
EARLY YEARS FOUNDATION DEGREE

Awarding Body: University of Greenwich

Contents – Course Specifications

Course Specifications (all courses are compulsory)				
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Course Specification	
School	Education
Department	Education & Community Studies
Code	
Course Title	PROFESSIONAL PRACTICE 1
Course Coordinator	
Level (please tick ✓)	4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/>
Credit	30 credits
Pre-requisites	

Aims

This course is an exciting opportunity for students to personalise their study around their professional needs and experiences. Mentors will be assigned to students to support work-based learning and assessment. Students learn how to apply theoretical explanations to experiences they have had in the work place. Students explore and challenge assumptions that may be taken for granted within their educational practice so that students may become more effective. The course is designed to support personal transformations through experiential learning. This learning is made visible and reflected in digital media such as photographic montage, audio recordings and online journals/blogs. Knowledge transfer is made possible through the sharing of this digital material in professional discussion.

Learning Outcomes

On completing this course successfully you will be able to:

1. Draw on a range of study skills at under-graduate level;
2. Have an informed understanding of your discipline or professional practice, and the ability to question its principles, practices and boundaries;
3. Demonstrate your received knowledge through reflective narratives documenting professional experiences and educational interventions that you have been involved with over the year of study. The focus of these narratives will be based on 'people, places and practices' that have inspired you and impacted on your practice. These narratives will be documented within an e-portfolio;
4. Demonstrate effective practice with children through the ability to observe, plan, reflect and respond.

Indicative Content

On each course contained within the programme students are required to link theory to practice and draw on professional experiences to make sense of how the learning process works. Professional reflection is therefore embedded within the whole programme. On this course students learn how to develop their skills of reflection so that they can advance practice and extend their current understanding. External speakers and visits are a key asset to this course and students are enabled to broaden their experience through:

- Visits to other settings and educational establishments, including the University of Greenwich;
- Engagement with a mentor;

- Tutorial support, setting visits and observations;
- Tasks and presentations from other Early Years Professionals and those involved in Early Years work;
- Working as a team with peers;
- Sharing good practice;
- Working with children: Planning, implementing, assessing and evaluating activities for young children; observation skills and techniques; confidentiality; resource management.

An introduction to study skills and academic conventions will be developed through workshops and personal tutoring so that you can::

- Think independently, analytically and creatively, and engage imaginatively with new areas of investigation;
- Appreciate disciplines and forms of professional practice beyond their own, and draw connections between them;
- Are intellectually curious, responsive to challenges, and demonstrate initiative and resilience.

Graduate Skills will be supported via Formative Tasks which will provide feedback to help students to:

- Structure essays appropriately, embedding critical reflection into the discussion of evidence based practice;
- Make effective use of a range of reading and note taking strategies;
- To lead presentations and work co-operatively in a group;
- To make effective use of Information Learning Technology;
- To be able to evaluate theory, practice and personal performance;
- To be able to generate action plans;
- To manage time and personal resources;
- Presentation skills and techniques.

Learning and Teaching Activities

A customised range of activities are chosen to support students as they link theory to practice within their professional development.

Learning experiences include:

Professional discussion of experiences and transformational learning,

Setting Visits and trips

Exchanges

Guest speakers and podcasts

Interviews with professionals

Lectures accompanied by Online Learning Resources

Group research and presentation tasks

Workshops and seminars

Individual guided study

Joint reflection on case study scenarios and shared professional experiences .

<i>Word Length</i>	<i>Written reflection (2500 words) submitted with Presentation materials (equivalent to 2500 words)</i> <i>Total 5000 words</i>	
Assessment Details:	<i>Students will select episodes from their e-Portfolio to document their professional development and learning journey for the duration of the course</i>	
<i>Methods of Assessment</i>		
<i>Grading Mode</i>		
<i>Weighting %</i>		
<i>Pass Mark</i>		
<i>Outline Details</i>		
<i>Last Item of Assessment</i>	<i>Written reflection</i>	
<i>Are students required to pass all components in order to pass the course</i>	<i>Yes</i>	

Indicative Reading

<i>Author</i>	<i>Date</i>	<i>Title</i>	<i>Publisher</i>
<i>Baldock, P., Fitzgerald, D.</i>	<i>2009</i>	<i>Understanding Early Years Policy (2 edn)</i>	<i>London: Sage</i>

& Kay, J			
Bedford, D. & Wilson, E	2000	<i>Study Skills for Foundation Degrees</i>	Glasgow: Letts
Cottrell, S	2008	<i>The Study Skills Handbook (3rd edition)</i>	Basingstoke : Palgrave Macmillan
Forde, C	2006	<i>Professional Development, Reflection, and Enquiry</i>	London: Sage
Paige-Smith, A., Craft, A	2008	<i>Developing Reflective Practice in the Early Years</i>	Milton Keynes: Open University Press
Pears, R. & Shields, G	2010	<i>Cite Them Right : the essential referencing guide (8th ed)</i>	Basingstoke: Palgrave Macmillan
Meggison, D	2007	<i>Continuing Professional Development</i>	London : Chartered Institute of Personnel and Development
Miller, L & Cable,	2008	<i>Professionalism in the Early Years</i>	London: Hodder

Course Specification	
School	Education
Department	Education & Community Studies
Code	
Course Title	WORKING IN MULTI-AGENCY TEAMS
Course Coordinator	
Level (please tick ✓)	4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/>
Credit	30 credits
Pre-requisites	

Aims

Multi-agency working is fundamental to Early Years Policy and Practice. The range of professionals that Early Years educators need to be able to work with is vast including: social workers, health visitors, educational psychologists, family support workers, police, dental nurses, and Speech & language therapists to name a few. On this course students will learn how to develop their own team-working skills. They will develop understanding around different circumstances where multi-agency working is required and why this can be extremely effective whilst challenging in some cases. Students will develop expertise that will help them to facilitate effective collaborations with professionals from different disciplines. Students will develop new understanding as to how best to support the child within multi-agency interventions.

