the NHS. Think about the extent to which they all present the same message, or if some contradict others. Also consider the way in which 'universal' rights and provision are equally experienced by all.

1	**Module code**	t.b.c
2	**Module title**	**Children, families and communities**
3	**Subject**	Early Years Education
4	**Core, Required or Required* for**	Core
5	**Level**	**5**
6	**UK credits**	20
7	**ECTS credits**	10
8	**Optional for**	N/A
9	**Excluded combinations**	N/A
10	**Pre-requisite or co-requisite**	N/A
11	**Class contact time: total hours**	Total Hours: 60
12	**Independent study time: total hours**	Total Hours: 140
13	**Semester(s) of delivery**	Semester 1
14	**Main campus location**	UCW Winter Gardens
15	**Module co-ordinator**	Susie Score
16	**Additional costs involved**	Nil
17	**Brief description and aims of module** In this module you will examine the concept of family and family structures, considering the diversity of the types of families you will work with in practice and how to build effective and sustainable partnerships with them. You will consider the voice and agency of both children and parents and carers in determining their futures and how they can be best supported to achieve outcomes appropriate to their family and circumstances. Within this it is required that you reflect on your own positionality by examining your values, beliefs and assumptions and where these come from, and how this influences the way in which you work with children and families and how you can develop an anti-discriminatory and non-judgmental approach. You will consider the role of community as an important contributing factor to a child's outcomes, examining aspects such as the environment and how this promotes a sense of identity, belonging, support and learning.	
18	**Outline syllabus** This module will:	

	• Explore the diversity of families that you may work with in your settings and placements. • Support you to identify strategies for creating effective partnerships with children and families that will support best outcomes for them. • Explore the voice and agency of the child and parents so you can understand their perspective and how you can promote resilience and autonomy when children are considering matters that directly impact on their lives and how you can be an advocate for the child or family, should they not be able to express their own views, opinions or wishes. • Develop your understanding of how community is essential to quality outcomes for children as it connects children and families to networks, resources and supportive relationships. • Consider how we promote social justice and equity in practice by working within legislative frameworks that support inclusive practice. • Reflect upon and evaluate your own approach to working with families, considering the values, beliefs and assumptions you hold by considering your own experiences of your upbringing and family structures.	
19	**Teaching and learning activities** Lectures and seminars will introduce you to theoretical perspectives and policy guidance around working in effective partnerships with children and families. Workshops and practical activities will be used to support you to make connections between your own experiences and those of children and families you work with by encouraging you to reflect on your own ideas, beliefs and opinions. Open and group discussions will allow for critical dialogue and the opportunity to engage with multiple perspectives and opposing ideas, listening and contributing sensitively taking ethics into consideration at all times. Visiting speakers with specialist knowledge and expertise will be invited in to enrich the programme and to support your developing knowledge and understanding.	
20	**Intended learning outcomes** *By successful completion of the module, you will be able to demonstrate:* 1. *A critical understanding of the diversity of families* 2. *Critical evaluation of strategies for working in partnership with parents, carers and the community* 3. *An ability to critically evaluate the significance of historical and contemporary guidance and legislation in relation to supporting children and their families*	*How assessed* S1, S2, F1, F2, F3, F4 S1, S2, F1, F2, F3, F4 S1, F2, F3

	4. An ability to critically reflect on values, beliefs, and positionality to support anti-discriminatory practice	S2, F1, F2, F4
21	**Assessment and feedback** *Formative exercises and tasks:* F1. You will listen carefully to others and provide critically reflective feedback, challenging and debating different viewpoints and perspectives, considering ethics throughout. F2. You will participate in a range of activities and tasks which you will share with your peers. F3. You will share practical experiences as well as ideas from reading in small and large group discussions, adhering to confidentiality throughout. F4. You will reflect on your personal values, beliefs and opinions throughout to develop your understanding of your own positionality.	
22	**Summative assessments:** S1. Essay (2,500 words) S2. Reflective portfolio (2,500 words)	Weighting % 50% 50%
23	**Learning resources** *University Library print, electronic resources and Minerva:* Archard, D. (2015) *Children: rights and childhood.* 3rd edn. Abingdon: Routledge. Borkett, P. (2018) *Cultural diversity and inclusion in early years education.* Abingdon: Routledge. Bradbury, A. (2013) *Understanding Early Years Inequality: Policy, Assessment and Young Children's Identities.* London: Routledge. Bradshaw, J. (2016) *The well-being of children in the UK.* 4th edn. Bristol: The Policy Press. Devarakonda, C. (2014) *Diversity and Inclusion in early Childhood.* London: Sage.	

Fitzgerald, D. and Kay, J. (2016) *Understanding early years policy*. 4th edn. London: Sage Publications Ltd.

Frost, N., Abbot, S. and Race, T. (2016) *Family support: Prevention, early intervention and early help*. Cambridge: Polity.

Kanyal, M. (2014) *Children's rights 0-8: Promoting participation in education and care*. Abingdon: Routledge.

Jackson, D. and Needham, M. (2014) *Engaging with parents in early years settings*. London: Sage Publications Ltd.

James, A. and Prout, A. (2014) *Constructing and reconstructing childhood: Theory, policy and social practice.* Basingstoke: Palgrave.

McDowall Clark, R. (2020) *Childhood in society for the early years*. 4th edn. London: Sage Publications Ltd.

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

Simon, C.A. (2017) *Beyond every child matters: Neoliberal education and social policy in the new era*. Abingdon: Routledge.

Ward, U. (2013) *Working with parents in the early years*. London: Sage Publications Ltd.

Whalley, M., Arnold, C., Orr, R. and Pen Green Centre (eds) (2013) *Working with families in children's centres and early years settings.* Corby: Pen Green Centre.

Wilson, T. (2016) *Working with parents, carers and families in the early years: The essential guide.* Abingdon: Routledge.

