

Module Title:	Learning and Development in Practice (Part 2)	Level:	5	Credit Value:	20
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Module code:	EDC529D	Is this a new module? Yes	Code of module being replaced:	NA
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Cost Centre:	GAEC	JACS3 code:	X310
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Trimester(s) in which to be offered:	1,2	With effect from:	September 16
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School:	Social & Life Sciences	Module Leader:	Liz Sheen
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Scheduled learning and teaching hours	30hrs
Guided independent study	140hrs
Placement	30hrs
Module duration (total hours)	200hrs

Programme(s) in which to be offered	Core	Option
FdA Early Childhood Practice (Early Years Practitioner)	✓	<input type="checkbox"/>
		<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval August 16

APSC approval of modification -

Have any derogations received SQC approval?

Version 1

Yes ✓ No

Module Aims

This module aims to take the practitioner further into an exploration of learning and development. It will consider the role of planning, observation, assessment and recording in relation to a curricular framework and also the role children and families should take within this process. The module will consider the role of play as a means to support children's learning and development, specifically in relation to number and language skills. Finally it will critically analyse the role of the environment in relation to a child's health and well-being and the implications for practice.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Develop a systematic understanding of early years education informed by theory and practice with an ability to interpret these within the professional context.	KS1	KS4
		KS5	KS9
2	Demonstrate a detailed understanding of the observation cycle and evaluate different approaches to observation, assessment and recording of information.	KS1	KS5
		KS4	KS9
3	Analyse key concepts of play based learning and development.	KS1	KS4
		KS3	
4	Demonstrate a detailed understanding of health and well-being in relation to the early years environment and critically assess the implications for practice.	KS1	KS5
		KS4	KS9

Transferable/key skills and other attributes

- Effective Communication
- Time management
- Organisational skills
- Personal and professional reflection

- Application of theory to practice
- Independent learning
- Problem solving
- Effective writing skills
- Analyse concepts, theories and issues of policy in relation to practice.
- Evaluation
- Critical thinking

Derogations

All modules must be attempted and individual components of the assessment must be passed, there is no compensation between elements.

Assessment: Please give details of indicative assessment tasks below.

1. Assessed Discussion – students will engage in an assessed online discussion to address the module learning outcomes.
2. Professional Portfolio – practice competencies associated with module

Please indicate the type(s) of assessment (e.g. examination, oral, coursework, and project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Assessed Discussion	100%		500 words + discussion
2	1,2,3,4	Portfolio	pass/refer		

Learning and Teaching Strategies:

Students access the course through a virtual learning environment (Moodle). Each module follows the same structure to enable consistency and involves students in a process of learning new content, discussing content to deepen understanding and reviewing knowledge before moving to the next session. The students are introduced to content through a variety of means designed to enhance access for students with additional learning needs. This could include reading (with audio where possible), watching videos (with transcripts where possible), screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens.

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and a work-based portfolio. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

This module may also be delivered using blended learning, whereby aspects of the course may be taught in the classroom (i.e. Saturday Study Day) in combination with online learning.

Syllabus outline:

The syllabus outline has been presented as a set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course as the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

1. How do the requirements of a curricular framework influence processes and procedures in relation to planning, observation, assessment and recording?
2. How is planning, observation, assessment and recording best implemented in practice, including the involvement of children and families?
3. How can play be integrated into provision to support the domains of development and learning with specific emphasis on language and mathematics?
4. What is the role of the practitioner and setting in supporting health and well-being?

In exploring these question, this module will consider:

- Theories and best practice in the areas of planning, observation, assessment and recording information.
- The influence of curriculum frameworks to the practice and procedures within a setting.
- The role of the child and family within assessment and development.
- Key concepts of using play as an integrated method to support the learning of language and number and physical and social and emotional development
- The importance of health and well-being to the child and the role of the practitioner and setting in supporting this.

The following National Occupational Standards influence the content of this module:

Unit	Area of Knowledge
Core	K26, K27
SDCCCLD 0403	K64-67
SDCCCLD 0408	K58-62, K65, K68
SDCCCLD 0409	K60, K61, K64, K70
SDCCCLD 0411	K63, K68, K69

Bibliography:

Essential reading

Else, P. (2014), *Making sense of Play: Supporting Children in their Play*. Buckingham: Open University Press.

MacBlain, S. (2014), *How Children Learn*. London: Sage.

Wood, A. (2014), *Characteristics of Effective Learning*. Oxon: Routledge.

Other indicative reading

Beckley, P. (2013), *The New Early Years Foundation Stage: Changes, Challenges and Reflections*. Buckinghamshire: Open University Press.

Fisher, J. (2013), *Starting from the Child*. Maidenhead: Open University Press.

Miller, L. Cable, C. and Devereux, J. (2013), *Developing Early Years Practice*. Oxon: David Fulton Publishers.

Palaiologou, I. (2012), *Child Observation for the Early Years*. London: Learning Matters.

Rose, J. and Rogers, S. (2012), *The Role of the Adult in Early Years Settings*. Buckingham: Open University Press.

Sommer, D., Pramling Samuelsson, I. and Hundeide, K. (eds.) (2010), *Child perspectives and children's perspectives in theory and practice*. Milton Keynes: Springer.

Woods, A. (2014), *Characteristics of Effective Learning*. Oxon: Routledge.

Journals (Available as E-Journals. You will need to log onto Athens to access these)

British Journal of Education studies

Early Years Education

Early Childhood Research

Journal of Early Childhood Research

Websites

Department of Education. (2014), [Statutory Framework for the Early Years Foundation Stage](#).

Department for Children, Education, Lifelong Learning and Skills (2015), [Framework for Children's Learning for 3-7 year olds in Wales](#).

Welsh Government. (2016), An Innovative Approach to Observing and Assessing Children's Learning and Development: Highbridge Children's Centre. Available at: <http://learning.gov.wales/resources/browse-all/good-practice-resource/?lang=en>

Play Wales (2016), Play Wales. Available at: <http://www.playwales.org.uk>