Learning Outcomes

On completing this course successfully you will be able to:

- *acquired principles of self-development, intrapersonal and interpersonal skills;*
- *demonstrated awareness of the national and local initiatives that shape Early Years practices, having examined the statutory and legal framework relating to working in Early Years settings, including children with additional needs;*
- *reflected on theories relating to personal and professional development;*
- *started to recognise roles and responsibilities of a multi-disciplinary team, with regard to family and child welfare.*

Indicative Content

Students not only need to explore the best ways of working within multi-agency groups, but also to develop specialist knowledge about early intervention so that the child may be supported in the lead up to gaining access to specialist support in the setting/classroom. Whilst the focus of the course is on professional collaborations the course will not forget the importance of developing partnerships with parents in order for positive impact to be achieved. Students will consider the vital role of parenting. The course will attend to the range of circumstances that call for the need to draw in multi-professional services. For example students will consider the impact of neglect and the presence of pressure on a family structure e.g. family break-down, bereavement and terminal illness. The direct/indirect effect of mental illness on childhood will also be considered.

A broad view of multi-agency working will be taken to include collaborations that happen within internal staff groups, for example working with a SENCO (Special Educational Needs Co-ordinator or Inclusion Manager). SEN will be considered from a social model that focuses on society and schools in their duty to adapt to all children's educational needs, and students

will be encouraged to reflect on whether they see any tensions in the terminology of 'Special Needs'. In addition differentiated learning will be covered through the exploration of Additional Educational Needs. AEN needs to be understood in the context of curriculum and so particular areas of subject knowledge will be brought into authentic case studies. When reflecting on SEN/AEN.

Students will revisit and extend their awareness of:

- Relevant Legislation and Policy frameworks
- Issues that impact on child welfare and well-being
- Children's special and educational needs including Additional Educational Needs (formerly known as SEN) such as
 - Language delay or disorder
 - Learning difficulties
 - Sensory impairments
 - Physical impairments
 - Autistic Spectrum Disorder(this list may be extended as appropriate)

Learning and Teaching Activities

A range of learning activities are chosen to support students as they link theory to practice within their professional development.

Learning experiences include:

Professional discussion of experiences and transformational learning,

Lectures accompanied by online learning resources

Group research and presentation tasks

Workshops and seminars

Guest speakers and podcasts

Individual guided study

Joint reflection on case study scenarios and shared professional experiences

Methods of Assessment	Group Presentation	<ol style="list-style-type: none"> 1. Library based group research task . Specific topics are drawn from broader topics which include SEN, Language Delay/Disorder, Physical/ Sensory impairment, Neglect, Abuse , Family breakdown 2. Students document findings under the following headings: <ol style="list-style-type: none"> 1. Relevant Legislation and Policy (National and local) (1000 words or equivalent)* 2. Information relating to child development and children’s special needs (1000 words or equivalent) 3. Annotated Bibliography (1000 words or equivalent) 4. Application to own practice (1000 words) 5. Reflection on own group working within the task and the delivery of the group presentation (1000 words) <p>*an equivalence of 1000 words means that information may be documented using diagrams and other means without literally using 1000 words in text. Equivalency refers to the academic content weighted against the 30 credits per course</p>
Grading Mode	%	
Weighting %	100%	
Pass Mark	40%	
Word Length	5000 words	
Outline Details	See column to right	
Last Item of Assessment	✓	
Are students required to pass all components in order to pass the course	Yes	

Indicative Course Materials and Reading:

Author	Date	Title	Publisher
Brentham, S	2004	<i>A teaching Assistant's Guide to Child Development and Psychology in the Classroom</i>	London: Routledge
Bruce,T	2011	<i>Early Childhood Education(4th ed)</i>	London : Hodder Education
Calkins, Susan D; Bell, Martha Ann	2010	<i>Child Development at the Intersection of Emotion and Cognition</i>	Washington, D.C. : American Psychological Association ; London : Eurospan [distributor]
Curtis,A & O'Hagan,M	2008	<i>Care and Education in Early Childhood : a Student's Guide to Theory and Practice</i>	London : RoutledgeFalmer
Cleaver et al	2010	<i>Children’s Needs – Parenting Capacity(2nd ed)</i>	The Stationary Office
Lindon,J	2012	<i>Safeguarding and Child Protection 0 – 8: Linking Theory and Practice</i>	London : Hodder & Stoughton Educational
Paige-Smith,A., Craft,	2011	<i>Developing Reflective Practice in the Early Years</i>	Milton Keynes: Open

A			University Press
Pugh, G & Duffy, B	2009	Contemporary Issues in the Early Years	London : Sage
Maclean, M & Buss, E	2010	The Law and Child Development	Farnham: Ashgate
Miller, L., Cable, C., Devereux, J	2005	Developing Early Years Practice	London : David Fulton,
Robinson, M	2008	Child Development 0-8: a Journey Through the Early Years	Maidenhead : McGraw-Hill Open University Press
Roffey, S & Parry, J	2012	Special Needs in the Early Years : Supporting Collaboration, Communication and Coordination (3 rd ed)	London : Routledge
Siraj-Blatchford, I., Clarke, K. & Needham, M	2007	The Team Around the Child : Multi-Agency Working in the Early Years	Stoke on Trent, Staffs: Trentham Books,

Course Specification	
School	Education
Department	Education & Community Studies
Code	
Course Title	CHILDREN & FAMILIES
Course Coordinator	
Level (please tick ✓)	4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/>
Credit	30 credits
Pre-requisites	

Aims

The course will provide opportunities to develop the underpinning knowledge necessary to help students in planning and assessing holistic development and learning for young children aged 0-8. This will be achieved by exploring the effects of positive relationships with parents and adults in developing children's confidence, self-esteem and increasing independence. It will investigate the importance of family and child participation and ways of listening to children. There will be opportunities to review current legislation, policy and practice in the light of current theory and research regarding children's personal, social and emotional development and differing approaches to parenting. The course will explore issues surrounding cultural diversity and equality of opportunity for all families and children. In addition students will begin to develop skills of reflection and self awareness in relation to their own practice, relationships with children and adults and their working environment.

