

PETROC



**UNIVERSITY OF
PLYMOUTH**

**ACADEMIC PARTNERSHIPS
PROGRAMME QUALITY
HANDBOOK
2023-24**

FdA Early Childhood Studies

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Welcome and Introduction

Welcome to the FdA Early Childhood Studies delivered at North Devon by Petroc, in partnership with the University of Plymouth.

The Foundation degree in Early Childhood Studies offers a comprehensive and in-depth knowledge of young children's development, and the provision of innovative practice to support students' 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 plan and deliver professionally linked and relevant activities.

The development of graduate skills is a priority for all the teaching staff and a minimum of 50 hours of placement in an Early Years relevant workplace setting 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.

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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://www.plymouth.ac.uk/your-university/governance/student-handbook>
- Your Module Guides available at https://my.petroc.ac.uk/moodle/moodle_3/course/view.php?id=697
- Your University of Plymouth Student Handbook available at <https://www.plymouth.ac.uk/your-university/governance/student-handbook>

Programme Specification

Programme Title: FdA Early Childhood Studies

Partner Delivering Institution: Petroc

Start Date: September 2023

First Award Date: July 2025(Full-time), July 2026 (Part-time)

Date(s) of Revision(s) to this Document: 11/09/2023

This programme specification template aligns with recommendations within the UK Quality Code for Higher Education¹. 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 programmes².

¹QAA, 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 11th May 2015.

² If required please contact Academic Partnerships Programme Administration for assistance.

1. Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	Petroc
Accrediting Body:	N/A
Language of Study:	English ³
Mode of Study:	Full and Part time
Final Award:	FdA Early Childhood Studies
Intermediate Award:	N/A
Programme Title:	FdA Early Childhood Studies
UCAS Code:	CLXO
JACS Code:	X310
Benchmarks:	Informed by the QAA Benchmark for Early Childhood Studies available: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-early-childhood-studies.pdf
	and the Foundation Degree Qualifications Benchmark.
Date of Programme Approval:	23rd February 2016

2. Brief Description of the Programme

The Foundation degree in Early Childhood Studies offers a comprehensive and in-depth knowledge of young children's development, and the provision of innovative practice to support students' 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 plan and deliver professionally linked and relevant activities.

The development of graduate skills is a priority for all the teaching staff and a minimum of 50 hours of placement in an Early Years relevant workplace setting 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

³ Unless otherwise approved through Plymouth University's Academic Development and Partnerships Committee

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.

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

N/A

4. Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available on the extranet: <https://www.plymouth.ac.uk/student-life/academic-regulations>)

None

- Programme Aims

The programme will deliver:

- A:1 opportunity to acquire a variety of skills, concepts and learning experiences to enhance their employment potential and opportunities for further study and professional development. Students will be able to demonstrate skills and knowledge acquired in practical or professional experience across a number of modules, and are given the opportunity to apply theory to real-life settings.
- A:2 the opportunity to develop an ability to reflect upon an range of historical, philosophical, psychological, sociological, cultural and other perspectives, and consider how these influence understandings of children and childhood nationally and globally.
- A:3 the promotion 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 opportunity for students to develop knowledge of the interrelated factors that affect children's development and learning in a variety of contexts. By 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 in an Early Years workplace.
- A:5 preparation for learners to develop as advocates of children's rights and needs, and creatively implement policies set for best practice in working with young children and their families, demonstrating the ability to recognise and challenge inequalities in society, and to embrace an anti-bias curriculum

- A:6 a grounding for those students who wish to take advantage of progressing to an honours degree programme, widening participation in Higher Education, supporting academic and professional skills.
- A:7 The opportunity for students to lead, support and work collaboratively with others and gain an understanding of working effectively in teams with parents, carers and other professionals

5. 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 Early Years Practice with 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 specific to the Early Years Sector.
- LO4: Evidence knowledge and understanding of children's rights, anti-discriminatory practice, and how to protect and promote those rights as an Early Years practitioner.
- LO5: Demonstrate key academic skills in order to confidently progress to further professional or academic achievement.
- LO6: Demonstrate a broad understanding of current UK Provision for young children.
- 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.

Distinctive Features

The Foundation degree offered in Early Childhood Studies is an important feature in the local Early Years sector: offering practitioners a chance to formalise and improve on their skills and to develop their career paths. The qualification appeals both to those already working in the sector, returning to work and progressing from full-time education, offering both the breadth of knowledge that the broader subject focus allows, while giving the opportunity for specialism and a focused career path into BA (hons) degree progression and post-graduate study. The majority of our students progress to the full honours degree via a number of progression pathways and remain in the local workforce: as managers, teachers, health workers, 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 on the programme

The FdA Early Childhood Studies is the preferred choice for those who see their professional progression in the wider field of Early Years, as opposed to a definite focus on Primary or Early Years teaching, or who want to study a broad base of relevant modules without yet being ready to decide on a definite career path within the Early Years sector. The wealth of opportunities to investigate potential careers, make local professional links, and extend professional knowledge makes this foundation degree an ideal choice for learners whose interests extend across the range of disciplines, professions, and specialisms when working with children and families in the Early Years.

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)

7. Progression Route(s)

On completion of the FdA Early Childhood Studies, 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.

