

# **ACADEMIC PARTNERSHIPS PROGRAMME QUALITY HANDBOOK 2022-2023**

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## **FdA Teaching and Learning**

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## Welcome and Introduction

Welcome to FdA Teaching and Learning delivered at North Devon by Petroc in partnership with the University of Plymouth.

The FdA Teaching and Learning will be the preferred choice for those who may see their professional progression in Primary or Early Years teaching, or who want to study a broad base of exciting, challenging and professionally relevant modules without being restricted to a definite career path within the Early Years sector. Students with a particular interest in the education of young children in a schools-based context will find contemporary, thought-provoking, and relevant modules and modes of assessment.

The majority of our students will progress to the full honours degree via a number of progression pathways and remain in the local workforce: as teachers, teaching assistants and specialists, managers, and pedagogues. All of the modules refer to the practical application of theory in working with children. A number of modules offer the opportunity to plan and deliver activities in professional settings.

The development of graduate skills is a priority for all the teaching staff that many past students remark upon, noting the considerable personal development and growth that they gained through the teaching and learning they experience when studying for their Foundation Degrees. The transferable skills gained through the activities and study programme will enable students to apply for employment in a wide range of sectors; planning and managing projects, relating academic theory to their own practice, and working in teams are just some of these skills. All of the modules refer to the practical application of theory to work with children, with a number of modules offering the opportunity to plan and deliver professionally linked and relevant activities.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism in the education of young children, or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications in order to excel in a wide range of professions.

The Foundation degree in Teaching and Learning offers a unique opportunity to study young children, with a comprehensive and in-depth insight into children's development, and the provision of innovative practice to support students' learning with the selected specialism of Teaching and Learning. Students have many opportunities to apply theory to practice and to develop their understanding of key concepts. There are no examinations, but essays, presentations, case studies and reports contribute to the module grades. The transferable skills gained through the activities and study programme will enable students to apply for employment in a wide range of sectors; planning and managing projects, relating academic theory to their own practice, and working in teams are just some of these skills. All of the modules refer to the practical application of theory to work with children, with a number of modules offering the opportunity to participate in activities that have professional relevance.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

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This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your University Student Institution Handbook which contains student support based information on issues such as finance and studying at HE available at:  
[https://my.petroc.ac.uk/moodle/moodle\\_3/course/view.php?id=2260](https://my.petroc.ac.uk/moodle/moodle_3/course/view.php?id=2260)
- Your Module Guide available at:  
[https://my.petroc.ac.uk/moodle/moodle\\_3/course/index.php?categoryid=62](https://my.petroc.ac.uk/moodle/moodle_3/course/index.php?categoryid=62)
- Your University of Plymouth Student Handbook available at:  
<https://www.plymouth.ac.uk/your-university/governance/student-handbook>

# Programme Specification

Programme Title: FdA Teaching and Learning

Partner Delivering Institution: Petroc

Start Date: September 2016

First Award Date: July 2018 (full-time), July 2019

Date(s) of Revision(s) to this Document: April 18<sup>th</sup> 2016

This programme specification template aligns with recommendations within the UK Quality Code for Higher Education<sup>1</sup>. The information provided, by the programme proposer, in each section is definitively agreed between the delivering institution and Plymouth University at approval. Therefore, any requests for changes to content (post the conditions set at approval) must follow Plymouth University's procedures for making changes to partnership programmes<sup>2</sup>.

## 2.1 Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	Petroc
Accrediting Body:	N/A
Language of Study:	English <sup>3</sup>
Mode of Study:	Full and Part time
Final Award:	FdA
Intermediate Award:	Cert HE
Programme Title:	FdA Teaching and Learning
UCAS Code:	15K5
JACS Code:	L231
Benchmarks:	Informed by the QAA Benchmark for Early Childhood Studies and Education Studies available: <a href="http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Early-childhood-studies.pdf">http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Early-childhood-studies.pdf</a> <a href="http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Education-studies.pdf">http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Education-studies.pdf</a> <a href="http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Education-studies.pdf">http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Education-studies.pdf</a> and the Foundation Degree Qualifications Benchmark.

<sup>1</sup>QAA, 2015, Chapter B1: programme Design, development and Approval: <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b>, last accessed 11<sup>th</sup> May 2015.

<sup>2</sup> If required please contact Academic Partnerships Programme Administration for assistance.

<sup>3</sup> Unless otherwise approved through Plymouth University's Academic Development and Pa[X86-V30] rtnerships Committee  
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## 2.2 Brief Description of the Programme

The Foundation degree in Teaching and Learning offers a unique opportunity to study young children, with a comprehensive and in-depth insight into children's development, and the provision of innovative practice to support students' learning with the selected specialism of Teaching and Learning. Students have many opportunities to apply theory to practice and to develop their understanding of key concepts. There are no examinations, but essays, presentations, case studies and reports contribute to the module grades. The transferable skills gained through the activities and study programme will enable students to apply for employment in a wide range of sectors: planning and managing projects, relating academic theory to their own practice, and working in teams are just some of these skills. All of the modules refer to the practical application of theory to work with children, with a number of modules offering the opportunity to participate in activities that have professional relevance.

The development of graduate skills is a priority for all the teaching staff and a minimum of 50 hours of engagement in the workplace assists students to make links between theory and practice. Past students remark on the considerable personal development and growth that they gained through the teaching and learning they experience on the programme. By working closely with the staff on the progressing programmes, a smooth progression to the final year is ensured. This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications in order to excel in a wide range of professions.

Details of Accreditation by a Professional/Statutory Body (if appropriate)

N/A

Exceptions to Plymouth University Regulations <https://www.plymouth.ac.uk/student-life/academic-regulations>)

None

## 2.3 Programme Aims

**The programme will deliver:**

- A:1 opportunities to acquire a variety of skills, concepts and learning experiences to enhance their employment potential in fields relating to the education and support of young children, and opportunities for further study and professional development. Students will be able to demonstrate skills and knowledge acquired in practical or professional experience in a number of modules, and are given the opportunity to apply theory to real-life educational settings

- A:2. the opportunity for learners to develop an ability to reflect upon a range of historical, philosophical, psychological, sociological, cultural and other perspectives, and consider how these influence understandings of children and childhood nationally and globally, with a specific focus on Early Years Education.
- A:3 the promotion and support of a reflective approach to practice and professional development, with students supported to identify areas of their own practice that could be developed and improved, and to critically reflect upon their own work and that of others.
- A:4 the development of students' knowledge of the interrelated factors that affect children's development and learning in a variety of contexts, with a specific focus on Early Years Education. By also studying social policy, Early Years practice, and provision, students are prepared to work with, support, and celebrate the diversity of families and children. Graduates will be reflective learners able to connect theory to practical experiences and situations.
- A:5 preparation for graduates to be advocates of children's rights and needs, and creatively and confidently implement policies set for Education in light of that knowledge.
- A:6 A solid grounding for those students who wish to take advantage of progressing to an honour's degree programme, widening participation in Higher Education and supporting academic and professional skills.

## **2.4 Programme Intended Learning Outcomes (ILO)**

**By the end of this programme the student will be able to:**

- LO1: Analyse, critically evaluate, and demonstrate knowledge and understanding of the ecology of early childhood, and children in ecological contexts.
- LO2: Observe, record, interpret, and intelligently apply appropriate theoretical principles in research and professional situations in the education and care of young children.
- LO3: Reflect upon, and develop, their own practice in the light of theoretical knowledge, including the acquisition and development of key graduate or employability skills, evidencing awareness of the underlying values and principles relevant to education studies and a developing personal stance which draws on their knowledge and understanding
- LO4: Evidence knowledge and understanding of children's rights, anti-discriminatory practice, and how to protect and promote those rights as a practitioner and pedagogue.
- LO5: Demonstrate key academic skills in order to confidently progress to further professional or academic achievement.
- LO6: Demonstrate a broad understanding of current UK Primary and Early Years Educational Provision, specifically the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.

- LO7: Evidence a critical understanding of the challenges and intricacies within multi-professional practices, evidencing and reflecting upon the ability and key skills necessary to work in teams.

## 2.5 Distinctive Features

The FdA Teaching and Learning will be the preferred choice for those who may see their professional progression in Primary or Early Years teaching, or who want to study a broad base of exciting, challenging and professionally relevant modules without being restricted to a definite career path within the Early Years sector. Students with a particular interest in the education of young children in a schools-based context will find contemporary, thought-provoking, and relevant modules and modes of assessment.

The majority of our students will progress to the full honours degree via a number of progression pathways and remain in the local workforce: as teachers, teaching assistants and specialists, managers, and pedagogues. All of the modules refer to the practical application of theory in working with children. A number of modules offer the opportunity to plan and deliver activities in professional settings.

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## 2.6 Student Numbers

The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:

Minimum student numbers per stage = 5

Target student numbers per stage = 15

Maximum student numbers per stage = 25 (groups may be larger for core key module lectures)

## 2.7 Progression Route(s)

On completion of the FdA Teaching and Learning, students will have several progression opportunities including completing their Honours degree with Plymouth University, post-graduate study within Plymouth University and employment in the Early Years sector.

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Students who successfully complete the FdA Teaching and Learning may progress to;

BA (Hons) Early Childhood Studies (Stage 3 (Plymouth University)

BA (Hons) Professional Development (Childhood Studies) – Petroc (entry at Level 6)

BA (Hons) Education Stage 3 (Plymouth University)

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

### 3 Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
Level 2: Key Skills requirement / Higher Level Diploma: and/or GCSEs required at Grade C or above:	Grade 'C' or above in Maths and English preferred, but not necessary in some instances: relevant key skills qualifications or functional skills qualifications would be acceptable.
Level 3: at least one of the following:  AS/A Levels Advanced Level Diploma: BTEC National Certificate/Diploma: VDA: AGNVQ, AVCE, AVS: Access to HE or Year 0 provision: International Baccalaureate: Irish / Scottish Highers / Advanced Highers:	A-levels OR vocational qualification (160 UCAS tariff points) or substantial and relevant work experience in an appropriate sector. Entry is welcome from mature students with relevant experience in place of these qualifications  Appropriate subject areas will normally be in the discipline of Children's care and development, Education, Psychology, Sociology, Health and Social care, and related subjects however qualifications in others subjects may be considered and discussed at interview.
Work Experience:	Considered on individual merit
Other HE qualifications / non-standard awards or experiences:	Appropriate subject areas will normally be in related disciplines, however qualifications in others subjects may be considered and discussed at interview.
APEL / APCL <sup>4</sup> possibilities:	Applicants for APEL/APCL will be dealt with on an individual basis. Students must apply for this through the Higher Education Office providing full details of the qualifications/experience they wish to be considered. Plymouth University regulations will apply to all applications.
Interview / Portfolio requirements:	In order to continue the ethos of widening participation that is established in our FdA and FdSc programmes of study we feel that applicants with a proven record of experience in related subjects at the correct level and who can demonstrate relevant experience through portfolio plus an interview may be eligible to enter the award. All relevantly qualified applicants will be interviewed. All students will be expected to complete 50 hours of work-based study as a minimum requirement, and we suggest that this represent around one day in an appropriate setting in term time in your first years of study. Students should come to interview with some initial plans of how they intend to undertake this work-based learning, though the programme can offer some support in gaining placements if the applicant does not have an existing professional role in the Early Years.
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:	Students will be asked to provide evidence of DBS clearance already held. This can be also processed through Petroc if students do not hold the relevant certification, providing students are eligible to work with children and vulnerable people.

