NORLAND

Module Descriptors

FIRST YEAR

Module Descriptor: NC:4004 Communication Language and Literacy

Code	NC 4004
Title	Communication, Language and Literacy
Tutor(s)	Katie Crouch, Sarah Davis Walters, Hannah Argo and Ghazala Begum
School	Education
Brief description	This module is designed to provide students with the opportunity to develop an understanding of language development in young children and how this is supported by parents and carers. It will also consider the role literature (reading and writing) plays in the development of language.
Level of Study	Level 4
CAT points	15
Approved base location	Validated by Norland College
Prerequisites	None
Corequisites	None
Restrictions	Not applicable
Indicative syllabus	The module will provide students with the opportunity to gain a secure understanding of typical language development and usage in young children, based on the exploration of the work of theorists such as Chomsky, Skinner, Vygotsky and Bandura, and how this relates to their overall learning and development. The importance of context will be discussed when preparing students to observe children's language use. In addition, students will consider the nature of literature in supporting young children's early literacy and language development and the role of parents and carers in promoting language and literacy will be examined in light of current research. The role of play in children's language development will also be explored. The nature and use of books for young children will be considered as will impact of different genres on young children's development and thinking.
Learning Outcomes	A student passing this module should be able to: 1. analyse the contribution of a range of theoretical perspectives to our understanding about the acquisition and development of language; 2. demonstrate an appreciation of the importance of early interactions in developing children's language and literacy; 3. consider the role of the context/environment in children's language development; 4. examine the role of mark making in young children's language development; 5. explore the central role of parents and carers in young children's language development; 6. observe, monitor and record young children's progress in their language development.

Learning and teaching activities	Scheduled teaching and learning activities: 24 hours Guided independent study: 106 hours Placement: 56 hours integrated degree and diploma
Assessment	001: 100% Coursework: Individual, presentation Presentation duration: 10 minutes including question
Special assessment requirements	None
Indicative reading	**Core texts:** Callander, N., and Nahmad-Williams, L. (2012) *Communication Language and Literacy.* London: Bloomsbury Department for Education and Skills. (2007) Letters and Sounds: Principles and practice of high quality phonics, National Primary Strategy. London: Crown Publications. Hayes, C. (2016) *Language, Literacy and Communication in the Early Years.* Northwich: Critical Publishing I Can. (2015) Early Talk Boost Evaluation Report 2015 [online]. Available from: http://licensing.ican.org.uk/sites/licensing.ican.org.uk/files/documents/Early-Talk-Boost-Evaluation2015.pdf [Accessed on: 26/03/2018]. I Can, Royal College of Speech and Language Therapists. (2019) Bercow: Ten years on. First anniversary report. London: I Can and RCSLT I Can, Royal College of Speech and Language Therapists. (2018) Bercow: Ten years on. An independent review of provision for children and young people with speech, language and communication needs in England. London: I Can and RCSLT. Jarman, E. (2017) *Communication Friendly Spaces* Available at: http://www.elizabethjarmantraining.co.uk (Accessed :17/06/2018) Kirk, E., Howlett, N., Pine, K. J. and Fletcher, B. (2013) 'To Sign or Not to Sign? The Impact of Encouraging Infants to Gesture on Infant Language and Maternal Mind-Mindedness', *Child Development,* (84) 2, pp. 574-590 Link: http://search.ebscohost.com/login.aspx?direct=true&db=edsggo&AN=edsgcl.322732375&site=eds-live Literacy Trust. (2014) *Read On Get On A strategy to get England's children reading* Available at: http://www.literacytrust.org.uk/assets/0003/6217/Read_On_Get_On_Strategy.pdf(Accessed: 17/06/2018) Siraj-Blatchford, I. (2009) 'Conceptualising progression in the pedagogy of play and sustained shared thinking in early childhood education: A Vygotskian perspective' *Education and Child Psychology* (26) 2 pp.77-89 Link: http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=39755696&site=eds-live

	The Communication Trust. (2017) *The Communication Trust: every child understood* Available at: http://www.literacytrust.org.uk/ (Accessed: 17/06/2018) **Additional texts:** Baker, C. (2007) *A Parents' and Teachers' Guide to Bilingualism.* Clevedon: MPG Books Fisher, R. (2009) *Creative Dialogue.* Oxon: Routledge
Date of approval	June 2012
Revision dates	July 2015; June 2017; June 2018; June 2019
External Examiner	Rod Parker-Rees

Module Descriptor: NC4005 Personal, Social and Emotional Development

Code	4005
Title	Personal, Social and Emotional Development
Tutor(s)	**Ghazala Begum,** Lucy Krebs, Sarah Davis Walters, Hannah Argo
School	Education
Brief description	This module aims to introduce students to the holistic development of children from birth to five with specific focus on personal, social and emotional development.
Level of Study	Level 4
CAT points	15
Approved base location	Validated Norland College
Prerequisites	None
Corequisites	None
Restrictions	Not applicable
Indicative syllabus	The module aims to examine the social and emotional development of young children, as part of their broader holistic development through the use of the observation, assessment and planning cycle. The development of practice will be underpinned by the exploration of theoretical perspectives and current research. The importance of secure attachments will be explored in relation to the role of the adult, including parents and key persons within an early years setting.
Learning Outcomes	A student passing this module should be able to: 1. identify the key principles of holistic development. 2. explain the factors which affect personal, social and emotional development; 3. identify key theories in relation to personal, social and emotional development; 4. describe how personal, social and emotional development is supported through current legislation and practice; 5. discuss the role of the early years practitioner in supporting a child's personal, social and emotional development.
Learning and teaching activities	Scheduled teaching and learning activities: 24 hours Guided independent study: 106 hours Placement: 56 hours integrated degree and diploma
Assessment	001: 100% Coursework: Individual, standard written Coursework size: 2000 words
Special assessment requirements	None