Key web-based and electronic resources

UNESCO - www.unesco.org

UNICEF - www.unicef.org

Specialist resources:

Equality Act 2010 - Legislation.gov.uk. 2010. *Equality Act 2010*. [online] Available at: http://www.legislation.gov.uk/ukpga/2010/15/contents

24	**Preparatory work**
	Reflect on your childhood, your family and your upbringing and consider the impact this may have on you as a practitioner.

1	Module code	t.b.c
2	Module title	**Working with additional needs**
3	Subject	Early Years Education
4	Core, Required or Required* for	Core
5	Level	**5**
6	UK credits	20
7	ECTS credits	10
8	Optional for	N/A
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	None
11	Class contact time: total hours	Total Hours: 60
12	Independent study time: total hours	Total Hours: 140
13	Semester(s) of delivery	Semester 2
14	Main campus location	UCW Winter Gardens
15	Module co-ordinator	Susie Score
16	Additional costs involved	Nil
17	**Brief description and aims of module** In this module you will develop an awareness of Special Educational Needs and additional needs that you may encounter within mainstream and specialist provision. You will be supported to identify instances where babies and young children may require additional support. You will be encouraged to plan appropriately for their needs by developing a pedagogy that supports inclusion. You will explore what is meant by the term inclusive practice and, the role of the adult in working in partnership with parents and multi-disciplinary teams to support the needs of the child and their family. This module will support you to acquire an understanding of the legislative duties towards equity, diversity and inclusion which will ensure that you are working within current guidelines and adhering to best practice.	
18	**Outline syllabus** This module will:	

	- Explore a number of additional needs children may experience, such as Autism, global delay, dyslexia and children who are working beyond expectations - Enable students to work towards identifying additional needs children may have and who and where to signpost them to for further, specialist support - Raise awareness of and critically explore policies and initiatives which consider the experiences of children with Special Educational Needs and additional needs - Consider the way in which practitioners work with children with additional needs and their families to ensure best outcomes for the individual - Support you to listen to the voice of the child and the family to ensure that they are included, and that their rights are respected and needs met, including the role of an advocate if required - Enable reflection on responses and reactions to the needs of children and families and the extent and ways in which this could impact upon our work and practice - Raise awareness of issues in relation to rights, diversity, equity, and inclusion

19	**Teaching and learning activities** Lectures and seminars will introduce you to a variety of Special Educational Needs and additional needs children may present with in practice and how these can be identified. Pedagogical approaches and strategies for working with children who require additional support will be explored through discussions, workshops and lectures, along with who, when and where to signpost them to if further support is needed. Workshops and practical activities will be used to support you to make connections between your own experiences and those of children and families you work with by encouraging you to reflect on your own ideas, beliefs and opinions. Open and group discussions will allow for critical dialogue and the opportunity to engage with multiple perspectives and opposing ideas, listening and contributing sensitively taking ethics into consideration at all times. Visiting speakers with specialist knowledge and expertise in specific areas of SEND will be invited in to enrich the programme and to support your developing knowledge and understanding.	

| 20 | **Intended learning outcomes**

By successful completion of the module, you will be able to demonstrate:

    1. *A critical understanding of pedagogical approaches and support when working with babies and children with an additional need* | *How assessed* |

	2. *Critical engagement with policies and initiatives designed to support children with an additional need*	S1, S2, F1, F2, F3, F4	
	3. *Critical understanding of what is meant by inclusive practice*	S1, S2, F1, F2	
	4. *A critical reflection on the role of the adult in working in partnership with parents and wider multi-disciplinary teams to support the needs of the child and their family.*	S2, F1, F2, F4	
		S2, F1, F2, F3, F4	

21	**Assessment and feedback**	
	Formative exercises and tasks:	
	F1. You will listen carefully to others and provide critically reflective feedback, challenging and debating different viewpoints and perspectives, considering ethics throughout.	
	F2. You will participate in a range of activities and tasks which you will share with your peers.	
	F3. You will share practical experiences as well as ideas from reading in small and large group discussions, adhering to confidentiality throughout.	
	F4. You will reflect on your personal values, beliefs and opinions throughout to develop your understanding of your own positionality.	

22	**Summative assessments:**	Weighting %
		40%
	S1: Poster Defence (10 mins & 5 mins discussion)	60%
	S2: Essay (3000 words)	

23	**Learning resources**
	University Library print, electronic resources and Minerva:
	Borkett, P. (2020) *Special Educational Needs in the Early Years A Guide to Inclusive Practice*. London: Sage Publications Ltd.
	Brodie, C. and Savage, K. (eds) (2015) *Inclusion and early years practice*. Abingdon: Routledge.
	Crutchley, R. (ed) (2018) *Special needs in the early years: Partnership and participation*. London: Sage Publications Ltd.
	Devarakonda, C. (2014) *Diversity and Inclusion in early Childhood*. London: Sage.

Hodkinson, A. (2019) *Key issues in special educational needs, disability and inclusion.* 3rd edn. London: Sage Publications Ltd.

Macintyre, C. (2014) *Identifying additional learning needs in the early years.* 2nd edn. Abingdon: Routledge.

Peer, L. and Reid, G. (eds) (2021*) Special educational needs: A guide for inclusive practice.* 3rd edn. London: Sage Publications Ltd.

Sewell, A. and Smith, J. (eds) (2021) *Introduction to special educational needs, disability and inclusion.* London: Sage Publications Ltd.

Warwick, J. (2019) *Supporting SLCN in Children with ASD in the Early Years: A Practical Resource for Professionals.* Abingdon: Routledge.

Key web-based and electronic resources

Contact for families with disabled children - https://contact.org.uk/

Council for Disabled Children: Early Years SEND Partnership Resources - https://councilfordisabledchildren.org.uk/resources/all-resources/filter/early-years/early-years-send-partnership-resources

World Health Organisation - www.who.int/en/

Specialist resources:

SEND Code of Practice - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Early years: guide to the 0 to 25 SEND code of practice. Advice for early years providers that are funded by the local authority - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/350685/Early_Years_Guide_to_SEND_Code_of_Practice_-_02Sept14.pdf

Equality Act 2010 - Legislation.gov.uk. 2010. *Equality Act 2010.* [online] Available at: http://www.legislation.gov.uk/ukpga/2010/15/contents

24	**Preparatory work** Read pp. 9-18 of the 'Early years: guide to the 0 to 25 SEND code of practice. Advice for early years providers that are funded by the local authority' - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/350685/Early_Years_Guide_to_SEND_Code_of_Practice_-_02Sept14.pdf

	What do you think are the key factors for ensuring the early identification of needs for babies and young children?