<sup>4</sup> Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

#### 4 Academic Standards and Quality Enhancement

The Programme Leader/Manager (or other descriptor) leads the Programme Committee in the following of Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed change to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

**Subject External Examiner(s):** The FdA Teaching and Learning has one main External Examiner responsible for all separate modules contained within the programme, however that Examiner may review modules that are core to other programmes, such as the FdA Early Childhood Studies and FdA Early Years Practice, and vice versa.

**Additional stakeholders specific to this programme:** Student representation via an elected student representative will be a core method of obtaining objective feedback and constructive input on all elements of the student cohort experience whilst on the programme.

The student representative (s) will be involved in both the Autumn and Spring programme committee meetings, where they will have an opportunity to meet with both the programmes External Examiner and the Academic Liaison Person. The input of the student representative will be an integral part of the quality assurance process for this programme of study. In addition to the course student representative, Petroc has a lead student representative who arranges regular student representative meetings where information from both the Petroc HE Coordinator and the student representatives is disseminated in a meaningful and productive manner in order to improve the whole Higher Education experience for students at Petroc.

The following structure diagram(s) provides the current structure for this programme

FHEQ level: Level Four For: Teaching and Learning Full Time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Option Module	Credits	Module
Year one	All year	Core	20	NORD1112 Professional Skills and Development
Year one	All year	Core	20	NORD1121 Inclusive Practice in Education
Year one	All year	Core	20	NORD1117 Young Children's Welfare and Wellbeing
Year one	All year	Core	20	NORD1120 Theories of Learning and Development
Year one	All year	Core	20	NORD1119 International Educational Perspectives
Year one	All year	Core	20	NORD1122 Key Concepts in the Education of Young Children
FHEQ level: Level Five For: Teaching and Learning Full Time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Option Module	Credits	Module
Year Two	All Year	Core	20	NORD2123 Perspectives on Childhood
Year Two	All Year	Core	20	NORD2124 Researching Childhood
Year Two	All Year	Core	20	NORD2125 Multi-agency working
Year Two	All Year	Core	20	NORD2126 Children's Spaces
Year Two	All Year	Core	20	NORD2129 Supporting Wellbeing in Educational Settings
Year Two	All Year	Core	20	NORD2130 Curriculum and Assessment for Young Children
FHEQ level: Four and Five For: Teaching and Learning Part Time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Option Module	Credits	Module
Year One	All year	Core	20	NORD1112 Professional Skills and Development
Year One	All year	Core	20	NORD1116 Interpersonal Skills; leadership and teamwork
Year One	All year	Core	20	NORD1120 Theories of Learning and Development
Year One	All year	Core	20	NORD1119 International Educational Perspectives
Year Two	All year	Core	20	NORD1117 Young Children's Welfare and Wellbeing
Year Two	All year	Core	20	NORD1122 Key Concepts in the Education of Young Children
Year Two	All year	Core	20	NORD2126 Children's Spaces
Year Two	All year	Core	20	NORD2129 Supporting Wellbeing in Educational Settings
Year Three	All year	Core	20	NORD2124 Researching Childhood
Year Three	All year	Core	20	NORD2125 Multi-agency working
Year Three	All year	Core	20	NORD2130 Curriculum and Assessment for Young Children
Year Three	All year	Core	20	NORD2123 Perspectives on Childhood

## 5. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment<sup>5</sup>

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

FHEQ level: Level Four					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p><b>knowledge / understanding:</b></p> <p><a href="#">SEEC Level Four descriptors</a> and QAA Subject Specific Benchmark for <a href="#">Early Childhood Studies</a> and for <a href="#">Education Studies</a></p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <p>1. knowledge/ understanding</p> <p>Students will be able to demonstrate a knowledge of the underlying concepts and</p>	<p><b>Primary:</b></p> <p>Lectures and seminars will be used to introduce and teach certain components of all modules.</p>	A1-8	LO1 LO2 LO3		

<sup>5</sup> For programmes containing more than one FHEQ level of study, i.e. a bachelor programme with levels 4, 5 & 6, a separate map must be provided for each level. The table should be copied and pasted to enable this.

<p>principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that (those) area(s) of study.</p> <p>In particular:</p> <ul style="list-style-type: none"> <li>• Theories of learning &amp; development in young children.</li> <li>• Factors affecting child development. Interactions within groups &amp; society</li> <li>• The methodology &amp; ethics of observations, assessment &amp; research of children's development</li> <li>• The range of provision for children through social policies, health and education structures.</li> <li>• Considering the cultural, historical and political contexts in the UK and comparative study of structures in other countries.</li> <li>• Models of disability, influencing factors, policies &amp; procedures of inclusion, best practice and anti-discriminatory principles: demonstrate the ability to recognise and challenge inequalities, and to embrace an anti-bias curriculum</li> </ul>	<p>Tutorial support will be delivered, with a focus on pastoral and study support.</p> <p>Opportunities for seminars, practical activities, and engagement with outside agencies</p> <p><b>Secondary/Supplementary:</b> Further opportunities for practical activities, work based learning and trips and events.</p> <ul style="list-style-type: none"> <li>• Case studies</li> <li>• presentations of own learning on chosen topics</li> <li>• use of internet &amp; other information sources</li> </ul>		<p>LO2 LO5 LO6</p>	<p>Case studies, essays, formative assignments and seminars.</p> <p>Response to case studies.</p> <p>Essay, formative assignments and debates.</p> <p>Academic poster presentation</p> <p>Response to case studies. Formative seminars. Guest speakers and training.</p>	<p>NORD1122 NORD1121 NORD1120</p> <p>NORD1117</p> <p>NORD1119</p> <p>NORD1121</p>
<p><b>An explanation for embedding knowledge and understanding through Teaching &amp; Learning and Assessment at this level of the programme:</b></p>					

Assessment is carried out through a variety of methods such as, case studies, coursework, essays, presentations, academic posters, reflective logs, workplace engagement, literature reviews etc. Formative work in each module will also be undertaken to ensure that students are fully prepared for the summative assessments. All lecturers will ensure that students have the opportunity to practice on more than one occasion the type of assessment required in each module.					
<b>Cognitive and Intellectual Skills:</b> <a href="#">SEEC Level Four descriptors</a> and QAA Subject Specific Benchmark for <a href="#">Early Childhood Studies</a>					
<b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b> <ul style="list-style-type: none"> <li>An ability to identify, recognise and apply key theories, paradigms, concepts and principles: demonstrating the ability to evaluate competing positions, and constructively critique theories and research.</li> <li>Demonstrate knowledge and awareness of professional and practical skills such as working with others, leading and supporting peers, parents, children, and other professionals.</li> <li>Demonstrate competency in IT and research skills</li> <li>Awareness and reflection upon self and others, within a spirit of research and inquiry</li> </ul>	<b>Primary:</b> Lectures will act as introductions to learning outcomes, to establish a firm knowledge base. This will be further developed by the use of seminars to embed and develop the analysis and critical viewpoints and awareness.  Tutorial support will be delivered, with a focus on pastoral and study support.			Reflective assessments  Essays and written accounts  Reflection on group activities and peer reviews  All assessments	NORD1119  NORD1121 NORD1112  NORD1120  NORD1112 NORD1121 NORD1122  NORD1120

				PDP file Reflective accounts	
<p><b>An explanation for embedding Cognitive and Intellectual Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b></p> <p>These skills are of vital importance to students in developing lifelong skills transferable to any situation. In keeping with their importance, emphasis will be placed on them from the commencement of the course. It is important that students recognise the various components, such as description, analysis, critical evaluation and synthesis and undertake focussed activities to ensure their understanding and ability to translate theory into practice. Core intellectual competencies will be developed by critically analysing concepts learnt in more traditional settings such as classrooms, and applying these to the workplace.</p> <p>Assessment is carried out in a variety of ways to prevent over emphasis on one or two particular skills and to accommodate a range of skills and learning styles. Problem questions, evaluation and critical evaluation, using the skills in oral applications and through coursework will judge the students developing skills and also allow the students to be assessed in a balanced way, allowing students the opportunity to be assessed in ways which may play to their strengths.</p>					
<p><b>Key Transferable Skills:</b></p> <p><a href="#">SEEC Level Four descriptors</a> and QAA Subject Specific Benchmark for <a href="#">Early Childhood Studies</a></p> <p>And <a href="#">Education Studies</a></p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <p>Students will be able to demonstrate an ability to evaluate critically the appropriateness of different approaches to solving problems; use a range of established techniques to initiate and undertake critical analysis of information,</p>	<p><b>Primary:</b></p> <p>Work based learning will enable students to convert the theoretical and practical skills gained, and establish them within the context of the workplace.</p> <p>Outdoor and experiential activities will further</p>				



<p>and to propose solutions to problems arising from that analysis and effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. In particular:</p> <ul style="list-style-type: none"> <li>• Reflective, observation &amp; assessment skills</li> <li>• Self-management based on own learning style</li> <li>• Communication &amp; interpersonal skills</li> <li>• Work effectively and supportively within a team to maintain agreed responsibilities and deadlines</li> <li>• Sensitively meets obligations to others acknowledging diversity and equality of opportunity</li> <li>• Competency in presenting information in a range of media and methods</li> <li>• Evidence a reflective and proactive approach to their own learning and progression</li> </ul>	<p>enhance learning and enable students to prepare for work placements, where appropriate.</p> <p>A range of modules offer the opportunity for students to research and work together in formative tasks.</p> <p>Tutorial support will be delivered, with a focus on pastoral and study support.</p> <p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>• Class, seminar and work-based interactions, feedback and assessments</li> <li>Workshops and dedicated study skills support in NORD1112.</li> <li>.</li> </ul>	<p>A2 A8 A4</p>	<p>LO3 LO5 LO7</p> <p>LO3</p> <p>LO4</p> <p>LO5</p>	<p>PDP file Response to case studies</p> <p>PDP file</p> <p>Response to case studies</p> <p>Essays</p> <p>PDP file</p> <p>Formative assessment and feedback from lecturers and peers</p>	<p>NORD1112 NORD1121</p> <p>NORD1112</p> <p>NORD1121</p> <p>NORD1121</p> <p>NORD1112</p> <p>NORD1112 NORD1121</p>
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<p><b>An explanation for embedding Key Transferable Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b></p> <p>Clear and effective written and verbal communication skills are developed throughout the two years through the formative assessment of written and oral work.</p> <p>This work may take a variety of forms - essays, debates, presentations, reflective logs, practical assessments and presentation of reports or ideas.</p> <p>At the commencement of the course, the attention of students will be drawn to the need for effective written and verbal communication in induction and this will be further developed through seminars and students own independent study, supported through comprehensive workshops and lecture sessions.</p> <p>Group work is encouraged via a range of practical tasks and activities embedded across all the modules. Formative assessment will take place in all modules to ensure students understand what is required of them and peer and self-assessment will play a considerable role, how to critically evaluate theirs and others performance, build on that knowledge and develop practice.</p>					
<p><b>Employment Related Skills:</b></p> <p><a href="#">SEEC Level Four descriptors</a> and QAA Subject Specific Benchmark for <a href="#">Early Childhood Studies</a></p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p>	<p><b>Primary:</b> Work based learning (50 hours in placement) and the process of obtaining</p>	A1-8		PDP file Activities	NORD1112 NORD1120