Students who successfully complete the FdA Early Childhood Studies may progress to the following:

BA (Hons) Early Childhood Studies (entry at Level 6) – University of Plymouth

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

BA (Hons) Education (entry at Level 6) - University of Plymouth

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

8. Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
<p>Level 2:</p> <ol style="list-style-type: none"> 1. Key Skills requirement / Higher Level Diploma: and/or 2. GCSEs required at Grade C or above: 	<p>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.</p>
<p>Level 3: at least one of the following:</p> <ol style="list-style-type: none"> 3. AS/A Levels 4. Advanced Level Diploma: 5. BTEC National Certificate/Diploma: 6. VDA: AGNVQ, AVCE, AVS: 7. Access to HE or Year 0 provision: 8. International Baccalaureate: 9. Irish / Scottish Highers / Advanced Highers: 	<p>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</p> <p>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.</p>
<p>Work Experience:</p>	<p>Considered on individual merit</p>
<p>Other HE qualifications / non-standard awards or experiences:</p>	<p>Appropriate subject areas will normally be in related disciplines, however qualifications in others subjects may be considered and discussed at interview.</p>

<p>APEL / APCL⁴ possibilities:</p>	<p>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.</p>
<p>Interview / Portfolio requirements:</p>	<p>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.</p>
<p>Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:</p>	<p>Students will be asked to fund a portable DBS check or provide evidence of clearance already held. This can be processed through Petroc.</p>

⁴ Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

10. 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 Early Childhood Studies has two External Examiners that work across the FdA Early Childhood Studies, FdA Early Years Practice, and the FdA Teaching and Learning, each has responsibility for the specialist modules on each course and between them they cover the common modules.

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.

FHEQ level: Level Four For: Early Childhood Studies 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	NORD1116 Interpersonal Skills; leadership and teamwork
Year one	All year	Core	20	NORD1117 Young Children's Welfare and Wellbeing
Year one	All year	Core	20	NORD1118 Policy and Provision for the Early Years
Year one	All year	Core	20	NORD1119 International Educational Perspectives
Year one	All year	Core	20	NORD1120 Theories of Learning and Development
FHEQ level: Level Five For: Early Childhood Studies 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	NORD2127 Health and Physical Wellbeing
Year Two	All Year	Core	20	NORD2128 Social and Emotional Development



FHEQ level: **Four and Five** For: Early Childhood Studies 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	NORD1118 Policy and Provision for the Early Years
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	NORD1120 Theories of Learning and Development
Year Two	All year	Core	20	NORD2126 Children's Spaces
Year Two	All year	Core	20	NORD2128 Social and Emotional Development
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	NORD2127 Health and Physical Wellbeing
Year Three	All year	Core	20	NORD2123 Perspectives on Childhood

11. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment⁵

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>Knowledge / Understanding: <u>SEEC Level Four descriptors</u> and QAA Subject Specific Benchmark for <u>Early Childhood Studies</u> and for <u>Education Studies</u></p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p>	<p>Primary: Lectures and seminars will be used</p>	<p>A1 A3 A6</p>	<p>LO1 LO2 LO3</p>		

⁵ 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>1. Knowledge/ Understanding</p> <p>Students will be able to demonstrate a knowledge of the underlying concepts and 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. In particular:</p> <ul style="list-style-type: none"> • Theories of learning & development in young children. • Factors affecting child development .Interactions within groups & society • The methodology & ethics of observations, assessment & research of children’s development • The range of provision for children through social policies, health and education structures. • Considering the cultural, historical and political contexts in the UK and comparative study of structures in other countries. • Models of disability, influencing factors, policies & procedures of inclusion, best practice and anti-discriminatory principles: demonstrate the ability to recognise and challenge inequalities, and to embrace an anti-bias curriculum 	<p>to introduce and teach certain components of all modules.</p> <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>Secondary/Supplementary: Further opportunities for practical activities, work based learning and trips and events.</p> <ul style="list-style-type: none"> • Case studies • presentations of own learning on chosen topics • use of internet & other information sources 		<p>LO2 LO5 LO6</p>	<p>Case studies, essays, formative assignments and seminars. Evaluations of activities and plans</p> <p>Response to case studies.</p> <p>Essay, formative assignments and debates.</p>	<p>NORD1120 NORD1117</p> <p>NORD1117</p> <p>NORD1118</p> <p>NORD1119</p> <p>NORD1120 NORD1117</p>
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				<p>Academic poster presentation</p> <p>Response to case studies. Formative seminars. Guest speakers and training.</p>	
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme:</p> <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.</p>					
<p>Cognitive and Intellectual Skills: <u>SEEC Level Four descriptors</u> and QAA Subject Specific Benchmark for <u>Early Childhood Studies</u> and for <u>Education Studies</u></p>					

<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> 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. Demonstrate knowledge and awareness of professional and practical skills such as working with others, leading and supporting peers, parents, children, and other professionals. Demonstrate competency in IT and research skills Awareness and reflection upon self and others, within a spirit of research and inquiry 	<p>Primary: 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.</p>	A2 A3 A4	LO1 LO2	<p>Reflective assessments Academic posters</p>	NORD1117 NORD1119
	<p>Tutorial support will be delivered, with a focus on pastoral and study support.</p>	A1 A6	LO7 LO6	<p>Essays and written accounts</p> <p>Reflection on group activities and peer reviews</p>	NORD1116 NORD1112
	<p>Secondary/Supplementary: <ul style="list-style-type: none"> Case studies & problem solving exercises Research reports & presentations </p>	A1 A3	LO5 LO3	<p>PDP file Reflective Accounts Peer Appraisals</p>	All modules NORD1112 NORD1116 NORD1120
	<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme:</p>				

Assessment is carried out in a variety of innovative ways to prevent over emphasis on one or two particular skills and to accommodate a range of skills and learning styles. Students are supported through workshops, online learning activities and environments, small and larger group work, supported independent learning, and research supervision.