1	**Module code**	t.b.c
2	**Module title**	**Engaging with research**
3	**Subject**	Early Years Education
4	**Core, Required or Required* for**	Core
5	**Level**	**5**
6	**UK credits**	40
7	**ECTS credits**	20
8	**Optional for**	N/L
9	**Excluded combinations**	N/L
10	**Pre-requisite or co-requisite**	None
11	**Class contact time: total hours**	Total Hours: 120
12	**Independent study time: total hours**	Total Hours: 180
13	**Semester(s) of delivery**	Year long
14	**Main campus location**	UCW Winter Gardens
15	**Module co-ordinator**	Lauren Pring
16	**Additional costs involved**	Nil
17	**Brief description and aims of module**	

This module will introduce you to a range of theoretical perspectives and approaches to research in early childhood which will enable you to carry out a research project linked to your workplace/placement. You may choose your own topic, although this must be passed by your tutor, the tutor will then continue to guide you throughout the project and support you to manage timescales and to work independently. Appropriate research skills and knowledge will be explored and analysed together with a consideration of ethical issues to enable you to conduct the research effectively. You will develop a contextual understanding of designing research in all the stages including developing a question/hypothesis, rationale, literature review, methodology and methods, data gathering and analysis, conclusions and presenting your research. This project allows you to develop in-depth knowledge and understanding around your chosen early years topic.

| 18 | **Outline syllabus** | |

This module will:

	• Introduce you to the different types of early years research and to the key tools and processes required to undertake primary research • Support you to develop a sound research proposal that can be taken forward to a full study, with consideration of ethics throughout the process • Develop your knowledge and understanding of the ways in which information is handled and presented in early years research • Develop your capacity to work independently on a research project in an area of interest, with appropriate supervision • Develop your use of ICT for research, information handling and presentation

19	**Teaching and learning activities** Lectures and seminars will introduce you to the importance of research and some of the key tools and processes that are used. You will be supported to choose a topic of your own interest to research, and you will consider how authors and researchers have engaged with this topic through the analysis of relevant journal articles. You will be supported to undertake your own project through one-to-one tutorials with a supervisor, group tutorials, workshops and formative assessment of draft work by both tutors and peers. Past students and lecturing staff will be invited in to discuss their projects and exemplars of past projects will be made available.

20	**Intended learning outcomes** *By successful completion of the module, you will be able to demonstrate:* 1. *Critical understanding of the main methods of enquiry when carrying out research in an early years context* 2. *Justification of an approach to carrying out ethically sound research in early years* 3. *An ability to interpret data and evaluate findings in early years* 4. *An ability to present and explain research findings in early years*	*How assessed* S1, S2, F1 S1, F1, F2 S1, S2, F3 S2, F3

21	**Assessment and feedback** *Formative exercises and tasks:* F1. You will use workshops and one-to-one tutorials to formulate an appropriate research question	

	F2. You will produce a research proposal including ethical considerations that must be approved before you can carry out research	
	F3. Ongoing discussions with tutors and workplace mentors will also support the development of your project	
22	**Summative assessments:**	Weighting %
		75%
	S1 Research project (7500 words)	
	S2 Poster presentation of research project (10 minutes)	25%
23	**Learning resources**
	University Library print, electronic resources and Minerva:
	Cohen, L. Manion, L. and Morrison, K. (2011) *Research Methods in Education.* 7th edn. London: Routledge Falmer.
	Mukherji, P. & Albon, D. (2018) *Research Methods in Early Childhood. An Introductory Guide.* 3rd edn. London: Sage Publications Ltd.
	Palaiologou, I., Needham, D. and Male, T. (eds.) (2015) *Doing Research in Education: Theory and Practice.* London: Sage Publications Ltd.
	Roberts-Holmes, G. (2018) *Doing your Early Years Research Project.* 4th edn. London: Sage Publications Ltd.
	Thomas, G. (2016) *How to do your Case Study.* London: SAGE Publications Ltd.
	Thomas, G. (2017) *How to do your Research Project. A guide for students in educatio applied social sciences.* London: SAGE Publications Ltd.
	Walker, R. and Solvason, C. (2014) *Success with your Early Years Project.* London: S Publications Ltd.
	Specialist resources:

	British Education Research Association (BERA) - www.bera.ac.uk
	National Foundation for Educational Research - www.nfer.ac.uk
	National Children's Bureau - www.ncb.org.uk
24	**Preparatory work** Consider possible topics for your research project based on your own interests and issues you may have seen in the workplace/placement. Consider how these might impact on your practice.

1	Module code	t.b.c.
2	Module title	**Exploration, creativity and curriculum**
3	Subject	Early Years Education
4	Core, Required or Required* for	Core
5	Level	**5**
6	UK credits	20
7	ECTS credits	10
8	Optional for	N/A
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	None
11	Class contact time: total hours	Total Hours: 60
12	Independent study time: total hours	Total Hours: 140
13	Semester(s) of delivery	Semester 2
14	Main campus location	UCW Winter Gardens
15	Module co-ordinator	Lauren Pring
16	Additional costs involved	Nil
17	**Brief description and aims of module** In this module you will examine dispositions such as curiosity, creativity, and resilience as integral to positive lifelong learning. It will further develop your understanding of the holistic value of play and how activities can contribute to children's creativity, learning and development. This module is designed to develop your pedagogical skills and creativity in planning and supporting stimulating learning experiences. The module introduces a variety of international approaches to teaching and learning to develop your personal pedagogy, examining the use of space, time, and resources. The module explores the opportunities and threats associated with play including for example digital play, paying close attention to children's explorations, involvement & enjoyment.	
18	**Outline syllabus** This module will:	

