

Foundation Degree in Early Childhood Education and Care

Programme Quality Handbook

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Programme specification

1. Overview/ factual information

Programme/award title(s)	Foundation Degree Early Childhood Education and Care (FD)
Teaching Institution	University Centre Somerset, part of Bridgwater and Taunton College
Awarding Institution	The Open University (OU)
Date of first OU validation	September 2017
Date of latest OU (re)validation	July 2022
Next revalidation	July 2027
Credit points for the award	120 credits at Level 4 120 credits at Level 5 Total 240 credits – FD
UCAS Code	86G4
HECoS Code	TBC
LDCS Code (FE Colleges)	TBC
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	QAA Early Childhood Studies Benchmarks 2019
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Framework for Higher Education Qualifications (FHEQ) 2014 Foundation Degree Characteristics Statements 2020 SEEC Credit Level Descriptors 2021
Professional/statutory recognition	None
For apprenticeships fully or partially integrated Assessment.	Not Applicable
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full Time (FT) or Part time (PT)
Duration of the programme for each mode of study	2 years (FT) 3 years (PT)
Dual accreditation (if applicable)	N/A

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

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

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

2.1 Educational aims and objectives

The Programme is intended to:

- Provide a study of the theory and principles underlying Early Years Education and Development to support the development of the future Early Years workforce
- Provide students with an opportunity to obtain knowledge and understanding of the Early Years Education and Development sector
- Develop an ability to compare and evaluate a range of theories, policies and practices within the Early Years Education and Development sector
- Develop in students the ability to communicate effectively, to undertake independent learning and become a Critically Reflective practitioner
- Prepare students for and facilitate the development of a career in Early Years Care and Education settings
- Develop students' skills to undertake primary and secondary research

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

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

2.2 Relationship to other programmes and awards	
(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)	
The FD Early Childhood Education and Care programme has been written as a progression route for suitable candidates from Access/ QCF/ National Diploma/Apprenticeship or A level courses. The FD Early Childhood Education and Care programme has been written as a sustainable progression pathway into routes of employment or further study. This two-year FD either enhances student's previous qualifications increasing employability or provides a basis for the one-year Top up programme. For students wanting to enter employment, the programme will prepare them to succeed in a multitude of roles with core values and practice as a central focus. The programme can be studied full time or part time (via this FD and Top up), which give various pathways for students to choose from based on their own unique needs and time constraints.	
2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.	
Modules directly linked to work- related learning Year 1 ECS 102 – The Reflective Practitioner – 20 Credits ECS 101 – Learning and Development – 20 Credits ECS 104 – Play and Creativity – 20 Credits ECS 106 – Maths, Science and the Early Years – 20 Credits Year 2 ECS 201 – The Critically Reflective Practitioner – 30 Credits ECS 204 – Child Health and Wellbeing – 20 credits ECS 206 – Introduction into Research – 20 credits	
2.4 List of all exit awards	
CertHE	

3. Programme structure and learning outcomes

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

Full time route (Year 1 of 2)

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

Part time route (Year 1 of 3)

<u>Programme Structure - LEVEL 4</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in

ECS 101 Learning and Development	20	N/A	N/A	YES	1
ECS 102 The Reflective Practitioner					
ECS 104 Play and Creativity	20			NO	1 and 2
ECS 106 Maths, Science and the	20			YES	2
Early Years	20			YES	1 and 2

Part time route (Year 2 of 3)

<u>Programme Structure - LEVEL 4</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
ECS 103 The Child in Society	20	N/A	N/A	YES	2
ECS 105 Language and Literacy Development	20			YES	1

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
By the end of the programme learners will be able to: A1: Apply their knowledge of the history, concepts, values and skills of Early Years care, education and development. A2: Recognise the relationship between theory, policy and practice in Early Years care, education and development.	Primary • Lectures. • One-to-one / group seminars and tutorials. • Directed and independent study. • Research and project work. Secondary • Case studies. • Problem-solving exercises. • Effective online research. Assessment Key knowledge and understanding is assessed via a combination of individual and small group presentations, seminars, reflective practice essay and professional discussion.