Learning Outcomes

On completing this course successfully you will be able to:

- have carried out observations on children, using appropriate methods, and evaluated these to inform planning for individual children;
- have an awareness of how self-confidence, self-esteem, self-image, identity and emotional intelligence impacts on children's behaviour, learning and development;
- have explored family and cultural values, beliefs and attitudes ;
- demonstrate emerging awareness of Vygotskian socio-constructivist models of learning;
- begin to recognise the importance of building positive partnerships with parents as the child's first educators;
- be able to describe the regulatory and legislative framework for Early Years from 0 – 8 years, with particular reference to Children's Rights;
- reflect upon own practice in developing relationships with families and listening to children for personal and professional improvement .

Indicative Content

- Current legislation and policies relating to children and families aged from birth to eight;

- Application of socio-constructivist learning theories that locate learning within cultural experience ;
- Introduction to Bronfenbrenner's (2006) bio-ecological systems theory of child development;
- Aspects of developmental psychology such as notions of self-esteem, personality, birth order, parenting styles, attachment, emotional intelligence, learning disposition and behaviour; relationships with siblings and extended family members;
- Community cohesion and respect for cultural diversity including reflection on values, beliefs and attitudes;
- Strategies for developing systems of effective communication with parents as partners;
- Meeting the individual needs of children through assessment and curriculum planning;
- Child participation and empowerment;
- Equal opportunities, anti-discriminatory practice and social justice;
- Self-evaluation and reflection, including the effect of self on children, parents, other people and the work setting.

Learning and Teaching Activities

A customised range of learning activities are chosen to support students as they link theory to practice within their professional development.

Learning experiences include:

Professional discussion of experiences and transformational learning,

Lectures accompanied by online learning resources

Group research and presentation tasks

Workshops and seminars

Guest speakers and podcasts

Individual guided study

Joint reflection on case study scenarios and shared professional experiences

Methods of Assessment	Essay	Presentation	<p>Essay should include:</p> <ol style="list-style-type: none"> 1. Reference to National and Regional Policy and relevant legislation. 2. Theoretical overviews of Vygotskian approaches to learning drawing on social constructivism and Bio-ecological models of development 3. Comment on different models of partnership working and why educators must understand the importance of working with families and children 4. Reflection on how students are developing their practice in the light of received knowledge. <p>Presentation.</p> <p>Having observed a target child and worked closely with him or her to design an ILP in partnership with parents, students explain their plan to a more experienced colleague/</p>
Grading Mode	%	Tutor Assessed	
Weighting %	50%	50%	
Pass Mark	40%	40%	
Word Length	2500 words	2500 words	
Outline Details	Essay describing the important ways that child development can be supported through effective partnerships with parents	Presentation of Individual Learning Plan	
Last Item of Assessment	✓		

Are students required to pass all components in order to pass the course	Yes		mentor/manager/ second year student while the tutor observes. A written reflection using feedback received is submitted with the ILP.
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Indicative Course Materials and Reading:

Author	Date	Title	Publisher
Brain, C. & Mukherji, P.	2005	Understanding Child Psychology	Nelson Thornes
Brooker, L.	2008	Supporting Transitions in the Early Years(supporting Early Learning)	OUP
DfES	2007	The Early Years Foundation Stage	DfES Publications
Drake.J	2005	Planning Children's Play and Learning in the Foundation Stage	London : David Fulton,
Dunlop, A Fabian,H	2007.	Informing Transitions in the Early Years : Research, Policy and Practice	Maidenhead : McGraw-Hill/Open University Press
Featherstone, B	2010	Gender and Child Welfare in Society	Oxford : Wiley-Blackwell
Hutchin,V	2012	Assessing and Supporting Young Children's Learning for the Early Years Foundation Stage Profile	London : Hodder Educational
Palaiologou, I.	2012	Childhood Observation for the Early Years	Exeter: Learning Matters
Pugh, G	2006	Contemporary Issues in the Early Years: Working Collaboratively for Children	Paul Chapman
Riddall-Leech, S.	2005	How to Observe Children	Heinemann
Sharman,C	2004	Observing Children : A Practical Guide	London : Continuum
Schaffer, H.	2004	Social and Personality Development (5 th ed)	Wadsworth Publishing
Siraj-Blatchford, I & Clarke,P.	2000.	Supporting Identity, Diversity and Language in the Early Years	Buckingham : Open University Press, 2000.

Course Specification	
School	Education
Department	Education & Community Studies
Code	
Course Title	LEARNING & DEVELOPMENT THROUGH PLAY
Course Coordinator	
Level (please tick ✓)	4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/>
Credit	30 credits
Pre-requisites	

Aims

The course will raise awareness of the motivational, sociological, psychological and philosophical perspectives on how children learn and develop. Reference will be made to the value of planning suitable opportunities for learning, and how this may be implemented, and evaluated through observation and assessment within Early Years frameworks. The course will consider the role of play in children's learning and development. Students will consider their role in leading play based learning and also reflect on how they may need to sometimes step back and allow the child to lead. This brings us to the important concept of shared and sustained thinking with children. Students will explore children's play cultures and the impact of digital technology on children's cultural worlds.. The course will raise awareness of ways in which Information Communication Technology (ICT) can be used to support learning through play. Students will be encouraged to evaluate this.