	- Develop your understanding of the historical, political, social, and theoretical influences that shape international early childhood pedagogies.
	- Engage you in the analysis of how underpinning societal values and philosophy are manifested in early childhood pedagogy.
	- Support you in recognising and evaluating global perspectives of early childhood pedagogy.
	- Support you in becoming an advocate for play nurturing the characteristics of creativity and dispositions for learning.
	- Develop your knowledge and understanding of ways in which to develop playful, creative, and enabling learning environments by examining your own creativity.
	- Develop your knowledge of the potential of digital technology to develop children's interests, creativity, knowledge and understating in play activities.
19	**Teaching and learning activities** Sessions will involve lectures, seminar discussions, individual and collaborative tasks and visits to early years settings. Visitors with specialist knowledge and expertise will be invited to enrich the programmes and to give current contextual perspectives. You will be required to read widely out of class and use feedback provided by your tutor to develop your skills, knowledge and understanding to support you in becoming an independent learner. You will draw on your experiences from your workplace/placement to engage in a professional dialogue. You will be observed in your workplace/placement by a tutor and your mentor to support your developing pedagogy.

20	**Intended learning outcomes**	*How assessed*
	By successful completion of the module, you will be able to demonstrate:	
	1. *A critical understanding of the theoretical and ideological assumptions underlying different approaches to education*	S1, F1, F2, F3, F4
	2. *An ability to synthesise historical, political, social, and cultural influences that shape different international early childhood practices.*	S1, F2, F3
	3. *The ability to plan, implement, assess, and critically evaluate creative learning opportunities.*	S2, F2, F3, F4
	4. *The ability to critically reflect on your personal pedagogy.*	S2, F4

21	**Assessment and feedback** F1. You will listen carefully to others and provide critically reflective feedback, challenging and debating different viewpoints and perspectives, considering ethics throughout.	

		F2. You will participate in a range of activities and tasks which you will share with your peers.	
		F3. You will share practical experiences as well as ideas from reading in small and large group discussions, adhering to confidentiality throughout.	
		F4. You will reflect on your personal values, beliefs, and opinions throughout to develop your understanding of your own personal pedagogy.	
22	**Summative assessments:**		Weightin 100%
			40%
	S1. Presentation (10 minutes + 5-minute discussion)		60%
	S2. Child Study (3,000 words)		
23	**Learning resources**		
	University Library print, electronic resources and Minerva:		
	Key texts		
	Blum-Ross, A., Kumpulainen, K. and Marsh, J. (2019) *Enhancing digital literacy and creativity: makerspaces in the early years.* Abingdon: Routledge		
	Carr, M. and Lee, W. (2013) *Learning Stories: Constructing Learner Identities in Early Education.* London: Sage		
	Clark, A. and Moss, P. (2017) *Listening to Young Children. The Mosaic approach.* London: NCB and Joseph Rowntree Foundation.		
	Craft, A. (2011) *Creativity and education futures.* Stoke on Trent: Trentham Books Ltd		
	Craft, A. (2015) *Creativity, education & society: writings of Anna Craft.* London: Institute of Education Press		
	Edwards, D., Gandini, L. and Forman, G. (1998) *The Hundred Languages of Children.* 2nd edn. London: Ablex Publishing corporation		
	Gray, C. & Palaiologou, I. (2019) *Early learning in the digital age.* London: Sage		
	Lee, W. (2012) *Understanding the Te Whariki approach.* Abingdon: Routledge		

Ruksana, B. (2020) *Early Years Pedagogy in Practice. A Guide for Students.* Abingdon: Routledge

Ruksana, M. (2018) *Creative Learning in the Early Years. Nurturing the Characteristics.* Abingdon: Routledge

Key web-based and electronic resources

Arnott, L. & Duncan, P. (2019) 'Exploring the pedagogic culture of creative play in early childhood education' J*ournal of Early Childhood Research,* 17(4), pp. 309-328

Marsh et, al. (year) Exploring Play and Creativity in Pre-schoolers use of Apps: Final Research Project Report. Available at: http://www.techandplay.org/reports/TAP_Final_Report.pdf

Specialist resources:

n/a

| 24 | **Preparatory work** |
| | Consider the ways in which technology can enhance early learning experiences. |

Level 6

1	**Module code**	t.b.c
2	**Module title**	**Dissertation**
3	**Subject**	Early Years Education
4	**Core, Required or Required* for**	Core
5	**Level**	**6**
6	**UK credits**	40
7	**ECTS credits**	20
8	**Optional for**	N/A
9	**Excluded combinations**	N/A
10	**Pre-requisite or co-requisite**	None
11	**Class contact time: total hours**	Total Hours: 120
12	**Independent study time: total hours**	Total Hours: 280
13	**Semester(s) of delivery**	Year long
14	**Main campus location**	UCW Winter gardens
15	**Module co-ordinator**	Susie Score
16	**Additional costs involved**	Nil
17	**Brief description and aims of module** The dissertation is an opportunity to carry out a detailed academic study in the field of early years education. It is a chance to build on the skills you have already acquired at levels 4 and 5. The area that you will study will be of your choice. You might choose a topic which is related to your career choice, or is a subject you are interested in, or is an area you have already done some work on and wish to develop further. The exact format will depend on the type of study you choose to do. However, your choice will need to be approved by your dissertation supervisor. You are expected to work independently with the support of a series of lectures and associated resources, and with the advice of a dissertation supervisor.	