Key Transferable Skills:

[SEEC Level Four descriptors](#) and QAA Subject Specific Benchmark for [Early Childhood Studies](#) and for [Education Studies](#)

Primary:
Work based learning will enable students to convert the theoretical and practical skills gained, and establish them within the context of the workplace.

Outdoor and experiential activities will further enhance learning and enable students to prepare for work placements, where appropriate.

A1
A3
A7

By the end of this level of this programme the students will be able to demonstrate for a threshold pass:

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, 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:

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<ul style="list-style-type: none"> ● Reflective, observation & assessment skills ● Self-management based on own learning style ● Communication & interpersonal skills ● Work effectively and supportively within a team to maintain agreed responsibilities and deadlines ● Sensitively meets obligations to others acknowledging diversity and equality of opportunity ● Competency in presenting information in a range of media and methods ● Evidence a reflective and proactive approach to their own learning and progression 	<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>Secondary/Supplementary:</p> <ul style="list-style-type: none"> ● Class, seminar and work-based interactions, feedback and assessments <p>Workshops and dedicated study skills support in NORD1112.</p>	<p>A2 A6 A4</p> <p>A7</p>	<p>LO3 LO5 LO7</p> <p>LO3</p> <p>LO4</p> <p>LO5</p> <p>LO7</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 NORD1120 NORD1117</p> <p>NORD1112</p> <p>NORD1117 NORD1118</p> <p>NORD1120</p> <p>NORD1112</p> <p>NORD1112 NORD1120 NORD1117</p>
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:</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, practical assessments and presentation of reports or ideas.

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.

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.

Employment Related Skills:

SEEC Level Four descriptors and
QAA Subject Specific Benchmark for
Early Childhood Studies
and for Education Studies

Primary:
Work based learning
(50 hours in
placement) and the
process of obtaining
and reflecting upon
the placement.

A1
A3
A7

PDP file
Peer
Appraisals
and
reflections

NORD1112
NORD1116

By the end of this level of this programme the students will be able to demonstrate for a threshold pass:

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

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<p>transferable skills necessary for employment requiring the exercise of personal responsibility.</p> <p>In particular to:</p> <ul style="list-style-type: none"> ● Reflective Practice and Professional Development action Planning ● Observations and assessment of children ● Writing and presenting information for different audiences, and in different styles ● An ability to work with others ● Using ICT appropriately in a range of contexts 	<p>Engagement with outside agencies and employers</p> <p>Experiential learning embedded in lectures, workshops and activities.</p> <p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> ● Coursework of all types ● Links between theory and practice ● PDP 		<p>LO1, 2, 3, 4, 7</p> <p>LO6, LO3</p> <p>LO5 LO7</p>	<p>PDP file</p> <p>Case studies</p> <p>Formative reflections</p> <p>Group work and peer reviews</p> <p>Academic poster presentation</p>	<p>NORD1112</p> <p>NORD1120 NORD1117 NORD1116</p> <p>NORD1119</p> <p>All modules</p>
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>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>Practical Skills:</p>					

<p><u>SEEC Level Four descriptors and QAA Subject Specific Benchmark for Early Childhood Studies and for Education Studies</u></p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> ● Practical Skills (subject specific) ● Computer and information technology skills ● Presentation and oral communication skills ● Written communication <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"> ● Interactive & group skills ● Computer & information 	<p>Primary:</p> <ul style="list-style-type: none"> ● Lectures & seminars ● Work-based learning module ● Library and other research exercises ● Group work awareness and practice ● Case studies and role play <p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> ● Computer-based learning and assessment ● Independent study module 	<p>A1 A2 A3 A6</p>	<p>LO2 LO3 LO5 LO7</p>	<p>Academic Posters Presentations Assessing and creating policy and provision</p>	<p>NORD1112 NORD1116 NORD1118</p>
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technology skills

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<ul style="list-style-type: none"> ● Presentation & oral communication skills ● Written communication ● Self-appraisal, reflective practice and professional Development action planning ● Practical Skills (subject specific) ● Observations & assessment of children via case studies ● Report writing ● Reflective practice 					
<p>An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: 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>Knowledge / Understanding:</p> <p>SEEC Level Five descriptors and QAA Subject Specific Benchmark for Early Childhood Studies</p> <p>and for Education Studies</p>					

Opportunities for practical work and engagement with outside agencies

Secondary/Supplementary:
Further opportunities for, work based learning and trips and events.

professional specification

Research proposal

NORD21
24

NORD21
24
NORD21
23

An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme:

Students will develop on their work during the first year, with a focus on developing knowledge & 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.

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.

