# Wrexham Glyndŵr University

**MODULE SPECIFICATION**

| **Module Title:** | Learning and Development in Practice (Part 1) | **Level**: | 4 | **Credit Value**: | 20 |
|---|---|---|---|---|---|

| **Module code**: | EDC426D | **Is this a new module?** | Yes | **Code of module being replaced**: | NA |
|---|---|---|---|---|---|

| **Cost Centre**: | GAEC | JACS3 **code**: | X310 |
|---|---|---|---|

| **Trimester(s) in which to be offered:** | 1,2 | **With effect from:** | September 16 |
|---|---|---|---|

| **School:** | Social and Life Sciences | **Module Leader:** | Liz Sheen |
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| Scheduled learning and teaching hours | 30hrs |
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| Guided independent study | 140hrs |
| Placement | 30hrs |
| **Module duration (total hours)** | 200hrs |

| Programme(s) in which to be offered | Core | Option |
|---|---|---|
| FdA Early Childhood Practice (Early Years Practitioner) | ✓ | ☐ |
| | | ☐ |

| **Pre-requisites** |
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| None |

| Module Aims |
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| This module aims to identify the domains which constitute children's learning and development and to analyse the range of resources, methods, activities to successfully support these areas within early childhood practice. It will consider the curriculum frameworks, legislation, guidance and policies as they apply to practice and the role of the practitioner in supporting children, parents and other practitioners in an effective environment. |

| Intended Learning Outcomes |
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Key skills for employability

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

| At the end of this module, students will be able to | | Key Skills | |
|---|---|---|---|
| 1 | Identify and evaluate the domains which constitute children's learning and development and the implications for practice. | KS1 | KS4 |
| | | KS5 | KS9 |
| 2 | Demonstrate an awareness of the role of the individual practitioner in supporting children, parents and practitioners in specific relation to communication and environment. | KS1 | KS5 |
| | | KS4 | KS9 |
| 3 | Outline relevant policy, legislation and guidance and assess its relevance to practice. | KS1 | KS4 |
| | | KS3 | |
| 4 | Analyse and evaluate a range of resources, methods and activities that are important for learning and development in practice. | KS1 | KS5 |
| | | KS4 | KS9 |
| Transferable/key skills and other attributes | | | |

- Effective Communication
- Time management
- Organisational skills
- Personal and professional reflection
- Application of theory to practice
- Independent learning
- Problem solving

- Effective writing skills
- Analyse concepts, theories and issues of policy in relation to practice.
- Evaluation
- Critical thinking

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**Derogations**

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

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**Assessment:**

1. Assessed Discussion – students will engage in an assessed online discussion to address the module learning outcomes.

2. Professional Portfolio – practice competencies associated with module

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

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**Learning and Teaching Strategies:**

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

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

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

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

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**Syllabus outline:**

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

This module will support students to explore the following questions:

1. What are the influencing factors which must be considered when supporting the developmental domains i.e. planning, activities, resources etc?
2. What is the role of the environment in supporting children?
3. How does the curriculum framework support the practitioner to deliver best practice, innovation, early intervention and additional language support when needed?
4. How can mathematical learning and literacy be implemented in early childhood?

In exploring these question, this module will consider:

- The impact of the environment and creating an enabling environment
- The factors, methods, planning, resources and activities needed to support cognitive, communication, physical and emotional and social domains of development and learning.
- The curriculum framework and evaluating best practice.
- Early intervention and additional language support.
- Mathematical learning.

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

| Unit | Area of Knowledge |
|------|-------------------|
| Core | K26, K27 |
| SCDCCLD 0403 | K59 – 63, |
| SCDCCLD 0408 | K59, K60, K69, K70, K71, K75 |
| SDCCCLD 0409 | K60, K63, K64, K66, K69, K71, K72 |
| SCDCCLD 0411 | K57, K63-68 |
| SDCCCLD 0417 | K64, K65 |

| Bibliography: |
|---|

| Essential reading |
|---|

Jackson, D. and Needham, M. (2014), *Engaging with Parents in Early Years Settings*. London: Sage.

Miller, L., Cable, C. and Goodliff, G. (2014), *Supporting Children's Learning in the Early Years*. Oxon: Routledge.

| Other indicative reading |
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Brodie, K. and Savage, K. (2015), *Inclusion and Early Years Practice*. Oxon: Routledge.

File, N., Mueller, J.J. and Basler Wisneski, D. (2012), *Curriculum in Early Childhood Education. Re-examined, Rediscovered, Renewed.* London: Routledge.

Fisher, J. (2013), *Starting from the Child: teaching and Learning in the Foundation Stage*. Maidenhead: Open University Press.

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

Miller, S. (2010), *Supporting Parents*. Buckingham: Open University Press.

Nutbrown, C. (2011), *Key Concepts in Early Childhood Education and Care*. London: Sage.

Oliver, B. and Pitt, B. (2011), *Working with Children, Young People and Families*. London: Sage.

Penn, H. (2011), *Quality in Early Childhood Services*. Buckingham: Open University Press.

Pound, L. (2011), *Influencing Early Childhood Education. Buckingham: Open University Press.*

Whitehead, M. (2011), *Developing Language and Literacy with Young Children*. Third Edition. London: Sage.

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

British Journal of Education studies

Early Years Education

Early Childhood Research

Journal of Early Childhood Research

**Websites**

Children in Wales (2014), Early Years. Available at: http://www.childreninwales.org.uk/our-work/early-years/

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

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

Welsh Government (2012), National Minimum Standards for Regulated Child Care. Available at: **http://cssiw.org.uk/docs/cssiw/publications/120309regchildcareen.pdf**

CCW (2013b) *National Occupational Standards for Social Care, Early Years and Childcare,* Cardiff: CCW (Available electronically)
http://www.ccwales.org.uk/early-years-and-childcare-worker/
http://gov.wales/topics/educationandskills/earlyyearshome/?lang=en
https://www.estyn.gov.wales/thematic-reports