<p>Students will be able to demonstrate an ability to undertake further training and develop new skills within a structured and managed environment, and the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility.</p> <p>In particular to:</p> <ul style="list-style-type: none"> <li>• Reflective Practice and Professional Development action Planning</li> <li>• Observations and assessment of children</li> <li>• Writing and presenting information for different audiences, and in different styles</li> <li>• An ability to work with others</li> <li>• Using ICT appropriately in a range of contexts</li> </ul>	<p>and reflecting upon the placement. Engagement with outside agencies and employers Experiential learning embedded in lectures, workshops and activities.</p> <p><b>Secondary/Supplementar y:</b></p> <ul style="list-style-type: none"> <li>• Coursework of all types</li> <li>• Links between theory and practice</li> <li>• PDP</li> </ul>		<p>LO1, 2, 3, 4, 7</p> <p>LO6, LO3</p> <p>LO5 LO7</p>	<p>PDP file Case studies Formative reflections</p> <p>Academic poster presentation</p>	<p>NORD1112</p> <p>NORD1121 NORD1117 NORD1122</p> <p>NORD1119</p> <p>All modules</p>
<p><b>An explanation for embedding Employment Related Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b> Many of the key transferable skills are also practical and employment skills. However, the examples chosen here are skills which are transferable to any form of employment and are specifically aimed at key components of many jobs. Students are expected to function as Early Years Professionals and progress to developing practice as pedagogues and sector key workers; applying principles of theory in practice.</p>					
<p><b>Practical Skills:</b></p> <p><a href="#">SEEC Level Four descriptors</a> and QAA Subject Specific Benchmark for <a href="#">Early Childhood Studies</a></p> <p><a href="#">Education Studies</a></p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>• Lectures &amp; seminars</li> </ul>	<p>A1 A2</p>	<p>LO2 LO3</p>	<p>PDP and reflective logs</p>	<p>NORD11 12</p>

<ul style="list-style-type: none"> <li>• Practical Skills</li> <li>• Computer and information technology skills</li> <li>• Presentation and oral communication skills</li> <li>• Written communication</li> </ul> <p>Students will be able to demonstrate an ability to apply subject principles in an employment context possibly different from that in which they were first studied; undertake further training, develop existing skills and acquire new competencies that will enable them to assume significant responsibilities within organisations and demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making. In particular:</p> <ul style="list-style-type: none"> <li>• Interactive &amp; group skills</li> <li>• Computer &amp; information technology skills</li> <li>• Presentation &amp; oral communication skills</li> <li>• Written communication</li> <li>• Self-appraisal, reflective practice and professional Development action planning</li> <li>• Practical Skills (subject specific)</li> <li>• Observations &amp; assessment of children via case studies</li> <li>• Report writing</li> <li>• Reflective practice</li> </ul>	<ul style="list-style-type: none"> <li>• Work-based learning module</li> <li>• Library and other research exercises</li> <li>• Group work awareness and practice</li> <li>• Case studies and role play</li> </ul> <p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>• Computer-based learning and assessment</li> <li>• Independent study module</li> </ul>	A8	LO5 LO7	Embedded study skills and formative assessment Academic posters and presentations	NORD11 19
<p><b>An explanation for embedding Practical Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b> Many of the key transferable skills are also practical and employment skills. All modules use practical, experiential and real-world links and activities to further promote the applicability of theory to practice.</p>					

FHEQ level: Level Five					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p><b>knowledge / understanding:</b></p> <p><a href="#">SEEC Level Five descriptors</a> and QAA Subject Specific Benchmark for <a href="#">Early Childhood Studies</a>  <a href="#">Education Studies</a></p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p>	<p><b>Primary:</b>  Lectures and seminars will be used to introduce and teach certain components</p>	<p>A1  A2  A4  A6</p>	<p>LO1  Lo2  Lo3  Lo4  Lo5</p>		

<ul style="list-style-type: none"> <li>• The ability to critically explore and examine cultural and historical features surrounding children and childhood.</li> <li>• Demonstrate knowledge of, and ability to plan, for the assessment, evaluation and the creation and support of improved learning opportunities for young children.</li> <li>• Demonstrate the ability to recognise and challenge inequalities, and to embrace an anti-bias curriculum.</li> <li>• Reflect upon the ethics, both of research and practice with children and families.</li> <li>• Generate and explore hypotheses and research questions relating to young children.</li> </ul>	<p>of all modules. Subject specific of the programme will require reference to peer reviewed journals together with lectures and seminars delivered by subject specialist teams.</p> <p>Tutorial support will be delivered, with a focus on pastoral and study support.</p> <p>Specific workshops for research of literature and critically reviewing that literature are run by the dedicated HE Learning Resources team.</p> <p>Opportunities for practical work and engagement with outside agencies</p> <p><b>Secondary/Supplementary:</b> Further opportunities for, work based learning and trips and events.</p>		Lo6	<p>Literature review and research Evaluation of literature Research proposal</p> <p>Essays</p> <p>Presentation on planned activity</p> <p>Annotated response to professional specification</p> <p>Research proposal</p>	<p>NORD2123 NORD2124 NORD2130</p> <p>NORD2129</p> <p>NORD2129 NORD2125 NORD2123</p> <p>NORD2124</p> <p>NORD2124 NORD2123</p>
<p><b>An explanation for embedding knowledge and understanding through Teaching &amp; Learning and Assessment at this level of the programme:</b></p> <p>Students will develop on their work during the first year, with a focus on developing knowledge &amp; understanding of core concepts. This will be facilitated by workshops enabling students to research effectively, the lectures and seminars, and the developing ability for students to direct their own study. There will be further reliance upon the use of primary sources, particularly peer-reviewed journals, to form core parts of their assessments and materials used in class. Students will engage with a range of different teaching methods, such as lectures and seminars to introduce topics, with group work and formative assessment and feedback enabling constructive developmental feedback.</p>					

Assessment is carried out through a variety of methods such as: case studies, coursework, essays, presentations, reflective logs, workplace engagement, literature reviews etc. Formative work in each module will also be undertaken to ensure that students are fully prepared for the summative assessments. All lecturers will ensure that students have the opportunity to practice on more than one occasion the type of assessment required in each module.

<p><b>Cognitive and Intellectual Skills:</b></p> <p><a href="#">SEEC Level Five descriptors</a> and QAA Subject Specific Benchmark for <a href="#">Early Childhood Studies</a> <a href="#">Education Studies</a></p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <p>Students will be able to demonstrate an ability to apply underlying concepts and principles outside the context in which they were first studied. In particular:</p> <ul style="list-style-type: none"> <li>• Apply knowledge of theory when interpreting experiences. Use experiences to understand theory and reflect on practice.</li> <li>• Analyse and interpret observations and assessment in the light of theory.</li> <li>• Problem solving and research skills.</li> <li>• An ability to identify, recognise and apply key theories, paradigms, concepts and principles.</li> <li>• Demonstrate a critical understanding of the links between key themes: ethics, politics, culture and ideology.</li> </ul>	<p><b>Primary:</b> Lectures will act as introductions to learning outcomes, to establish a firm knowledge base. This will be further developed by the use of seminars to embed and develop the analysis and critical viewpoints and awareness. The use of journals will also enable students to synthesis and establish a core competency of understanding.</p> <p>Tutorial support will be delivered, with a focus on pastoral and study support.</p> <p>Further opportunities for work-based learning will enable students to develop</p>	<p>A1 A2 A4 A6</p>	<p>LO1 LO2 LO4 Lo6</p>	<p>Planned activities and sessions, reflection</p> <p>Research proposals and literature reviews</p>	<p>NORD2129 NORD2123 NORD2124</p>
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	<p>their critical thinking and critical skills</p> <p><b>Secondary/Supplementary:</b> Further opportunities for practical activities, work based learning and trips and events</p>				
<p><b>An explanation for embedding Cognitive and Intellectual Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b></p> <p>The key components of description, analysis, critical evaluation and synthesis will be further developed by a range of critical seminars, guest speakers, and relation to real-world scenarios to establish the theory within the range of professional settings applicable.</p> <p>Assessment is carried out in a variety of ways to prevent over emphasis on one or two particular skills and to accommodate a range of skills and learning styles. Problem solving, planning, evaluation and critical evaluation, using the skills in oral applications and through coursework will judge and support the students' developing skills and also allow the students to be assessed in a balanced way.</p> <p>Students are supported and encouraged to develop their own lines of enquiry and thinking, in pursuing areas of particular interest, selecting their own choice of literature for assignments such as NORD2123, NORD2124 and identifying areas relevant to their own practice in NORD2125 and NORD2129.</p>					
<p><b>Key Transferable Skills:</b></p> <p><a href="#">SEEC Level Five descriptors</a> and QAA Subject Specific Benchmark for <a href="#">Early Childhood Studies</a> <a href="#">Education Studies</a></p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <ul style="list-style-type: none"> <li>An ability to communicate well, adapting interpersonal and communication skills to a range of situations, audiences and degrees of complexity.</li> </ul>	<p><b>Primary:</b> Work based learning will enable students to convert the theoretical and practical skills gained, and establish them within the context of the workplace.</p>	A1, A2	LO2 LO5 LO3 LO7	<p>Presentations</p> <p>Seminar and debate</p>	<p>NORD2129 NORD2124</p>



<ul style="list-style-type: none"> <li>• Demonstration of competency in working alone and as a team, listening carefully to others and reflecting critically on skills and views of oneself and others.</li> <li>• An ability to act with limited supervision and direction, within defined guidelines, accepting responsibility for achieving personal and/or group outcomes and/or outputs.</li> <li>• Competency in presenting information in a range of media and methods</li> <li>• Evidence a reflective and proactive approach to their own learning and progression</li> </ul>	<p>Experiential and practical learning opportunities will further enhance learning and enable students to prepare for work placements, where appropriate.</p> <p>Tutorial support will be delivered, with a focus on pastoral and study support.</p> <p><b>Secondary/Supplementary:</b> Further opportunities for field and practical work, work based learning and trips and events.</p>	<p>A4 A5 A7</p>		<p>Reflection and evaluation of professional skills</p> <p>Reflection and evaluation of professional skills</p>	<p>NORD2125</p> <p>NORD2125 NORD2129</p>
<p><b>An explanation for embedding Key Transferable Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b></p> <p>Clear and effective written and verbal communication skills are developed throughout the two years through the formative assessment of written and oral work. This work may take a variety of forms: essays, debates, presentations, reflective logs, presentation of reports, responses to articles or case studies and in more innovative methods of assessment, such as the response to professional standards and specifications, designing of provision and practice or presenting an artefact, and research proposals.</p> <p>At the commencement of the course, the attention of students will be drawn to the need for effective written and verbal communication in induction and this will be further developed through seminars and students own independent study, supported through comprehensive workshops and lecture sessions. Information Technology will be enabled via the VLE, use of appropriate software.</p> <p>Formative assessment will take place in all modules to ensure students understand what is required of them and also, peer and self-assessment will play a considerable role.</p>					
<p><b>Employment Related Skills:</b></p>					



