PROGRAMME QUALITY HANDBOOK
2018 – 19

FdA Childhood Studies

1. Welcome and Introduction to the FdA Childhood Studies programme

Welcome to the Foundation Degree (FdA) in Childhood studies approved by the University of Plymouth. The college is delighted that you have chosen to study with us.

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.

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 Institution & University Student Handbook which contains student support based information on issues such as finance and studying at HE
    o available at http://www.highlands.ac.uk/moodle
- University of Plymouth's Student Handbook
    o available at:
       https://www.plymouth.ac.uk/your-university/governance/student-handbook

2. Programme Specification

On the following pages you will find the specification for your programme of studies which link to QAA (Quality Assurance Agency) benchmarks and guidelines which can be accessed at http://www.qaa.ac.uk/. It is a University of Plymouth Colleges requirement that this is included in your Student Handbook. Before reading it, please study the following notes carefully as these will help you to understand what the programme specification is telling you.

The programme specification is an overview to the programme as a whole. It explains what you will learn and what you will be assessed on throughout the two stages of your Foundation Degree.

The Programme Learning Outcomes Map specifies the knowledge and skills you will develop at each stage of your Foundation degree.

Work-based learning and employability are key features of all Foundation degrees. You will develop a range of knowledge and skills which will be of use to current and/or future employers.

PROGRAMME SPECIFICATION FOR FOUNDATION DEGREES

Awarding Institution: University of Plymouth

Teaching Institution: University College Jersey

Accrediting Body: -

Final Award: FdA

Intermediate Awards: Certificate of Higher Education (CertHE)

Programme Title: Foundation Degree in Childhood Studies

UCAS Code: - N/A

QAA Benchmarks - Foundation Degree Qualification Benchmarks and informed by relevant sections of the Education Studies and Early Childhood Studies benchmarks

Date Produced: March 2010

Criteria for admissions to the programme

Qualification(s) Required for Entry to the FdA	Comments

All full time and part time candidates must have:

Key Skills requirement	*Normally all level 2 skills achievements including communication and numeracy*
OR	
GCSEs required at Grade C and above	*Minimum 5 at grade C or 4 including English and Maths*
AND	
Interview	*Normally all applicants will be interviewed*
Criminal Record Bureau enhanced (DBS) clearance required	*Yes*
Fit person	*Signed declaration of health*

Plus at least one of the following:

UCAS	*Minimum of 96 UCAS points*
A Levels required:	*Three at grade C or above*
Extended BTEC National Certificate/Diploma in Childcare and Education	*Comparable grade profile in a BTEC subject*
Access to HE	*Access to HE Certificate*
International Baccalaureate	*A minimum of 26 points*
Other non-standard awards or experiences	*By Interview*
APEL/APCL possibilities	*By Interview (6 months before the programme is due to commence)*

All claims for exemption based on accredited prior credited or experiential learning (APCL or APEL) will be considered according to University of Plymouth regulations.

Normally students will be interviewed before an offer of a place on the programme will be made to ensure they have the ability to sensitively and safely undertake observations and activities in the workplace.

In addition to a DBS clearance, you will need to present a reference from a suitable person.

Aims of the programme

Aims of the Programme:
The programme is intended: 1. To provide an informative and challenging programme of study which develops a sound knowledge of childhood studies, raises awareness of international perspectives, cultural sensitivity and inclusivity and instils a challenging and reflective approach 2. To prepare students for a career as a senior practitioner in child care: to be effective members of their work teams, able to use a range of skills, theories, concepts and learning experiences and act as advocates of children's rights and needs and creatively implement policies within the childcare sector 3. To support and prepare those students who wish to take advantage of progression on to an honours degree programme 4. To enhance lifelong learning skills and personal development to enable students to fully contribute to society at large

6.3   Programme learning outcomes

Programme Intended Learning Outcomes:
By the end of this programme the student will be able to: • Critically analyse, evaluate and demonstrate knowledge and understanding of children's development within the context of society • Observe, record, interpret and intelligently apply appropriate principles in research and work-based situations • Reflect upon their own practice in the light of theoretical knowledge • Work as an effective member of staff, exercising personal responsibility and undertaking additional education and training as part of their career development plan • Work as a valuable member of a team, effectively communicating information, arguments and analysis in a variety of forms to a range of audiences. • Apply the principles and values that underpin working with children and their families into a work context and continually changing environment

Programme Specification

A: Development of Knowledge and Understanding	Learning and Teaching Strategy/Method
By the end of the programme the student will be able to demonstrate knowledge and understanding of:	**Primary** Lectures, tutorials and seminars Directed independent study of texts

• Theories of learning and development in children 0-16 years with a particular focus on play. • Factors affecting development of self-esteem, language and communication. • Interactions within the family, working groups and society. • The methodology and ethics of observations, assessment and research of children's development. • The range of provision for children through social policies, health and education structures. • The impact of cultural, ethical, ideologies, historical and political contexts on the lives of children and their families. • Models of disability, influencing factors, policies and procedures of inclusion. • The organisation of childcare, the regulations, ethics, constraints and opportunities and current best practice for the management, planning, implementation and evaluation. • The ways to promote effective relationships between organisations, professionals, adults and children.	Learning from work experience and external visits to different • **Secondary** Case Studies Presentations of own learning on chosen topics Use of internet and other information sources
NB: Benchmark References FHEQ intermediate qualification descriptors Plymouth University ECS Foundation Degree Strands QAA Subject Benchmark statements: **Education Studies** *Knowledge and Understanding* 5.1 5.2 5.3 (2) **Early Childhood Studies** *Knowledge and Understanding* 4.2 4.3 4.4 4.5 4.6 4.7 *Subject-specific skills* 5.3 (13) 5.3 (20)	**Assessment** Essays Presentations Research reports Seminar performances Examinations

• B: Cognitive and Intellectual Skills	Learning and Teaching Strategy/Method
By the end of the programme the student will be able to: • Critically evaluate the strengths and weaknesses of theories, concepts, approaches, arguments and proposals. • Apply a range of theories when interpreting and evaluating experiences. • Use experience to understand theory. • Analyse and interpret observations and assessment in the light of theory. • Reason creatively, develop independent thought and challenge inequalities in society. • Intelligently apply appropriate theories and principles in critically analysing policy and practice.	• **Primary** Lectures and seminars Class exercises to identify own values and assumptions Reflective accounts of practice Tutorial/seminar discussions to offer opportunities to clarify ideas Feedback via coursework, assessment process (essays, etc) Presentations Fieldwork in work placement • **Secondary** Case studies and problem solving activities Research reports and presentations