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
By the end of the programme learners will be able to: B1: Consistently apply knowledge and wider intellectual skills. B2: Engage with complex issues systematically and creatively.	Primary • One-to-one and group seminars and tutorials • Directed and independent study. • Research and project work Secondary • Case studies • Problem-solving exercises • Tutorials. • Verbal feedback • Effective online research. Assessment Cognitive skills are assessed via a combination of individual and small group presentations, seminars, reflective practice essay and professional discussion.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
By the end of the programme learners will be able to: C1: Reflect on the links between individual experience of issues within Early Years settings and the wider social and structural elements relevant to Early Years practice. C2: Apply Early Years theory to practice to demonstrate professional competency.	Primary • One-to-one and group seminars and tutorials • Directed and independent study. • Research and project work Secondary • Case studies • Problem-solving exercises • Tutorials. • Verbal feedback • Effective online research. Assessment Practical and professional skills are assessed via a combination of individual and small group presentations, seminars, reflective practice essay and professional discussions.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
By the end of the programme learners will be able to: D1: Engage in reflective practice as part of continuous personal and professional development. D2: Plan relevant, effective, creative activities within the Early Years sector.	Primary • One-to-one and group seminars and tutorials • Directed and independent study. • Research and project work Secondary • Case studies • Problem-solving exercises • Tutorials. • Verbal feedback • Effective online research. Assessment Key/transferable skills are assessed via a combination of individual and small group presentations, seminars, reflective practice essay and professional discussions.

Exit Award at the end of Level 4: CertHE

Full Time route Year 2 of 2

<u>Programme Structure - LEVEL 5</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
ECS 201 The Critically Reflective Practitioner	30			NO	1 and 2
ECS 202 Early Years Pedagogy	20			YES	2
ECS 203 Introduction to Leadership and Management	10			YES	1
ECS 204 Child Health and Wellbeing	20			YES	1 and 2
ECS 205 Working with Children and Families	20			YES	1
ECS 206 Introduction into Research	20			YES	1 and 2

Part time route Year 2 of 3

<u>Programme Structure - LEVEL 5</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
ECS 203 Introduction to Leadership and Management	10			YES	1
ECS 202 Early Years Pedagogy	20			YES	2

Part time route Year 3 of 3

<u>Programme Structure - LEVEL 5</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
ECS 201 The Critically Reflective Practitioner	30			NO	1 and 2
ECS 204 Child Health and Wellbeing	20			YES	1 and 2
ECS 205 Working with Children and Families	20			YES	1
ECS 206 Introduction to Research	20			YES	1

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
By the end of the programme learners will be expected to:	Primary • Lectures. • One-to-one / group seminars and tutorials. • Directed and independent study. • Research and project work. Secondary
A3: Demonstrate how Early Years policies and legislation influence curriculum and children's' services.	

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
A4: Evaluate how theory and research informs professional approaches to complex areas of practice. A5: Demonstrate the range of professional roles available in the delivery, management and development of the Early Years sector	• Case studies. • Problem-solving exercises. • Effective online research. Assessment Key knowledge and understanding is assessed via a combination of individual and small group presentations, seminars, reflective practice essay and professional discussions.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
By the end of the programme learners will be expected to: B3: Integrate theory, policy, research and practice to make informed professional and ethical decisions to support children and families. B4: Use critical analysis, academic explanation and reasoning to examine key theories within the Early Years sector.	Primary • One-to-one and group seminars and tutorials • Directed and independent study. • Research and project work Secondary • Case studies • Problem-solving exercises • Tutorials. • Verbal feedback • Effective online research.