<p><b>An explanation for embedding Employment Related Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b>  The embedding of WBL and drawing on of professional practice is embedded at the heart of the programme. In addition, the options to specialise in study by selecting the FdA T&amp;L or FdA ECS offers both specialist focus and an early reflection on practice and career development.</p>					
<p><b>Practical Skills:</b></p> <p><a href="#">SEEC Level Five descriptors</a> and QAA Subject Specific Benchmark for <a href="#">Early Childhood Studies</a>  <a href="#">Education Studies</a></p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <p>Students will be able to demonstrate an ability to apply subject principles in an employment context possibly different from that in which they were first studied; undertake further training, develop existing skills and acquire new competencies that will enable them to assume significant responsibilities within organisations and demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making. In particular:</p> <ul style="list-style-type: none"> <li>• Interactive &amp; group skills</li> <li>• Computer &amp; information technology skills</li> <li>• Presentation &amp; oral communication skills</li> <li>• Written communication</li> </ul>	<p><b>Primary:</b></p> <p>Tutorial support will be delivered, with a focus on pastoral and study support.</p> <p>Opportunities for practical work and engagement with outside agencies</p> <p><b>Secondary/Supplementary:</b></p> <p>Further opportunities for field and practical work, work based learning and trips and events appropriate to employment related skills.</p>	<p>A1 A3</p>	<p>LO3 LO5 LO7</p>	<p>Supported further work based learning</p>	<p>NORD2125 NORD2126 NORD2129 NORD2130</p>

<ul style="list-style-type: none"> <li>• Self-appraisal, reflective practice and professional Development action planning</li> <li>• Practical Skills (subject specific)</li> <li>• Observations &amp; assessment of children</li> <li>• Report writing</li> <li>• Reflective practice</li> <li>• Planning for young children's learning and assessment</li> <li>• Planning for enabling and enriching environments</li> </ul>				Presentation Research proposal Design and evaluating spaces	
<p><b>An explanation for embedding Practical Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b></p> <p>The embedding of WBL and drawing on of professional practice is embedded at the heart of the programme. In addition, the options to specialise in study by selecting the FdA T&amp;L or FdA ECS offers both specialist focus and an early reflection on practice and career development. The practical nature of many careers in Education and Early Years mean there is an overlap here with Employability and other skills, and this provides an underpinning rationale and framework to the FdA.</p>					

## 6. Based/Related Learning<sup>6</sup>

**WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:**

FHEQ level: 4					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Work based learning: 50 hours in practice as a minimum: students will be advised at interview that they should expect to undertake the equivalent of one full working day a week in practice: paid or voluntary.	Work experience will be embedded in NORD1112, where students will be encouraged and supported to undertake meaningful CPD in their own practice and/or engage with new roles.	A2 A4 A5	LO3 LO4 LO7	Reflection PDP files Activities and tests	NORD1112
Guest Speakers	Guest speakers will be arranged to time with appropriate content within modules, potentially combining with other FdA guest speakers				All modules will potentially have speakers, trips and /or other activities involving external stakeholders.
	Typically, students are offered training				

<sup>6</sup> The provided table includes only a single line. This will need replicating for each WBL/WRL activity (I.e, placements / real-world industry provided problems to solve / visits / trade shows etc). Additionally, the table should be replicated for each stage of the programme for clarity.

Training and further professional development	in local Safeguarding practice (certificated) and may choose to access First Aid or other courses offered				
<p><b>An explanation of this map:</b></p> <p>Work-based learning is embedded within the core modules. Specific work placement experience may be gained through our partnerships with organisations, or by supporting students to identify areas for development within their existing organisation or source an opportunity for themselves. Students will reflect regarding their skills and skills gaps, which will inform their placement choices and applications.</p>					
<b>FHEQ level: Level Five</b>					
<b>WBL/WRL Activity:</b>	<b>Logistics</b>	<b>Prog Aim</b>	<b>Prog Intended LO</b>	<b>Range of Assessments</b>	<b>Related <u>Core</u> Module(s)</b>
Guest Speakers	Guest speakers will be arranged to time with appropriate content within modules, potentially combining with other FdA guest speakers				
Minimum 50 hours work experience	Work experience will be supported in NORD1112, where students will be encouraged and supported to undertake meaningful CPD in their own practice and/or engage with new roles.	A1 A2 A3 A4 A5	LO2 LO3 LO4	<p>Reflection PDP files Activities and tests</p> <p>Embedded in Level Four: students will be encouraged to continue to gain experience and to draw on professional practice.</p>	<p>All modules at teaching level – in lecture and activities provided</p> <p>All modules will potentially have speakers, trips and /or other activities</p>

Links to own practice and professional development.					involving external stakeholder In assessment: NORD2125
<b>An explanation of this map:</b> Guest speakers and their knowledge will also be drawn upon to further develop students' critical thinking and analytical abilities. The HE Employability Conference at Petroc, and access to key events at Plymouth University, encompasses a broad range of guest speakers, valuable workshops and opportunities to reflect on practice providing students with an opportunity to improve their employment potential.					

# Module Records

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> NORD1122		<b>MODULE TITLE:</b> Key Concepts in the Education of Young Children			
<b>CREDITS:</b> 20		<b>FHEQ Level:</b> 4		<b>JACS CODE:</b> X300	
<b>PRE-REQUISITES:</b> None		<b>CO-REQUISITES:</b> None		<b>COMPENSATABLE:</b> Y	
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> This module examines the contemporary position of Primary Education in the UK, discussing the influences, structure, recent historical changes, outcomes, and discussing future developments.					
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions</i>					
<b>WRITTEN EXAMINATION</b>		<b>COURSEWORK</b>		<b>PRACTICAL</b>	
E1 (Examination)	%	C1 (Coursework)	100 %	P1 (Practical)	0 %
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Health, Education and Society					
Professional body minimum pass mark requirement: N/A					
<b>MODULE AIMS:</b> <ul style="list-style-type: none"> <li>To critically examine the current Educational Provision in the UK for Primary aged children.</li> <li>To evaluate key contemporary concepts in Education, and discuss the influences, changes, and outcomes.</li> </ul>					
<b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> <li>Demonstrate awareness of the current Educational Provision in the UK (LO1)</li> <li>Evidence a questioning stance regarding current policy and practice (LO2)</li> <li>Demonstrate awareness of the underlying values and principles relevant to education studies and a developing personal stance which draws on their knowledge and understanding (LO3)</li> </ol>					
<b>DATE OF APPROVAL:</b> 02/2016		<b>FACULTY/OFFICE:</b> Academic Partnerships			
<b>DATE OF IMPLEMENTATION:</b> 09/2016		<b>SCHOOL/PARTNER:</b> Petroc			
<b>DATE(S) OF APPROVED CHANGE:</b>			<b>TERM/SEMESTER:</b> All year		
Additional notes (for office use only):					



## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 132
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MODULE LEADER: Stephen Pickering	OTHER MODULE STAFF:
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### SUMMARY of MODULE CONTENT

Students will critically analyse a range of contemporary concepts affecting Primary Education in the UK including structure, policies, assessment, and practice. After lectures, formative seminars, and wider reading, students will select as a focus for an essay to reveal their extended understanding.

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Classroom based lectures and activities
Guided Independent study	145	Students should explore areas of interest and find current research publications
Seminars or supported study	25	Students will explore key concepts from informed positions after self-directed study.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		0%	
	T		0%	
Coursework	C1	Essay	100%	LO1,2,3
Practical	P		0%	

Updated by: Stephen Pickering	Date: 07/10/2022	Approved by: Megan Kavanagh	Date: 07/10/2022
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### Recommended Texts and Sources:

Ball, S. (2013) *The Education Debate (Policy and Politics in the Twenty-first Century)* Cambridge: Policy Press.  
Devarakonda, C. (2013) *Diversity & Inclusion in Early Childhood*. London: Sage Publications Ltd.  
Ewens, T. (2014) *Reflective Primary Teaching*. Northwich: Critical Publishing Ltd.  
Frederickson, N. (2002) *Special Educational Needs, Inclusion and Diversity*. Open University Press.  
Hall, F., Hindmarch, D., Hot, D., and Machin, L. (2015) *Supporting Primary Teaching and Learning*. Northwich: Critical Publishing Ltd.  
Parker-Rees, R., Leeson, C., Willan, J. and Savage, J. (2014) *Early Childhood Studies*. 4<sup>th</sup> edn. Exeter: Learning Matters.  
Sangster, M. (ed) (2015) *Challenging Perceptions in Primary Education*. London: Bloomsbury.  
Reed, M. and Walker, R. (2015) *A critical companion to early childhood*. London: Sage.  
Wild, M. and Street, A. (2013) *Themes and debates in early childhood*. London: Sage.

<b>MODULE CODE:</b> NORD1117		<b>MODULE TITLE:</b> Young Children's Welfare and Wellbeing			
<b>CREDITS:</b> 20		<b>FHEQ Level:</b> 4		<b>JACS CODE:</b> X310	
<b>PRE-REQUISITES:</b> None		<b>CO-REQUISITES:</b> none		<b>COMPENSATABLE:</b> Y	
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> Examining the influencing factors on the experience of contemporary childhood in the UK, this module offers an insight into the welfare and wellbeing of children today.					
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions</i>					
<b>WRITTEN EXAMINATION</b>		<b>COURSEWORK</b>		<b>PRACTICAL</b>	
E1 (Examination)	%	C1 (Coursework)	100 %	P1 (Practical)	0 %
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Health, Education and Society					
Professional body minimum pass mark requirement: N/A					
<b>MODULE AIMS:</b> <ul style="list-style-type: none"> <li>To give a sociological framework of children's experiences in the UK</li> <li>To identify social factors that influence the experience of a contemporary childhood in the UK</li> </ul>					
<b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> <li>Identify and evaluate factors that may influence children's development, wellbeing and happiness (LO1)</li> <li>Demonstrate a sound understanding of the breadth of childhood experiences in the UK (LO2)</li> <li>Demonstrate knowledge of how we provide for children within the relevant legislative framework (LO3)</li> </ol>					
<b>DATE OF APPROVAL:</b>		02/2016		<b>FACULTY/OFFICE:</b> Academic Partnerships	
<b>DATE OF IMPLEMENTATION:</b>		09/2016		<b>SCHOOL/PARTNER:</b> Petroc	
<b>DATE(S) OF APPROVED CHANGE:</b>			<b>TERM/SEMESTER:</b> All year		
Additional notes (for office use only):					

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 132
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MODULE LEADER: Stephen Pickering	OTHER MODULE STAFF:
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### SUMMARY of MODULE CONTENT

Examining the experience of childhood in the UK today, this module looks at issues around parenting, families, poverty and how the influences of contemporary society shape and affect a modern childhood.