NB: Benchmark References QAA Subject Benchmark Statements: **Education Studies** *Application* 5.5 (1) *Transferable Skills* 5.7 (6) **Early Childhood Studies** *Subject Specific Skills* 5.3 (1) 5.3 (2) 5.3 (3) 5.3 (4) 5.3 (19)	**Assessment** Assessed discussions Essays/projects/dissertations Examinations/tests Coursework/group work on practical application questions
C: Key Transferable Skills By the end of the programme the student will be able to: • Interact effectively within a team/learning group. • Manage learning using resources for the discipline. • Communicate effectively in an appropriate manner (in standard English oral, written, using ICT) and interact effectively with individuals and groups. • Take responsibility for own learning with minimum direction. • Manage information with the ability to select appropriate data from a range of sources and develop, implement and evaluate appropriate research strategies. • Undertake record, discuss and use observation and assessment to inform decision making. • Critically evaluate data and information. • Reflect on and evaluate their own strengths and weaknesses and identify the potential impact of actions, attitudes and behaviour on colleagues, parents and children.	**Learning and Teaching Strategy/Method** • **Primary** Lectures and seminars Work-based learning module Independent study module LRC and other research exercises Group work awareness and practice Computer-based learning and assessment **Secondary** Class, seminar and work-based interactions, feedback and assessments Presentations

• **NB: Benchmark References** QAA Subject Benchmarking Statements: **Education Studies** *Transferable* 5.7 (1) 5.7 (2) 5.7 (3) 5.7 (4) **Early Childhood Studies** *Subject Specific Skills* 5.3 (6) 5.3 (12) 5.3 (16) 5.3 (17) *Generic Skills* 5.5	• **Assessment** Research and report preparation and completion Assessed discussions Group work assessments Work-based module, portfolio/workbook
• **D: Employment related/Practical Skills** By the end of the programme the student will be able to: • Work effectively and supportively within a team to maintain agreed responsibilities and deadlines. • Sensitively meets obligations to others acknowledging diversity and equality of opportunity. • Develop, implement and evaluate action plans to meet the needs of children. • Use ICT to support their own development and the development of children. • Apply: Reflective practice and Professional Development Action Planning. Observations and assessment of children.	• **Learning and Teaching Strategy/Method** Projects Designated tasks Lectures and tutorials to support work-based learning

• **NB: Benchmark References**	• **Assessment**
QAA Subject Benchmark Statements; **Education Studies** *Reflection* 5.6 (1) 5.6 (4) **Early Childhood Studies** *Subject Specific Skills* 5.3 (7) 5.3 (8) 5.3 (9) 5.3 (10) 5.3 (11) 5.3 (18) *Generic Skills* 7.15 (11)	Project work Presentations Record of observations, assessments and reports made in work placement Reflective accounts and Professional Development Action Plans Work based Supervisors reports

• **Distinctive Features of the Foundation Degree**
• Designed to meet the needs of the Childcare sector and registration framework of the Island   • Significant work-based learning element supported by the Childcare sector   • Part time mode to be offered to meet employer needs   • Prepares graduates for a wide variety of career paths in the Childcare sector   • Progression opportunities to honours degree at the University of Plymouth

Brief Description of the Programme

This programme has been designed to develop graduates who will have the knowledge, skills and personal qualities required by the childcare sector in Jersey. This means that it has a strong emphasis on work-based learning and aims to develop reflective, creative, committed and enthusiastic advocates for children and their families.

The programme reflects the diverse needs of current and future students by way of offering those students who are unable to leave the Island an opportunity to continue with their studies on Island. The needs of employers and employees within the sector have been listened to and as a result the content of the programme reflects the Island's needs and requirements and can also be accessed through a part time route.

Programme Structure and Pathways

Two year full time

Stage One

Module Code	Module Title	Level	Credits	Term
HIGH1064	Professional Development	4	20	1,2,3
HIGH1018	Understanding Children's Learning and Development	4	20	1
HIGH1020	Children's Rights and Welfare	4	20	1
HIGH1063	Today's Child	4	20	2
HIGH1022	'Include Me!' Perspectives on Disability and Inclusion	4	20	1
HIGH1023	Provision for Children	4	20	2
	Total for Year 1		**120**	

Stage Two

Module Code	Module Title	Level	Credits	Term
HIGH2015	Child Development is for the Future Adult	5	20	2
HIGH2016	'Who Am I?'	5	20	1
HIGH2017	Children in Society (Research module)	5	20	1,2,3
HIGH2018	Multi-agency working and the impact on Children	5	20	1
HIGH2019	Physical Movement in the lives of Children	5	20	2
HIGH2020	Children's Workforce – Management and Leadership	5	20	2
	Total for Year 2		**120**	

Part Time Programme (4 Years)

Stage One (Yr 1, part time)

Module	Module Title	Level	Credits	Term
HIGH1064	Professional Development	4	20	1,2,3
HIGH1018	Understanding Children's Learning and Development	4	20	1
HIGH1020	Children's Rights and Welfare	4	20	1
	Total Year 1		**60**	

Stage One (Yr 2, part time)

Module	Module Title	Level	Credits	Term
HIGH1022	'Include Me!' Perspectives on Disability and Inclusion	4	20	1
HIGH1063	Today's Child	4	20	2
HIGH1023	Provision for Children	4	20	2
	Total Year 2		**60**	

Stage Two (Yr 3, part time)

Module	Module Title	Level	Credits	Term
HIGH2016	'Who Am I?'	5	20	1
HIGH2015	Child Development is for the Future Adult	5	20	2
HIGH2018	Multi-agency working and the impact on Children	5	20	1
	Total Year 3		**60**	

Stage Two (Yr 4, part time)

Module	Module Title	Level	Credits	Term
HIGH2017	Children in Society (Research Module)	5	20	1,2,3
HIGH2019	Physical Movement in the Lives of Children	5	20	2
HIGH2020	Children's Workforce – Management and Leadership	5	20	2
	Total Year 4		**60**	

Progression

At Stage 3 (level 6) students will have the opportunity to complete the B.A (Hons) Childhood Studies degree on Island by continuing with their studies with the University Centre Jersey (UCJ) in partnership with the University of Plymouth. Alternatively students can apply to complete the BA (Hons) Early Childhood Studies degree at the University of Plymouth either by attending the University campus on a full or part time basis or by opting for the FLECS route (Flexible Learning in Early Childhood Studies). This will involve some attendance at the University (currently 8 days) as well as substantial study through the Internet and in study groups with other students on the route.

After completing the FdA Childhood Studies programme students may also enter the world of employment in a range of roles across the childcare sector. In the private day-care sector the FdA Childhood Studies qualification is recognised at team leader level.