Learning Outcomes

On completing this course successfully you will be have:

- been introduced to current learning theories emerging from the growth of neuroscience and taken a fresh new look at cognitive development;
- responded to ideological principles relating to children's learning development and play, including motivational, sociological, psychological and philosophical perspectives;
- investigated appropriate planning, implementation and assessment of a holistic play based curriculum for young children;
- reflected on their own practice, including the effect of self on the children, other people and their environment;
- a raised awareness of significant theories and principles of using ICT in play and its effective use within the Foundation Stage and Key Stage 1.

Indicative Content

Students will be exposed to:

- Significant and emerging theories and principles of how young children learn and develop in the Early Years, including philosophical approaches to learning through play;

- *The regulatory and legislative framework for Early Years curricula. Principles for planning appropriate curricula in the Early Years, to include issues of equal opportunities, inclusion and anti-discriminatory practice;*
- *Different models of how to plan, implement and assess activities that promote play including the use of ICT to maximise individual learning and development;*
- *Assessing, recording and reporting on children’s intellectual and cognitive development;*
- *The effect of self-reliance, self-image and identity, in a positive, neutral or negative way on children’s intellectual and cognitive development;*
- *Importance of respecting values, beliefs and attitudes and the effect of this on children’s intellectual and cognitive development;*
- *Inclusive education, data protection, confidentiality, security of information, health and safety;*
- *Evaluation of a range of software packages and digitised devices appropriate to the needs and interests of young children to enhance learning through play.*

Learning and Teaching Activities

A customised range of learning activities is provided to support students as they link theory to practice within their professional development.

Learning experiences include:

Professional discussion of experiences and transformational learning,

Lectures accompanied by online Learning Resources

Group research and presentation tasks

Workshops and seminars

Guest speakers and podcasts

Individual guided study

Joint reflection on case study scenarios and shared professional experiences

Assessment Details:

<i>Methods of Assessment</i>	<i>Essay</i>	<i>Presentation of an educational intervention using a technological device</i>	Essay will include: <i>1. Reference to research carried out by psychologists and more recent learning theories emerging from the growing field of neuroscience.</i> <i>2. Reference to published literature on Early Years Practice and Pedagogy. This will include research papers and reviews that have contributed to UK</i>
<i>Grading Mode</i>	<i>%</i>	<i>Tutor Assessed</i>	
<i>Weighting %</i>	<i>50%</i>	<i>50%</i>	
<i>Pass Mark</i>	<i>40%</i>	<i>40%</i>	

<i>Word Length</i>	<i>2500 words</i>	<i>Equivalent to 2500 words</i>	<p><i>national policy. Students will also demonstrate awareness of different educational models found internationally.</i></p> <p>Presentation <i>using IT to demonstrate use of digital technology or computerised hardware (e.g. computer programmes, cameras, touch screen technology, roamers, switch/electronic devices and multi-media) with a target child.</i></p> <p><i>Students will reflect on how they negotiated a balance between child initiated and adult led learning (reference to observations and plans and professional reflection is required).</i></p>
<i>Outline Details</i>	<i>Students write an essay exploring the role of the adult in developing a pedagogy of play</i>	<i>Students will say how they personalised their pedagogy to incorporate the child's interests using digital software or computerised hardware</i>	
<i>Last Item of Assessment</i>	✓		
<i>Are students required to pass all components in order to pass the course</i>	Yes		

Indicative Course Materials and Reading:

<i>Author</i>	<i>Date</i>	<i>Title</i>	<i>Publisher</i>
<i>Berk, L</i>	<i>2013</i>	<i>Child Development</i>	<i>London:Pearson</i>
<i>Daly, M. & Taylor, W.</i>	<i>2006</i>	<i>Understanding Early Years Theory in Practice: An Accessible Overview of Major Childhood Theories.</i>	<i>London:Heinemann</i>
<i>Maclean, M &Buss, E</i>	<i>2010</i>	<i>The Law and Child Development</i>	<i>Farnham: Ashgate</i>
<i>Beaty, J</i>	<i>2009</i>	<i>Observing Development of the Young Child</i>	<i>London:Pearson</i>
<i>Lindon, J</i>	<i>2012</i>	<i>Understanding Child Development 0 – 8: Linking Theory and Practice</i>	<i>London:Hodder Education</i>
<i>Frost, J</i>	<i>2007</i>	<i>Play & Child Development</i>	<i>London:Prentice Hall</i>
<i>Robinson,M</i>	<i>2008</i>	<i>Child Development 0-8 : A Journey Through the Early Years</i>	<i>Maidenhead: McGraw-Hill Open University Press</i>

Course Specification								
School	Education							
Department	Education & Community Studies							
Code								
Course Title	PROFESSIONAL PRACTICE 2							
Course Coordinator								
Level (please tick ✓)	<table border="1"> <tr> <td>4</td> <td>5</td> <td>✓</td> <td>6</td> <td>7</td> <td></td> <td></td> </tr> </table>	4	5	✓	6	7		
4	5	✓	6	7				
Credit	30 credits							
Pre-requisites								

Aims

This course is an exciting opportunity for students to personalise their study around their professional needs and experiences at level 5. Mentors will be assigned to students to extend work-based learning and assessment. Students learn how to critique and apply theoretical explanations to experiences they have had in the work place. Students explore and challenge assumptions that may be taken for granted within their educational practice so that students may become more critically reflective. The course is designed to support personal transformations through experiential learning. This learning is made visible and reflected in digital media such as photographic montage, audio recordings and online journals/blogs. Knowledge transfer is made possible through the sharing of this digital material in professional discussion. Students will become ambassadors for evidence based practice.

Learning Outcomes

On completing this course successfully you will be able to:

- *Demonstrate progression in the advancement of study skills at under-graduate level;*
- *Have an extended understanding of your discipline or professional practice, and the ability to question its principles, practices and boundaries;*
- *Demonstrate your received knowledge through reflective narratives documenting professional experiences and educational interventions that you have been involved with over the year of study. The focus of these*

narratives will be based on ‘people, places and practices’ that have inspired you and impacted on your practice.