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Classroom lectures
Seminars, forum discussion, supported study and activities	35	Supported via Moodle and student-led activities
Guided Independent study	145	Students should explore areas of interest and find current research publications
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		0%	
	T		0%	
Coursework	C1	Written evaluation of case studies	100%	LO1, LO2, LO3
Practical	P		0%	

Updated by: Stephen Pickering	Date: 07/10/2022	Approved by: Megan Kavanagh	Date: 07/10/2022
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### Recommended Texts and Sources:

Barker, R. (ed.) (2009) *Making Sense of Every Child Matters*. Bristol: Policy Press.

Brooks, L. (2006) *The story of childhood: growing up in modern Britain*. London: Bloomsbury.

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

Fine, C. (2010) *Delusions of Gender*, London: Icon.

Franklin, B. (ed.) (2002) *The New Handbook of Children's Rights*. London: Routledge.

Gambaro, L., Stewart, K. and Waldfogel, J. (eds.) (2015) *An equal start? : providing quality early education and care for disadvantaged children*. Bristol: The Policy Press.

Layard, R. Dunn, J. (2009) *A Good Childhood*. London: Penguin.

Mukherji, P. and Dryden, L. (2014) *Foundations of Early Childhood*, London: Sage.

Parker-Rees, R., Leeson, C., Willan, J. & Savage, J. (2014) *Early Childhood Studies*. 4<sup>th</sup> edn. Exeter: Learning Matters.

Pugh, G. & Duffy, B. (2014) *Contemporary Issues in The Early Years*. 6<sup>th</sup> edn. London: Sage.

<b>MODULE CODE:</b> NORD1121		<b>MODULE TITLE:</b> Inclusive Practice in Education			
<b>CREDITS:</b> 20		<b>FHEQ Level:</b> 4		<b>JACS CODE:</b> X310	
<b>PRE-REQUISITES:</b> None		<b>CO-REQUISITES:</b> None		<b>COMPENSATABLE:</b> Y	
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> This module introduces some key perspectives on disability; critically examining historical and cultural views of disability. It challenges participants to examine their own attitudes and values. Models of provision and intervention, inclusion and segregation will be explored by experienced Special Education practitioners.					
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	100 %	P1 (Practical)	0 %
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Health, Education and Society					
Professional body minimum pass mark requirement: N/A					
<b>MODULE AIMS:</b> <ul style="list-style-type: none"> <li>To examine disability from a cultural, historical, sociological and political perspectives.</li> <li>To allow each student to reflect on attitudes to disability and inclusion.</li> <li>To explore the educational interventions and models within settings.</li> </ul>					
<b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> <li>Demonstrate knowledge of inclusive practice from a diverse range of perspectives (LO1)</li> <li>Discuss provision for children within the context of the perspectives studied (LO2)</li> <li>To reflect upon own values, experiences and attitudes in the light of this knowledge (LO3)</li> </ol>					
<b>DATE OF APPROVAL:</b>		02/2016		<b>FACULTY/OFFICE:</b> Academic Partnerships	
<b>DATE OF IMPLEMENTATION:</b>		09/2016		<b>SCHOOL/PARTNER:</b> Petroc	
<b>DATE(S) OF APPROVED CHANGE:</b>			<b>TERM/SEMESTER:</b> All year		
Additional notes (for office use only):					

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 132
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MODULE LEADER: Steve Berry	OTHER MODULE STAFF:
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### SUMMARY of MODULE CONTENT

Through a series of lectures and seminars, students will evaluate some key theories, thinkers, and contemporary issues affecting inclusive practice in educational contexts. Case studies and seminar discussion with peers will offer opportunities for reflective practice, where personal attitudes and ethos can be examined.

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	35	Classroom based lectures and activities
Guided Independent study, supported study.	155	Students should explore areas of interest and find current research publications
Seminars	10	Students will explore case studies from informed positions after self-directed study.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		0%	
	T		0%	
Coursework	C1	Reflective Essay	100%	LO1-3
Practical	P		100%	

Updated by: Stephen Pickering	Date: 07/10/2022	Approved by: Megan Kavanagh	Date: 07/10/2022
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### Recommended Texts and Sources:

Borsay, A. (2005) *Disability and social policy in Britain since 1750* Basingstoke: Palgrave Macmillan.

Devarakonda, C. (2013) *Diversity & Inclusion in Early Childhood*. London: Sage Publications Ltd.

Ewens, T. (2014) *Reflective Primary Teaching*. Northwich: Critical Publishing Ltd.

Frederickson, N. (2002). *Special Educational Needs, Inclusion and Diversity*. Open University Press.

Hall, F., Hindmarch, D., Hot, D., & Machin, L. (2015) *Supporting Primary Teaching and Learning*. Northwich: Critical Publishing Ltd.

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

Martin-Denham, S. (2015) *Teaching children and young people with special educational needs and disabilities*. London: Sage.

Mukherji, P. & Dryden, L. (2014) *Foundations of Early Childhood*, London: Sage.

Pugh, G. & Duffy, B. (2014) *Contemporary Issues in The Early Years*. 6<sup>th</sup> edn. London: Sage.

Warnock, M. (1978) *Special Educational Needs: Report of the committee of enquiry into the education of handicapped children and young people*. London: HMSO.

Warnock, M. (2010) *Special Educational Needs: A New Look (Key Debates in Educational Policy)* 2<sup>nd</sup> edn. London: Continuum.

Wild, M. & Street, A. (2013) *Themes and debates in early childhood*. London: Sage.

Wyness, M. (2012) *Childhood and Society*. 2nd edn. Basingstoke: Palgrave Macmillan.

<b>MODULE CODE:</b> NORD1112		<b>MODULE TITLE:</b> Professional Skills and Development			
<b>CREDITS:</b> 20		<b>FHEQ Level:</b> 4		<b>JACS CODE:</b> X900/ L430	
<b>PRE-REQUISITES:</b> None		<b>CO-REQUISITES:</b> None		<b>COMPENSATABLE:</b> Y	
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> This module is designed to enable students to demonstrate that they have all the qualities and transferable skills necessary for appropriate academic work and in employment requiring the exercise of responsibility and decision making, including the ability to relate their professional practice to underlying theory and principles.					
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions]</i>					
<b>WRITTEN EXAMINATION</b>		<b>COURSEWORK</b>		<b>PRACTICAL</b>	
E1 (Examination)	%	C1 (Coursework)	100 %	P1 (Practical)	0 %
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Health, Education and Society					
Professional body minimum pass mark requirement: N/A					
<b>MODULE AIMS:</b> <ul style="list-style-type: none"> <li>To enable students to develop a comprehensive portfolio of evidence that supports their career development and practice.</li> <li>To enable students to demonstrate an approach to their practice that is informed by up to date and relevant theoretical perspectives.</li> <li>To support students in developing as autonomous learners</li> </ul>					
<b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> <li>Demonstrate how relevant theoretical perspectives have informed and enhanced your practical experience and/or knowledge within your subject area (LO1)</li> <li>Plan for, reflect upon, and demonstrate with evidence from own practice, the ability to work independently and in a team, using effective communication skills (LO2)</li> <li>Evaluate your weaknesses and strengths in relation to your experiential learning. Plan for the development of skills towards your career goals. Reflect upon fulfilling your potential role within the work place/organisation (LO3)</li> <li>Demonstrate an ability to identify, locate, analyse, correctly acknowledge, and use information within their subject area (LO4)</li> </ol>					
<b>DATE OF APPROVAL:</b>		02/2016		<b>FACULTY/OFFICE:</b> Academic Partnerships	
<b>DATE OF IMPLEMENTATION:</b>		09/2016		<b>SCHOOL/PARTNER:</b> Petroc	
<b>DATE(S) OF APPROVED CHANGE:</b>				<b>TERM/SEMESTER:</b> All year	
Additional notes (for office use only):					

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 132
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MODULE LEADER: Polly Kinnear	OTHER MODULE STAFF:
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### SUMMARY of MODULE CONTENT

Through a series of tutorials, and specialist referral as necessary, students will be introduced to:

- Academic literacy and research conventions in their chosen field;
- The requirements of professional practice
- Informed reflection, self-evaluation and personal action planning;
- Relevant ICT competences to support academic and professional practice;
- Information Literacy, including search strategies, identification and critical selection of quality scholarly information.

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	35	Lectures on study skills, academic practice and employability skills support theory covered in reflective practice, theories of learning and professional development, and subject-specific focus as required.
Workshops	15	Learning Resources and key skills workshops
Planning for professional development and work based learning	50	Supported preparation for Work Based Learning and future professional development: CV building, identifying skills for development, participating in events and workshops.
Guided Independent study	85	Students should explore areas of interest and find current research publications
Tutorials or support	15	Subject specific or tutorial support
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E_		0%	
	T_		0%	
Coursework	C1	Personal Development Portfolio	100%	with assessed academic reflective written pieces and evidence of professional planning and progression (LO1-4_
Practical	P		0%	

Updated by: Stephen Pickering	Date: 07/10/2022	Approved by: Megan Kavanagh	Date: 07/10/2022
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### Recommended Texts and Sources:

Bedford, D. and Wilson, E. (2006) Study skills for Foundation Degrees. London: David Fulton.

Bedford, D. and Wilson, E. (2009) Study Skills for part-time students. Essex: Pearson Education.

Bolton, G. (2005) Reflective practice. London: Sage.

Cottrell, S. and Morris, N. (2012) Study skills connected: using technology to support your studies. Basingstoke: Palgrave Macmillan.



Cottrell, S. (2008) The study skills handbook. Basingstoke: Palgrave McMillan.

Crème, P. and Lea, M. R. (2008). Writing at university. 3rd edn. Maidenhead: Open University Press.

Ewens, T. (2014) Reflective primary teaching. Northwich: Critical Publishing. [E-book]

Northedge, A. (2005) The good study guide. 2nd edn. Milton Keynes: Open University Press.

Parker-Rees, R., Leeson, C., Willan, J. & Savage, J. (2014) Early Childhood Studies. 4th edn. Exeter: Learning Matters.

Pears, R. Shields, S. (2013) Cite them right: the essential guide to referencing. 9th edition. Newcastle-upon-Tyne: Pear Tree Books.

Pugh, G. & Duffy, B. (2014) Contemporary Issues in The Early Years. 6th edn. London: Sage.

Turner, J. (2002) How to Study: A Short Introduction. London: Sage.