18	**Outline syllabus**	
	This module is founded on independent learning and the utilisation of skills acquired at levels 4 and 5. The work is supported by lectures and a dissertation supervisor. The syllabus includes: • Choosing a suitable topic that is approved by your supervisor • Supporting you to develop a sound research proposal that can be taken forward to a full study, with consideration of ethics throughout the process • Further development of your knowledge and understanding of the ways in which information is collected, handled and presented in education research • Developing your capacity to work independently on a research project in an area of interest, with appropriate supervision • Development your use of ICT for research, information handling and presentation	
19	**Teaching and learning activities**	
	The module is organised with two essential elements: 1. A series of lectures to support you with further understanding of key aspects of educational research, such as theoretical frameworks, methodology, engagement with literature, application of research methods, data analysis, ethical considerations and writing a dissertation 2. Support from an assigned dissertation supervisor who will provide guidance at each stage of the research process Teaching and learning is supported by the VLE with podcasts, key readings and lecture resources. Past students and lecturing staff will be invited in to discuss their projects and exemplars of past dissertations will be made available.	
20	**Intended learning outcomes**	*How assessed*
	By successful completion of the module, you will be able to demonstrate:	
	1. *Systematic understanding of your chosen topic within the context of early years*	S1, F1
	2. *The ability to identify and critique potential ethical issues based around your dissertation*	S1, F1

		3. *The ability to initiate, design and carry out an empirical study ethically involving a variety of methods of data collection as appropriate to the study*	S1, F1
		4. *The ability to synthesise and critically evaluate the arguments, assumptions and data from a variety of sources within the context of early years*	S1
21	**Assessment and feedback** *Formative exercises and tasks:* F1. Research proposal: A 1000-word proposal plus ethics form. A research proposal is a clear and concise statement of intent. It specifies what you will do and how you will do it. It should be succinct and give a clear sense of the structure of your research work. It will be formatively assessed and will need to gain approval before you can continue with your research. This proposal will make up part of the appendices for the final dissertation.		
22	**Summative assessments:** S1 Dissertation (10,000 words)		Weighting % 100%
23	**Learning resources** *University Library print, electronic resources and Minerva:* Albon, D. & Rosen, R. (2013) *Negotiating adult-child relationships in early childhood research.* Abingdon: Routledge. Coe, R., Waring, M., Hedges, L. & Arthur, J. (2021) *Research methods and methodologies in education.* 2nd edn. London: Sage Publications Ltd.		

Cohen, L. Manion, L. & Morrison, K. (2011) *Research Methods in Education.* 7th edn. London: Routledge Falmer.

Gray, D. (2018) *Doing research in the real world*. 4th edn. London: Sage Publications Ltd.

Mukherji, P. & Albon, D. (2018) *Research Methods in Early Childhood. An Introductory Guide.* 3rd edn. London: Sage Publications Ltd.

Palaiologou, I., Needham, D. and Male, T. (eds.) (2015) *Doing Research in Education: Theory and Practice*. London: Sage Publications Ltd.

Roberts-Holmes, G. (2018) *Doing your Early Years Research Project.* 4th edn. London: Sage Publications Ltd.

Thomas, G. (2016) *How to do your Case Study*. London: SAGE Publications Ltd.

Thomas, G. (2017) *How to do your Research Project. A guide for students in educatio applied social sciences*. London: SAGE Publications Ltd.

Walker, R. and Solvason, C. (2014) *Success with your Early Years Project*. London: Publications Ltd.

Specialist resources:

British Education Research Association (BERA) - www.bera.ac.uk

National Foundation for Educational Research - www.nfer.ac.uk

National Children's Bureau - www.ncb.org.uk

24	**Preparatory work** Students are encouraged to identify a range of areas or issues in educational policy, theory or practice they wish to explore to develop a deeper understanding of the topic.

1	**Module code**	t.b.c.
2	**Module title**	**Contemporary issues in the early years**
3	**Subject**	Early Years Education
4	**Core, Required or Required* for**	Core
5	**Level**	**6**
6	**UK credits**	20
7	**ECTS credits**	10
8	**Optional for**	N/A
9	**Excluded combinations**	N/A
10	**Pre-requisite or co-requisite**	None
11	**Class contact time: total hours**	Total Hours: 60
12	**Independent study time: total hours**	Total Hours:140
13	**Semester(s) of delivery**	Semester 2
14	**Main campus location**	UCW Winter gardens
15	**Module co-ordinator**	Sally Tazewell
16	**Additional costs involved**	Nil
17	**Brief description and aims of module**	

17   **Brief description and aims of module**

Within this module you will critically deliver, discuss and debate a range of issues such as race, social justice, poverty. You will examine how these issues have an impact upon the life chances of young children and families.

Through discussing the concept of globalisation and its impacts; you will evaluate international comparisons of education, curricula and approaches to care and pedagogy when working with young children. You will critically consider how this is enabling the adoption, adaptation and evolution of curricula around the world.

You will consider the role, value and professional standing of practitioners within the early years sector and the issues they face in providing young children with the best possible access to care and education.

Within the areas discussed within this module you will need to demonstrate how you can develop a reflexive pedagogy that reflects the social landscape and responds to change in a globalised world.

18	**Outline syllabus**	
	This module will:	
	• Explore variations in the experiences of children and families in relation to contemporary issues • Encourage you to critically reflect upon identity and belonging in relation to language, culture and religion • Support you to consider the impact of globalisation and migration on the lives of young children • Enable you to identify and critically examine the issues early years practitioners face in regards to professionalism, quality, funding, government approaches to the sector etc. • Critically consider the impact and influence of international approaches to curricula	

19	**Teaching and learning activities**
	Lectures and seminars will introduce contemporary issues which impact upon education and life chances. You will be encouraged to take an active role in these through discussion, practical activities and action learning sets.
	Independent learning will be supported through set tasks which embrace a range of audio, visual, physical and online thinking and learning exercises.
	Visiting speakers with specialist knowledge and expertise will be invited to enrich the programme by supporting your understanding and knowledge of key issues in society and the impact they are having on the life chances of children and families.