Cognitive and Intellectual Skills:

[SEEC Level Five descriptors](#) and
QAA Subject Specific Benchmark for
[Early Childhood Studies](#)
and for [Education Studies](#)

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<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</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"> ● Apply knowledge of theory when interpreting experiences. Use experiences to understand theory and reflect on practice. ● Analyse and interpret observations and assessment in the light of theory. ● Problem solving and research skills. ● An ability to identify, recognise and apply key theories, paradigms, concepts and principles. ● Demonstrate a critical understanding of the links between key themes: ethics, politics, culture and ideology. 	<p>Primary: 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 their critical thinking and critical skills</p> <p>Secondary/Supplementary:</p>	<p>A4</p> <p>A2</p> <p>A6</p> <p>A3</p>	<p>LO1 LO2 LO7</p> <p>LO3 LO5</p> <p>LO4 LO6 LO7</p>	<p>Reflective accounts Written evaluation and plans of practice</p> <p>Planned activities and sessions, reflection on plans.</p> <p>Written accounts Research proposal and literature review</p>	<p>NORD21 23 NORD21 26 NORD21 27</p> <p>NORD21 226 NORD21 27</p> <p>NORD21 23 NORD21 24</p>
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Further opportunities for practical activities, work based learning and trips and events

An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme:

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.

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.

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 NORD2128.

Key Transferable Skills:

[SEEC Level Five descriptors](#) and QAA Subject Specific Benchmark for [Early Childhood Studies](#)

and for [Education Studies](#)

Primary:
Work based learning will enable students to convert the theoretical and practical skills

A1, A2

LO2
LO5

Presentations
Seminar and debate

NORD21
26
NORD21
24

By the end of this level of this programme the students will be able to demonstrate for a threshold pass:

- An ability to communicate well, adapting interpersonal and communication skills to a range of situations, audiences and

gained, and establish them within the

LO3

<p>degrees of complexity.</p> <ul style="list-style-type: none"> • 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. • An ability to act with limited supervision and direction, within defined guidelines, accepting responsibility for achieving personal and/or group outcomes and/or outputs. • Competency in presenting information in a range of media and methods • Evidence a reflective and proactive approach to their own learning and progression 	<p>context of the workplace.</p> <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>Secondary/Supplementary: Further opportunities for field and practical work, work based learning and trips and events.</p>	<p>A4 A5 A7</p>	<p>LO6</p> <p>LO5 LO3 LO2</p>	<p>Reflection and evaluation of professional skills</p> <p>Research proposal and Literature reviews</p> <p>Response to person specification</p> <p>Reflection and evaluation of professional skills</p>	<p>NORD21 25</p> <p>NORD21 23 NORD21 24</p> <p>NORD21 25</p> <p>NORD21 25 NORD21 28 NORD21 26</p>
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An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:

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. 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.

Formative assessment will take place in all modules to ensure students understand what is required of them while peer and self- assessment will play a considerable role.

Employment Related Skills:

[SEEC Level Five descriptors](#) and
QAA Subject Specific Benchmark for
[Early Childhood Studies](#)
and for [Education Studies](#)

Primary:
Work based learning
(50 hours in
placement) and the
process of obtaining
and reflecting upon
the placement
continued into Level
5.

Engagement with

A1
A3

LO2
LO3

Reflection and
evaluation of
professional
skills

Presentation of
plans

NORD21
25
NORD21
28

By the end of this level of this programme the students will be able to demonstrate for a threshold pass:

- Evidence of having undertaken Work Based Learning, principally at Stage 4 but ongoing, and had meaningful contact with outside agencies, providers and/or employers, specifically to have related theory to their own skills or practice, and developed

outside agencies and employers				
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<p>according to conclusions drawn from these reflections.</p> <ul style="list-style-type: none"> • To have developed the skills necessary for self-managed and lifelong learning (e.g. working independently, time management, organisational, leadership and knowledge transfer skills) • To have identified and worked towards targets for personal, academic and career development • To have developed an adaptable, flexible and effective approach to study and work. 	<p>Experiential learning embedded in lectures, workshops and practical activities.</p> <p>Secondary/Supplementary: Further opportunities for practical work, work based learning and trips and events appropriate to employment related skills.</p>		<p>LO5 LO6 LO7</p>	<p>Reflection and evaluation of professional skills</p> <p>Reflection and evaluation of professional skills</p>	<p>NORD21 25</p> <p>NORD21 25</p>
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: 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&L or FdA ECS offers both specialist focus and an early reflection on practice and career development.</p>					

Students are encouraged to extend this work-based learning and reflection beyond Level 4 and into Level 5 and their personal practice.

Practical Skills:

[SEEC Level Five descriptors](#) and
QAA Subject Specific Benchmark for
[Early Childhood Studies](#)
and for [Education Studies](#)

Primary:

Tutorial support will be delivered, with a focus on pastoral and study support.

Opportunities for practical work and engagement with outside agencies

Secondary/Supplementary:

Further opportunities for field and practical work, work based learning and trips and events appropriate to employment related skills.