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> NORD1119		<b>MODULE TITLE:</b> International Educational Perspectives			
<b>CREDITS:</b> 20		<b>FHEQ Level:</b> 4		<b>JACS CODE:</b> X310	
<b>PRE-REQUISITES:</b> None		<b>CO-REQUISITES:</b> None		<b>COMPENSATABLE:</b> Y	
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> The module introduces patterns of educational provision for young children in the UK, and compares this with educational provision from around the world.					
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	70 %	P1 (Practical)	30 %
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Health, Education and Society					
Professional body minimum pass mark requirement: N/A					
<b>MODULE AIMS:</b> To identify the key thinkers and ideological approaches to Early Years educational provision in the UK. Comparison of UK and international perspectives will reveal influencing factors.					
<b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> <li>1. Identify key thinkers and ideological approaches to educational provision in the UK (LO1)</li> <li>2. Compare UK and international educational provision, and acknowledge influencing factors (LO2)</li> <li>3. Evidence knowledge and understanding of children's rights in relation to educational contexts (LO3)</li> </ol>					
<b>DATE OF APPROVAL:</b> 02/2016		<b>FACULTY/OFFICE:</b> Academic Partnerships			
<b>DATE OF IMPLEMENTATION:</b> 09/2016		<b>SCHOOL/PARTNER:</b> Petroc			
<b>DATE(S) OF APPROVED CHANGE:</b>		<b>TERM/SEMESTER:</b> All year			
Additional notes (for office use only):					

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE:132
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MODULE LEADER: Stephen Pickering	OTHER MODULE STAFF:
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### SUMMARY of MODULE CONTENT

Students will explore the key thinkers and ideological approaches shaping Early Years educational provision in the UK. They will compare UK provision with international provision, and will conduct educational research to discover which factors shape this provision in a self-selected nation.

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	This will include lectures, student tasks, and participation in online forums.
Workshops and supervision	25	Guided workshops to prepare academic posters or presentations, peer study and guided research workshops.
Guided Independent study	145	Students should explore areas of interest and find current research publications
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		0%	
	T		0%	
Coursework	C1	Poster	100%	Design of an academic poster (LO1-3)
Practical	P1	Presentation	100%	Presentation of an academic poster (LO1-3)

Updated by: Stephen Pickering	Date: 07/10/2022	Approved by: Megan Kavanagh	Date: 07/10/2022
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### Recommended Texts and Sources:

Dalhberg, G. & Moss, P. (2007) *Beyond Quality in Early Childhood Education and Care: Languages of Evaluation*. 2<sup>nd</sup> edn. London: Routledge.

McInnes, K., Howard, J., Miles, G., & Crowley, K. (2011) 'Differences in practitioners' understanding of play and how this influences pedagogy and children's perceptions of play,' *Early Years: An International Journal of Research and Development*, 31:2, 121-133.

Miller, L. & Pound, L. (2011) *Theories and approaches to Learning in the Early Years*. London: Sage.

Moyles, J. (2014) *The Excellence of Play*. 4th edn. Buckingham: Open University Press.

Mukherji, P. & Dryden, L. (2014) *Foundations of early childhood. Principles and practice*. London: Sage.

Neuman, M. (2007) 'Governance of Early Childhood Education & Care in OCED countries.' *British Educational Research Journal*. 33:6 pp 927.

Parker-Rees, R., Leeson, C., Willan, J., & Savage, J. (2014) *Early Childhood Studies*. 4<sup>th</sup> edn. Exeter: Learning Matters.

Pugh, G. & Duffy, B. (2014) *Contemporary Issues in The Early Years*. 6<sup>th</sup> edn. London: Sage.

Wallerstedt, C. & Pramling, N. (2012) 'Learning to play in a goal-directed practice.' *Early Years: An International Journal of Research and Development*. 32:1, 5-15.

<b>MODULE CODE:</b> NORD1120		<b>MODULE TITLE:</b> Theories of Learning and Development			
<b>CREDITS:</b> 20		<b>FHEQ Level:</b> 4		<b>JACS CODE:</b> W310	
<b>PRE-REQUISITES:</b> None		<b>CO-REQUISITES:</b> None		<b>COMPENSATABLE:</b> Y	
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> Introducing theories of children's cognitive development, this module will investigate key concepts in terms of relevance to practice with young children. Contemporary inclusive early years practice will be explored through application of relevant psychological theories.					
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions</i>					
<b>WRITTEN EXAMINATION</b>		<b>COURSEWORK</b>		<b>PRACTICAL</b>	
E1 (Examination)	%	C1 (Coursework)	100 %	P1 (Practical)	0 %
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Health, Education and Society					
Professional body minimum pass mark requirement: N/A					
<b>MODULE AIMS:</b> <ul style="list-style-type: none"> <li>The module explores key theories of learning and development and grounds these theories in the actual contexts of early years practice</li> <li>The module introduces students to a wide range of psychological theories of learning and will consider the applicability of these theories in students' experience and practice.</li> <li>The module also considers other key factors such as inclusive practice, which impact learning in both formal and informal learning contexts. Students will link this module's content to all areas of child development studied on the programme.</li> </ul>					
<b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> <li>Identify and evaluate key theories of child development and learning (LO1)</li> <li>Evidence a sound understanding of how theory can be applied to practice (LO2)</li> <li>Reflect upon own learning and practice (LO3)</li> </ol>					
<b>DATE OF APPROVAL:</b> 02/2016		<b>FACULTY/OFFICE:</b> Academic Partnerships			
<b>DATE OF IMPLEMENTATION:</b> 09/2016		<b>SCHOOL/PARTNER:</b> Petroc			
<b>DATE(S) OF APPROVED CHANGE:</b>		<b>TERM/SEMESTER:</b> All year			
Additional notes (for office use only):					

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 132
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MODULE LEADER: Stephen Pickering	OTHER MODULE STAFF:
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### SUMMARY of MODULE CONTENT

Theories of children's cognitive development will be explored. Students will investigate why psychological theories have relevance, and how this understanding informs contemporary inclusive practice.

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	35	Classroom based lectures and activities
Guided Independent study, supported study	165	Students should explore areas of interest and find current research publications
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		0%	
	T		0%	
Coursework	C1	Evaluation of a planned activity	100%	Written evaluation, with links to theory studied and professional development (LO1,2,3)
Practical	P		0%	

Updated by: Stephen Pickering	Date: 07/10/2022	Approved by: Megan Kavanagh	Date: 07/10/2022
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### Recommended Texts and Sources:

Bee, H. and Boyd, D. (2010). *The Developing Child*. (12th edn) Boston: Allyn & Bacon.  
Doherty, J. and Hughes, M. (2009) *Child Development: Theory and Practice 0-11*. Harlow: Pearson Education Ltd.  
Gray, C. and MacBlain, S. (2012) *Learning Theories in Childhood*. London: Sage.  
Gross, R. (2010) *Psychology. The science of mind and behaviour*. (6th edn) Oxon: Hodder.  
Hobart, C. and Frankel, J. (2009) *A practical guide to child observation and assessment* (3rd edn) Cheltenham: Nelson Thornes.  
Keenan, T. and Evans, S. (2009). *An Introduction to Child Development* (2nd edn) London: SAGE Foundations of Psychology Publications.  
Lindon, J. (2016) *Understanding child development: linking theory and practice*. (2nd edn) London: Hodder Education.  
Smidt, S. (2008) *Introducing Vygotsky*. Oxford: Routledge.  
Smith, P., Cowie, H. & Blades, M. (2011) *Understanding Children's Development* (4th edn) Oxford: John Wiley & Sons.

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> NORD2123		<b>MODULE TITLE:</b> Perspectives on Childhood	
<b>CREDITS:</b> 20		<b>FHEQ Level:</b> 5	<b>JACS CODE:</b> 132
<b>PRE-REQUISITES:</b> None		<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> This module allows students to make an in-depth study of a particular area of interest relevant to Education, Children, or the Early Years. Using their research skills, students will compile a literature review in a chosen topic, negotiated with the module leader, preparing themselves for future academic progression.			
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions</i>			
<b>WRITTEN EXAMINATION</b>		<b>COURSEWORK</b>	
<b>E1 (Examination)</b>	%	<b>C1 (Coursework)</b>	100 %
<b>E2 (Clinical Examination)</b>	%	<b>A1 (Generic Assessment)</b>	%
<b>T1 (Test)</b>	%		
<b>PRACTICAL</b>			
		<b>P1 (Practical)</b>	0 %
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked:   Health, Education and Society			
Professional body minimum pass mark requirement: N/A			
<b>MODULE AIMS:</b> <ul style="list-style-type: none"> <li>To allow for in-depth study of a topic of a student's choice.</li> <li>To develop independent work habits and research skills.</li> <li>To facilitate the production of a critical exploration of an area of educational importance.</li> <li>To develop and hone skills in identifying, finding, and critically evaluating secondary research in order to compile a comprehensive literature review.</li> </ul>			
<b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> <li>Demonstrate an appropriate level of conceptual understanding in their chosen area (LO1)</li> <li>Demonstrate an appropriate knowledge of the literature pertinent to their chosen question (LO2)</li> <li>Present findings in a recognised academic format as a literature review (LO3)</li> </ol>			
<b>DATE OF APPROVAL:</b>		<b>02/2016</b>	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>		<b>09/2017</b>	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b>			<b>TERM/SEMESTER:</b> All year
Additional notes (for office use only):			

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 132
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MODULE LEADER: Kelly Hudson	OTHER MODULE STAFF:
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### SUMMARY of MODULE CONTENT

Students will identify a topic of professional or academic interest, and compile a critically evaluative literature review.

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	20	Lectures on structure and research, including targeted group workshops
Supervision and tutorial	15	1:1, peer, online and group tutorials supervising and advising research.
Guided Independent study	165	Students should explore areas of interest and find current research publications
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		0%	
	T		0%	
Coursework	C1	Literature Review	100%	LO1-3
Practical	P		0%	

Updated by: Stephen Pickering	Date: 07/10/2022	Approved by: Megan Kavanagh	Date: 07/10/2022
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### Recommended Texts and Sources:

Crème, P. and Lea, M.R. (2008). *Writing at university*. 3<sup>rd</sup> edn. Maidenhead: Open University Press.

Elmes, D. G. Kantowitz, B. H. Roediger, H. I. (2003) *Research Methods in Psychology*. Belmont USA: Thomson Wadsworth.

Flick, U. (2015) *Introducing Research Methodology*, 2<sup>nd</sup> edn. London: Sage.

Lambert, M. (2013) *A beginners guide to doing your education research project*. London: Sage.

Mukherji, P. and Albon, D. (2012) *Research methods in early childhood*. London: Sage.

Pears, R. Shields, S. (2013) *Cite them right: the essential guide to referencing*. 9<sup>th</sup> edition. Newcastle-upon-Tyne: Pear Tree Books.

Ridley, D. (2009) *The literature review: A step-by-step guide for students*. London: Sage.

Roberts-Holmes, G. (2005) *Doing your Early Years Research Project*. London: Paul Chapman Publishing.

Walker, R. and Solvason, C. (2014) *Success with your early years project*. London: Sage.