3B. Cognitive skills	
	Assessment Cognitive Skills are assessed via a combination of individual and small group presentations, seminars, reflective practice essay and professional discussions.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
By the end of the programme learners will be expected to: C3: Work with a range of individuals in the Early Years sector to understand the roles, relationships and responsibilities of Early Years professionals and how they effectively work in collaboration with children primary care givers and families. C4: Apply Early Years theory to practice to demonstrate professional competency.	Primary • One-to-one and group seminars and tutorials • Directed and independent study • Research and project work • Work-based learning Secondary • Case studies • Problem-solving exercises • Tutorials • Verbal feedback • Effective online research. Assessment

3C. Practical and professional skills	
	Practical and Professional Skills are assessed via a combination of work-based learning opportunities, individual and small group presentations, seminars, reflective practice essay, and professional discussions.
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
By the end of the programme learners will be expected to: D3: Critically reflect on personal experiential learning in the workplace D4: Interpret and summarise information from a variety of sources for use in diverse contexts. D5: Work independently and collaboratively using effective interpersonal skills within the Early Years sector.	Primary • One-to-one and group seminars and tutorials • Directed and independent study • Research and project work • Work-based learning Secondary • Case studies • Problem-solving exercises • Tutorials. • Verbal feedback • Effective online research. Assessment

3D. Key/transferable skills	
	Key/transferable skills are assessed via a combination of work-based learning opportunities, individual and small group presentations, seminars, reflective practice essay and professional discussions.

Exit Award at the end of Level 5: CertHE

4. Distinctive features of the programme structure

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

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

- Equips graduates with a range of skills securely underpinned by knowledge of the fundamental principles of early years care and education practice, and a clear understanding of how to apply those skills and how to progress them in the workplace.
- Students develop their professional practice skills by evidencing hours within an Early Years Setting. This encourages students to collect evidence of professional development and engage in observations of their practice
- Develops and formalises strategies, problem-solving skills and other general transferable skills appropriate to employment
- Encourages debate and analysis of current issues affecting the Early Years Learning and Development sector
- Incorporates work-based learning which encourages students to apply theories and policies into services for children
- Provides students with an opportunity to lead on their own research project which is undertaken within an early years subject of their own interest and professional passion.

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

5. Support for students and their learning.

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

During induction week, students are assigned a personal tutor, which is normally the Course Leader. Formal pastoral tutorial meetings with the personal tutor are scheduled throughout the academic year. This is alongside regular group and individual practice-based sessions designated for discussion around project briefs.

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

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

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

The College has Wellbeing Officers on each campus who focus on the 3 principles of 'Heart Body & Mind'. They provide support to students in relation to mental health, sexual health, counselling, and other advice. There is also a multi-faith/chaplaincy provision to promote spiritual well-being, and multi-faith spaces which can be booked by students who need a quiet place for prayer or contemplation.

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

6. Criteria for admission

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

To commence the FD the candidates must have:

1. **64 UCAS points** at AS/A2 Level (minimum 32 points at A2 level); or equivalent Edexcel qualification (MMP – Extended Diploma; DM – Diploma); or Pre-degree Access Diploma.
2. 4 GCSEs at grade 9-4 or A*-C including English and Maths; or Equivalent Level 2 Literacy and Numeracy.

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

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

7. Language of study

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

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

N/A

9. For apprenticeships in England End Point Assessment (EPA).
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

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

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

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

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

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

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

Annexe 1: Curriculum map

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

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

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

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

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

Module Specifications

Level 4 Module Specifications

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

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

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

8. Indicative content.

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

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

Assessment Strategy:

To pass this module a student must

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

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Child study portfolio, 3000 words	100%	15	%	A1, B1, B2, C1,

10. Teaching staff associated with the module

Name and contact details

Louise Hannan Hannanl@ucscollegegroup.ac.uk

11. Key reading list

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

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

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

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

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

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

Birth to five (Guidance for the sector) - Birth To 5 Matters – Guidance by the sector, for the sector
Journal of Early Years Education
International Journal of Early Years