Indicative reading	**Core texts:** Aubrey, C. & Ward, K. (2013) 'Early years practitioners' views on early personal, social and emotional development', Emotional and Behavioural Difficulties, 18 (4), 435-447 Link: http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=90823330&site=eds-live Bowlby, J. (1988) A Secure Base. Oxon: Routledge Broadhead, P., Johnston, J., Tobbell, C., & Wooley, R. (2010) Personal Social and Emotional Development, London: Continuum Books Dodge, R., Daly, A., Huyton, J. & Sanders, L. (2012) 'The Challenge of Defining Wellbeing', International Journal of Wellbeing, 2 (3), 222-235 Available at: http://www.internationaljournalofwellbeing.org/index.php/ijow/article/viewFile/89/238?origin=publication_detail (Accessed: 17/06/18) Early Years Matters (2012) Personal Social and Emotional Development. [online] http://earlyyearsmatters.co.uk/index.php/psed (Accessed: 17/06/18) Sheppy, S. (2009) Personal Social and Emotional Development in the Early Years Foundation Stage, Abingdon: Routledge Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=506733&site=eds-live&ebv=EB&ppid=pp_Cover **Additional texts:** Music, G. (2017) Nurturing Natures 2nd Edition Oxon: Routledge
Date of approval	June 2012
Revision dates	June 2014; June 2016; June 2017; June 2018; June 2019
External Examiner	Rod Parker-Rees

Module Descriptor: NC 4010 Professional Development

Code	4010
Title	Professional Development 1: Professional Practice
Tutor(s)	**Tom Parsons**, Katie Crouch, Sarah Davies-Walters, Ciara Walsh
School	Education
Brief description	This module is designed to introduce students to the professional and transferable skills required for placement and for their academic studies.
Level of Study	Level 4
CAT points	30
Approved base location	Validated by Norland College
Prerequisites	None
Corequisites	None
Restrictions	Not Applicable
Indicative syllabus	The module will provide students with the opportunity to gain a secure understanding of the professional standards expected of them when in placement. Starting with self-assessment of their current skills, students have the chance to consider the professional values and skills necessary for a successful work placement; in particular respect, timekeeping, organisation (high personal standards). Students gain knowledge of the professional practices that they will encounter in placement, learning about the principles of data protection, basic ethics, confidentiality and health and safety. The module will introduce communication skills and students will consider the interpersonal skills necessary for successful communication with the variety of people that may be encountered in placement. Once students have completed a placement they are introduced to a range of reflective frameworks and can demonstrate the ability to use these to support professional and personal development. They consider the importance and implications of being a reflective early years' practitioner.
Learning Outcomes	A student passing this module should be able to: 1. use self-assessment tools to audit their current personal and professional skills; 2. demonstrate knowledge of data protection, basic ethics, confidentiality and health and safety; 3. demonstrate knowledge of employer / placement expectations and personal accountability within placement / the workplace; 4. explain the importance of professional communication skills in placement / the workplace; 5. employ and identify the strengths and weaknesses of reflective frameworks to support both personal and professional development; 6. demonstrate knowledge of academic standards.
Learning and teaching activities	Scheduled teaching and learning activities: 24/48 hours Guided independent study: 106/208 hours Placement: 112 hours integrated degree and diploma
Assessment	001: 100% Written exam, in class, unseen, open book; digital multiple choice Exam duration: 1hour 30mins (1,500 words, or equivalent)

	002: 100% Coursework, individual, other Coursework size: 2,500 words, or equivalent
Special assessment requirements	Both elements of the assessment must be passed in order to pass the module
Indicative reading	**001 Core Texts:** Department for Education (2017) Statutory Framework for the Early Years Foundation Stage. Available at: https://www.foundationyears.org.uk/files/2017/03/eyfs_statutory_framework_2017.pdf (Accessed 21/06/2018) Norland College (2017) *Norland Code of Professional Responsibilities.* Available at: https://norlandcollege.sharepoint.com/:w:/r/_layouts/15/Doc.aspx?sourcedoc=%7B847C1C22-A024-47DE-BD51-FEC0E3A5BFA2%7D&file=Norland%20Code%20of%20Professional%20Responsibilities%20V2.0.docx&action=default&mobileredirect=true Parker, L. (2012). *The Early Years Health and Safety Handbook*. London: Routledge Link: http://search.ebscohost.com/login.aspx?direct=true&db=cat03815a&AN=nclrc.9780203809662&site=eds-live Pears, R. & Shields, G. (2016) *Cite Them Right: The Essential Referencing Guide*. London: Palgrave Thompson, S. (2013) 'Attribution Theory', *Research Starters: Education* (Online Edition) Available at: http://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=89164082&site=eds-live **001 Additional Texts:** Blandford, S., and Knowles, C. (2009) *Developing Professional Practice 0-7.* Essex: Pearson Education Ltd Link: http://search.ebscohost.com/login.aspx?direct=true&db=cat03815a&AN=nclrc.9781138920460&site=eds-live British Standards Institution (2009) *Data Protection Pocket Guide: essential facts at your finger tips.* 2nd ed. London: BSI **002 Core Texts:** Craft, A., & Paige-Smith, A. (2011). *Developing Reflective Practice in the Early Years*. Berkshire, England: McGraw-Hill Education Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=369023&site=eds-live Hayes, C., Daly, J., Duncan, M., Gill, R., and Whitehouse, A. (2014) *Developing as a Reflective Early Years Professional: a thematic approach.* Northwich: Critical Publishing Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1497676&site=eds-live

Lindon, J. (2012). *Reflective Practice and Early Years Professionalism, Linking Theory and Practice*, (2nd edn). London: Hodder Education
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=680922&site=eds-live

Moon, J. A. (2013). *Reflection in Learning and Professional Development: Theory and Practice*. Hoboken: Routledge
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=360605&site=eds-live

Pallisera, M., Fullana, J., Palaudarias JM. & Badosa, M. (2013) 'Personal and Professional Development (or Use of Self) in Social Educator Training. An Experience Based on Reflective Learning', *Social Work Education*, 32(5), pp.576–589.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=edsbas&AN=edsbas.E61640CB&site=eds-live

Travers, C.J., Morisano, D., and Locke, E. A. (2015) 'Self-reflection , growth goals and academic outcomes' *British Journal of Educational Psychology* 85(2) pp.224-241
Link: http://search.ebscohost.com/login.aspx?direct=true&db=edsovi&AN=edsovi.10.1111.bjep.12059&site=eds-live

002 Additional Texts:
University of Cambridge (2016) SWOT. Available at: https://www.ifm.eng.cam.ac.uk/research/dstools/swot/ (Accessed 21/06/2018)

Cottrell, S. (2010) *Skills for Success: the personal development planning handbook.* Hampshire: Palgrave McMillan

Date of approval	June 2012
Revision dates	July 2015; June 2017; June 2018; June 2019
External Examiner	Rod Parker-Rees