Level 4			
1 Graduate Attributes and Skills	**2**	**3**	**4**
Core Programme Intended Learning Outcomes (as worded in the Programme Specification) *The FHEQ requirements are already given here in italics*	**Aim**	**Subject Benchmark**	**Related Core Modules**
Knowledge/ Understanding By the end of the programme the student will be able to demonstrate knowledge and understanding of: • Theories of learning and development in children 0-16 years with a particular focus on play. • Factors affecting development of self-esteem, language and communication. • Interactions within the family, working groups and society. • The methodology and ethics of observations, assessment and research of children's development. • The range of provision for children through social policies, health and education structures. • The impact of cultural, ethics, ideologies, historical and political contexts on the lives of children and their families. • Models of disability, influencing factors, policies and procedures of inclusion. • The organisation of childcare, the regulations, ethics, constraints and opportunities and current best practice for the management, planning, implementation and evaluation. • The ways to promote effective relationships between organisations, professionals, adults and children.	Aims – 1,2,3,4	QAA Subject Benchmark statements: **Education Studies** *Knowledge and Understanding* 5.1 5.2 5.3 (2) **Early Childhood Studies** *Knowledge and Understanding* 4.2 4.3 4.4 4.5 4.6 4.7 *Subject-specific skills* 5.3 (13) 5.3 (20)	Core modules HIGH1018 HIGH1020 HIGH1022 HIGH1023
Cognitive / Intellectual Skills (generic)			

By the end of the programme the student will be able to: • Critically evaluate the strengths and weaknesses of theories, concepts, approaches, arguments and proposals. • Apply a range of theories when interpreting and evaluating experiences. • Use experience to understand theory. • Analyse and interpret observations and assessment in the light of theory. • Reason creatively, develop independent thought and challenge inequalities in society. • Intelligently apply appropriate theories and principles in critically analysing policy and practice.	Aims – 1,2,3,4	QAA Subject Benchmark Statements: **Education Studies** *Application* 5.5 (1) *Transferable Skills* 5.7 (6) **Early Childhood Studies** *Subject Specific Skills* 5.3 (1) 5.3 (2) 5.3 (3) 5.3 (4) 5.3 (19)	HIGH1018 HIGH1020 HIGH1022 HIGH1023
Key / Transferable Skills (generic) By the end of the programme the student will be able to: • Interact effectively within a team/learning group. • Manage learning using resources for the discipline. • Communicate effectively in an appropriate manner (in standard English oral, written, using ICT) and interact effectively with individuals and groups. • Take responsibility for own learning with minimum direction. • Manage information with the ability to select appropriate data from a range of sources and develop, implement and evaluate appropriate research strategies. • Undertake record keeping, discuss and use observation and assessment to inform decision making. • Critically evaluate data and information.	Aims – 2,4	QAA Subject Benchmarking Statements: **Education Studies** *Transferable* 5.7 (1) 5.7 (2) 5.7 (3) 5.7 (4) **Early Childhood Studies** *Subject Specific Skills* 5.3 (6)	HIGH1064 HIGH1018 HIGH1020 HIGH1063 HIGH1022 HIGH1023

• Reflect on and evaluate their own strengths and weaknesses and identify the potential impact of actions, attitudes and behaviour on colleagues, parents and children.		5.3 (12) 5.3 (16) 5.3 (17) *Generic Skills* 5.5	
Employment-related skills/Practical Skills By the end of the programme the student will be able to: • Work effectively and supportively within a team to maintain agreed responsibilities and deadlines. • Sensitively meets obligations to others acknowledging diversity and equality of opportunity. • Develop, implement and evaluate action plans to meet the needs of children. • Use ICT to support personal development and the development of children. • Apply: Reflective practice and Professional Development Action Planning. Observations and assessment of children.	Aims – 1,2,4	QAA Subject Benchmark Statements; **Education Studies** *Reflection* 5.6 (1) 5.6 (4) **Early Childhood Studies** *Subject Specific Skills* 5.3 (7) 5.3 (8) 5.3 (9) 5.3 (10) 5.3 (11) 5.3 (18) *Generic Skills* 7.15 (11)	HIGH1064 HIGH1018 HIGH1020 HIGH1063 HIGH1022 HIGH1023

Foundation Degree Intended Learning Outcomes Map	Level 5

1   Graduate Attributes and Skills

Core Programme Intended Learning Outcomes

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

- Critically analyse, evaluate and demonstrate knowledge and understanding of children's development within the context of society
- Observe, record, interpret and intelligently apply appropriate principles in research and work-based situations
- Reflect upon their own practice in the light of theoretical knowledge
- Work as an effective member of staff, exercising personal responsibility and undertaking additional education and training as part of their career development plan
- Work as a valuable member of a team, effectively communicating information, arguments and analysis in a variety of forms to a range of audiences.

Apply the principles and values that underpin working with children and their families into a work context and continually changing environment

	Aim(s)	Subject) Benchmark	Related Core Modules
Knowledge/ Understanding By the end of the programme the student will be able to demonstrate knowledge and understanding of: - Theories of learning and development in children 0-16 years - Purposeful play in the development of learning - Factors affecting development of self-esteem, language and communication. - Interactions within the family and society - The impact and links between ethics, politics, culture, society, economics and personal circumstances - Roles, relationships, ethics and responsibilities of those working with children and families	Aims – 1,2,3,4	**Education Studies** *Knowledge and Understanding* 5.1 5.2 5.3 (2) **Early Childhood Studies** *Knowledge and Understanding*	HIGH2015 HIGH2016 HIGH2017 HIGH2018 HIGH2019 HIGH2020

• The challenges and methods of multi-professional teams and multi-agency working The main methods of enquiry, including the methodology and ethics of observations, assessment and research of children's development, and ability to evaluate critically the appropriateness of different approaches to solving problems Students will also be able to demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.		4.2 4.3 4.4 4.5 4.6 4.7 *Subject-specific skills* 5.3 (1) 5.3(7) 5.3(13) 5.3(20)	

Cognitive / Intellectual Skills (generic) By the end of the programme the student will be able to: • Apply underlying concepts and principles outside the context in which they were first studied • Reflect upon a range of perspectives and consider how these underpin different understandings of children and childhood • Apply knowledge multiple perspectives when interpreting childhood issues • Use experience to understand theory. • Analyse and interpret observations and assessment in the light of theory. • Recognise and challenge inequalities in society. • Reason creatively and develop independent thought. • Intelligent application of appropriate principles in critically analysing policy and practice.	Aims – 1,2,3,4	**Education Studies** *Application* 5.5 (1) *Transferable Skills* 5.7 (6) **Childhood studies** *Subject –specific skills* 5.3(1)	HIGH2015 HIGH2016 HIGH2017 HIGH2018 HIGH2019 HIGH2020

		5.3(2) 5.3(3) 5.3(4) 5.3(7) 5.3(19)	
Key / Transferable Skills (generic) By the end of the programme the student will be able to: • Manage, select / integrate information from a range of sources, and critically analyse and evaluate • Design and manage projects and investigations • Deploy key techniques of the discipline, effectively using ICT where appropriate • Observe and assess to provide data to inform decision making • Critically evaluate 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 identified by that analysis • Effectively communicate information (both qualitative and quantitative), arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences	Aims – 1,2,3,4	**Education Studies** *Transferable* 5.7 (1) 5.7 (2) 5.7 (3) **Early Childhood Studies** *Subject Specific Skills* 5.3 (3) 5.3(12) 5.3(16) 5.3(17) *Generic skills* 5.5	HIGH2015 HIGH2016 HIGH2017 HIGH2018 HIGH2019 HIGH2020
Employment-related skills/Practical Skills By the end of the programme the student will be able to: • Apply subject principles in an employment context, possibly different from that in which they were first studied • Reflect on their own value systems, development and practices	Aims – 1,2,3,4	**Education Studies** *Reflection* 5.6 (1)	

