

Module Outline

Part 1- as validated

1.	Title	Professional Practice: <ul style="list-style-type: none"> • The Practitioner (BA Hons Early Years and Primary Studies) • The Early Years Graduate Competencies (BA (Hons) Childhood Studies).
2.	Level *	4
3.	Credits	20
4.	Indicative Student Study Hours	200 hours Taught class sessions: 36 hours Independent Study: 164 hours
5.	Core (must take and pass), Compulsory (must take) or Optional	Compulsory

6. Brief Description of Module (purpose, principal aims and objectives)

The purpose of this module is to explore professional competencies within settings with students considering their responsibilities, duties, knowledge and experience. While graduate practitioners are employed by settings or schools, some are employed by local authority services and work across a range of provisions, therefore it is essential students have an understanding of the varying roles and responsibilities.

The principal aim of the module prepares students to be able to work with other professionals to raise the learning and attainment of children while also promoting their independence, self-esteem and social inclusion. To enable this, students are encouraged to identify and develop their own skills, expertise, and experience to carry out a range of activities at different levels, develop themselves professionally and maximise their potential in a team.

Students will have opportunities to plan an activity, reflecting on how best to meet the holistic needs of children. This module will complement the L4 Curriculum Studies and L4 Child Development modules, enabling students to synthesise their understanding of development, learning and progress into practical application. The reflection points, tips and activities during lectures will support the gathering of evidence and training for students preparing for A future working in education and will be cross references with the relevant standards.

7. Learning Outcomes - On successful completion of this module a student will be able to:

1.	Discuss the roles and responsibilities of support roles within a setting of your choosing (SB: 4.6).
2.	Identify within the relevant curricula how practitioners can meet children's holistic needs (SB: 3.3).
3.	Plan and deliver an activity in which the sector specific professional standards have been met (SB: 4.5).
Generic learning outcomes	
4.	Offer and justify an informed point of view.
5.	Produce a written submission to a defined standard

8. Assessment						
Pass on aggregate or Pass all components <i>(modules can only be pass all components if this is a PSRB requirement)</i>						
Summary of Assessment Plan						
	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Workbook	80%	Yes	2000 or equivalent	1, 2, 4 and 5	
2.	Lesson activity	20%	No	20 minutes	3	
Further Details of Assessment Proposals						
Give brief explanation of each assessment activity listed						
<p>Assessment Guidance:</p> <p>Students must choose a set of professional standards from the sector that they work with. They will analyse the components of these standards and how they support professional practice.</p> <p>The summative assessment – the early childhood workbook</p> <p>BA (Hons) in Early Childhood Studies</p> <ul style="list-style-type: none"> • Students will plan and conduct a 20-minute assessed practical activity in placement including a brief rationale for their proposed activity, listed at the beginning of the workbook. • The lesson plan should identify how the activity meets and develops children's holistic needs and a reflection on the activity • To evidence where and how students have met the professional attributes, professional knowledge and understanding and professional skills of sector relevant professional standards. • (NB: Not all standards need to be met, however identification of specific standards is encouraged.) <p>The summative assessment – the primary studies workbook</p> <p>BA (Hons) in Early Years and Primary Studies</p> <ul style="list-style-type: none"> • Students will plan and conduct a 20-minute assessed practical activity in the classroom, including a brief rationale for their proposed activity, listed at the beginning of the workbook. • The lesson plan should identify how the activity meets and develops children's holistic needs and a reflection on the activity to evidence where and how students have met the professional attributes, professional knowledge and understanding and professional skills of sector relevant professional standards. 						

- (NB: Not all standards need to be met, however identification of specific standards is encouraged.)

The summative assessment – the primary studies workbook

Formative support

To support students to develop as practitioners, reflective frameworks will be used during lectures and verbal feedback will be provided after the practical assessment.

Links to work experience

This module will prepare students to develop their knowledge and awareness of the skills needed for different pedagogical approaches whilst supporting children, practitioners, teachers and families.

Workbook template

A workbook template will be provided for students with a proforma included for their activity plan

9. Summary of Pre and / or Co Requisite Requirements

None

10. For use on following programmes

BA (Hons) Early Years and Primary Education Studies
BA (Hons) Early Childhood Studies

Module Specification

Part 2- to be reviewed annually

1. Module Leader	TBC
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2. Indicative Content	<ol style="list-style-type: none">1. Roles and responsibilities of support staff2. Principles, models and legislation around practice3. Factors that affect learning and progress4. Using ICT to support activities5. Individual needs6. How to plan an activity using objectives and outcomes7. Communication in practice8. Building and maintaining relationships with children9. Promoting positive behaviour and attitudes10. Working with parents and carers11. Collaborative and Cooperative working with colleagues12. Reflection13. Awareness of how understanding sustainability can impact on a child's holistic development.
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3. Delivery Method (please tick appropriate box)

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
X					

If the Delivery Method is Classroom Based please complete the following table:				
	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
1	Lecture	36	Taught contact time	1 - 5
2	Independent Study	164		
	Total Hours	200		
If delivery method is <i>not</i> classroom based state lecturer hours to support delivery				Each student receives two 20 minutes academic tutorials per module

4. Learning Resources

To include contextualised Reading List.

Highly recommended – 3

Campbell-Barr, V. (2019) *Professional Knowledge and Skills in the Early Years*, London: Sage.

Ewens, T. and Cammack, P. (2019) *Reflective Primary Teaching: meeting the Teachers' Standards throughout your professional career*, 2nd edition, St Albans: Critical Publishing.

Kullar, J.K. (2020) *Connecting Through Leadership: the promise of precise and effective communication in schools*, Bloomington: Solution Tree Press.

Silberfeld, C. (2023) *The Early Childhood Graduate Practitioner Competencies: A Guide for Professional Practice*, London, Sage

Recommend – 3

Hollinsley, J. (2018) *An Educator's Guide to Mental Health and Wellbeing in Schools*, Woodbridge: John Catt Educational Ltd.

Ogier, S. (ed.) (2019) *A Broad and Balanced Curriculum in Primary Schools: educating the whole child*, London: Learning Matters.

Shotton, G. and Burton, S. (2018) *Emotional wellbeing: an introductory handbook for schools*. Abingdon: Routledge.

Journals and websites

Journal of Early Childhood Research [Online]. Available from: <https://wv-colchester.olib.oclc.org/webview/?oid=333902> [Accessed 2 April 2020].

Education Journal [Online]. Available from: <https://wv-colchester.olib.oclc.org/webview/?oid=378617> [Accessed 2 April 2020].