20	**Intended learning outcomes**	*How assessed*
	By successful completion of the module, you will be able to demonstrate:	
	1. *A systematic understanding of a wide range of contemporary issues which impact upon the education and life chances of children*	S1, F1, F2
	2. *The ability to reflect upon positionality in relation to contemporary issues within early childhood*	S1, F1, F2
	3. *A systematic understanding of a contemporary issue within early years education and care*	S2, F1, F2
	4. *The ability to critically reflect on your own and others' value systems*	S2, F1, F2

21	**Assessment and feedback**	
	F1. You will be encouraged to research independently and present ideas in seminars as well as reflect on your own practice and experiences	
	F2. Individual and group tutorials and action learning sets will be utilised to support and monitor progress and support peer review of learning	

22	**Summative assessments:**	Weighting%
	S1 Scrapbook with analysis (3000 words)	60%
	S2 Essay (2000 words)	40%

23	**Learning resources**
	University Library print, electronic resources and Minerva:

Bradshaw, J. (ed.) (2017) *The well-being of children in the UK*. 4th edn. Bristol: Policy Press.

De Graaf, N.D. and Wiertz, D. (2019) *Societal Problems as Public Bads*. Abingdon: Routledge.

Demie, F. (2019) *Educational inequality: Closing the gap*. London: UCL and IOE Press.

Eisenstadt, N. and Oppenheim, C. (2019) *Parents, poverty and the state*. Bristol: Policy Press.

Garner, S. (2017) *Racisms: an introduction*. 2nd edn. London: Sage Publishing Ltd.

Jones, K. (2020) *Challenging Gender Stereotypes in Education*. London: Sage.

Knowles, G. and Lander, V. (2011) *Diversity, equality and achievement in education*. London: Sage.

Music, G. (2017) *Nurturing Natures: Attachment and Children's Emotional, Sociocultural and Brain Developme*nt. 2nd edn. Abingdon: Routledge.

Reay, D. (2017*) Miseducation: inequality, education and the working classes*. Bristol: Policy Press.

Stembridge, A. (2020) *Culturally Responsive Education in the Classroom: An Equity Framework for Pedagogy*. Abingdon: Routledge.

Tassoni, P. (2017) *Reducing Educational Disadvantage: A Strategic Approach in the Early Years*. London: Featherstone Education.

Wearmouth, J. (2017) *Special educational needs and disabilities in schools*. London: Bloomsbury.

Warwick-Booth, L. (2019) *Social Inequality*. 2nd edn. London: SAGE Publications Ltd.

Key web-based and electronic resources

Children's Commissioner - https://www.childrenscommissioner.gov.uk/

Mencap - https://www.mencap.org.uk/

National Society for the Prevention of Cruelty to Children - www.nspcc.org.uk

Save the Children - www.savethechildren.org.uk

UNESCO - www.unesco.org

UNICEF - www.unicef.org

World Health Organisation - www.who.int/en/

Specialist resources:

n/a

24	**Preparatory work**
	Spend a little time reading up on the areas of gender, poverty, race and disability. Think about how they work individually and intersectionally, as well as other characteristics which shape identity and experiences.

1	**Module code**	t.b.c.
2	**Module title**	**Constructions of childhood**
3	**Subject**	Early Years Education
4	**Core, Required or Required* for**	Core
5	**Level**	**6**
6	**UK credits**	20
7	**ECTS credits**	10
8	**Optional for**	N/A
9	**Excluded combinations**	N/A
10	**Pre-requisite or co-requisite**	None
11	**Class contact time: total hours**	Total Hours: 60
12	**Independent study time: total hours**	Total Hours: 140
13	**Semester(s) of delivery**	Semester 1
14	**Main campus location**	UCW Winter Gardens
15	**Module co-ordinator**	Susie Score
16	**Additional costs involved**	Nil
17	**Brief description and aims of module** Within this module you will critically consider the way in which society, religion, politics and the media constructs and views childhood by exploring the dominant discourses of childhood. You will critically assess the impacts of this and identify how it influences the way in which children and young people are considered and treated within society. You will critically identify and discuss the idea of young people as citizens and the importance of their voice in securing the future of society.	
18	**Outline syllabus** This module will: • Critically consider how childhood is constructed within society • Consider the roles of religion, politics and media in constructing views of childhood and children • Reflect upon ways in which children are treated within different areas of society, for example the education system, the healthcare system, or the legal system • Examine ways of advocating for young people as citizens, ensuring their voices are solicited and heard	

19	**Teaching and learning activities**	
	Lectures and seminars critically consider the way in which society, religion, politics and the media constructs and views childhood and children. You will be encouraged to take an active role in these through discussion, practical activities and action learning sets. Independent learning will be supported through set tasks which embrace a range of audio, visual, physical and online thinking and learning exercises.	

20	**Intended learning outcomes** *By successful completion of the module, you will be able to demonstrate:*	*How assessed*
	1. *A systematic understanding of how childhood is socially constructed, represented and regulated*	S1, F1, F2
	2. *A systematic analysis of discourses which represent different and sometimes conflicting views on childhood*	S1, F1, F2
	3. *The ability to critically evaluate the arguments and assumptions on the roles of religion, politics and media in constructing views of childhood and children*	S2, F1, F2

21	**Assessment and feedback**	
	F1. You will be encouraged to research independently and present ideas in seminars as well as reflect on their own practice. F2. Individual and group tutorials and action learning sets will be utilised to support and monitor your progress and support peer review of learning	

22	*Summative assessments:*	Weighting%
	S1 Group seminar (20 minutes)	50%
	S2 Creative piece plus reflection (2500 words)	50%

23	**Learning resources**
	University Library print, electronic resources and Minerva:
Aynsley-Green, A. (2019) *The British betrayal of childhood*. Abingdon: Routledge.
Blundell, D. (2016) *Rethinking children's spaces and places*. London: Bloomsbury.
Bradshaw, J. (ed.) (2017) *The well-being of children in the UK*. 4th edn. Bristol: Policy Press.
Cunningham, H. (2006) *The invention of childhood*. London: BBC Books.
Demie, F. (2019) *Educational inequality: Closing the gap*. London: UCL and IOE Press.
Eisenstadt, N. and Oppenheim, C. (2019) *Parents, poverty and the state*. Bristol: Policy Press.
Gabriel, N. (2017) *The sociology of early childhood*. London: Sage.
Knowles, G. and Lander, V. (2011) *Diversity, equality and achievement in education*. London: Sage.
McDowall-Clark, R. (2020) *Childhood in society*. 4th edn. London: Learning Matters.
Montgomery, H. (ed.) (2013*) Local childhoods, global lives*. 2nd edn. Bristol: policy Press.
Nutbrown, C., Clough, P. & Selbie, P. (2014) *Early childhood education: history, philosophy, experience*. London: SAGE.
Owen, A. (ed.) (2017) *Childhood today*. London: Sage.
Peters, M. and Tesar, M. (eds) (2018) *Troubling the changing paradigms: An educational philosophy and theory early childhood reader Volume IV*. Abingdon: Routledge.
Reay, D. (2017*) Miseducation: inequality, education and the working classes*. Bristol: Policy Press.
Smith, R. (2009) *A universal child?* Basingstoke: Palgrave Macmillan.