These narratives will be documented within an e-portfolio;

- Demonstrate evidence-based practice with children through the ability to observe, plan, reflect and respond;
- Support others in developing their practice through professional dialogue and sharing ideas;

Indicative Content

On each course contained within the programme students are required to link theory to practice and draw on professional experiences to make sense of how the learning process works. Professional reflection is therefore embedded within the whole programme. On this course students learn how to develop their skills of reflection so that they can advance practice and extend their current understanding. External speakers and visits are a key asset to this course and students are enabled to broaden their experience through:

- Visits to other settings and educational establishments, including the University of Greenwich;
- Engagement with a mentor;
- Tutorial support, setting visits and observations;
- Tasks and presentations from other Early Years Professionals and those involved in Early Years work;;
- Working as a team with peers;
- Sharing good practice;
- Working with children: Planning, implementing, assessing and evaluating activities for young children; observation skills and techniques; confidentiality; resource management.

Learning and Teaching Activities

Students will use appropriate national standards in evaluating and mapping their professional competencies through tools such as the Common Core of Skills and Knowledge for the Children’s Workforce (CWDC, 2008) and the Early Years Professional Status standards (TA, 2012). At level 5 students are expected to organise and collate their e-portfolio in original and personal ways. Learning narratives will demonstrate continuing professional development in ways that reflect the Greenwich Graduate Attributes.

<p>Scholarship and Autonomy</p> <p><i>The University of Greenwich is committed to developing graduates who:</i></p> <ol style="list-style-type: none">1. Have an informed understanding of their	<p>Creativity and Enterprise</p> <p><i>The University of Greenwich is committed to giving its graduates the confidence to:</i></p> <ol style="list-style-type: none">1. Recognise and create opportunities, and	<p>Cross-cultural and International Awareness</p> <p><i>The University of Greenwich is committed to producing graduates who:</i></p> <ol style="list-style-type: none">1. Engage effectively in
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discipline or professional practice, and the ability to question its principles, practices and boundaries

- 2. Think independently, analytically and creatively, and engage imaginatively with new areas of investigation***
- 3. Appreciate disciplines and forms of professional practice beyond their own, and draw connections between them***
- 4. Are intellectually curious, responsive to challenges, and demonstrate initiative and resilience***

respond effectively to unfamiliar or unprecedented situations or problems

- 2. Generate new ideas and develop creative solutions or syntheses***
- 3. Communicate clearly and effectively, in a range of forms, taking account of different audiences***
- 4. Make use of familiar and emerging information & communication technologies***
- 5. Seize and shape the opportunities open to them on leaving university***

groups whose members are from diverse backgrounds

- 2. Appreciate the importance of behaving sustainably***
- 3. Move fluently between different cultural, social and political contexts***
- 4. Value the ability to communicate in more than one language***

A customised range of learning activities chosen to support students as they link theory to practice within their professional development are provided.

Learning experiences include:

Professional discussion of experiences and transformational learning

Engagement with a mentor

Supervised practical work with children and assessed work-based learning

Tutor support and visits within settings

Lectures accompanied by Online Learning Resources

Group research and presentation tasks

Workshops and seminars

Guest speakers and podcasts

Individual guided study

Joint reflection on case study scenarios and shared professional experiences

Assessment Details:

Methods of Assessment	Conference presentation demonstrating evidence based practice	<p>As in Professional Practice 1 students will either select one significant episode from their E portfolio or they will draw on a few examples to lead a presentation on how they have developed their practice over this final year. The presentation will draw on a few selected materials drawn from within the E Portfolio and the presentation will itself be revaluated in a written reflection. In this written submission the presentation slides will be submitted. Students are expected to comment on how they have made use of the mentoring process in informing their professional development within this written reflection. Evidence such as documents relating to Tutor Visits and Mentoring may be attached in an Appendix.</p> <p>In year 2 students organise a mini-conference to share their best practice. This series of presentations will be supported by the use of Information Technology.</p>
Grading Mode	%	
Weighting %	100%	
Pass Mark	40%	
Word Length	5000 words (equivalent)	
Outline Details	Evidence is selected from e portfolio	
Last Item of Assessment	✓	

Indicative Text.

Author	Date	Title	Publisher
Aubrey, C	2007	Leading and Managing in the Early Years	London: Sage
Bedford, D. & Wilson, E	2000	Study Skills for Foundation Degrees	Glasgow: Letts
Carmen, M & Lissamen, S	2009	Valuing Quality in the Early Years: A Framework for Developing Your Current Practice	London: A&C Black
Cottrell, S	2010	Critical Thinking Skills : Developing Effective Analysis and Argument (2 nd ed)	Basingstoke : Palgrave Macmillan