• Undertake further training, develop existing skills and acquire new competencies that will enable them to assume significant responsibilities within organisations • Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making • Work effectively and supportively within a team, and develop and maintain agreed responsibilities and deadlines • Apply best practice in terms of professional development, conduct and ethics, and multi-professional and multi-agency working • Sensitively meets obligations to others acknowledging diversity and equality of opportunity • Develop, implement and evaluate action plans to meet the needs of children • Use ICT to support their own development and the development of children		*Transferable skills* 5.7 (4) 5.7 (5) **Early Childhood Studies** *5.3(6)* *5.3(8)* *5.3(9)* *5.3(10)* *5.3(11)* *5.3(18)* *Generic Skills* 7.15 (11)	HIGH2015 HIGH2016 HIGH2017 HIGH2018 HIGH2019 HIGH2020

3. 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: *HIGH1018*	MODULE TITLE: Understanding Children's Learning and Development

CREDITS: 20	FHEQ LEVEL: Level 4	JACS CODE: 135

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module introduces important theories of child development. There is particular emphasis on the role of play, language, motor skills and schemas. Observational techniques will be studied and used to analyse children's development in the light of theory.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*	
COURSEWORK	
C1	**100%**

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement:

MODULE AIMS:
This module allows the student to explore some of the most important theories of child development and learning. The students will be able to show that they have the competence to follow and complete ethically appropriate observational research.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Describe and contrast some major theories of child development and learning.
2. Identify factors affecting development.
3. Demonstrate ability to follow ethically appropriate observational preparation and techniques.
4. Record and evaluate observations within a work setting.
5. Analyse information gained from observation in the perspective of theory studied.
6. Reflect upon own learning.

DATE OF APPROVAL: 15/10/2010	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 20/09/2010	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	TERM: Spring

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf
- Subject benchmark statements
  http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

- **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. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE:** X990

MODULE LEADER: Lynn Blakemore	**OTHER MODULE STAFF:**

Summary of Module Content

A play environment should aim to facilitate the development of cognitive, physical, linguistic, social, emotional, sensory, moral and behavioural skills. A large proportion of learning will be self-driven and child initiated, but an aspect will be adult led, and a practitioners' role is central in extending skills and providing new stimulations and an environment for sustained shared thinking.

In order to work with children and give them the opportunities and support they deserve, it is essential that practitioners understand how children learn and develop. The early years of a child's life are key to future development, which highlights the responsibility adults have in maximising learning potential and ensuring that a child is emotionally supported in order to have the confidence to make the most of experiences on offer. The nurturing environment and the range and quality of experiences are central to unlocking the potential in a child. In this module we will examine how research and theory influence and enhance our understanding of how children learn and therefore how to provide quality early years environments.

This module will explore play and learning and examine key theories that have contributed to our understanding of how children learn and develop. Student's will have the opportunity to try different observation techniques and will experience planning from observations in order to enhance a child's development in key developmental areas: this is a highly rewarding aspect of your role and central to all practice. This module will facilitate understanding of practice and in turn, practice in placement will consolidate understanding of theory.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Assessment	24	Preparation in class, observations, analyses, writing up
Community visits	8	Activities based in the community.
Guided independent learning	44	Moodle based activities, set exercises, set reading

Lectures	40	Weekly in college		
Private study	78	Background reading, approximately 6hrs a week		
Work based observations	6	Observing children in preparation for assessment task		
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*
Course-work	C 1		100%	Students will carry out three observations on one child using different methods. They will analyse, link to theory and make recommendations for the child's holistic development (L. O: 1, 2, 3, 4, 5, 6)

Updated by: Lynn Blakemore 01/09/18	**Approved by**: Ben Bennett 01/09/18

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

MODULE CODE: *HIGH1020*	MODULE TITLE: Children's Rights and Welfare

CREDITS: 20	FHEQ LEVEL: Level 4	JACS CODE: 135

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
The focus of this module is the lives of children in Jersey and the UK; exploring key social and political issues that affect their lives and of their families. The influence of international agreements on the Rights of the Children on UK legislation will be investigated covering legislation that supports child protection.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*	
COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To give a social and political framework for the rights, welfare and support services available for young children in Jersey and the UK and apply to Jersey context.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. To understand the underlying principles of Child welfare and identify Children' s Rights in different contexts
2. To be able to make a comparison between the legislation and processes in Jersey and the UK
3. To analyse the theory and practice involved in provision for children together with the consequences to children and families under the UK legislative frameworks of both Jersey and the UK

DATE OF APPROVAL: 15/02/2010	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 09/2010	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	TERM: Autumn

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf
- Subject benchmark statements
  http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2018/19	NATIONAL COST CENTRE: X990
MODULE LEADER: Aimie Tonsberg	OTHER MODULE STAFF:

Summary of Module Content

Every human has rights and initially this module will explore what is the essence of humanity as declared by the Universal Declaration of Human Rights (UDHR). Children's rights is an international issue affecting all sectors of provision for children and all aspects of their lives yet according to Nutbrown (2009, p.12) '…surprisingly few childhood educators are aware of the United Nations Convention on the Rights of the Child (1989) and even fewer are familiar with the detail (or the spirit) of the Convention.' Viewpoints on the concept of rights are variable with some saying children's rights are fundamental and others arguing that they are contestable. Within this module we will then go on to explore the history, development and influences on policy making both in the UK and locally and explore how policy has an important impact on the daily practice of all settings and practitioners. Baldock et al (2009, p.1) write that:

> Working with young children every day is fascinating and demanding. It is easy to see why so many early years' practitioners remain entirely focused on the task in hand and do no not spend time discussion policy which is seen as something produced by people in suits somewhere else that just has to be implemented. A common joke has the person in charge explaining 'there is no reason for it – it's just our policy.'

The welfare and health of children will be addressed in terms of historical and current influences that reflect the underpinning legislation that supports provision for children and families under the frameworks of both the UK and Jersey. Previous and existing legislation and guidelines to protect children from abuse and neglect will be examined and influences such as the tragic case of Victoria Climbie, the Laming report, (2003) and subsequently Every Child Matters (DfES, 2003) will inform discussions. We believe that it is vital that practitioners' actively challenge all aspects of discrimination and promote children's rights if we are to be able to give the maximum opportunities to all children to reach their full potential. This module has been compiled with the intention of helping you to develop an

awareness of issues surrounding children's rights and welfare and in relation to your own situations and practice, illuminate your own perspectives.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*

Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	Weekly in college
Seminars	12	Class room based and tutor/peer led
Guided Independent learning	64	Moodle based activities, set exercises, set reading
Private study	76	Background reading/research
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*
Coursework	C1	Literature review	50%	Students will be expected to review the literature around the topic of children's rights and welfare guided by the given assignment title.(L.O 1,2,3)
		Set exercise	50%	Students are given a case study and asked to respond. Class based task – supporting resources can be used to inform response. (L.O 1)

Updated by: Aimie Tonsberg 01/09/18	**Approved by**: Lynn Blakemore 01/09/18

MODULE CODE: *HIGH1022*	MODULE TITLE: Include Me! Perspectives on Disability

CREDITS: 20	FHEQ LEVEL: Level 4	JACS CODE: 135

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module introduces key perspectives on disability, inclusion and exclusion; critically examining historical and cultural views. It challenges participants to examine their own attitudes and values.