A1
A3
A6
A7

Presentation
Research
proposal

NORD21
25
NORD21
26
NORD21

By the end of this level of this programme the students will be able to demonstrate for a threshold pass:

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:

- Interactive & group skills
- Computer & information technology skills
- Presentation & oral communication skills
- Written communication

Module Records

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

MODULE CODE: NORD1116	MODULE TITLE: Interpersonal Skills: leadership & team work
CREDITS: 20	FHEQ Level: 4 JACS CODE: X310

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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<p>SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i></p> <p>This module introduces theoretical approaches to understanding interpersonal skills and explores the difficulties of membership of a team in the contemporary Early Years Sector. Leadership and decision-making within a professional context will be explored. There will be experiential opportunities to practice in small groups and analyse group processes through the development of analytic and reflective skills.</p>
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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
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<p>MODULE AIMS:</p> <ul style="list-style-type: none"> • To raise awareness of understanding group processes and need for interpersonal skills within teams in a contemporary Early Years sector. • To understand roles and responsibilities within teams. • To analyse and reflect upon group processes and communication skills • To understand the importance of self-awareness, professionalism and reflective practice in the workplace.
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<p>ASSESSED LEARNING OUTCOMES: <i>(additional guidance below)</i></p> <p>At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> 1. Identify, interpret and evaluate group roles, responsibilities and processes (LO1) 2. Participate in small group experiential activities, demonstrating awareness of the principles of interpersonal skills (LO2) 3. Reflect upon own role and responsibility within a variety of professional situations (LO3)

DATE OF APPROVAL: 02/2016	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2016	SCHOOL/PARTNER: Petroc
DATE(S) OF APPROVED CHANGE:	TERM/SEMESTER: 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: 2023/2024	NATIONAL COST CENTRE: 132
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MODULE LEADER: Steve Berry	OTHER MODULE STAFF:
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SUMMARY of MODULE CONTENT

Working in assigned groups, students have the freedom to identify, design, and carry out a small project working with outside agencies as relevant. Reflection on this experience with links made to theories of interpersonal communication, personal motivation, leadership, personality, and professional practice will form the main assessment. Students are also required to appraise both their own performance and that of their peers, with this 'peer review' comprising part of their eventual grade for the module.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	35	Classroom based lectures
Project supervision	30	Supervision and tutorial support
Team work	35	Group working time in assigned teams
Guided Independent study	100	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%	
			Total = 0%	
Coursework	C1	Reflective essay	90%	Reflective essay (LO 1,2,3) building on professional experience, the team task, and peer appraisals (LO2,3)
	C2	Peer appraisals	10%	
			100%	
Practical	P		100%	

Updated by: Polly Kinnear	Date: 29/09/2023	Approved by: Polly Kinnear	Date: 29/09/2023
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Recommended Texts and Sources:

Bolton. G. (2005) *Reflective Practice*. London: Sage.

Daly, M., Byers. E. and Taylor, W. (2009) *Early years management in practice* 2nd edn. Harlow: Pearson Education Ltd.

Davis, G. and Ryder, G. (2016) *Leading in early childhood*. London: SAGE.

De Janasz, S., Dowd, K.O. and Schneider, B.Z. (2009) *Interpersonal skills in organisations*. 3rd edn. New York: McGraw-Hill/Irwin.

Envy, R. Walters, R. (2013) *Becoming a practitioner in the Early Years*. Exeter: Learning Matters.

Furnham, A. (2005) *The psychology of behaviour at work: the individual in the organisation*. 2nd edn. Hove: Psychology Press.

Handy, C. (1993) *Understanding organisations*. 4th edn. London: Penguin.

Hargie, O. (2006) *The handbook of communication skills*. 3rd edn. London: Routledge.

Jackson, D, Needham, M. (2014) *Engaging with parents in Early Years settings*, London: Sage.

Moyles, J. (2006) *Effective leadership and management in the early years*. Berkshire: Open University Press.

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

Paige-Smith, A. Craft, A. (2009) *Developing Reflective Practice in the Early Years*, Maidenhead: Open University Press.

Reed, M, Walker, R. (2014) *A critical companion to Early Childhood*, London: Sage.

Rodd, J. (2006) *Leadership in Early Childhood*. 3rd edn. Maidenhead: Open University Press.

Whalley, M. (2008) *Leading Practice in Early Years Settings*, Exeter: Learning Matters.

Wright, B. (2007) *Interpersonal skills*. Keswick: M&K Publishing.

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

MODULE CODE:	NORD1117	MODULE TITLE:	Young Children's Welfare & Wellbeing
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CREDITS: 20	FHEQ Level: 4	JACS CODE: X310
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PRE-REQUISITES: None	CO-REQUISITES: none	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: (*max 425 characters*)

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.

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 give a sociological framework of children's experiences in the UK
- To identify social factors that influence the experience of a contemporary childhood in the UK

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Identify and evaluate factors that may influence children's development, wellbeing and happiness (LO1)
2. Demonstrate a sound understanding of the breadth of childhood experiences in the UK (LO2)
3. Demonstrate knowledge of how we provide for children within the relevant legislative framework (LO3)

DATE OF APPROVAL:	02/2016	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2016	SCHOOL/PARTNER:	Petroc
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	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: 2023/2024	NATIONAL COST CENTRE: 132
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MODULE LEADER: Steve Berry	OTHER MODULE STAFF:
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<p>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.</p>

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Classroom lectures
Seminars, forum discussion and activities	20	Supported via Moodle and student-led activities
Guided Independent study	150	Students should explore areas of interest and find current research publications
Total	<u>200</u>	(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: Polly Kinnear	Date: 11/09/2023	Approved by: Polly Kinnear	Date: 29/09/2023
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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*. 4th edn. Exeter: Learning Matters.