<i>Dahlberg, G & Moss, P</i>	2007	<i>Beyond Quality in Early Childhood Education and Care: Languages of Evaluation</i>	<i>London: Routledge</i>
<i>Drake, J</i>	2009	<i>Planning for Children's Play and Learning: Meeting Children's Needs in the Later Stages of EYFS</i>	<i>London: Routledge</i>
<i>Duffy, B& Pugh, G</i>	2010	<i>Contemporary issues in the early years</i>	<i>Sage: London</i>
<i>Drury, R & Miller, L</i>	2012	<i>Extending Professional Practice in the Early Years</i>	<i>London: Sage</i>
<i>Eaude, T</i>	2011	<i>Thinking Through Pedagogy for Primary and Early Years</i>	<i>Exeter: Learning Matters</i>
<i>Forde, C</i>	2006	<i>Professional Development, Reflection, and Enquiry</i>	<i>London: Sage</i>
<i>Hevey, D & Miller, L</i>	2012	<i>Policy Issues in the Early Years</i>	<i>London: Sage</i>
<i>Jones, C & Pound, L</i>	2008	<i>Leadership and Management in the Early Years: from Principles to Practice</i>	<i>Maidenhead: Open University Press</i>
<i>Kay, J., MasLeod Brudenell, I</i>	2008	<i>Advanced Early Years for Foundation Degrees and Levels 4/5</i>	<i>Oxford: Heinemann</i>
<i>Megginson, D</i>	2007	<i>Continuing Professional Development</i>	<i>London : Chartered Institute of Personnel and Development</i>
<i>Miller, L & Cable,</i>	2008	<i>Professionalism in the Early Years</i>	<i>London: Hodder</i>
<i>Moore, S</i>	2010	<i>The Ultimate Study skills Handbook</i>	<i>Maidenhead: Open University Press</i>
<i>Robins, A</i>	2006	<i>Mentoring in the Early Years</i>	<i>London: Paul Chapman</i>

Course Specification	
School	Education
Department	Education & Community Studies
Code	
Course Title	IMPACT PROJECT
Course Coordinator	
Level (please tick ✓)	4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/>
Credit	30 credits
Pre-requisites	

Aims

On this course students identify an area in their setting or practice that they would like to develop. Using their problem-solving skills and powers of self-reflection they develop an action research project to fill a particular need/gap. This involves planning a solution through practitioner research which is evaluated and shared with colleagues to develop best practice.

Learning Outcomes

On completing this course successfully you will have:

- *recognised and classified information required for a particular project and begun to analyse and use this information effectively;*
- *planned a project using an appropriate range of resources;*
- *reflected on methods to engage other team members within the project and the wider work context;*
- *developed a deeper understanding of the organisational and legal requirements relevant to their work and the implications for decision making;*
- *demonstrated greater ability to communicate effectively and present work appropriately.*

Indicative Content

- *Introduction to action research*
- *Introduction to the methods and ethics involved in practitioner research*
- *Introduction to the definitions and usage of qualitative and quantitative data*
- *The use of reflexive research practice as a means to develop evidence-based educational practice*
- *How to develop a proposal that meets a particular need*
- *How to manage a project*
- *How to evaluate and consider impact*

Learning and Teaching Activities

A customised range of learning activities chosen to support students as they link theory to practice within their professional development are provided.

Learning experiences include:

Professional discussion of experiences and transformational learning,

Lectures accompanied by On line Learning Resources

Group research and presentation tasks

Workshops and seminars

Guest speakers and podcasts

Individual guided study

Joint reflection on case study scenarios and shared professional experiences

Methods of Assessment	'Impact' Action Research Project	<p>Impact project (equivalent to 5000 words in total) including the following:</p> <ul style="list-style-type: none"> • Introduction and contextualisation of the project • Proposal and Project Aims • Ethical clearance and evidence of consents • Methods • Findings/Impact • Reflection and discussion of Impact • Final evaluation drawing on feedback received • Class-based Presentation- students will receive peer and tutor feedback • Poster to be shared with settings as a means to disseminate findings <p>All items to be passed to achieve the course.</p>
Grading Mode	%	
Weighting %	100%	
Pass Mark	40%	
Word Length	5000 words	
Outline Details	Students demonstrate impact in their settings through evidence based practice and practitioner research	
Last Item of Assessment	✓	

Indicative Course Materials and Reading:

<i>Author</i>	<i>Date</i>	<i>Title</i>	<i>Publisher</i>
<i>Baumfield, Viv; Hall, Elaine; Wall, Kate</i>	<i>2008</i>	<i>Action Research in the Classroom</i>	<i>London: Sage</i>
<i>Clark A</i>	<i>2001</i>	<i>Listening to Children: the mosaic approach</i>	<i>NCB</i>
<i>Celia Burgess-Macey & Janet Rose (1997): Breaking through the barriers: professional development, action research and the early years, Educational Action Research, 5:1, 55-70</i>			
<i>Drury, R & Miller, L</i>	<i>2012</i>	<i>Extending Professional Practice in the Early Years</i>	<i>London: Sage</i>
<i>Macintyre, Christine</i>	<i>2000</i>	<i>The Art of Action Research in the Classroom</i>	<i>London: David Fulton</i>
<i>McNiff, J</i>	<i>2009</i>	<i>Doing and Writing Action Research</i>	<i>Mondon: Sage</i>
<i>Pascal, C & Bertram, T</i>	<i>2001</i>	<i>Effective early learning : case studies in improvement</i>	<i>London : Paul Chapman</i>
<i>Schmuck, R</i>	<i>2006</i>	<i>Practical Action Research for Change</i>	<i>London: Sage</i>
<i>Roberts-Holmes, G</i>	<i>2005</i>	<i>Doing your Early Years Research Project : A Step-by-Step Guide</i>	<i>London : Paul Chapman,</i>

Course Specification									
CORE									
School					Education				
Department					Education & Community Studies				
Code									
Course Title					SAFEGUARDING CHILDREN'S WELFARE				
Course Coordinator									
Level (please tick ✓)									
4		5		✓ 6		7			
Credit					30 credits				
Pre-requisites									

Aims

Safeguarding children and promoting child welfare is an important aspect to the Foundation Degree in Early Years and student must pass this course in order to graduate. On this course students will develop knowledge and expertise around safeguarding policy and procedures. Students will also consider constructions of childhood and how children are viewed by society and cultures. Children's rights will be explored as notions of welfare and well-being are interpreted through Early Years Policies, frameworks and practices. Students will build on their knowledge of multi-agency working to consider the shared responsibility and duty of care that adults carry in relation to child welfare. An ecological view of the risks and circumstances that threaten children's well-being are considered beyond child abuse and neglect, including mental illness, family break-down and economic pressures on the home.