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

1. Factual information			
Module title	ECS103 Child in Society		
Module tutor	Louise Hannan	Level	4
Module type	Taught module	Credit value	20
Mode of delivery	Face to face teaching and independent study		
Notional learning hours	200 hours, (48 hours teaching and 152 hours independent study)		
2. Rationale for the module and its links with other modules			
This module is designed to introduce key concepts and theoretical ideas within the core social sciences. To explore introductory themes and their application to both the theory and practice of early years and childhood with a key focus on sociology. To develop interest and understanding of relevant government politics and social policy. This module links with Child Health and Well-being, Contemporary Discourses and Conceptualising Childhood.			
3. Aims of the module			
• To develop students’ understanding of the key social sciences and their role as a framework for analysing key debates and developments within early years. • To develop students’ understanding of key concepts and theories within the social sciences and develop greater understanding of how inequality and social and environmental factors can impact upon children and their families.			
4. Pre-requisite modules or specified entry requirements			
NONE			
5. Is the module compensatable?			
YES			
6. Are there any PSRB requirements regarding the module?			
NONE			

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

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

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

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

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

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay - 3,000 words	100%	26	%	A1, B1, C1, D1

10. Teaching staff associated with the module

Name and contact details

Louise Hannan Hannanl@ucscollegegroup.ac.uk

11. Key reading list

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

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

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

Office for National statistics - Home - Office for National Statistics (ons.gov.uk)
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Department for Education - Department for Education - GOV.UK (www.gov.uk)
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Joesph Rowntree foundation (JRF) - https://www.jrf.org.uk/
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13. List of amendments since last (re)validation
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Area amended	Details	Date Central Quality informed

1. Factual information			
Module title	ECS105 Language and Literacy Development		
Module tutor	Flo Besse-Jones	Level	4
Module type	Taught module	Credit value	20
Mode of delivery	Face to face teaching and independent study		
Notional learning hours	200 hours, (48 hours teaching and 152 hours independent study)		
2. Rationale for the module and its links with other modules			
Language development in children is a key component of their overall ability to thrive and learn in all aspects of life. Literacy is a prime area in education that enables children to access all areas of the curriculum.			
3. Aims of the module			
- To develop knowledge, understanding and underpinning theoretical perspectives on the acquisition and development of language and literacy. - To develop an awareness of language and literacy difficulties and appropriate interventions. - To understand the role of parents and practitioners in promoting children's language and literacy development.			
4. Pre-requisite modules or specified entry requirements			
NONE			
5. Is the module compensatable?			
YES			
6. Are there any PSRB requirements regarding the module?			
NONE			

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

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

8. Indicative content.

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

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

Assessment Strategy:

To pass this module a student must

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Essay, 3,000 words	100%	13	%	A1, A2, C1, C2

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

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10. Teaching staff associated with the module

Name and contact details

Flo Besse-Jones bessef@ucscollegegroup.ac.uk

11. Key reading list

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

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

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

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

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

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

1. Factual information			
Module title	ECS106 Maths and Science in the Early Years		
Module tutor	Toni Smith	Level	4
Module type	Taught module	Credit value	20
Mode of delivery	Face to face teaching and independent study		
Notional learning hours	200 hours, (48 hours teaching and 152 hours independent study)		
2. Rationale for the module and its links with other modules			
The Early Years Foundation Stage (EYFS) recognises that critical thinking and creativity are crucial aspects to stimulate and develop in young children; maths and science are specific areas of the EYFS which naturally encourage this development. Practitioner’s awareness of how these subject areas can be taught in an engaging and positive way can have a significant impact on children’s learning and long-term prospects.			
3. Aims of the module			
• To increase students mathematical and scientific knowledge. • To understand how children develop mathematical and scientific concepts. • To show how maths and science can be presented creatively and enthusiastically. • To develop students’ knowledge of the EYFS and National Curriculum so that they can plan and carry out age appropriate maths and science activities.			
4. Pre-requisite modules or specified entry requirements			
NONE			
5. Is the module compensatable?			
YES			
6. Are there any PSRB requirements regarding the module?			
NONE			

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

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

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

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

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

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

To pass this module a student must

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

10. Teaching staff associated with the module

Name and contact details

Louise Hannan Hannanl@ucscollegegroup.ac.uk

11. Key reading list

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

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

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

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

Early Years Foundation Stage - [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299929/early-years-foundation-stage-eyfs-statutory-framework-2017.pdf)