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

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: 2023/2024	NATIONAL COST CENTRE: 132
MODULE LEADER: Polly Kinnear	OTHER MODULE STAFF: ECS Team

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	30	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	10	Learning Resources and key skills workshops
Planning for professional development and work based learning	60	Supported preparation for Work Based Learning and future professional development: CV building, identifying skills for development, participating in events and workshops.
Guided Independent study	90	Students should explore areas of interest and find current research publications
Tutorials	10	Subject specific or tutorial support
Total	<u>200</u>	(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	Personal Development Portfolio	100%	with assessed academic reflective written pieces and evidence of professional planning and progression (LO1-4_
Practical	P		0%	

Updated by: Polly Kinnear	Date: 29/09/2023	Approved by: Polly Kinnear	Date: 29/09/2023
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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 Macmillan.
- 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.

MODULE CODE:	NORD1118	MODULE TITLE:	Policy and Provision for the Early Years
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CREDITS: 20	FHEQ Level: 4	JACS CODE: X310
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: (max 425 characters)
 This module provides an overview of legislation relating to children's welfare, wellbeing and protection. A focus on the rights of children and evaluating policy, provision, and practice in light of a rights-based perspective is key.

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 provide an overview of UK legislation, policy, and provision for young children, with a focus on contemporary political change and social policy, and children's rights and welfare.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
 At the end of the module the learner will be expected to be able to:

1. Demonstrate knowledge of how we provide for children within the relevant legislative framework in the UK (LO1)
2. Outline and evaluate key policy, provision, and legislation for young children in the UK in light of Children's Rights and Welfare (LO2)
3. Evidence a broad understanding of the range of factors influencing the wellbeing of children (LO3)

DATE OF APPROVAL:	02/2016	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2016	SCHOOL/PARTNER:	Petroc
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	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: 2023/2024	NATIONAL COST CENTRE: 132
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MODULE LEADER: Polly Kinnear	OTHER MODULE STAFF:
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SUMMARY of MODULE CONTENT

Examining the current framework of policy, legislation, and provision for young children in the UK, this module will ask students to critically examine political policy and influence, the role of state and parents, the Rights of children, and the efficacy of current protection and provision in childhood.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Classroom lectures
Seminars and discussion	10	Presentation of ideas, reading and findings around an area of policy and provision
Guided Independent study	160	Students should explore areas of interest and find current research publications
Total	<u>200</u>	(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 of policy	100%	Written evaluation of policy and provision with a focus agreed with module lead. (LO1-3)
Practical	P		0%	

Updated by: Polly Kinnear	Date: 29/09/2023	Approved by: Polly Kinnear	Date: 29/09/2023
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Recommended Texts and Sources:

Alderson, P. (2008) *Young Children's Rights*. 2ndedn. London: Jessica King.

Baldock, P. Fitzgerald, D. and Kay, J. (2013) *Understanding Early Years Policy*. 3rd edn. London: Chapman.

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.

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

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

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

Siraj-Blatchford, I. Clarke, K. Needham, M. (2008) *The team around the child*, Stoke on Trent: Trentham

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

MODULE CODE: NORD1119	MODULE TITLE: International Educational Perspectives
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CREDITS: 20	FHEQ Level: 4	JACS CODE: X310
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 The module introduces patterns of educational provision for young children in the UK, and compares this with educational provision from around the world.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	70 %	P1 (Practical)	30 %
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 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.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*
 At the end of the module the learner will be expected to be able to:
 1. Identify key thinkers and ideological approaches to educational provision in the UK (LO1)
 2. Compare UK and international educational provision, and acknowledge influencing factors (LO2)
 3. Evidence knowledge and understanding of children’s rights in relation to educational contexts (LO3)

DATE OF APPROVAL:	02/2016	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2016	SCHOOL/PARTNER:	Petroc
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	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: 2023/2024	NATIONAL COST CENTRE: 132
MODULE LEADER: Polly Kinnear	OTHER MODULE STAFF: Elisha Nicholls

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	40	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	135	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	Poster	100%	Design of an academic poster (LO1-3)
Practical	P1	Presentation	100%	Presentation of an academic poster (LO1-3)

Updated by: Polly Kinnear	Date: 11/09/2023	Approved by: Polly Kinnear	Date: 29/09/2023
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Recommended Texts and Sources:

Dalberg, G. & Moss, P. (2007) *Beyond Quality in Early Childhood Education and Care: Languages of Evaluation*. 2nd 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 OECD countries.' *British Educational Research Journal*. 33:6 pp 927.

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

Pugh, G. & Duffy, B. (2014) *Contemporary Issues in The Early Years*. 6th 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-

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

MODULE CODE:	NORD1120	MODULE TITLE:	Theories of Learning and Development
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CREDITS: 20	FHEQ Level: 4	JACS CODE: W310
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 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.

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:**
- The module explores key theories of learning and development and grounds these theories in the actual contexts of early years practice
 - 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.
 - 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.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*
 At the end of the module the learner will be expected to be able to:

1. Identify and evaluate key theories of child development and learning (LO1)
2. Evidence a sound understanding of how theory can be applied to practice (LO2)
3. Reflect upon own learning and practice (LO3)

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

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2023/2024	NATIONAL COST CENTRE: 132
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MODULE LEADER: Polly Kinnear	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	45	Classroom based lectures and activities
Guided Independent study	140	Students should explore areas of interest and find current research publications
Total	<u>200</u>	(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	Evaluation of a planned activity	100%	Written evaluation, , with links to theory studied and professional development (LO1,2,3)
Practical	P		0%	

Updated by: Polly Kinnear	Date: 11/09/2023	Approved by: Polly Kinnear	Date: 29/09/2023
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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.*

MODULE CODE:	NORD212 3	MODULE TITLE:	Perspectives on Childhood
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CREDITS: 20	FHEQ Level: 5	JACS CODE: 132
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 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.