Module descriptor: NC 4011 Safeguarding and Child Protection

Code	4011
Title	Safeguarding and Child Protection
Tutor(s)	Sarah Davies-Walters, Ghazala Begum, Ciara Walsh, Katie Crouch; Hannah Argo
School	Education
Brief description	This module examines professional and legal responsibilities in terms of safeguarding and protection of children and young people. Students are encouraged to identify strategies that may impact on inter-professional policies and procedures relating to safeguarding and protection. They will explore how effective communication supports effective practice in working together with children and their families and carers.
Level of Study	Level 4
CAT points	15
Approved base location	Validated by Norland College
Prerequisites	None
Corequisites	None
Restrictions	Not applicable
Indicative syllabus	This module examines the safeguarding of children's wellbeing in relation to current frameworks, recent government legislation and theoretical perspectives. Students will be encouraged to explore the following issues: signs and symptoms of abuse, the role of the Early Years Practitioner and the potential socio-economic factors surrounding abuse. The module also aims to study the roles and responsibilities of members of the inter-professional team in safeguarding and promoting children's safety and welfare. The importance of listening to children's voices as an integral aspect of supporting children's mental and emotional wellbeing will be considered. Through Diploma, discussion and group work, students will reflect upon and analyse the strategies used within different settings to communicate and promote child safeguarding with parents, carers, and staff members.
Learning Outcomes	A student passing this module should be able to: 1. define the categories of abuse; 2. identify and discuss the factors which might cause abuse to occur; 3. explore the current legislation surrounding child protection; 4. consider the challenges of working in an inter-professional team to safeguard and promote children's health and wellbeing; 5. discuss the importance of listening to children in safeguarding practice
Learning and teaching activities	Scheduled teaching and learning activities: 24 hours Guided independent study: 106 hours Placement: 56 hours integrated degree and diploma
Assessment	001: 100% Practical exam: display, show or performance Coursework size: 2000 words or equivalent
Special assessment requirements	None
Indicative reading	**Core Texts:** Journal: Child Abuse Review Link: http://search.ebscohost.com/login.aspx?direct=true&db=pbh&jid=BUO&site=eds-live

Bernard, C. and Harris, P. (eds.) (2016) *Safeguarding black children: good practice in child protection*. London: Jessica Kingsley Publishers.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1230444&site=eds-live

Department for Education (2018) *Working Together to Safeguard Children* Available at: https://www.gov.uk/government/publications/working-together-to-safeguard-children--2 (Accessed: 28 August 2020)

Hann, G. and Fertleman, C. (eds.) (2016) *The child protection practice manual: training practitioners how to safeguard children*. Oxford: Oxford University Press.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1136700&site=eds-live

Moody, I. and Fearnley, B. (2014) *Nursing and health survival guide. Child protection: safeguarding children against abuse*. Abingdon: Routledge.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1204504&site=eds-live

Thompson, K. (2016) *Strengthening Child Protection: Sharing Information in Multiagency Settings*. Bristol: Policy Press.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1204504&site=eds-live&ebv=EB&ppid=pp_Front_cover

Additional Texts:
Ferguson, H. (2011) *Child protection practice*. Basingstoke: Palgrave Macmillan.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1524070&site=eds-live

Ferguson, H. (2017) 'How children become invisible in child protection work: Findings from research into day-to-day social work practice', *The British Journal of Social Work*. 47(4), pp. 1007–1023.
Link: https://academic.oup.com/bjsw/article/47/4/1007/2622323

DeWitt, P. (2012) *Dignity for all: safeguarding LGBT students*. Thousand Oaks: Corwin.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=941527&site=eds-live

Wonnacott, J. (2013) 'Keeping children safe in nurseries: A focus on culture and context', *Journal of Sexual Aggression*. 19(1), pp. 32-45
Link: http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=85750779&site=eds-live

Date of approval	June 2012
Revision dates	June 2018; June 2019; June 2020
External Examiner	Rod Parker-Rees

Module Descriptor: NC 4012 Physical Development

Code	4012
Title	Physical Development
Tutor(s)	Sarah Davies-Walters, Ghazala Begum, Hannah Argo, Tom Parsons
School	Education
Brief description	Physical development is a prime area of learning and development in the EYFS and research suggests the complex significance of physical activity to children's growth and development, especially learning. The module aims to provide students with an overview of the social and biological processes involved in children's physical development. The role of movement and physicality will be examined as well as an analysis of attitudes towards physicality in society. Making appropriate provision for physicality will be considered together with the many advantages of outdoor play.
Level of Study	Level 4
CAT points	15
Approved base location	Validated by Norland College
Prerequisites	None
Corequisites	None
Restrictions	Not applicable
Indicative syllabus	The module will provide students with the opportunity to gain a secure understanding of the stages of normal physical development. There will be an exploration of the role of physicality for all aspects of health, wellbeing, development and learning from birth to seven years. The anatomical and physiological effects of physical activity will be explored not only as they relate to the body but also to the brain. In addition, the role of the senses in supporting physical development will be considered. The risks and challenges of physical play will be studied together with a consideration of the attitudes of British society towards physicality in comparison with international perspectives on physical development. As Early Years Practitioners, students will explore the different ways of making provision for exploration and physical development in the indoor and outdoor environments. The particular benefits of outdoor play and nature will also be examined. Lectures will be complimented by practical Norland Diploma sessions to apply theory to practice.
Learning Outcomes	A student passing this module should be able to: 1. understand the development of fine and gross motor skills for coordination, control and movement; 2. explain the link between physical activity and learning; 3. identify with engaging the senses for physical exploration; 4. describe the attitudes of society towards physical health and well-being; 5. consider how to make the most of any environment to encourage exploration and support healthy risk taking; 6. explore the benefits of outdoor play and the contribution of nature to physical development; 7. pay due regard to manual handling practices.
Learning and teaching activities	Scheduled teaching and learning activities: 24 hours Guided independent study: 106 hours Placement: 56 hours integrated across the degree and diploma
Assessment	001: 100% Coursework, Individual, Standard written