.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

COURSEWORK

C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To critically examine different models of disability
- To critically examine disability from a cultural, historical, sociological and political perspective
- To explore and challenge the participants own attitudes to disability
- To explore the educational interventions and models with experienced Special Needs Practitioners

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 different models of disability
2. Intelligently apply these models to critically analyse historical, cultural, psychological and sociological perspectives on disability and inclusion
3. Examine educational interventions within the context of the perspectives studied
4. Investigate and make comparisons of provision in the UK and Jersey for children with special need
5. Reflect upon own values , experiences and attitudes in the light of this knowledge

DATE OF APPROVAL: 12/02/2010	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 09/2010	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	**TERM: Autumn**

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf
- Subject benchmark statements http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE:** X990

MODULE LEADER: Tine Hesse	**OTHER MODULE STAFF:**

Summary of Module Content

The key purpose of this module is to help you consider what educational opportunities and interventions are available for children and young people with special educational needs and the rationale behind them. We will examine historical, cultural, political and social perspectives on disability and inclusion, considering how and why these have changed over time.

Every child has a right to feel valued and confident with their identity. They have a right to have cultural values and beliefs accepted and equally access the curriculum and appropriate learning resources. To learn, a child needs to have self-esteem and be provided with appropriate learning opportunities, to laugh a child needs to feel secure and happy, to love, a child needs to have self-acceptance. Childcare providers have a very privileged role- to contribute to the development of a child and to enable every child to reach their full potential, regardless of any challenges the child faces in a culture that celebrates difference.

Every child has the right to be treated as an individual, a right to education, a right to develop their personalities and talents to the full. The child should always be 'seen' first, the disability afterwards, only then can we start to provide appropriate support and intervention.

A key objective of this module is to enable students to question their own practice and reflect on their experiences. Most people believe their personal values are in the proper place, and can see the need for improvement in others rather than recognizing their own shortcomings. Students will learn to reflect on their own practice and values and use this knowledge.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Assessments	30	Preparation in class, revision time, essay writing
Community visits	6	One off visit to specialist provision
Guided independent learning	44	Moodle based activities, set exercises, set reading
Lectures	38	Weekly in college
Private study	78	Background reading, approximately 7hrs a week
Seminar	4	Guest speakers
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*
Course-work	C1	Essay	100%	Students will write an essay focusing on how the needs of children and young people with disabilities are met within the islands provisions (L. O: 1, 2, 3, 4, 5)

Updated by: Tina Hesse 01/09/18	**Approved by**: Lynn Blakemore 01/09/18

. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: *HIGH1023*	MODULE TITLE: Provision for Children

CREDITS: 20	FHEQ LEVEL: Level 4	JACS CODE: 135

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module introduces patterns of provision for children, locally and in the UK and compares this with provision from around the world. Curriculum frameworks and approaches to include Te Whariki, Montessori, Steiner and Reggio Emilia will be considered alongside different approaches to care environments.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*	
COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To identify and critique political, economical and cultural influences that can impact on provision for children
- To examine pedagogical approaches from around the world and contextualise possible strengths and weaknesses to practice and provision.

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 political, economical and culture factors that can influence provisions and practice and analyse the impact that this can have on experiences
2. Examine curriculum frameworks and pedagogical approaches and present back findings that consider both strengths and weaknesses

DATE OF APPROVAL: 12/02/2010	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 09/2010	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	TERM: Spring

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf
- Subject benchmark statements
  http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2018/19	NATIONAL COST CENTRE: X990

MODULE LEADER: Tina Hesse	OTHER MODULE STAFF:

Summary of Module Content

Children are literally the future of any society; therefore what we provide for them reflects how we value our children.

'Each society's response to the needs of children is intricately bound up with the way it sees itself and its hopes and fears for the future. In our society powerful interest groups, social commentators, politicians, academics and children's charities debate the importance of family integrity, social trends and the impact of the state on children's lives'
(Foley P., Leverett S, 2008, p. 1)

This module explores and analyses the influences on what is provided for children in different countries/settings. These drivers dictate social policy and legislation relating to professional practice in the care, education and protection of children. By looking at and comparing provision in different countries we can begin to understand how these influences impact upon a child's experience and most particularly the outcomes for each individual child.

An investigation of approaches to children's provision will be critically appraised. You will further examine and apply this in a way that leads to reflective and evidence based practice.

Key skills that practitioners working within a childcare context should be aware of will be explored. You will examine the values and principles that underpin multi-disciplinary team working. You will also study the importance of the partnership between parents, practitioners and children. This module enables you to acquire and develop relevant knowledge of various theories and relate them to your experiences in practice.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*		
Scheduled Activities	**Hours**	**Comments/Additional Information**

Lectures	46	Weekly in college
Seminars	6	Class room based and tutor/peer led
Guided Independent learning	64	Moodle based activities, set exercises, set reading
Private study	78	Background reading/research
Preparation for assessment	6	Presentation practice
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*
Coursework	C1	3D Model Presentation	80% 20%	A 3D model and rationale that represents a quality childcare provision. (L.O.1, 2) Presentation of model and rationale (L.O.1, 2)

Updated by: Tina Hesse 01/09/18	**Approved by**: Lynn Blakemore 01/09/18

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

MODULE CODE: *HIGH1063*	MODULE TITLE: Today's Child

CREDITS: 20	FHEQ LEVEL: Level 4	JACS CODE: 135

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Children's lives today are diverse in experience. This module examines family patterns and social factors which influence these experiences. Comparative studies are used to develop awareness of historical and social constraints.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*	
COURSEWORK	
C1	90%
PRACTICAL	
P1	10%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To understand and identify different experiences of children in a historical context and in Britain today.
- To raise students' awareness of the experience of childhood in sociological terms.
- To identify and discuss social factors that may influence development.
- To compare case studies of today's children.
- To introduce sociological research processes.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Demonstrate systematic knowledge and understanding of childhood nationally and globally from philosophical, historical, psychological, sociological, cultural, educational, health, welfare, legal, political and economic perspectives and the underpinning theories.

DATE OF APPROVAL:	**FACULTY/OFFICE:** Academic partnership
DATE OF IMPLEMENTATION: 10/06/2015	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE:	**TERM:** Spring

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf
- Subject benchmark statements
  http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE:** X990

MODULE LEADER: Sean Dettman	**OTHER MODULE STAFF:**

Summary of Module Content

Children's lives today are diverse in experience. This module examines family patterns and social factors which influence these experiences and comparative studies are used to develop awareness of historical and social constraints. Until we are clear about what childhood and children mean to us as individuals, we cannot begin to become effective practitioners. According to Dickens and Hyder (2002) 'our inbuilt assumptions – derived from our unique individual blend of experience and knowledge – are of fundamental importance in shaping and influencing our practice. The mere fact of having once been a child, however, does not make us experts although it may give us a particular view' (p.13).

There are three main philosophical perspectives that have influenced thinking around childhood in this country, empiricism, nativism and interactionism and these will be introduced and explored in detail as part of this module. Factors such as gender and social class will be addressed as these have played a part in shaping the lives of children throughout the years alongside the impact of historical events on childhood experiences. Concepts of childhood are often informed from an adult perspective and children themselves can be viewed as a subordinate group in society, subject to the restrictions and limitations of what adults think is appropriate. Childhood has also been shaped by political and economic factors with Jones et al (2008) writing that:

> Within a nation, the status, rights, responsibilities and obligations attributed to children affect their experience and life chances. Children as members of a nation state and part of the international community are susceptible to political and economic influences. Arguably they are more susceptible than other sectors of the population as they have greater vulnerability due to age, developmental stage and relative powerlessness (p.22).