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 allow for in-depth study of a topic of a student's choice.
 - To develop independent work habits and research skills.
 - To facilitate the production of a critical exploration of an area of educational importance.
 - To develop and hone skills in identifying, finding, and critically evaluating secondary research in order to compile a comprehensive literature review.

- ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*
 At the end of the module the learner will be expected to be able to:
1. Demonstrate an appropriate level of conceptual understanding in their chosen area (LO1)
 2. Demonstrate an appropriate knowledge of the literature pertinent to their chosen question (LO2)
 3. Present findings in a recognised academic format as a literature review (LO3)

DATE OF APPROVAL:	02/2016	FACULTY/OFFICE:	Academic Partnerships
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DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	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	20	1:1, peer, online and group tutorials supervising and advising research.
Guided Independent study	160	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: Polly Kinnear	Date: 29/09/2023	Approved by: Polly Kinnear	Date: 29/09/2023
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Recommended Texts and Sources:

- Crème, P. and Lea, M.R. (2008). *Writing at university*. 3rd 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*, 2nd 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*. 9th 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.

MODULE NORD2124 CODE:	MODULE TITLE: Researching Childhood
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CREDITS: 20	FHEQ Level: 5	JACS CODE: X310
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: (max 425 characters)
 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.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	50 %	P1 (Practical)	50 %
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 provide a sound knowledge base of ethics and methodology when researching with children and families, preparing students for professional and academic progression.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
 At the end of the module the learner will be expected to be able to:

1. Demonstrate a critical understanding of the ethical issues and protocol relating to making studies of children and families (LO1)
2. Present a research proposal suitable for a small-scale research project with children (LO2)
3. Critically evaluate an existing piece of research, demonstrating understanding of methodology and ethics (LO3)

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

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2023/2024	NATIONAL COST CENTRE: 132
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MODULE LEADER: Steve Berry	OTHER MODULE STAFF:
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<p>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.</p>

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	35	Classroom based lectures
Seminars	20	Online and group seminars, peer creation of WIKI or fora
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)

LO1-3Category	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: Polly Kinnear	Date: 11/09/2023	Approved by: Polly Kinnear	Date: 29/09/2023
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Recommended Texts and Sources:

Babbie, E. (2014) *The Practice of Social Research*. 11th edn. Belmont: Wadsworth Press.

Bell, J. (2005) *Doing your research project*. 4th 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*. 6th 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

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

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.

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

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

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

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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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: 2023/2024	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	45	Classroom lectures and activities.
Guest speakers and/or professional input	20	Local Children's Services, Children's Centres, Police, Community Nursing, SALT and other agencies
Guided Independent study	135	Students should explore areas of interest and find current research publications
Total	<u>200</u>	(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	100%	Evaluation of a person specification from a range of roles, with annotated links to theory. LO1-3
Practical	P1		0%	

Updated by: Polly Kinnear	Date: 29/09/2023	Approved by: Polly Kinnear	Date: 29/09/2023
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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.

Davis, G. and Ryder, G. (2016) *Leading in early childhood*. London: SAGE.

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*. 4th 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.

MODULE CODE:	NORD2126	MODULE TITLE:	Children's Spaces
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CREDITS: 20	FHEQ Level: 5	JACS CODE: 132
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: (*max 425 characters*)
 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.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	70 %	P1 (Practical)	30%
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 increase awareness of holistic development in the child.
 - To evaluate spaces for children linked to theoretical understandings of movement, development, and children's wellbeing.
 - To consider the influencing factors in where children live and learn, and the impact of those spaces.

- ASSESSED LEARNING OUTCOMES:** (*additional guidance below*)
 At the end of the module the learner will be expected to be able to:
1. Understand the importance of spaces and places in the lives of children, critically evaluating existing provision (LO1)
 2. Demonstrate a sound understanding of influences on the design and provision of spaces for children (LO2)

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

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2023/2024	NATIONAL COST CENTRE: 132
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MODULE LEADER: Polly Kinnear	OTHER MODULE STAFF:
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<p>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.</p>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	35	Classroom activities and lectures.
Seminars and group sessions	30	Planning and design of space as a formative peer exercise, evaluation of existing spaces and provision, with relevant visits where feasible.
Guided Independent study	135	Students should explore areas of interest and find current research publications
Total	<u>200</u>	(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 ₁		0%	
	T ₁		0%	
Coursework	C ₁	Written evaluation	100%	Essay LO1-2
Practical	P ₁	PowerPoint presentation	100%	Presenting PowerPoint LO1-2

Updated by: Polly Kinnear	Date: 11/09/2023	Approved by: Polly Kinnear	Date: 29/09/2023
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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*. (2nd 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*, 2nd 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.*

MODULE CODE: NORD2127	MODULE TITLE: Health and Physical Wellbeing
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CREDITS: 20	FHEQ Level: 5	JACS CODE: 132
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Students will critically consider factors affecting children's health and wellbeing in this module, from a range of perspectives. They will evaluate concepts such as stranger danger, attitudes to risk, healthy eating, and obesity by drawing from contemporary research and reflecting on their practice in light of this learning.