Special assessment requirements	None
Indicative reading	**Core texts:** Conyers, M. and Wilson, D. (2015) 'Smart moves: Powering up the brain with physical activity', Phi Delta Kappan, 96 (8), pp38-42 Link: http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1058940&site=eds-live Lindon, J. (2012) *Understanding Child Development 0-8 Years (3rd Edition)* London: Hodder Education Link: http://search.ebscohost.com/login.aspxdirect=true&db=nlebk&AN=680930&site=eds-live O'Conner, A. & Daly, A. (2016) *Understanding Physical Development in the Early Years: Linking Bodies and Minds*. Oxon: Routledge Link: http://search.ebscohost.com/login.aspxdirect=true&db=nlebk&AN=1214793&site=eds-live Pound, L. (2013) *Quick Guides for Early Years; Physical Development* London: Hodder Education Link: http://search.ebscohost.com/login.aspxdirect=true&db=nlebk&AN=680841&site=eds-live **Additional texts:** Constable, K (2014) *Bringing the Forest School Approach to Your Early Years Practice.* Hoboken: Routledge. Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=806328&site=eds-live Halls, D. & Wien, C. (2013) 'The Wind Goes Inside of Me: Kindergarten Children's Theories About Running Fast', *Canadian Children*, 38 (1), pp4-10 Link: http://search.ebscohost.com/login.aspxdirect=true&db=ehh&AN=88479426&site=eds-live Waters, J. and Maynard, T. (2014) *Exploring Outdoor Play in the Early Years*. Maidenhead: McGraw-Hill Education Link: http://search.ebscohost.com/login.aspxdirect=true&db=nlebk&AN=788981&site=eds-live Visit this website for interesting and relevant articles and current research on the topic of play: www.playengland.org.uk
Date of approval	June 2017
Revision dates	June 2018; June 2019; June 2020
External Examiner	Rod Parker-Rees

Module descriptor: NC4013 Concepts of Learning and Development

Code	4013
Title	Concepts of Development and Learning
Tutor(s)	**Lucy Krebs**, Katie Crouch, Ghazala Begum and Ciara Walsh
School	Education
Brief description	The module will examine the crucial role of the Early Years Practitioner in supporting children's development and learning. Detailed consideration will be made in regards to the impact of government frameworks, changes and theoretical influences to practice with a focus on England but with regard given to international curricula and practice. This module will give students a detailed understanding of children's development and learning in addition to skills in reflective observation which are vital to excellent, effective practice.
Level of Study	Level 4
CAT points	30
Approved base location	Validated by Norland College
Prerequisites	None
Corequisites	None
Restrictions	Not applicable
Indicative syllabus	Approaches to the Early Years are ever evolving globally with the intention of creating the most effective environment for children's development and learning. Students will consider the current climate in regards to Early Years development and learning in England along with the impact of governmental change on Early Years provision and practice. Government frameworks in England will be carefully examined in addition to supporting guidance documents which suggest effective implementation of such frameworks. Students will be able to develop, evaluate and practice differing observational techniques with a focus on appropriate design, application and reflection within a safe learning environment before implementing these skills in practice. With a strong foundational knowledge base on Early Years practice within England, students will then explore both classical and contemporary theories of child development and how they have influenced change within Early Years frameworks. The theorists and scholars considered will span across early theories of development, social learning theory, constructivism and contextual frameworks. With this detailed understanding of theory and the potential of global influence, students will then explore a variety of international concepts of development and learning in the Early Years. With the intention of developing critical thought, students will be supported to compare and examine the effectiveness of each concept and how they support development and learning in the Early Years. This module will be reinforced through Diploma sessions and placement to give practical application to all learning outcomes.
Learning Outcomes	A student passing this module should be able to: 1. reflect on the role of the Early Years Practitioner in supporting children's development and learning; 2. evidence the understanding of different methods of observation to assess and plan for individual needs of children and for self-reflection; 3. demonstrate an understanding of the ethical issues attributed to observation as an assessment tool;

	4. recognise the evolution and impact of government change on Early Years provision in England; 5. develop understanding of key debates considered by theorists and scholars of child development; 6. compare concepts of development and learning within Early Years curricula in England and internationally.
Learning and teaching activities	Scheduled teaching and learning activities: 48 hours Guided independent study: 212 hours Placement: 112 hours integrated with the degree and diploma
Assessment	001: 60% Coursework: individual, standard written Coursework size: 2,000 words 002: 40% Coursework: group work, presentation Presentation duration: 4 minutes per student
Special assessment requirements	None
Indicative reading	**001 Core Texts:** Brodie, K. (2013) *Observation, Assessment and Planning in the Early Years: Bringing it all Together.* Maidenhead: Mc Graw- Hill Education Link: http://search.ebscohost.com/login.aspx?direct=true&db=cat03815a&AN=nclrc.9780335246717&site=eds-live Department for Education (2017) *Statutory Framework for the Early Years Foundation Stage.* *Available:* http://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf (Accessed 30.7.18) Faulkner, D., and Coates, E. (2013) 'Early Childhood Policy and Practice in England: Twenty Years of Change', *International Journal of Early Years Education.* 21 (2), p.244-263 Link: http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?sid=3ad9a466-9964-4e74-8d84-b4f08ce67544%40sessionmgr104&vid=0&hid=117 Giardiello, P., McNulty, J., and Anderson. B. (2013) 'Observation, Assessment and Planning Practices in a Children's Centre Child', *Care in Practice*.19 (2), p118-137 Link: http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=86010165&site=eds-live McEvoy, J., McMahon, S. (2019) Child Centred Planning in the Early Years Foundation Stage. London: Sage. Nutbrown, K. (2006) *Threads of Thinking* London: Sage Rose, J., and Rogers, S. (2012) *The Role of the Adult in Early Years Settings.* Berkshire. Maidenhead: McGraw Hill Education Link: http://search.ebscohost.com/login.aspx?direct=true&db=e095mww&AN=466838&site=eds-live

Trodd, L. (2016) *The Early Years Handbook for Students and Practitioners: An Essential Guide for the Foundation Degree Levels 4 and 5.* Abingdon: Oxon
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1166156&site=eds-live

001 Additional Texts:
Brooker, L. (2014) 'An Overview of Early Education in England', In Moyles, J. Payler, J. and Georgeson, J. (ed) *Early Years Foundations: Critical Issues.* Maidenhead: McGraw Hill. pp6-16
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=697592&site=eds-live

Drake, J. (2014) *Planning for Children's Play and Learning: Meeting a Child's need in the Later Stages of the EYFS.* Abingdon: Routledge.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=edsvle&AN=edsvle.AH25735828&site=eds-live

Early Education (2012) *Development Matters.* Available at: https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf (Accessed: 30.7.19)

Edwards, S. (2017) 'Play-based learning and intentional teaching: Forever different?', *Australian Journal of Early Childhood.* 42 (2), p.4-11.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=124226698&site=eds-live