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

Birth to five (Guidance for the sector) - [Birth To 5 Matters – Guidance by the sector, for the sector](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299929/birth-to-five-guidance-for-the-sector-2017.pdf)

Nation Curriculum - [National curriculum - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299929/national-curriculum-2017.pdf)

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed

1. Factual information			
Module title	ECS104 Play and Creativity		
Module tutor	Toni Smith	Level	4
Module type	Taught module	Credit value	20
Mode of delivery	Face to face teaching and independent study		
Notional learning hours	200 hours, (48 hours teaching and 152 hours independent study)		
2. Rationale for the module and its links with other modules			
This module is designed to develop students' skills in planning stimulating learning experiences and to recognise the potential of using digital technologies and other creative approaches to activities with children aged between 0-8 years old. It develops understanding of the holistic value of play and how play activities can contribute to children's creativity, learning and development. The theoretical concepts of play will be examined, looking at <i>what play is</i> and <i>what play can provide</i>. The module is a foundation for Early Years Pedagogy and Child Health and Well-being at level 5 and Conceptualising Childhood at level 6.			
3. Aims of the module			
• To introduce the topic of play and its value in contributing to children's creativity, learning and development and provide opportunities to explore the potential of using digital technologies to develop children's interest, creativity, knowledge and understanding in play activities. • To support students in investigating a range of play and creativity experiences for children i.e. using sustainable resources, using the outdoor environments natural resources for example: sounds and weather. • To develop planning skills in order to create and carry out stimulating learning experiences for children whilst exploring theoretical concepts of play and creativity			
4. Pre-requisite modules or specified entry requirements			
NONE			
5. Is the module compensatable?			
YES			

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

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

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

8. Indicative content.

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

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

Assessment Strategy:

To pass this module a student must

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

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
15 minute individual presentation – with accompanying demonstration of a creative resource they have used with children	100% of grading	29	%	(A1, B1, C1, D1)

10. Teaching staff associated with the module

Name and contact details

Louise Hannan Hannanl@btc.ac.uk

11. Key reading list

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

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

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

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

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

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

1. Factual information			
Module title	ECS102 The Reflective Practitioner		
Module tutor	Louise Hannan	Level	4
Module type	Taught module	Credit value	20
Mode of delivery	Face to face teaching and independent study		
Notional learning hours	200 hours, (48 hours teaching and 152 hours independent study)		
2. Rationale for the module and its links with other modules			
To provide students with the opportunity to maximise learning opportunities and professional development, which arise from work placement experiences with children aged between 0-8 years old, in the Early Years. It is based on the recognition that learning takes place in a variety of situations and settings and aims to encourage students to reflect on how they can develop their learning in future workplaces. This module is the foundation for The Critically Reflective Practitioner module at level 5.			
3. Aims of the module			
• To develop students' understanding of how subject knowledge is integrated within practice and develop confidence and ability in identifying and using relevant skills that can meet professional requirements. • To enable students to develop skills, professionalism and ethical practice. • To develop students' ability to identify and manage information and communicate appropriately for professional and academic purposes. • To develop students' ability to evaluate their own areas of strength and areas requiring further development, as part of a personal development plan.			
4. Pre-requisite modules or specified entry requirements			
Enhance DBS check			
5. Is the module compensatable?			
NO			
6. Are there any PSRB requirements regarding the module?			
NO			

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

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

8. Indicative content.

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

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

To pass this module a student must

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

10. Teaching staff associated with the module
Name and contact details

Louise Hannan Hannanl@ucscollegegroup.ac.uk

11. Key reading list

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

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

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

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

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

Level 5 Module Specification

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

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

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

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

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

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

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Set of activity plans and scheme of work	30%	20	%	(A2, C1)
Individual Presentation (20 mins)	70%	28	%	(A1, B1, D1)