Learning Outcomes

On completing this course successfully you will have:

- *an increased awareness of competing theories and models relating to childhood;*
- *considered the impact of abuse and neglect on children's lives;*
- *explored and reflected upon personal feelings and assumptions relating to child abuse and neglect;*
- *analysed the impact that child abuse or neglect can have on practice and provision;*
- *developed a greater understanding of the statutory and legal framework concerned with safeguarding children and protecting children's rights;*
- *reflected upon and modified own practice in light of current theories and research;*
- *developed an understanding of the complexity of welfare issues that impact on well-being.*

Indicative Content

Taught sessions will explore:

- *Policy directives and safeguarding legislation*
- *high profile cases of child abuse and the lessons learnt from independent reviews*
- *Changes to safeguarding procedures resulting from independent reviews of practice*
- *international and cultural variation in the ways society relate to children including reflection on socially constructed notions of childhood and notions of*
 - *children being innocent and vulnerable*
 - *children as being needy of protection*
 - *children as victims of abuse/neglect/criminality*
 - *children as perpetrators of crimes*

- children as right's holders
- children as active citizens and experts in their own lives
- child voice

Learning and Teaching Activities

A customised range of learning activities is provided to support students as they link theory to practice within their professional development.

Learning experiences include:

Professional discussion of experiences and transformational learning,

Lectures accompanied by online Learning Resources

Group research and presentation tasks

Workshops and seminars

Guest speakers and podcasts

Individual guided study

Joint reflection on case study scenarios and shared professional experiences

Methods of Assessment	Set of Compulsory Class-Based Activities	Essay	Class-based Assessment
Grading Mode	%	%	<ol style="list-style-type: none"> 1. Students present a written summary of their understanding of safeguarding procedures that relate to them in their settings making reference to Policy Documents and Legislation. Students respond to questions and submit a written reflection on this exercise (Pass/fail). 2. Present an annotated list of high profile cases where safeguarding has broken down stating their impact on National/Local Policy and lessons learned (Pass/Fail) 3. Students participate in a role play exercise building a portfolio of professional skills as they engage in shared professional dialogues and reflections (Pass/Fail) 4. Students explain how they would respond to different safeguarding scenarios having explored different case conferences through role play in the classroom and provide a written reflection(Pass/Fail) <p>Students must pass all 4 tasks in class prior to submission of their written essay. This means that all students will reach a professional competence on this course and this will rule out the progression of students without the necessary skills to practice.</p>
Weighting %	50%	50%	
Pass Mark	40%	40%	
Word Length	4 x 500 words 2000 words total	3000 words	
Outline Details	See column to right	Written essay: Students submit a reflective essay exploring the question what is childhood and how might we better understand the safeguarding of children's welfare	
Last Item of Assessment		✓	
Are students required to pass all components in order to pass the course	Yes		

			<i>Passed Class-based tasks (above) must be included in the appendix to the essay for moderation.</i>
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Indicative Reading

<i>Author</i>	<i>Date</i>	<i>Title</i>	<i>Publisher</i>
<i>Baginsky, M</i>	<i>2008</i>	<i>Safeguarding Children and Schools</i>	<i>London: Jessica Kingsley</i>
<i>Clark A</i>	<i>2001</i>	<i>Listening to Children: the Mosaic Approach</i>	<i>London: NCB</i>
<i>Cleaver, Hedy</i>	<i>2009</i>	<i>Safeguarding Children: A Shared Responsibility</i>	<i>Chichester : Wiley-Blackwell</i>
<i>DCSF</i>	<i>2010</i>	<i>Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children</i>	<i>Norwich : TSO</i>
<i>Lindon,L</i>	<i>2012</i>	<i>Safeguarding Children 0-8 years</i>	<i>London : Hodder & Stoughton Educational</i>
<i>May, P</i>	<i>2011</i>	<i>Child Development in Practice: Responsive Teaching and Learning from Birth to Five</i>	<i>London: Routledge</i>
<i>New, Rebecca Staples; LeVine , Robert Alan</i>	<i>2007</i>	<i>Anthropology and Child Development: A Cross-Cultural Reader</i>	<i>Oxford: Blackwell</i>
<i>Nutbrown,C & Clough,P</i>	<i>2006.</i>	<i>Inclusion in the Early Years : Critical Analyses and Enabling Narratives</i>	<i>London : SAGE,</i>
<i>Parton, Nigel; Vincent, Sharon; Stafford, Anne</i>	<i>2010</i>	<i>Child Protection Reform Across the United Kingdom</i>	<i>Edinburgh : Dunedin</i>
<i>Shlonsky, Aron; Lindsey, Duncan</i>	<i>2008</i>	<i>Child Welfare Research: Advances for Practice and Policy</i>	<i>Oxford:Oxford University Press</i>
<i>Smidt, S</i>	<i>2006</i>	<i>The Developing Child in the 21st Century: A Global Perspective on Child Development</i>	<i>London: Routledge</i>
<i>Gill, Owen; Jack, Gordon</i>	<i>2007</i>	<i>The Child and Family in Context: Developing Ecological Practice in Disadvantaged Communities</i>	<i>Lyme Regis : Russell House</i>

Lindon, Jenni	2008	Safeguarding Children & Young People: Child Protection 0-18 years	London: Hodder
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Course Specification						
School	Education					
Department	Education & Community Studies					
Code						
Course Title	BIRTH TO EIGHT					
Course Coordinator						
Level (please tick ✓)	<table border="1"> <tr> <td>4</td> <td>5</td> <td>✓</td> <td>6</td> <td>7</td> </tr> </table>	4	5	✓	6	7
4	5	✓	6	7		
Credit	30 credits					
Pre-requisites						

Aims

This course is designed to cover the theories and practices that support high quality early education and care from birth to eight years of age. Students may choose to focus their studies around the age group that they work with, or to develop knowledge relating to an age group that they lack experience of working with. The course will start by looking how babies develop within the context of social relationships, and how the learning relationship continues to be central to children's construction of knowledge. The course includes a broad foundation of theoretical understanding of the growing child from the foetus to the young infant that is able to display sophisticated advances in language use, cognition and social competence.