Standards and Testing Agency (2017) *Early Years Foundation Stage Profile 2018 Handbook*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/669079/Early_years_foundation_stage_profile_2018_handbook.pdf (Accessed: 30.7.18)

National Children's Bureau (2012) *The Early Years Foundation Stage Progress Check at Age Two. A Know How Guide.* Available at: http://www.foundationyears.org.uk/wp-content/uploads/2012/03/A-Know-How-Guide.pdf/ (Accessed: 30.7.18)

002 Core Texts:
Bates, B. (2015) *Learning Theories simplified*. London: Sage
Link: http://search.ebscohost.com/login.aspx?direct=true&db=cat03815a&AN=nclrc.9781473925335&site=eds-live

Conkbayir, M. and Pascal, C. (2015) *Early Childhood Theories and Contemporary Issues: An Introduction.* London: Bloomsbury.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=881090&site=eds-live

Clark, R, M. (2017) *Exploring the Contexts for Early Learning: Challenging the School Readiness Agenda.* London: Routledge.

	Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1346633&site=eds-live
	Powell, S., Goouch, K.,David, T. (2015) *International Handbook of Philosophies and Theories of Early Childhood Education and Care.* London: Routledge. Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1077188&site=eds-live
	002 Additional Texts: Georgeson, J., and Payler, J. (2013) *International Perspectives on Early Childhood Education and Care.* Maidenhead: McGraw-Hill. Link:http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=524879&site=eds-live
	Constable, K. (2014) *Bringing the Forest School Approach to Your Early Years Practice.* Hoboken: Routledge Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=806328&site=eds-live
	Kelemen, G. (2013) 'The Reggio Emilia method: A modern approach of preschool education', *Journal Plus Education. 9* (1), p87-92 Link: http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=93549653&site=eds-live
	Tesar, M. (2015) 'New Zealand Perspectives on Early Childhood Education', *Journal of Pedagogy.* 6 (2), p9-18. Link: http://search.ebscohost.com/login.aspx?direct=true&db=edsdoj&AN=edsdoj.93c8d7d1a0f14305b0ae32d834f66c21&site=eds-live
Date of approval	June 2017
Revision dates	June 2018; June 2019
External Examiner	Rod Parker-Rees

NORLAND

SECOND YEAR

Module Descriptor: NC 5011 Professional development 2: Play and Learning

Code	5011
Title	Professional Development 2: Play and Learning
Tutor(s)	Ghazala Begum, Katie Crouch, Sarah Davis Walters and Ciara Walsh
School	Education
Brief description	This module will focus on how theory, research and current frameworks could be used to inform practitioners' approach to play to ensure that it is intuitive, stage appropriate and has the capacity to develop unique experiences through creative best practice for babies and young children.
Level of Study	Level 5
CAT points	30
Approved base location	Validated by Norland College
Prerequisites	None
Corequisites	None
Restrictions	Not applicable
Indicative syllabus	Play is an integral part of growth, learning and development across childhood and beyond. This module will explore contemporary issues surrounding play and child development in line with the current frameworks. Students will be able to examine theories and definitions of play whilst being introduced to a range of recent research to analyse the importance of play in promoting healthy learning and development across multiple professional and environmental contexts. There is a focus on factors which may influence differences in play choices and experiences. Students are encouraged to reflect on their own experiences of play in childhood in relation to the theoretical accounts presented and consider the factors surrounding diversity and difference that may impact on professional practice. The role of the skilful practitioner, within a balance of child-initiated and playful focused learning, will be evaluated within a variety of play types; exploring the developmental and therapeutic potential of each via Diploma sessions, practical workshops, group discussions and a critical evaluation of relevant research. The consideration will also be made to the process of fostering creativity through play experiences and the use of play in observing and assessing specific areas such as maths and technology through playful practice.
Learning Outcomes	Students passing this module should be able to: 1. identify the benefits of a variety of play types in relation to children's holistic development across multiple contexts; 2. compare and contrast classic and contemporary theories of play; 3. consider factors which may contribute to differences in children's play choices; 4. evaluate the process of play across multiple professional and environmental contexts; 5. assess the role of the adult in enabling children to play; 6. reflect on their own experiences and perspectives of play.

Learning and teaching activities	Scheduled teaching and learning activities: 48 hours Guided independent study: 212 hours Placement: 140 hours integrated with the degree and diploma
Assessment	001: 60% Coursework: individual, other Coursework size: 2,250 words 002: 40% Coursework: individual, portfolio Coursework size: 2,500 words
Special assessment requirements	None
Indicative reading	**Core Texts:** Brooker, L., Blaise, M., and Edwards, S. (2014) *SAGE Handbook of Play and Learning in Early Childhood.* Los Angeles: SAGE Publications. Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=801605&site=eds-live Moyles, J. (2015) *The Excellence of Play*. Maidenhead: McGraw-Hill. Link: http://eds.b.ebscohost.com/eds/detail/detail/bmxlYmtfXzEwOTkzNDlfX0FO0?sid=2a4a720a-3b6f-47a8-86b2-240be6afca05@sessionmgr104&vid=5#AN=1099349&db=nlebk McInnes, K., Howard, J., Crowley, K., and Miles, G. (2013) 'The nature of adult-child interaction in the early years classroom: Implications for children's perceptions of play and subsequent learning behaviour', *European Early Childhood Education Research Journal.* 21 (2), P.268-282. Link: http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=88103250&site=eds-live McInnes, K., Howard, J., Miles, G. E., and Crowley, K. (2009) 'Behavioural differences exhibited by children when practising a task under formal and playful conditions', *Educational and Child Psychology.* 26 (2), p.31-39. Link: http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=39755692&site=eds-live Theobald, M., Danby, D., Einarsdottir J., Bourne, J., Jones, D., Ross, S., Knaggs, H., Carter-Jones, C. (2015) 'Children's Perspectives of Play and Learning for Educational Practice', *Education Sciences.* 5 (4), p. 345-362. Link: http://eds.b.ebscohost.com/eds/detail/detail?vid=14&sid=2a4a720a-3b6f-47a8-86b2-240be6afca05%40sessionmgr104&hid=120&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=EJ1117255&db=eric Woods, A. (2013) *Child-initiated Play and Learning: Planning for possibilities in the Early Years.* London: David Fulton. Link: http://eds.a.ebscohost.com/eds/detail/detail?sid=880474a4-9efc-4334-8af8-9f985301f80d%40sessionmgr4007&vid=0&hid=4111&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=nclrc.9780415634656&db=cat03815a