Technology is creating new and extraordinary ways of communicating and learning and arguments for and against the impact of technology on children's lives today remains a concern to some. Many of these technological developments are located within the media and popular culture and the media has an enormous influence on the cultural lives of children in industrialised societies. This module will explore how we can engage with children through this medium and use technology and popular culture to positively inform the curriculum.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*

Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	Weekly in college
Seminars	6	Class room based and tutor/peer led
Guided Independent learning	64	Moodle based activities, set exercises, set reading
Private study	78	Background reading/research
Preparation for assessment	4	Presentation practice
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*
Coursework	C1	Academic Poster	90%	To create and present an academic poster that demonstrates insight and understanding of historical and sociological perspectives surrounding children and childhood drawing upon current concepts and theories (L.O.1)
Practical	P1	Oral presentation	10%	Students will be expected to do an oral presentation (10 mins) where practical presentation skills will be assessed. (L.O.1)

Updated by: Lynn Blakemore 01/09/18	**Approved by**: Ben Bennett 01/09/18

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

MODULE CODE: *HIGH1064*	MODULE TITLE: Professional Development

CREDITS: 20	FHEQ LEVEL: Level 4	JACS CODE: 135

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module is designed to give students the skills and confidence to make the most of the college and work based elements of the programme. It covers such areas as: communication; time management; team working; study skills; objective setting; and learning while working through practical engagement in a range of childcare environments.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*	
COURSEWORK	
C1	90%
PRACTICAL	10%
P1	

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS: The module aims to enable students to:
- Operate as effective undergraduates able to meet their personal, programme and work requirements.
- Work and communicate effectively with both college and work colleagues
- Effectively present themselves, arguments and information in the college and work context
- To provide students with the opportunity of learning from work, acquire work based knowledge and be able to reflect on how they work and can improve personal practice
- To develop their employment skills so they enter the workplace as effective contributors

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Identify and build upon their preferred learning style. Plan, organise and take responsibility for his/her own learning
2. Present information and concepts, and to develop lines of argument in a manner which is structured, accurate and persuasive
3. Work as an effective member of staff exercising personal responsibility and using standard technologies as appropriate
4. Link and apply knowledge, concepts and skills from academic study to a work situation
5. Critically evaluate own experiential learning through reflections on own practice

DATE OF APPROVAL:	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 10/06/2015	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE:	TERM: Autumn/Spring/Summer

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf
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- SEEC level descriptors http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
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- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE:** X990

MODULE LEADER: Lynn Blakemore	**OTHER MODULE STAFF:**

Summary of Module Content

As a childcare professional you will be instrumental in raising the quality of provision for young children in transforming children's lives. You will be change agents, improving practice across all areas and helping to support and mentor other practitioners.

Effective practitioners in the early years are required to be committed, enthusiastic and reflective and have a breadth and depth of knowledge, skills and understanding. Self evaluation is very important to be a reflective practitioner. This unit will support reflective practice and is best understood as an approach which promotes autonomous learning and helps to develop your understanding and critical thinking skills. Techniques that you will be introduced to will include self and peer assessment, problem-based learning, personal development planning and group work that can all be used to support a reflective approach to your work with children and young people.

This module will be an opportunity to gain study skills that will support your learning, this will include report and letter writing and presentation skills, core IT skills that will support your learning within a 21st century learning environment. This will help you to develop your skills and reflect on personal qualities that will assist your academic progress across the degree.

This module will prepare you to participate in work experience and facilitate reflection and will give you the opportunity to analyse how groups work together. You will be required to collate all your evidence in a portfolio. This portfolio will be very personal to you and you can to present it in a way that means something to you. This portfolio will give you the opportunity to bring together some of the guiding principles of successful personal learning and support your career development.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*

Scheduled Activities	Hours	Comments/Additional Information
Community visits	10	Visit to childcare environments
Guided independent learning	40	Moodle based research, set exercises, set reading
Lectures	50	Weekly in college over two terms
Private study	46	Background reading, reflections, research
Seminars	18	Guest speakers
Work-based learning	36	Observations, activity planning, reflections
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*
Practical	P1	Presentation	10 %	Students will share the journey of their professional development and portfolio with their peers (L. O: 1, 2, 4, 5)
Coursework	C1	Portfolio	90%	A portfolio and presentation of evidence documenting work-based learning, links between theory and practice, personal growth, documents and experiences over the first year of the Foundation Degree (L. O: 1, 2, 3, 4, 5)

Updated by: Lynn Blakemore 01/09/18	**Approved by**: Ben Bennett 01/09/18

. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: *HIGH2015*	MODULE TITLE: Child Development is for the Future Adult

CREDITS: 20	FHEQ LEVEL: Level 5	JACS CODE: 135

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
A child's self-esteem is key to their future; heredity, experiences, the environment and those around the child all contribute and influence their holistic development. The formation of a child's self-concept and gender identity will be studied in addition to emerging theories on emotional intelligence.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*	
COURSEWORK	
C1	**100%**

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement:

MODULE AIMS:
- To develop critical understanding of the concept of holistic development in children
- To particularly focus on emotional development for the future person.
- To develop critical understanding of self- concept, esteem, image and gender identity
- To develop observation and evaluation skills.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Demonstrate critical understanding of the theories underpinning the concept of holistic development in the child.
2. Understand the importance of emotional wellbeing and development for children.
3. Debate the influence of social context, diversity and self-esteem on a child's learning.
4. Extend own skills of observation and awareness of ethical constraints.

DATE OF APPROVAL: 12/02/2010	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 09/2010	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	**TERM:** Spring

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf
- Subject benchmark statements
  http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
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ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE:** X990
MODULE LEADER: Christopher Journeaux	**OTHER MODULE STAFF:**

Summary of Module Content

Emotional intelligence is the ability to feel, use, communicate, recognize, remember, learn from, manage, understand and explain emotions; to know what emotions are and how they impact on us; what feelings mean to us as individuals. It is subjective and dependent on previous knowledge, understanding of the self and ability to learn and reflect. We will examine the potential influence of early experiences, trauma, social interactions on emotional intelligence and the possible influence of gender, parenting styles and attachment on emotional and social development.

Behaviour reflects a child's internal state; it is a visible response to a feeling or an emotion. Responses vary between individuals, as practitioners we have to find out the cause to then deal with the reaction and emotions. Lack of knowledge of emotions and ability to regulate them can affect a child's ability to learn and make social relationships. Providing a learning environment that nurtures children and enables self-expression and values individuality is central to holistic well-being and an essential part of a practitioner's role. Students will have the opportunity to observe and plan for an individual child's personal, social and emotional development and this could potentially positively impact on the child's holistic development.

Learning is a lifelong process. Early experiences may shape the way we are today, but it is important to acknowledge that every person has the ability to change, develop and learn. Potential for change should not be underestimated; we are not stuck in one mind set, embedded in our past, we all are capable of positive change and can shape our lives and enhance our experiences.