10. Teaching staff associated with the module

Name and contact details

Louise hannan hannanl@ucscollegegroup.ac.uk

11. Key reading list

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

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

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

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

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

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

1. Factual information			
Module title	ECS202 Early Years Pedagogy		
Module tutor	Flo Besse-Jones	Level	5
Module type	Taught module	Credit value	20
Mode of delivery	Face to face teaching and independent study		
Notional learning hours	200 hours, (48 hours teaching and 152 hours independent study)		
2. Rationale for the module and its links with other modules			
This module is designed to address key issues related to the nature of curriculum for Early Years and explore how a variety of local, national and international politics and perspectives may influence its design, content and teaching and learning strategies. The module considers the set of instructional techniques and strategies early years practitioners may use to enable learning to take place and provide opportunities for children to acquire knowledge, skills and dispositions. This module links with Global Perspectives on Education and Contemporary Discourses in the Early Years.			
3. Aims of the module			
• To promote the construction of student’s own understanding of Early Years Curriculum issues and quality management. • To develop a greater understanding of the interactive process between teacher and learner and the learning environment. • To develop student’s awareness of how they can use a variety of teaching and learning strategies to promote learning by helping to encourage children to use communication and play to represent and explore developing ideas			
4. Pre-requisite modules or specified entry requirements			
NONE			
5. Is the module compensatable?			
YES			
6. Are there any PSRB requirements regarding the module?			
NONE			

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

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

8. Indicative content.

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

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

Assessment Strategy:

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

To pass this module a student must

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

10. Teaching staff associated with the module

Name and contact details

Flo Besse-Jones bessef@ucscollegegroup.ac.uk

11. Key reading list

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

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

11. Key reading list				
Author	Year	Title	Publisher	Location
MacBlain, S.	(2018)	Learning theories for early years practice.	Sage.	London:
Moyles, J. (ed.)	(2015)	The excellence of play. 4 th edn.	Open University Press.	Maidenhead:
Nutbrown, C.	(2011)	<i>Threads of thinking: schemas and young children's learning.</i> 4 th edn.	Sage.	London:
Ouvry, M. and Furtado A.	(2020)	<i>Exercising muscles and minds outdoor play and the early years curriculum</i>	Jessica Kingsley Publishers.	London:
Palaiologou, I. (ed.)	(2021)	The Early Years Foundation Stage: theory and practice. 4 th edn.	Sage.	London:
Rodger, R.	(2016)	<i>Planning an appropriate curriculum in the early years: a guide for early years practitioners and leaders, students and parents.</i> 4 th edn.	Routledge.	Abingdon:
Slaughter, E. (ed.)	(2016)	<i>Quality in the early years</i>	Open University Press.	London:
Walsh, G., McMillan Woods, A. (ed.)	(2017)	<i>Child-initiated play and learning: planning for possibilities in the early years.</i> 2 nd edn.	Routledge.	Abingdon:

11. Key reading list				
Author	Year	Title	Publisher	Location
McGuinness, C. (eds)	(2017)	<i>Playful teaching and learning.</i>	Sage.	London:
Whitebread, D. and Coltman, P. (eds.)	(2015)	<i>Teaching and learning in the early years.</i> 4 th edn.	Routledge.	Abingdon:
Wood, E.	(2013)	<i>Play, learning and the early childhood curriculum.</i> 3 rd edn.	Sage.	London:

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

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

1. Factual information			
Module title	ECS203 Introduction to Leadership and Management		
Module tutor	Louise Hannan	Level	5
Module type	Taught module	Credit value	10
Mode of delivery	Face to face teaching and independent study		
Notional learning hours	100 hours, (24 hours teaching and 76 hours independent study)		
2. Rationale for the module and its links with other modules			
This module is designed to introduce theories, models and styles of leadership within an early years context. It is based on the recognition that there are identifiable differences between leadership and management and will seek to explore the challenges and opportunities that can arise, particularly in times of change. It also provides opportunities to explore the roles, responsibilities and functions of leadership roles, working closely in multidisciplinary teams and promoting positive behaviours for best practice			
3. Aims of the module			
1. To introduce students to a range of theories, models and styles of leadership in early years settings that will examine the differences between leadership and management and will discuss the promotion of positive behaviours and organisational approaches to behaviour policies. 2. To provide an opportunity for students to explore the role of leadership and management by considering: the construction of professional identities, the personal qualities required and the interpersonal skills needed in order to work effectively in multidisciplinary teams to support children with social, emotional and/or behavioural difficulties.			
4. Pre-requisite modules or specified entry requirements			
NONE			
5. Is the module compensatable?			
YES			
6. Are there any PSRB requirements regarding the module?			
NONE			