Additional Texts:

Ahmad, S., Hussain, A., Batool, A., Suttar, K., Malik, M. (2016) 'Play and Cognitive Development: Formal Operational Perspective of Piaget's Theory', *Journal of Education and Practice*. 7 (28), p.72-79.
Link: http://eds.b.ebscohost.com/eds/detail/detail?vid=9&sid=2a4a720a-3b6f-47a8-86b2-240be6afca05%40sessionmgr104&hid=120&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=EJ1118552&db=eric

Atkinson, C., Bond, C., Goodhall, N., and Woods, F. (2017) 'Children's access to their right to play: Findings from two exploratory studies', *Educational and child Psychology.* 34 (3), p.20-36.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=124571673&site=eds-live

Barblett, L., Knaus, M., Barratt-Pugh, C. (2016) 'The pushes and pulls of pedagogy in the Early Years: Competing knowledges and the erosion of play-based learning', *Australasian Journal of Early Childhood.* 41 (4), p.36-43.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=121089739&site=eds-live

Colliver, Y. (2016) 'Mothers' Perspectives on Learning Through play in the Home', *Australasian Journal of Early Childhood.* 41 (1), p.4-9.
Link: http://eds.b.ebscohost.com/eds/detail/detail?vid=7&sid=2a4a720a-3b6f-47a8-86b2-240be6afca05%40sessionmgr104&hid=120&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=115168640&db=ehh

Dezuannie, M, Knight, L., Gattenhod, S., Dooley, K. (2015) *iPads in the Early Years: Developing Literacy and Creativity*. Abingdon: Routledge.
Link: http://eds.a.ebscohost.com/eds/detail/detail/bmxlYmtfXzkzOTQzM19fQU41?sid=3997ec96-5961-4864-91d6-681e34529988@sessionmgr4008&vid=7#AN=939433&db=nlebk

Lois, K., and Stead, D. (2015) *Inspiring Science in the Early Years*. Maidenhead: McGraw Hill.
Link: http://eds.a.ebscohost.com/eds/detail/detail/bmxlYmtfXzkzOTgyMV9fQU41?sid=3997ec96-5961-4864-91d6-681e34529988@sessionmgr4008&vid=9#AN=939821&db=nlebk

Trundle, K. C. (2018) 'Not all play is created equal', *Exchange.* Issue 240, p.60-62. Link: http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=128320155&site=eds-live

Date of approval	June 2017
Revision dates	June 2018; June 2019
External Examiner	Rod Parker-Rees

Module Descriptor: NC 5012 Making Sense of Children's Behaviour

Code	5012
Title	Making Sense of Children's Behaviour
Tutor(s)	Lucy Krebs, Tom Parsons , Hannah Argo and Ciara Walsh
School	Education
Brief description	This module aims to examine underlying factors behind the behaviours of children through a range of theoretical perspectives applicable to Early Years development and learning. Students will investigate contemporary research in relation to behaviour and apply this to professional practice. Content will enable students to explore practical strategies to analyse the causes of behaviour and support children to self-regulate.
Level of Study	Level 5
CAT points	15
Approved base location	Validated by Norland College
Prerequisites	None
Corequisites	None
Restrictions	Not applicable
Indicative syllabus	Students will be given the opportunity to explore causes and motivations behind behaviour, examining factors which determine, influence and change the ways in which children behave. Lectures will provide platforms for critical analysis of theoretical perspectives on behaviour and strategies for behaviour management. The contribution of neuroscience to the topic will be explored with emphasis on self-regulation and the development of executive functions. Concepts of emotion coaching and positive stress will be examined in order to explore ways to foster in children an understanding of their own behaviour and the choices they make when interacting with the environment. Discussions will consider appropriate approaches to providing support and guidance for parents. During lectures, Diploma sessions, seminars and groupwork the adult's role will be considered in assessing causes of particular behaviours and exploring practical strategies to implement with children.
Learning Outcomes	A student passing this module should be able to: 1. contextualise behaviour in understanding and supporting children's learning and development, considering the contribution of new research in the field of behavioural psychology; 2. examine and understand underlying factors behind the behaviours of children; 3. critically analyse a range of theoretical perspectives on children's behaviour; 4. explore a range of strategies for supporting a child's self-regulation; 5. assess the role of the adult in influencing and supporting children's behaviour.
Learning and teaching activities	Scheduled teaching and learning activities: 24 hours Guided independent study: 106 hours Placement: 70 hours integrated degree and diploma
Assessment	001: 100% Coursework: Individual, presentation Viva duration: 15 minutes with questions

Special assessment requirements	None
Indicative reading	**Core texts:** Blair, C. (2016) 'Education Executive Function', *WIREs: Cognitive Science*, 8 (1-2), Available at: http://onlinelibrary.wiley.com/doi/10.1002/wcs.1403/full (Accessed 04/01/17) Bowlby, J. (1969) *Attachment and Loss Volume 1.* London: Pimlico Conkbayir, C. (2017) *Early Childhood and Neuroscience: Theory, Research and Implications for Practice*. London: Bloomsbury Academic Gagnon, S., Huelsman, T., Reichard, A., Kidder-Ashley, P., Griggs, M., Struby, J. & Bollinger, J. (2014) 'Help Me Play! Parental Behaviours, Child Temperament and Preschool Peer Play' *Journal of Child and Family Studies*, 23 (5), pp872-884 Licette, G., Rose, J. & Gilbert, L. (2015) 'Emotion Coaching: A universal strategy for supporting and promoting sustainable emotional and behavioural well-being', Educational and Child Psychology, 32 (1), pp31-41 Link: http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=96324834&site=eds-live Rose, J., Gilbert, L. & Richards, V. (2016) *Health and Well-being in Early Childhood*. London: SAGE Whalley, M., Arnold, C. and Orr, R. (2013) *Working with Families.* London: Hodder Education **Additional texts:** Florez, I. (2011) 'Developing Children's Self-Regulation Through Everyday Experiences', *Young Children*, July, pp46-51 Link: https://www.naeyc.org/files/yc/file/201107/Self-Regulation_Florez_OnlineJuly2011.pdf Jenson, R. (2016) 'Behaviourism' [sic], *Salem Press Encyclopaedia of Health*, Research Starters, Link: http://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=93871802&site=eds-live Martella, R., Marchand-Martella, N., O'Reilly, M. & Nelson, J. (2012) *Comprehensive Behaviour Management: Individualized, Classroom, and Schoolwide Approaches* (2nd edn). Los Angeles: SAGE Publications Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=474195&site=eds-live Miller, S. (2012) *Theory of Mind: Beyond the Preschool Years*. New York: Psychology Press Music, G. (2017) *Nurturing Natures* 2nd Edition. Oxon: Routledge