This module requires students to engage in personal reflection- it is extremely important as carers or educators that we have an understanding of our own emotional intelligence to enable and develop this in others.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Assessment	34	Preparation in class, scheme of work, essay
Guided independent learning	30	Moodle based activities, set exercises, set reading
Lectures	42	Weekly in college
Private study	80	Background reading, approximately 8 hrs a week
Seminar	2	Guest speaker
Work based learning	12	Observations, planning and activities
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*
Coursework	C1	Observations	35%	Two observations to be carried out on a target child. (L. O: 4)
		Essay	65%	A reflective essay that analyses the child's development and progress over time. (L. O: 1, 2, 3, 4)

Updated by: Christopher Journeaux 01/09/18	**Approved by**: Lynn Blakemore 01/09/18

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

MODULE CODE: *HIGH2016*	MODULE TITLE: Who Am I?

CREDITS: 20	FHEQ LEVEL: Level 5	JACS CODE: 135

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Research finds that even before birth learning occurs and that children continue to be active learners. Building on the successful observational methods of earlier scientists such as Vygotsky and Piaget students will be encouraged to critically appraise research and develop connections between theories studied.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*	
COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To develop students' understanding of emerging theories of motor, cognitive and social development
- To further students' understanding of purposeful play in development and learning, and factors that can influence this
- To enable students to analyse from the child's perspective

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Demonstrate an in depth knowledge, understanding and ability to apply a range of developmental theories
2. Apply knowledge selectively to their experience of children
3. Have a critical understanding for the child's learning capabilities

DATE OF APPROVAL: 12/02/2010	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2010	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	TERM: Autumn

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf
- Subject benchmark statements
  http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE:** X990

MODULE LEADER: Dr Sue Le Masurier	**OTHER MODULE STAFF:**

Summary of Module Content

Research tells us that learning occurs even before birth and that children continue to become active learners. Many researchers and theorists (Bruce, 2005; Smidt, 2011) have discussed play and its place in learning. Some Educationalists have defined play as being children's work. Some adults can be heard to say- children don't know how to play now!

Some researchers and writers (Athey, 1990; Nutbrown, 2008) suggest that as children explore objects they may be asking questions about the properties of the object? Is this play, and how does it support learning?

Environments play a part in enabling children to play and learn. Skilled practitioners can plan an environment that reflects the likely needs of children and young people. Careful observation of children helps to plan the environment and resources to support and develop play and learning according to individual preferences and needs.

We need to acknowledge the child's perspective of how they view their own learning and development. More and more researchers are listening to the voices of children. As practitioners and policy makers this approach may create uncertainties about planning for children, as we strive to create appropriate ways of listening to children's voices and include this information in our planning.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	30	Weekly in college
Seminars	20	Class room based and tutor/peer led
Guided Independent learning	70	Moodle based activities, set exercises and set reading
Private study	80	Background reading/research

			200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)
Total				

Category	*Element*	*Component Name*	*Component weighting*	*Comments* *Include links to learning objectives*
Coursework	C1	Article critique	100%	Students to choose and critique an academic journal of personal interest to them. (L.O 1-3)

Updated by: Dr. Sue Le Masurier 01/09/18	**Approved by**: Lynn Blakemore 01/09/18

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

MODULE CODE: *HIGH2017*	MODULE TITLE: Children in Society (Research Module)

CREDITS: 20	FHEQ LEVEL: Level 5	JACS CODE: 135

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Using the psychological and sociological research framework from year 1, students will analyse some of the ethical issues that may arise when involving children as research participants. A small scale research project will form the assessment mode for this module.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*	
COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To develop and in depth understanding of ethical issues and methodology supported by own reading and field study
- To gain a critical understanding of children's behaviour through a detailed study of children in a naturalistic setting and gain understanding of the social context which shapes their behaviour
- To raise awareness of new developments and theories in the discipline

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Understand the value of contextual child study and the ethical issues involved
2. Able to apply knowledge and methods
3. Ability to initiate critical analysis and propose solutions

DATE OF APPROVAL: 12/02/2010	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 09/2010	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	TERM: Spring

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

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- SEEC level descriptors http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
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- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE: X990**
MODULE LEADER: Dr Sue Le Masurier	**OTHER MODULE STAFF:**

Summary of Module Content

This module aims to introduce you to some key ideas and practices in research. It is designed to enable you to develop your understanding of various research methods and issues of methodology when undertaking research in the area of childhood studies. This will help you to be able to critique the work of other researchers as well as prepare you for your dissertation, should you choose to continue your studies. This module is designed to open up research processes and practices to you and aims to help you develop the skills to ask questions about the methods and methodology of research you encounter in the field of childhood studies.

Childhood studies is a multi-disciplinary field of research and as such is a fascinating field of study incorporating disciplines of psychology, sociology, politics, history and curriculum awareness. This also makes us challenge our thinking and research processes as it becomes difficult to explore just one of these disciplines in isolation as then '…there is always a danger of reaching conclusions that cannot withstand scrutiny from another disciplinary perspective' (Nutbrown, 2009, p.5).

The module aims to provide you with information and ideas to enable you to choose suitable research methods for your chosen area of study and be able to justify your reasons for choosing them. Initially, you will work with your tutor to identify a research question. This could follow a particular interest you have in a particular area or be something that you have questioned through your studies and placement experience to date which you are keen to explore further. You will then be supported through the mechanics and processes of research methods and methodology and write up a research report, identifying how you would endeavour to carry out your enquiry.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	30	Weekly in college
Tutorials	20	Independent guidance on research design. 1-1 tutorials/email correspondence
Guided Independent learning	70	Moodle based activities, set exercises and set reading
Private study	80	Background reading/research
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*
Coursework	C1	Research report	100%	Students are required to devise a research question, methodology and consider ethical issues that may arise as a result of their research proposal. Research is not actually carried out in this module. (L.O. 1-3).

Updated by: Dr. Sue Le Masurier 01/09/18	**Approved by**: Lynn Blakemore 01/09/18

MODULE CODE: *HIGH2018*	MODULE TITLE: Multi-agency working and the impact on children

CREDITS: 20	FHEQ LEVEL: Level 5	JACS CODE: 135

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module looks at the importance, challenges and methods of multi-agency working in meeting the needs of children. The legislation and Codes of practice that guide teams will be examined.
.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To critically examine the roles & responsibilities of those working with children and families.
- Develop skills and understandings needed for multi-professional teams.
- Analyse the influence of effective multi-professional teams on children and their families.
- To understand the challenges and constraints of multi-professional and multi-agency working and the approaches which make for effective working
- To develop working knowledge and skills in the development of action plans for meeting and promoting children's health, wealth and safety

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.
2. Recognize the ethical issues involved in multi-professional teams.
3. Able to exercise the interpersonal skills and communications that help teams to be effective.
4. Reflect upon own role and responsibilities within a team.