The course encourages reflection on how young children develop a sense of self and how practitioners can help them to establish positive views of themselves as learners with a passion for education. The course will encourage students to fully explore the individual needs of children and how they may respect equity and diversity in their settings to ensure that enabling environments are achieved. This will include a review of local policies within settings and the use of learning resources. Students will apply their understanding of how children learn to curricular areas such as prime areas of learning, specific areas of learning and those included within Primary National Strategy. Finally the importance of supporting transitions will be considered.

Learning Outcomes

On completing this course successfully you will have:

- developed a greater understanding of significant and emerging theories related to how children develop and relate these the curricular areas relevant to their age group;
- considered the importance of policy making to support child development through agreed practices, values and routines;
- evaluated learning resources and policies relating to all areas and subjects of the curriculum;
- a greater understanding of relevant legislation, national and local guidance and how this impacts on planning and delivery of the curriculum;
- a greater awareness of the individual needs of children and how to provide additional support to assist children in all areas;
- an awareness of the importance of play for young children and the practitioner's role in developing play based learning, including how to create and evaluate appropriate resources to promote learning;
- recognised the importance of promoting equality of opportunity and the implementation of anti-discriminatory practice within the setting;
- identified the role of adults and early years teams in creating and supporting the learning environment;
- recognised important transitions.

Indicative Content

- Child development from birth including developmental goals and psychological perspectives on how children learn;
- Planning, development, implementation and evaluation of the curriculum to support, foster, promote and develop children's skills and knowledge;
- The use of observation and techniques to inform practice;
- How to promote learning for all children within the setting;
- how to recognise children with additional needs and how to plan accordingly;
- The use of play to promote learning;
- Relevant legislation, national and local guidance;
- How to create and evaluate appropriate resources to promote learning;
- Promoting equality of opportunity and anti-discriminatory practice within the setting;
- The role of adults and early years teams in creating and supporting the learning environment;
- The impact of workforce reform and introduction of the Early Years Professional Status;
- Important transitions in the child's day, and in their learning journey.

Learning and Teaching Activities

A range of learning activities are provided to support students as they link theory to practice within their professional development.

Learning experiences include:

Professional discussion of experiences and transformational learning,

Lectures accompanied by On line Learning Resources

Group research and presentation tasks

Workshops and seminars

Guest speakers and podcasts

Individual guided study Joint reflections on case studies.

Methods of Assessment	Write a policy for your setting Or Write a pamphlet for	Learning resource and strategy/plan WITH a reflective essay	
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	parents WITH a reflective essay		
Grading Mode	%	%	
Weighting %	50%	50%	
Pass Mark	40%	40%	
Word Length	2500 words total	2500 words total	
Outline Details	<p>Write a policy endorsing a particular approach to an aspect of the curriculum</p> <p>Or</p> <p>Write a pamphlet for parents explaining ways they can support a particular area of learning and development</p> <p>WITH a reflective essay explaining your theoretical understanding of the literature on that topic</p>	<p>Make a learning resource and develop a strategy for using it with children to support a particular curricular area</p> <p>WITH a reflective essay explaining your theoretical understanding of the literature on that topic</p>	
Last Item of Assessment		✓	

Indicative Reading

Author	Date	Title	Publisher
Brentham, S	2004	<i>A Teaching Assistant's Guide to Child Development and Psychology in the Classroom</i>	London: Routledge
Brooker, L	2008	<i>Supporting Transitions in the Early Years</i>	Maidenhead: Open University Press
Brown, B	2008	<i>Equality in Action: a way forward with Persona Dolls</i>	University of California: Trentham
Browne, N	2004	<i>Gender Equity in the Early Years</i>	Maidenhead : Open University Press,

<i>Brunton, P & Thornton</i>	2010	<i>Science in the Early Years: Building Firm Foundations from Birth to Five</i>	London: sage
<i>Burman, E</i>	2008	<i>Developments: Child, Image, Nation</i>	London: Routledge
<i>Drake, J</i>	2005	<i>Planning Children's Play and Learning in the Foundation Stage</i>	London : David Fulton, 2005
<i>Gardner, P</i>	2002	<i>Strategies and Resources for Teaching and Learning in Inclusive Classrooms</i>	London: David Fulton
<i>Golomb, C</i>	2011	<i>The Creation of Imaginary worlds: the Role of Art, Magic and Dreams in Child Development</i>	London: Jessica Kingsley
<i>Hansen, A; Drews, D</i>	2007	<i>Using Resources to Support Mathematical Thinking: Primary and Early Years</i>	Exeter: Learning Matters
<i>Harriman, H</i>	2006	<i>The Outdoor Classroom: A Place to Learn</i>	Swindon: Corner to Learn
<i>May, P</i>	2011	<i>Child Development in Practice: Responsive Teaching and Learning from Birth to Five</i>	London: Routledge
<i>Maholmes, Valerie; Lomonaco, Carmela Gina</i>	2010	<i>Applied Research in Child and Adolescent Development: A Practical Guide</i>	New York: Psychology Press
<i>Martin, N</i>	2009	<i>Art as an Early Intervention Tool for Children with Autism</i>	London: Jessica Kingsley
<i>Montague-Smith, A</i>	2012	<i>Mathematics in Early Years Education</i>	London: Routledge
<i>Neaum, S</i>	2012	<u>Language and literacy for the early years</u>	Exeter: Learning Matters
<i>Robinson, M</i>	2008	<i>Child Development 0-8: A Journey Through the Early Years</i>	Maidenhead: Open University Press