	Stembridge, A. (2020) *Culturally Responsive Education in the Classroom: An Equity Framework for Pedagogy*. Abingdon: Routledge.
	Tassoni, P. (2017) *Reducing Educational Disadvantage: A Strategic Approach in the Early Years*. London: Featherstone Education.
	Warwick-Booth, L. (2019) *Social Inequality*. 2nd edn. London: SAGE Publications Ltd.
	Key web-based and electronic resources
	Children's Commissioner - https://www.childrenscommissioner.gov.uk/
	Mencap - https://www.mencap.org.uk/
	National Society for the Prevention of Cruelty to Children - www.nspcc.org.uk
	Save the Children - www.savethechildren.org.uk
	UNESCO - www.unesco.org
	UNICEF - www.unicef.org
	Specialist resources:
	n/a
24	**Preparatory work**
	Consider how childhood and children has changed in the past 100 years. Think about what has driven this change, and the impact it has had. Begin to identify key words and phrases for using in searches for academic sources.

1	**Module code**	t.b.c
2	**Module title**	**Leadership and teamwork**
3	**Subject**	Early Years Education
4	**Core, Required or Required* for**	Core
5	**Level**	**6**
6	**UK credits**	20
7	**ECTS credits**	10
8	**Optional for**	N/A
9	**Excluded combinations**	None
10	**Pre-requisite or co-requisite**	N/A
11	**Class contact time: total hours**	Total Hours: 60
12	**Independent study time: total hours**	Total Hours: 140
13	**Semester(s) of delivery**	Semester 1
14	**Main campus location**	UCW Winter Gardens
15	**Module co-ordinator**	Susan Score
16	**Additional costs involved**	Nil
17	**Brief description and aims of module**	

This module allows you to critically consider definitions of leadership. You will explore underlying models of leadership and management that are prominent in the early years sector. This module considers the impact of attitudes to leadership and teamwork through reflection and critical analysis of your own experiences. Within this there will be an examination of the paradigms and qualities of effective leadership in the early years sector and how these influence both leadership styles and team practice. You will explore how leaders develop effective partnerships with practitioners, families and other professionals in order to meet agreed objectives and overcome barriers and issues. You will consider the way in which early years professionals are viewed and treated within the sector, society and through government directives, policy and agendas. Making links between quality, training and effective leadership will support your developing role within the sector.

| 18 | **Outline syllabus** | |

This module will:

	• Examine theories and principles of leadership and management and their application to leadership in early years settings, including distributed and pedagogical leadership • Consider the underlying paradigms and qualities of effective leadership in the early years sector and how these can facilitate best practice • Support you to become an advocate of change by critically exploring theories of change and how these can be embedded into pedagogy and practice to support young children's holistic development and progress within the sector • Enable you to critically reflect on your own experiences and the impact this has on your role as a professional • Consider the importance of the leadership role in supporting partnerships with parents/carers, families, communities and other agencies • Take a critical look at the issues of professionalism and the way in which practitioners are viewed by the sector, society and through government policy and initiatives • Explore the concept of ethical practice and the role of leaders in underpinning this within their settings, including demonstrating an awareness and respect for the voice of the child
19	**Teaching and learning activities** Taught sessions will critically explore theories of leadership through lectures, seminar discussions, individual and collaborative reflective tasks. Opportunities to research and present information to your peers will be used to support your exploration of effective leadership, qualities and skills required by practitioners and how to enable positive teamwork. You will be required to read widely out of class and use feedback provided by your tutor to develop your skills, knowledge and understanding to support you as an independent learner. Visiting guest speakers will bring their specialist knowledge and expertise to enrich the curriculum and your understanding of the underpinning theory and issues around leadership in the early years sector.

20	**Intended learning outcomes**	*How assessed*
	By successful completion of the module, you will be able to demonstrate:	
	1. *A systematic understanding of theories and principles of leadership and their application to early years professional practice*	S1, F2, F3

	2. *A systematic understanding of the spectrum of approaches necessary to establish and sustain a culture of cooperative and collaborative working between colleagues, parents, carers and communities*	S1, F1, F2, F3	
		S2, F1, F2, F3	
	3. *The ability to devise and sustain arguments relating to a leader's ability to influence and shape policies and practice for implementation of change and professional practice*		
	4. *A systematic understanding of the challenges and tensions involved in leadership of early childhood settings as an ethical enterprise*	S2, F1, F2, F3	

21	**Assessment and feedback**	
	Formative exercises and tasks:	
	F1. You will listen carefully to others and provide critically reflective feedback, challenging and debating different viewpoints and perspectives, considering ethics throughout.	
	F2. You will be encouraged to research independently and present ideas in seminars as well as reflect on your own practice and experiences	
	F3. Individual and group tutorials and action learning sets will be utilised to support and monitor progress and support peer review of learning	

22	**Summative assessments:**	Weighting %
		50%
	S1. Essay (2,500 words)	
	S2. Presentation (15 minutes)	50%

23	**Learning resources**
	University Library print, electronic resources and Minerva:
	Aubrey, C. (2011) *Leading and Managing in the Early Years.* 2nd edn. London, Sage Publications.
	Campbell-Barr, V. & Leeson, C. (2016) *Quality and leadership in the early years: Research, theory and practice.* London: SAGE.
	Davis, G. & Ryder, G. (2016) *Leading in early childhood.* London: SAGE.