	Skinner, B. F. (1976) *About Behaviourism*. New York: Vintage Books
Date of approval	June 2017
Revision dates	June 2018; June 2019
External Examiner	Rod Parker-Rees

Module Descriptor: NC 5013 Working with Families and Communities

Code	NC5013
Title	Working with Families and Communities
Tutor(s)	**Ghazala Begum**, Tom Parsons, Katie Crouch and Lucy Krebs
School	Education
Brief description	This module aims to support students with exploring the diverse nature of families and communities. As part of this module, students will become aware of the impact social, political and global influences can have on the family. It will identify various family structures and evaluate how these have changed over time. It will then examine how families are empowered through local, regional and national support systems. This will lead to discussions about the role of the practitioner in supporting children through positive partnerships with the family and the community
Level of Study	Level 5
CAT points	15
Approved base location	Validated by Norland College
Prerequisites	None
Corequisites	None
Restrictions	Not applicable
Indicative syllabus	Community is a concept which can be defined, for example, physically, culturally and religiously. Families interact within a community and form an identity with it. Consequently, children will be part of that identity. This module will examine various communities and how families evolve within them. It will explore how social change and family developments impact on the child. It will then examine how a variety of support services can empower families. Finally, it will analyse how the early year's practitioner, through establishing positive partnerships, can support children and their families within their particular communities. In Diploma sessions students will discuss and debate the key terms: 'influences', 'effects' and 'ways'.
Learning Outcomes	A student passing this module should be able to; 1. analyse the social, political and global influences on families and communities; 2. identify different family structures; 3. evaluate the possible effects changes can have on families; 4. evaluate the support structures that are available to empower families and communities; 5. explore the differing ways that early years practitioners can work effectively in partnership with families and communities.
Learning and teaching activities	Scheduled teaching and learning activities: 24 hours Guided independent study: 106 hours Placement: 70 hours integrated degree and diploma
Assessment	001: 100% Coursework: individual; other Coursework size: 2,250 words or equivalent
Special assessment requirements	None

Indicative reading	**Core Texts:** Cronin, T.M., Argent, K., Collet, C. (2017) *Poverty and Inclusion in Early Years Education*. Oxon: Routledge. Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1611083&site=eds-live Golden, A. (2016) 'Family Structure and Child Well-Being: Dads make a difference' *Issues in Law & Medicine* 31(2) pp211-215 Link: http://www.safeguardingchildrenea.co.uk/resources/summary-children-families-act-2014/ Imrie, S., Vacanti, J. (2014) The Long-Term Experiences of Surrogates: Relationships and contact with surrogacy families in genetic and gestational surrogacy arrangements. In *Reproductive BioMedicine Online.* Vol. 29. pp. 424–435. Link: https://ac.els-cdn.com/S1472648314003538/1-s2.0-S1472648314003538-main.pdf?_tid=6449d26e-00f6-4071-b3ee-8cdd4935dc0c&acdnat=1531404164_a77b265fa0b9758019208fbfd6f71abb Mahony, L., Walsh, K., Lunn, J., Petriwskyj, A. (2014) Teachers Facilitating support for Young Children Experiencing Separation and divorce. In *Journal of Child and Family Studies*. Vol. 24. Pp 2841-2852. http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=109308350&site=eds-live Murray, J. S. (2017) Toxic Stress and Child Refugees. In *Journal for Specialists in Paediatric Nursing*. Vol. 23 (1). pp.1-5. Link: https://onlinelibrary.wiley.com/doi/epdf/10.1111/jspn.12200 O'Brian,M., Connolly, S, Speight, S., Aldrich, M. and Poole, E. (2016) United Kingdom. In: Adler, M.A., Lenz, K. (2016) *Father Involvement in the Early Years:* An International Comparison of Policy and Practice. Bristol: Policy Press., pp.157-195 Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1098907&site=eds-live Øverland, K., Størksen, I., Bru, E. & A. A. Thorsen. (2014) 'Day Care Staff Emotions and Coping Related to Children of Divorce: A Q Methodological Study' *Scandinavian Journal of Educational Research*, 58(3), 361-384 http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=96239715&site=eds-live The King's Fund (2017) *Changing Families and Households.* Link: https://www.kingsfund.org.uk/time-to-think-differently/trends/demography/changing-families

	Supporting Resources: Gundogan, B., Koshy, K., Kurar, L., Whitehurst, K. (2016) How to Make an Academic Poster. In *Annals of Medicine and Surgery*, Vol. 11. Pp. 69-71. http://search.ebscohost.com/login.aspxdirect=true&db=edselp&AN=S2049080116301303&site=eds-live Save the Children (2017) *Invisible Wounds, the Impact of Six Years of Car on the Central Health of Syrian Children* [online]. Available from: https://www.savethechildren.org.uk/content/dam/global/reports/emergency-humanitarian-response/invisible-wounds.pdf [Accessed on 13.07.2018]. **Websites:** Badger's Parting Gift: https://www.youtube.com/watch?v=tRTRABhJTbo Child Bereavement UK: https://childbereavementuk.org/for-families/support-for-bereaved-children/ Gingerbread: https://gingerbread.org.uk/content/separation-advice/Support-for-your-child?gclid=EAIaIQobChMI3vznjv_Y1QIVSbcbCh2SjgwW EAAYAiAAEgLC1vD_BwE Mum and Dad Glue: https://www.youtube.com/watch?v=AqMf6feCy7s Relate: https://www.relate.org.uk/relationship-help/help-family-life-and-parenting Surrogacy UK: https://www.surrogacyuk.org/home Winston's Wish: https://www.winstonswish.org.uk/
Date of approval	June 2017
Revision dates	June 2018; June 2019; June 2020
External Examiner	Rod Parker-Rees