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> NORD2124		<b>MODULE TITLE:</b> Researching Childhood																											
<b>CREDITS:</b> 20		<b>FHEQ Level:</b> 5		<b>JACS CODE:</b> X310																									
<b>PRE-REQUISITES:</b> None		<b>CO-REQUISITES:</b> None		<b>COMPENSATABLE:</b> Y																									
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> Students will become aware of some of the ethical issues in research with children and families, whilst critically evaluating methodology and existing research. Participative research methods and the wider subject of children's rights in, and contribution to, research will be explored.																													
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions</i> <table border="1"> <thead> <tr> <th colspan="2">WRITTEN EXAMINATION</th> <th colspan="2">COURSEWORK</th> <th colspan="2">PRACTICAL</th> </tr> </thead> <tbody> <tr> <td>E1 (Examination)</td> <td>%</td> <td>C1 (Coursework)</td> <td>50 %</td> <td>P1 (Practical)</td> <td>50 %</td> </tr> <tr> <td>E2 (Clinical Examination)</td> <td>%</td> <td>A1 (Generic Assessment)</td> <td>%</td> <td></td> <td></td> </tr> <tr> <td>T1 (Test)</td> <td>%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						WRITTEN EXAMINATION		COURSEWORK		PRACTICAL		E1 (Examination)	%	C1 (Coursework)	50 %	P1 (Practical)	50 %	E2 (Clinical Examination)	%	A1 (Generic Assessment)	%			T1 (Test)	%				
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL																									
E1 (Examination)	%	C1 (Coursework)	50 %	P1 (Practical)	50 %																								
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%																										
T1 (Test)	%																												
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Health, Education and Society																													
Professional body minimum pass mark requirement: N/A																													
<b>MODULE AIMS:</b> To provide a sound knowledge base of ethics and methodology when researching with children and families, preparing students for professional and academic progression.																													
<b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> <li>1. Demonstrate a critical understanding of the ethical issues and protocol relating to making studies of children and families (LO1)</li> <li>2. Present a research proposal suitable for a small-scale research project with children (LO2)</li> <li>3. Critically evaluate an existing piece of research, demonstrating understanding of methodology and ethics (LO3)</li> </ol>																													
<b>DATE OF APPROVAL:</b> 02/2016		<b>FACULTY/OFFICE:</b> Academic Partnerships																											
<b>DATE OF IMPLEMENTATION:</b> 09/2016		<b>SCHOOL/PARTNER:</b> Petroc																											
<b>DATE(S) OF APPROVED CHANGE:</b>		<b>TERM/SEMESTER:</b> All year																											
Additional notes (for office use only):																													



## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 132
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MODULE LEADER: Stephen Pickering	OTHER MODULE STAFF:
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### SUMMARY of MODULE CONTENT

An initial examination of the rights of children in practice and in society develops a critical stance from which to explore ethics, methodology, and children's participation in research at every level.

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Classroom based lectures
Seminars	20	Online and group seminars, peer creation of WIKI or fora
Guided Independent study, supported study	150	Students should explore areas of interest and find current research publications
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		0%	
	T		0%	
Coursework	C1	Critical evaluation of a piece of research	100%	Critical evaluation of a piece of research
Practical	P1	Presentation	100%	Presentation of a proposal for a small scale project

Updated by: Stephen Pickering	Date: 07/10/2022	Approved by: Megan Kavanagh	Date: 07/10/2022
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### Recommended Texts and Sources:

Babbie, E. (2014) *The Practice of Social Research*. 11<sup>th</sup> edn. Belmont: Wadsworth Press.  
Bell, J. (2005) *Doing your research project*. 4<sup>th</sup> edn. London: Sage  
Clark, A and Moss, P. (2001) *Listening to children: the mosaic approach*, National Children's Bureau  
Christensen, P. and James, A. (2008) *Research with children. Perspectives and practice*. Abingdon: Routledge.  
Cohen, L., Manion, L. and Morrison, K. (2007) *Research Methods in Education*. 6<sup>th</sup> edn. Oxon: Taylor and Francis  
Coleyshaw et al (2012) Listening to Children's Perspectives:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/183412/DfE-RR239b\\_report.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183412/DfE-RR239b_report.pdf)  
Flick, U. (2011) *Introducing Research methodology: a Beginners Guide to Doing a research project*. London :Sage (or later/earlier editions)  
NCB: guidelines for research with children and young people:  
[http://www.ncb.org.uk/media/434791/guidelines\\_for\\_research\\_with\\_cyp.pdf](http://www.ncb.org.uk/media/434791/guidelines_for_research_with_cyp.pdf)  
Palaiologou, I. (2012) *Ethical practice in Early Childhood*. Ebrary [online]. Available at  
<http://dawsonera.com/depp/reader/protected/external/AbstractViews/S9781446264508>  
Roberts-Holmes, G. (2011) *Doing your early years research project*. London: Sage.

<b>MODULE CODE:</b> NORD2125		<b>MODULE TITLE:</b> Multi Agency Working	
<b>CREDITS:</b> 20		<b>FHEQ Level:</b> 5	
<b>JACS CODE:</b> L520			
<b>PRE-REQUISITES:</b> None		<b>CO-REQUISITES:</b> None	
<b>COMPENSATABLE:</b> Y			

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

Building on previous study of interpersonal skills and group processes, this module looks at the influence of multi-professional teams in meeting the needs of children. The legislation and codes of practice that guide teams will be examined, along with a critical examination of the barriers to successful multi-agency working in the UK.

**ELEMENTS OF ASSESSMENT** *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	100 %	P1 (Practical)	0 %
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked: Health, Education and Society

Professional body minimum pass mark requirement: N/A

**MODULE AIMS:**

- To critically examine the roles & responsibilities of those working with young children and families.
- To identify skills and understandings needed for multi-professional teams.
- To reflect on the establishment of supportive and effective professional relationships.
- To analyse the influence of effective multi-professional teams on children and their families, with reference to Serious Case Reviews and relevant literature.

**ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*

At the end of the module the learner will be expected to be able to:

1. Identify, analyse, and critically compare the skills, responsibilities and roles of a range of professionals working with young children (LO1)
2. Discuss the ethical issues involved in multi-professional teams (LO2)
3. Demonstrate understanding of the barriers to successful multi-agency working (LO3)

<b>DATE OF APPROVAL:</b>	02/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b>	09/2016	<b>SCHOOL/PARTNER:</b>	Petroc
<b>DATE(S) OF APPROVED CHANGE:</b>		<b>TERM/SEMESTER:</b>	All year

Additional notes (for office use only):

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 132
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MODULE LEADER: Steve Berry	OTHER MODULE STAFF:
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### SUMMARY of MODULE CONTENT

Using guest speakers and professionals from a range of agencies in the 'Team Around the Child', students will be given the opportunity to gain an insight into contemporary multi-agency working. Challenges, barriers, and opportunities will be explored, with opportunities for reflective links to be made to students' own practice.

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	35	Classroom lectures and activities.
Guest speakers and/or professional input	10	Local Children's Services, Children's Centres, Police, Community Nursing, SALT and other agencies
Guided Independent study	155	Students should explore areas of interest and find current research publications
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		0%	
	T		0%	
Coursework	C1	Written evaluation	100%	Evaluation of theoretical serious case review. LO1-3
Practical	P1		0%	

Updated by: Stephen Pickering	Date: 07/10/2022	Approved by: Megan Kavanagh	Date: 07/10/2022
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### Recommended Texts and Sources:

Adamson & Deverell (2009) 'CAF in the country: implementing the Common Assessment Framework in a rural area'. *Child & Family Social Work* 2009:14 pp400-409

Moran, P., Jacobs, C., Bunn, A. & Bifulco, A. (2006) 'Multi-agency working: implications for an early-intervention social work team'. *Child and Family Social Work* 2007:12 pp143-151

Mukherji, P. & Dryden, L. (2014) *Foundations of early childhood. Principles and practice*. London: Sage.

Palaiologou, I. (2012) *Ethical Practice in Early Childhood*. Sage: London.

Parker-Rees, R., Leeson, C., Willan, J. and Savage, J. (2014) *Early Childhood Studies*. 4<sup>th</sup> edn. Exeter: Learning Matters.

Percy-Smith, J. (2005) *What works in strategic partnership working for children*. Ilford: Barnardo's.

Siraj-Blatchford, I. Clarke, K. and Needham, M. (2007) *The Team Around the Child*. Stoke on Trent: Trentham Books.

Stuart, K. (2012) 'Leading multi-professional teams in the children's workforce: an action research project'. *International Journal of Integrated Care* 12, 13 January 2012.

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> NORD2126		<b>MODULE TITLE:</b> Children's Spaces	
<b>CREDITS:</b> 20	<b>FHEQ Level:</b> 5	<b>JACS CODE:</b> 132	
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y	
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> This module presents a critical approach to children's spaces in the Early Years: in Education, Outdoors, and in wider society. Drawing on theories of learning outside, and evaluating existing spaces where children live and learn, students will consider the influences on provision, practice, and outcomes for children's health, safety, and wellbeing.			
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions</i>			
<b>WRITTEN EXAMINATION</b>		<b>COURSEWORK</b>	
<b>E1 (Examination)</b>	%	<b>C1 (Coursework)</b>	70 %
<b>E2 (Clinical Examination)</b>	%	<b>A1 (Generic Assessment)</b>	%
<b>T1 (Test)</b>	%		
<b>PRACTICAL</b>			
		<b>P1 (Practical)</b>	30%
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Health, Education and Society			
Professional body minimum pass mark requirement: N/A			
<b>MODULE AIMS:</b> <ul style="list-style-type: none"> <li>To increase awareness of holistic development in the child.</li> <li>To evaluate spaces for children linked to theoretical understandings of movement, development, and children's wellbeing.</li> <li>To consider the influencing factors in where children live and learn, and the impact of those spaces.</li> </ul>			
<b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> <li>Understand the importance of spaces and places in the lives of children, critically evaluating existing provision (LO1)</li> <li>Demonstrate a sound understanding of influences on the design and provision of spaces for children (LO2)</li> </ol>			
<b>DATE OF APPROVAL:</b>		<b>FACULTY/OFFICE:</b>	
02/2016		Academic Partnerships	
<b>DATE OF IMPLEMENTATION:</b>		<b>SCHOOL/PARTNER:</b>	
09/2016		Petroc	
<b>DATE(S) OF APPROVED CHANGE:</b>		<b>TERM/SEMESTER:</b>	
		All year	
Additional notes (for office use only):			

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 132
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MODULE LEADER: Polly Kinnear	OTHER MODULE STAFF:
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### SUMMARY of MODULE CONTENT

Students will be given the opportunity to consider the range of spaces children inhabit, including classroom and nursery design, access to the outdoors, playground and play-space design and provision, and the wider concept of spaces for children in society.