Heikka, J., Hujala, E., Rodd, J., Strehmel, P. & Waniganayake, M. (2019) *Leadership in early education in times of change*. Leverjusen-Opladen: Verlag Barbara Budrich.

Lindon, J. & Lindon, L. (2012) *Leadership and early years professionalism*. Oxon: Hodder Education.

Long, S., Souto-Manning, M. & Vasquez, M. (eds) (2015) *Courageous leadership in early childhood education: Taking a stand for social justice*. New York: Teachers College Press.

McDowall Clark, R. & Murray, J. (2012) *Reconceptualizing leadership in the early years*. Maidenhead: McGraw-Hill/Open University Press.

Miller, M. & Cable, C. (2011) *Professionalisation, Leadership and Management in the Early Years*. London: SAGE.

Northouse, P.G. (2013) *Leadership: Theory and practice*. 6th edn. London: SAGE.

Northouse, P.G. (2018) *Introduction to leadership: Concepts and practice*. Los Angeles: SAGE.

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

Rodd, J. (2015) *Leading change in the early years: Principles and practice*. Maidenhead: Open University Press.

Siraj, I. and Hallet, E. (2014) *Effective and caring leadership in the early years*. London: Sage Publications Limited.

Siraj-Blatchford, I. & Manni, L. (2007) *Effective leadership in the early years sector: the ELEYS study*. London: University of London, Institute of Education.

Starr, K. (2019) *Education policy, neoliberalism, and leadership practice: A critical analysis*. London: Routledge.

24	**Preparatory work** Consider your role within the early years settings you have worked in and and consider the following questions: - How do you feel the leadership has supported you to develop professionally and personally? - What does effective leadership look like to you? - What was your own journey into leadership (if applicable)? - Where do you see the future of leadership within ECEC?

1	Module code	t.b.c
2	Module title	**The creative reflective practitioner**
3	Subject	Early Years Education
4	Core, Required or Required* for	Core
5	Level	**6**
6	UK credits	20
7	ECTS credits	10
8	Optional for	N/A
9	Excluded combinations	None
10	Pre-requisite or co-requisite	N/A
11	Class contact time: total hours	Total Hours: 60
12	Independent study time: total hours	Total Hours: 140
13	Semester(s) of delivery	Semester 2
14	Main campus location	UCW Winter Gardens
15	Module co-ordinator	Lauren Pring
16	Additional costs involved	Nil
17	**Brief description and aims of module**	

You will use critical reflection to engage further with your own strengths and areas for development and, consider how these have evolved and changed throughout the programme. There will be the opportunity to engage with theories and ideas that have influenced you and evaluate the impact they have had on your practice and the development of your personal pedagogy. Using reflexive practice, you will consider the position of your own values and beliefs and how they impact on you as a practitioner and understand your complex role in relation to others and how you can be a catalyst for change in the sector.

| 18 | **Outline syllabus** | |

This module will:

- Support you to demonstrate your reflexivity by considering your values and beliefs and how they influence your practice and to recognise your role in shaping your surroundings

	• Support you to maintain your reflective journal as an aide to personal reflection and within group discussions • Critically engage with models and theories of pedagogy, learning, development, and reflection to support your personal growth and development • Encourage you to draw on your experiences from your workplace/placement and the degree programme to engage in a professional dialogue with your placement mentor, tutor, and peers to support your own reflections and practice. • Require you to design a reflective and creative piece of work that analyses your academic journey and professional development. • Provide opportunity to explore various creative approaches to expressing and representing your ideas.

19	**Teaching and learning activities**
	Taught sessions will involve lectures, seminar discussions, individual and collaborative reflective tasks to critically explore the value and theories of reflective practice and identify further models that may support development. Through group work and engaging in discussion in the on-line forum, students will be encouraged to reflect on their academic journey and explore their reflective and reflexive abilities. These will be used within sessions as a prompt for discussion. Students will be encouraged to journal experiences including thoughts and feelings about their work in ECEC to examine understandings, confusions, and remaining questions. Opportunities to work with cross-college departments to explore creative ways in which to represent and communicate ideas.

20	**Intended learning outcomes** *By successful completion of the module, you will be able to demonstrate:*	*How assessed*
	1. *Systematic evaluation of the experiential learning process*	S1, F1, F2,
	2. *Systematically apply reflective skills and theoretical knowledge to analyse & evaluate your own professional practice*	S1, F1, F2
	3. *Systematic development of reflexive skills as an ECEC practitioner*	S1, F3

21	**Assessment and feedback** *Formative exercises and tasks:*	

	F1. You will be encouraged to research independently and present ideas in seminars as well as reflect on your own practice and experiences. F2. Engage in an online discussion forum to support development of ideas drawing upon theories of interest. F3. Taking part in creative workshops to support the development of your final creative piece.	
22	**Summative assessments:** S1. Reflective Piece (equiv. 5,000 words)	Weighting% 100%
23	**Learning resources** *University Library print, electronic resources and Minerva:* Bassot, B. (2016) *The reflective practice guide: An interdisciplinary approach to critical reflection.* Abingdon: Routledge Bolton, G. & Delderfield, R. (2018) Reflective Practice: Writing and Professional Development. 5th edn. London: Sage Brock, A. (2015) *The Early Years Reflective Practice Handbook.* Abingdon: Routledge Ghaye, T. (2010) *Teaching and Learning through Reflective Practice: A Practical Guide for Positive Action.* Abingdon: Routledge Mannay, D. (2015) *Visual, Narrative and Creative Research Methods. Application, reflection and ethics.* Abingdon: Routledge Reed, M., & Canning, N. (2010) *Reflective Practice in the Early Years.* London: Sage Rose, G. *Visual Methodologies. An introduction to researching with visual materials.* London: Sage Tarrant, P. (2013) *Reflective practice and professional development.* London: Sage Vecchi, V. (2010) *Art and creativity in Reggio.* Abingdon: Routledge	

24	**Preparatory work** Read through your journals from the last 2 years of your degree to consider your development to date.