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 identify and evaluate contemporary issues affecting young children's health and physical wellbeing.
- To reflect in light of learning, and relate to professional practice.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*
 At the end of the module the learner will be expected to be able to:

- Identify factors influencing children's health and physical wellbeing (LO1)
- Critically evaluate the impact of a range of concepts on children's physical development (LO2)
- Evidence reflective practice in light of research (LO3)

DATE OF APPROVAL:	02/2016	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2016	SCHOOL/PARTNER:	Petroc
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	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: 2023/2024	NATIONAL COST CENTRE: 132
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MODULE LEADER: Kelly Hudson	OTHER MODULE STAFF: ECS Team
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SUMMARY of MODULE CONTENT

After a series of lectures and discussions, students will have the opportunity to investigate a focus of professional interest. The compilation of an annotated bibliography indicating their extended understanding with form the focus of a final reflective account where rich links between theory and practice can be established.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures and seminars	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	Annotated bibliography	100%	with extended written reflection on own practice LO1-3
Practical	P		0%	

Updated by: Polly Kinnear	Date: 29/09/2023	Approved by: Polly Kinnear	Date: 29/09/2023
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Recommended Texts and Sources:

Archer, C. Siraj, I. (2015) *Encouraging physical development through movement play*. London: Sage.

Backett-Milburn, K.& Harden, J. (2004) How children and their families construct and negotiate risk, safety and danger. *Childhood*.1:14 pp429

Cale, L & Harris, J. (2013) 'Every child (of every size) matters in physical education! Physical education's role in childhood obesity,' *Sport, Education and Society*, 18:4, 433-452, DOI: 10.1080/13573322.2011.601734

Green, S. (ed) (2006) *Helping Children to stay healthy*. London David Fulton

Hope, G. Austin, R. Dismore, H. Hammond, S. Whyte, T. (2007) 'Wild woods or urban jungle: playing it safe or freedom to roam.' *Education* 3-13, 35: 4, 321-332.

Little, H. Eager, D (2010) 'Risk, challenge and safety: implications for play quality and playground design', *European Early Childhood Education Research Journal*, 18: 4

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

Ouvry M., (2003) *Exercising Muscles and minds: outdoor play and the early years curriculum*. London: National Children's Bureau.

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

Sandseter, E. (2009) 'Characteristics of risky play,' *Journal of Adventure Education & Outdoor Learning*, 9: 1, 3 - 21.

Underdown, A. (2007) *Young children's health and well-being*. Maidenhead: Open University Press. [E-book]

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

MODULE CODE:	NORD212 8	MODULE TITLE:	Social and Emotional Development
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CREDITS: 20	FHEQ Level: 5	JACS CODE: 132
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR: (max 425 characters)
 This module builds on Child Development studied in Year One. The child's self-esteem is key to their future; heredity, experiences, the environment and those around the child all contribute and influence their emotional development.

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 increase awareness of holistic development in the child.
 - To particularly focus on emotional development for the future person.
 - To define self- concept, esteem and image.
 - To develop observational and reflective skills in settings

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)
 At the end of the module the learner will be expected to be able to:
1. Demonstrate increased knowledge of holistic development in the child (LO1)
 2. Understand the importance of emotional wellbeing and development for children (LO2)
 3. Debate the influence of social context, diversity and self-esteem on a child's learning (LO3)
 4. Extend own skills of observation and reflection in the workplace (LO4)

DATE OF APPROVAL:	02/2016	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2016	SCHOOL/PARTNER:	Petroc
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	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: 2023/2024	NATIONAL COST CENTRE: 132
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MODULE LEADER: Kelly Hudson	OTHER MODULE STAFF:
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SUMMARY of MODULE CONTENT

- Influences on emotional development – environment, parenting and significant others.
- Contribution of physical and language development and play to personal esteem.
- Emerging theories on emotional intelligence.
- Effects of childhood decisions on learning, attitudes and achievement in life-long term effects of educational experiences.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures and seminars	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 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	C 1	Storytelling activity and reflection.	100%	LO1-4
	C 2	Response to a case study		LO1-3
Practical	P		0%	

Updated by: Polly Kinnear	Date: 29/09/2023	Approved by: Polly Kinnear	Date: 29/09/2023
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Recommended Texts and Sources:

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

Bruce, T. (2004) *Developing learning in early childhood*. London: Paul Chapman.

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

McLeod, N. (2011) 'Exploring Early Years educators' ownership of language and communication knowledge and skills: a review of key policy and initial reflections on Every Child a Talker and its implementation,' *Education*, 3-13, 39:4, 429-445.

Moore, T., Adams, M., & Pratt, R. (2013) 'A service evaluation of the Solihull Approach training and practice,' *Community Practitioner*, 86(5): 26-29.

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

Palaiologou, I. (2016) *Childhood Observation*. Exeter: Learning Matters.

Roberts, R. (2006) *Self esteem and early learning*. 3rd edn. London: Paul Chapman Publishing.

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

Waters, T. (2004) *Therapeutic story writing: a practical guide to developing emotional literacy in primary schools*. London: David Fulton