DATE OF APPROVAL: 12/02/2010	**FACULTY/OFFICE:** Academic Partnership
DATE OF IMPLEMENTATION: 09/2010	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	**TERM: Spring**

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf
- Subject benchmark statements http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
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- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE: X990**

MODULE LEADER: Heather Davies	**OTHER MODULE STAFF:**

Summary of Module Content

Multi agency or multi professional working is about many different services working together to enhance provisions and prevent problems that may occur. It is about proactive working and not reactive responses. Yet such collaboration comes with challenges and complexities. Managing the process can be problematic as commented by a full services extended schools co-ordinator (FSES) "it's hard work. It is constantly talking, emailing, communicating with them, being positive, keeping them involved, making sure they're happy, that they've got their office space, and their time slot. It's time consuming." (CfBT, 2007,p.93).

With an ever changing government comes a change in policies too. However, many new policies are built upon original pieces of legislation or research. This module will explore the impact of these policies and the skills practitioners need to work with such policies.

This module will examine the various roles and responsibilities of those working within multi-agency teams and the skills that they require to ensure effective working. The module will also identify the challenges and constraints that come with multi professional practice. As Cheminais states "multi-agency partnership working will not be effective unless it is based on trust and mutual respect between each children's workforce practitioner, who is clear about their role and the value they add in improving children's well-being." (2009, p. ix)

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	40	Weekly in college
Seminars	10	Class room based and tutor/peer led
Guest speaker	2	External delivery from expert in field
Guided Independent learning	68	Moodle based activities, set exercises and set reading
Private study	80	Background reading/research
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*
Coursework	C1	Critical incident report	100%	A critical examination and comparison of the roles and responsibilities of those working with children and families (L.O. 1-4)

Updated by: Heather Davies 01/09/18	**Approved by**: Lynn Blakemore 01/09/18

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

MODULE CODE: *HIGH2019*	MODULE TITLE: Physical Movement in the Lives of Children

CREDITS: 20	FHEQ LEVEL: Level 5	JACS CODE: 135

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Many approaches to learning promote the use of movement to develop cognitive constructs and consider outdoor play as essential for ensuring children's well-being. Different philosophies will be examined and historical and international perspectives compared.
.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*	
COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To develop a critical understanding of holistic development in the child.
- To establish an in depth understanding of physical development and the role of movement in children.
- To develop a comprehensive knowledge of international perspectives on outdoor play and movement activity.
- To develop activity planning skills linked to theoretical understandings of movement for young children.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Demonstrate in depth knowledge of holistic development in the child.
2. Demonstrate a critical understanding of the importance of physical wellbeing and development for children.
3. Undertake a detailed analysis of the influence of social context on a range of outdoor provision.
4. Extend own skills of planning to promote physical well being.

DATE OF APPROVAL: 12/02/2010	**FACULTY/OFFICE:** Academic Partnership
DATE OF IMPLEMENTATION: 09/2010	**SCHOOL/PARTNER:** Highlands College

DATE(S) OF APPROVED CHANGE: 01/07/2011	TERM: Autumn

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

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- Subject benchmark statements http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

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ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE:** X990
MODULE LEADER: Lynn Blakemore	**OTHER MODULE STAFF:**

Summary of Module Content

This module enables students to study child development holistically but with particular emphasis on the importance and influence of physical activity, health and overall well-being. 'Right from birth there is such a powerful urge to move that babies soon struggle to be freed from the constraints of adult arms or restricting buggies, and will bounce their legs up and down in continual mock walking movements when lying on the floor or sitting in a car seat' (Ouvry, 2000, p.12).

Piaget, Bruner and Donaldson all refer to children's learning as being 'thought in action' and the fact that children need to explore their environment through their senses in order to develop and understand the concept of abstract thinking. Body and mind are inextricably linked and 'physical experiences that children have are of crucial importance in helping them to discover their bodies and their surrounding and to gain understandings of such fundamental concepts as time and space' (May, 2011, p.26).

A variety of approaches such as outdoor play, Forest schools and dance which all promote this area of development will be explored. Students will be offered practical experiences of some approaches but to complement the learning within this module students are expected to read widely so as to be able to construct their own understanding. Details of educational visits will be given to all students nearer the planned dates.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	40	Weekly in college
Visits	8	Visits to outdoor provisions
Guest speaker	6	External delivery from Yoga expert and forest school activity
Guided Independent learning	66	Moodle based activities, set exercises and set reading
Private study	80	Background reading/research
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*
Coursework	C1		100%	Students to write a report on a local outdoor provision and devise and activity plan that supports physical movement. (L.O. 1-4).

Updated by: Lynn Blakemore 01/09/18	**Approved by**: Ben Bennett 01/09/18

MODULE CODE: *HIGH2020*	MODULE TITLE: Children's Workforce – Management and Leadership

CREDITS: 20	FHEQ LEVEL: Level 5	JACS CODE: 135

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module builds on the knowledge and skills of interpersonal and group behaviour acquired in year 1 and knowledge gained in other modules in the course, to an in depth focus on the principles and practice of management, leadership and change in the children's workforce.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To explore and develop knowledge and understanding of the theory behind a range of management and leadership styles that could be used within the children's workforce.
- To explore how the performance of individuals and teams can be changed and developed through appropriate management and leadership styles, and actions to be taken.
- To develop skills in order to critically analyse these concepts, and reflect on practice in a management and leadership role in the children's workforce.

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 organisational culture of a setting, and the role of the children's workforce in each element
2. Demonstrate a critical understanding of the concepts and principles of management, leadership, motivation and support, and apply these principles to the work context
3. Undertake a critical analysis of management actions, which includes a reflection on their own role performance
4. Work as the effective member of a team, applying the concepts and principles covered in this module to improve their own performance and support the performance of others

DATE OF APPROVAL: 12/02/2010	FACULTY/OFFICE: Academic Partnerships

DATE OF IMPLEMENTATION: 09/2010	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	TERM: Autumn

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

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ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE:** X990

MODULE LEADER: Heather Davies	**OTHER MODULE STAFF:**

Summary of Module Content

This module will introduce you to an alternative perspective on your role in the children's workforce, by highlighting the importance of effective management and leadership in the day-to-day operation and organisation of a setting.

Talan & Bloom (2011) refer to the growing professional consensus that the quality of early childhood programmes should be viewed through a broader lens than only the classroom environment. They consider the absence of quality systems at the organisational level can mean that high quality interactions and learning with children cannot be sustained.

The increasing demands on managers of early childhood settings, means leadership is emerging as an important issue in this context (Leeson, 2010). Reflective practice is also considered to be a valuable problems solving strategy for busy leaders (Jones and Pound, 2008), so is evident as an essential element of each lecture in the module.

Your individual preferences, which were determined by the Myers Briggs Type Indicator (MBTI) in your first year, will continue to be used to develop awareness of your styles of communication, teamwork, leadership and management.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	30	Weekly in college
Seminars	20	Class room based and tutor/peer led
Guided Independent learning	70	Moodle based activities, set exercises and set reading
Private study	80	Background reading/research
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
Coursework	C1		100%	Critical incident report – students need to demonstrate a critical understanding of the organisational culture of a setting, the role of the children's workforce and the concepts and principles of management to a work context (L.O.1-4).

Updated by: Pat Riley	01/09/18	**Approved by**: Lynn Blakemore	01/09/18