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Classroom activities and lectures.
Seminars and group sessions	20	Planning and design of space as a formative peer exercise, evaluation of existing spaces and provision, with relevant visits where feasible.
Guided Independent study	150	Students should explore areas of interest and find current research publications
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		0%	
	T		0%	
Coursework	C1	Written Evaluation	100%	Essay LO1-2
Practical	P1	PowerPoint presentation	100%	Presenting PowerPoint

Updated by: Stephen Pickering	Date: 07/10/2022	Approved by: Megan Kavanagh	Date: 07/10/2022
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#### Recommended Texts and Sources:

- Archer, C. & Siraj, I. (2015) *Encouraging physical development through movement play*. London: Sage.
- Berit, B. (2010) 'Realizing children's right to participation in early childhood settings: some critical issues in a Norwegian context,' *Early Years*, 30: 3, 205–218.
- Clark, A. (2007) 'Views from inside the shed: young children's perspectives of the outdoor environment,' *Education 3 – 13*, 35: 4, 349 – 363.
- Dudek, M. (2012) *Spaces for Young Children, Second Edition: A practical guide to planning, designing and building the perfect space*. (2<sup>nd</sup> edn) London: National Children's Bureau Enterprises Ltd.
- Edgington, M. (2002) *The Great Outdoors: developing children's learning through outdoor experiences*. London: Early Education.
- Goouch, K. (2008) Understanding playful pedagogies, play narratives and play spaces. *Early Years* 28 (1), 93-102
- Herrington, S. Lesmeister, C. (2006) 'The design of landscapes at child-care centres: Seven Cs'. *Landscape Research*. 31, 1, 63–82.
- Jansson, M. (2010) 'Attractive playgrounds: some factors affecting user interest and visiting patterns.' *Landscape Research*. 35: 1, 63 – 81.
- Klaar, S. & Öhman, J. (2014) 'Doing, knowing, caring and feeling: exploring relations between nature-oriented teaching and preschool children's learning,' *International Journal of Early Years Education* 22:1, 37-58, DOI: 10.1080/09669760.2013.809655
- Little, H. Eager, D. (2010) 'Risk, challenge and safety: implications for play quality and playground design', *European Early Childhood Education Research Journal*, 18: 4
- Maynard, T. (2007) Forest Schools in Great Britain: an initial exploration. *Contemporary Issues in Early Childhood* . 8 (4) pp320-331
- Montgomery, H. (ed) (2013) *Local Childhoods, Global Issues*, 2<sup>nd</sup> edn. Bristol: Policy Press.
- Nundy, S. Dillon, J & Dowd, P. (2009) 'Improving and encouraging teacher confidence in out-of-classroom learning: the impact of the Hampshire Trailblazer project on 3-13 curriculum practitioners,' *Education 3 – 13*, 37: 1, 61 – 73.
- Warden, C. (2015) *Learning with nature : embedding outdoor practice*. London: SAGE.
- White, J. (2008) *Playing and learning outdoors making provision for high-quality experiences in the outdoor environment*. Abingdon: Routledge
- White, S. (ed.) (2011) *Children Learning Outside the Classroom*. London: Sage.

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b>	NORD2129	<b>MODULE TITLE:</b>	Supporting Wellbeing in Educational Settings		
<b>CREDITS:</b>	20	<b>FHEQ Level:</b>	5	<b>JACS CODE:</b>	X110
<b>PRE-REQUISITES:</b>	None	<b>CO-REQUISITES:</b>	None	<b>COMPENSATABLE:</b>	Y
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> A diverse range of factors influence children's wellbeing including policy, places, and people. This module explores opportunities and challenges for enhanced social and emotional development in educational settings.					
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	70 %	P1 (Practical)	30 %
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked: Health, Education and Society					
Professional body minimum pass mark requirement: N/A					
<b>MODULE AIMS:</b> <ul style="list-style-type: none"> <li>Critically analyse strategies to support children's social and emotional development in educational settings.</li> <li>Evaluate the practitioner role within educational contexts.</li> </ul>					
<b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> <li>Understand young children's social and emotional development (LO1)</li> <li>Demonstrate enhanced understanding of educational support strategies (LO2)</li> <li>Discuss potential barriers to developing resilience in practice (LO3)</li> </ol>					
<b>DATE OF APPROVAL:</b>	02/2016	<b>FACULTY/OFFICE:</b>	Academic Partnerships		
<b>DATE OF IMPLEMENTATION:</b>	09/2017	<b>SCHOOL/PARTNER:</b>	Petroc		
<b>DATE(S) OF APPROVED CHANGE:</b>		<b>TERM/SEMESTER:</b>	All year		
Additional notes (for office use only):					



## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 132
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MODULE LEADER: Katy Schnitzler	OTHER MODULE STAFF:
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### SUMMARY of MODULE CONTENT

Students will extend their understanding of social and emotional development in childhood by considering a range of support strategies encountered in educational contexts. Challenges, barriers and opportunities to developing resilience will be analysed, and students will construct summative presentations to convey their enhanced understanding.

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures and seminars	25	Guided seminars, online participation and classroom lectures
Guided Independent study	175	Students should explore areas of interest and find current research publications
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		0%	
	T		0%	
Coursework	C1	Portfolio	100%	Plan activity with portfolio/evidence LO1, 2, 3
Practical	P1	Presentation	100%	

Updated by: Stephen Pickering	Date: 07/10/2022	Approved by: Megan Kavanagh	Date: 07/10/2022
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### Recommended Texts and Sources:

Blackburn, C. (No Date) 'The Diverse Communication Needs of Young Children in the Foundation Stage: Reflecting on Policy to Practice Issues'. Birmingham City University. Available at: <http://www.tactyc.org.uk/pdfs/Reflection-Blackburn.pdf>

Dowling, M. (2014) *Young children's personal social and emotional development*. London: Sage.

Haddon, A. Goodman, H. Park, J., and Deakin Crick, R. (2005) 'Evaluating Emotional Literacy in Schools: The Development of the School Emotional Environment for Learning Survey'. *Pastoral Care in Education: An International Journal of Personal, Social and Emotional Development*, 23:4, 5-16

Goleman, D. (1996) *Emotional Intelligence*. London: Bloomsbury

Hallam, S. (2009) 'An Evaluation of the Social and Emotional Aspects of Learning programme.' *Oxford Review of Education* 35:3pp313-330

Green, S., Peterson, R., Lewis, J. (2006) 'Language and Literacy promotion in early childhood settings: a survey of centre-based Practices'. *Early Childhood Research Publications*. 8:1.

Martin-Denham, S. (2015) *Teaching children and young people with special educational needs and disabilities*. London: Sage.

McDaniel, B., Braiden, H-J., and Hassan, R. (No Date) *The Incredible Years Parenting Programme No.1 2 Policy & Practice briefing*. Northern Ireland: Barnado's.

Mroz, M. (2006) 'Teaching in the foundation stage- how current systems support teachers' knowledge and understanding of children's speech and language'. *International Journal of Early Education*. 14:1. Pp 45.61

Mukherji, P. & Dryden, L. (2014) *Foundations of early childhood. Principles and practice*. London: Sage

Roberts, R. (2002) *Self esteem and early learning*. 2<sup>nd</sup> edn. London: Paul Chapman Publishing.

Sharp, P. (2001) *Nurturing Emotional Literacy*. London: David Fulton Publishers.

**SECTION A: DEFINITIVE MODULE RECORD.** *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

<b>MODULE CODE:</b> NORD2130		<b>MODULE TITLE:</b> Curriculum and Assessment for Young Children			
<b>CREDITS:</b> 20		<b>FHEQ Level:</b> 5		<b>JACS CODE:</b> X110	
<b>PRE-REQUISITES:</b> None		<b>CO-REQUISITES:</b> None		<b>COMPENSATABLE:</b> Y	
<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> This module offers a critical approach to the contemporary position in Education on concepts of assessment, and curriculum design. Alternative strategies for assessment will be evaluated, challenges and barriers explored.					
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions]</i>					
<b>WRITTEN EXAMINATION</b>		<b>COURSEWORK</b>		<b>PRACTICAL</b>	
E1 (Examination)	%	C1 (Coursework)	50%	P1 (Practical)	50 %
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				
<b>SUBJECT ASSESSMENT PANEL</b> Group to which module should be linked:				Health, Education and Society	
Professional body minimum pass mark requirement: N/A					
<b>MODULE AIMS:</b> <ul style="list-style-type: none"> <li>To provide a comprehensive overview of current UK policy and practice in relation to Curriculum and Assessment in Early Years and Primary education.</li> <li>To critically evaluate the social and political influences on practice.</li> </ul>					
<b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i> At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> <li>Demonstrate detailed knowledge of the UK's approach to curriculum and assessment (LO1)</li> <li>Critically evaluate current provision, identifying social and political influences (LO2)</li> <li>Demonstrate a broad understanding of current UK Primary and Early Years Educational Provision, specifically the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process (LO3)</li> </ol>					
<b>DATE OF APPROVAL:</b>		02/2014		<b>FACULTY/OFFICE:</b> Academic Partnerships	
<b>DATE OF IMPLEMENTATION:</b>		09/2017		<b>SCHOOL/PARTNER:</b> Petroc	
<b>DATE(S) OF APPROVED CHANGE:</b>				<b>TERM/SEMESTER:</b> All year	
Additional notes (for office use only):					



## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 132
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MODULE LEADER: Kelly Hudson	OTHER MODULE STAFF:
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### SUMMARY of MODULE CONTENT

Students will critically analyse the contemporary position in Education of assessment and curriculum design. Through lectures, class-based activities, and wider reading, they will extend their understanding of strategies for assessment and will explore challenges and barriers.

### SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures, seminars and activities	35	Guided seminars, online participation and classroom lectures
Guided Independent study	165	Students should explore areas of interest and find current research publications
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		0%	
	T		0%	
Coursework	C1	Written evaluation	100%	
Practical	P1	Presentation	100%	

Updated by: Stephen Pickering	Date: 07/10/2022	Approved by: Megan Kavanagh	Date: 07/10/2022
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### Recommended Texts and Sources:

Devarakonda, C. (2013) *Diversity & Inclusion in Early Childhood*. London: Sage Publications Ltd.

Dubiel, J. (2016) *Effective assessment in the early years foundation stage*. 2nd edn. London: SAGE.

Ewens, T. (2014) *Reflective Primary Teaching*. Northwich: Critical Publishing Ltd.

Hall, F., Hindmarch, D., Hot, D., and Machin, L. (2015) *Supporting Primary Teaching and Learning*. Northwich: Critical Publishing Ltd.

Jones, R. and Wyse, D. (2013) *Creativity in the primary curriculum*. (2<sup>nd</sup> edn) Abingdon: Routledge.

Male, B. (2012) *The primary curriculum design handbook: preparing our children for the 21st century*. London: Continuum.

Martin-Denham, S. (2015) *Teaching children and young people with special educational needs and disabilities*. London: Sage.

Mukherji, P. Dryden, L. (2014) *Foundations of Early Childhood*, London: Sage.

Pugh, G. & Duffy, B. (2014) *Contemporary Issues in The Early Years*. 6<sup>th</sup> edn. London: Sage.

Sewell, K. (ed). (2015) *Planning the Primary National Curriculum: a complete guide for trainees and teachers*. Exeter: Learning Matters.

Wild, M. and Street, A. (2013) *Themes and debates in early childhood*. London: Sage.