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

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

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

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

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

To pass this module a student must

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

10. Teaching staff associated with the module

Name and contact details

Louise hannan hannanl@ucscollegegroup.ac.uk

11. Key reading list

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

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

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

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

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

1. Factual information

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

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

Research is increasingly becoming an essential part of the early childhood practitioner's professional role. This introduction to primary and secondary research will allow learners to carry out a research project in an area of their own professional interest relevant to their own current and future practice in a setting.

This module will build on the student's reflections on their own practice and practice setting. They will conduct research into an appropriate area of professional practice. This module is designed to provide the student with the necessary skills to complete a piece of research in their chosen area. Student will be encouraged to design an appropriate methodology and methods that best suits their field of inquiry. Secondary only research can be used as it affords students to delve into best practice and latest research in areas of a sensitive nature.

Students will be introduced to data collection methods, ethical considerations, report writing and how to perform a literature review. The tutor will be available to offer individual support as necessary during the second half of the year.

This module links to the critically reflective practitioner module at level 5 and is the preparation for Dissertation at level 6; students will be encouraged to engage in ongoing reflection upon their practice in an Early Years setting as a precursor to designing their research project.

3. Aims of the module

- To give learners the opportunity to review literature on a chosen Early Years topic
- To develop independent research skills
- To undertake a research project
- To build on student's knowledge of professional practice

4. Pre-requisite modules or specified entry requirements

NONE

5. Is the module compensatable?
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YES

6. Are there any PSRB requirements regarding the module?

NONE

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

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

8. Indicative content.

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

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

Assessment Strategy:

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

To pass this module a student must

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

10. Teaching staff associated with the module

Name and contact details

Louise Hannan hannanl@ucscollegegroup.ac.uk

11. Key reading list

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

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

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

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

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

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

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

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

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

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

To pass this module a student must

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

10. Teaching staff associated with the module
Name and contact details

Louise Hannan hannanl@ucscollegegroup.ac.uk

11. Key reading list

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

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

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

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

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

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

1. Factual information			
Module title	ECS205 Working with Children and Families		
Module tutor	Flo Besse-Jones	Level	5
Module type	Taught module	Credit value	20
Mode of delivery	Face to face teaching and independent study		
Notional learning hours	200 hours, (48 hours teaching and 152 hours independent study)		
2. Rationale for the module and its links with other modules			
Working in the early years sector requires one to have an understanding and awareness of the diverse experiences children may be exposed to. Working in partnership with parents is essential to supporting a child's development in order for them to reach their full potential. Multi-agency working is seen as a crucial element in protecting all children in society, but especially those who are most vulnerable; having an understanding of why and how to achieve this is an important aspect of working with children and families.			
3. Aims of the module			
• To raise awareness that children's experiences with families can be varied • To enable students to respond effectively to children and their carers • To promote the importance of the rights of children • To develop strategies for working in partnership with parents/carers • To understand the diversity of roles and responsibilities in multi-agency working • To reflect on the skills and understanding to work with children who are disadvantaged • To gain knowledge of legislation and policies designed to promote children's rights and well-being			
4. Pre-requisite modules or specified entry requirements			
NONE			
5. Is the module compensatable?			
YES			
6. Are there any PSRB requirements regarding the module?			
NONE			

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

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

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

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

To pass this module a student must

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

10. Teaching staff associated with the module
Name and contact details

Flo Besse-Jones bessef@ucscollegegroup.ac.uk

11. Key reading list

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

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

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

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

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

Journal of Early Childhood Research

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