Module Descriptor: NC 5014 Ethics in Research

Code	NC5014
Title	Ethics in Research
Tutor(s)	Tom Parsons, Lucy Krebs, Hannah Argo and Ciara Walsh
School	Education
Brief description	The module is concerned with how to conduct ethically sound research taking account of ethical principles and guidance, and the legal questions which relate to the research process. The module addresses both conceptual and practical issues of ethics throughout the research process.
Level of Study	Level 5
CAT points	15
Approved base location	Validated by Norland College
Prerequisites	None
Corequisites	None
Restrictions	Not applicable
Indicative syllabus	This module aims to introduce students to the history of ethics, examining how past events have shaped our understanding of what constitutes ethical research. Trends in Early Years research and associated ethics will be analysed, to gain knowledge of how research involving children has developed in a wider, international context. Current ethical guidelines and legislation will be studied to give students the tools they will need to carry out ethical research in the future. Participatory methods for children in research will be introduced, looking at alternative approaches, such as the Mosaic Approach. Controversies within ethics will be used to highlight some of the complex ethical challenges that students may face when planning a research project. The module will examine the origins of the ethical principles which provide their foundation to the research process. It will question: why have ethical principles/codes of conduct at all? Codes of conduct for research and researcher will be considered. The principles underlying ethical codes will be explored, and the guidance on standards of behaviour which are derived therefrom will be examined to identify the relationship between the two. Carrying out ethical research with children will also be explored through Diploma sessions.
Learning Outcomes	A student passing this module should be able to: 1. outline the historical development of ethics in research; 2. explain why participants in research are required to provide informed consent; 3. analyse what it means for the researcher to be open and honest; 4. analyse the role of the researcher in protecting participants from harm throughout the research process; 5. explain the role of confidentiality in research.
Learning and teaching activities	Scheduled teaching and learning activities: 24 hours Guided independent study: 106 hours Placement: 70 hours
Assessment	001: 100% Coursework: individual, standard written Coursework Size: 2,250 words, or equivalent

Special assessment requirements	None
Indicative reading	**Core Texts:** British Educational Research Association (2018) *Ethical guidelines for educational research.* Available at: www.bera.ac.uk Farell, A., Kagan, S., and Tisdall, E.K.M. (2016) *The Sage Handbook of Early Childhood Research.* LA: Sage Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1099450&site=eds-live&ebv=EB&ppid=pp_v Greig, A., Taylor, J. & MacKay, T. (2012) *Doing research with children*. 3rd ed. London: Sage Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=396476&site=eds-live Oliver, P. (2010) *The Student's Guide to Research Ethics*. Maidenhead: OU Press Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=466502&site=eds-live Palaiologou, I. (2012) *Ethical Practice in Early Childhood.* LA: Sage Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=509332&site=eds-live **Additional Texts:** British Psychological Society (2006) *Code of conduct. Ethical principles and guidelines.* Available at: www.bps.org.uk. Lindsay, G. (2010) 'Ethical considerations and legal issues in educational research.' In D. Hartas (ed.) *Educational research and inquiry: Qualitative and quantitative approaches* London: Continuum. Gregory, I. (2003) *Ethics in research*. London: Continuum Nind, M., Simmons, Katy., Sheehy, K. and Rix, J. (2014) *Ethics and Research in Inclusive Education: Values into Practice*. Hoboken: Routledge Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=685215&site=eds-live
Date of approval	June 2017
Revision dates	June 2018; June 2019; June 2020
External Examiner	Rod Parker-Rees

NORLAND

Module Descriptor: NC 5015 Promoting Health and Wellbeing

Code	5015
Title	Promoting Health and Wellbeing
Tutor(s)	Sarah Davies-Walters, Ghazala Begum, Lucy Krebs and Ciara Walsh
School	Education
Brief description	This module is designed to introduce students to a range of issues surrounding children's health and wellbeing. The module aims to draw on ideas of childhood and child development to explore how children's health and well-being are conceptualised in UK policy and practice. The module will consider the determinants of health and different ways of promoting health.
Level of Study	Level 5
CAT points	15
Approved base location	Validated by Norland College
Prerequisites	None
Corequisites	None
Restrictions	Not applicable
Indicative syllabus	The module aims to develop knowledge and understanding of issues pertaining to children's health and wellbeing. Child health policy in the UK will be considered. Students will reflect on the definitions of health and wellbeing, health education and health promotion. The factors influencing child health will be examined, including parental choice, socioeconomic and socio-cultural factors. Through lectures, group work, seminars and Diploma sessions, contemporary issues in child health will be considered such as immunisations and infectious diseases, dental caries and obesity. The module will develop knowledge and understanding of chronic health conditions and mental health issues. Students will also reflect upon the role of the adult in promoting health and analyse the strategies used within different settings to communicate and promote wellbeing with parents and carers.
Learning Outcomes	A student passing this module should be able to: 1. define health, wellbeing, health education and health promotion; 2. analyse child health policy in the UK; 3. identify and evaluate the factors that influence health and wellbeing in children; 4. reflect on contemporary issues in child health such as immunisations, infectious diseases, dental caries and obesity; 5. examine the challenges of chronic health conditions and mental health issues; 6. consider the role of the adult in promoting health and wellbeing.
Learning and teaching activities	Scheduled teaching and learning activities: 24 hours Guided independent study: 106 hours Placement: 70 hours integrated degree and diploma
Assessment	001: 100% Coursework: individual, presentation Coursework size: 2,250 words or equivalent Presentation duration: 10 minutes
Special assessment requirements	None

V1.1/TP/26062019

Indicative reading	**Core Texts:** Mainstone-Cotton, S. (2017) *Promoting Young Children's Emotional Health and Wellbeing: A Practical Guide to Professionals and Parents*. Philadelphia: Jessica Kingsley Publishers Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1407285&site=eds-live Manning-Morton, J. (2014) *Exploring Well-being in the Early Years* Maidenhead: McGraw-Hill Education Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=524807&site=eds-live Minniss, F. R., Wardrope, C., Johnston, D. and Kendall, E. (2013) 'Promoting Health in Early Childhood Environments: A Health-promotion Approach', *Child Care in Practice*, 19 (2), pp. 104-117 Link: http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=86010167&site=eds-live **Additional Texts:** Bligh, C. (2013) *Well-being in the Early Years.* Northwich: Critical Publishing Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=818770&site=eds-live Brady, G., Lowe, P. and Lauritzen, S.O. (2015) *Children, Health and Wellbeing. Policy Debates and Lived Experience* Chichester: John Wiley and Sons. Landale, N. S., McHale, S. M., and Booth, A. (2013) *Families and Child Health.* New York: Springer. Link: http://search.ebscohost.com/login.aspx?direct=true&db=cat03815a&AN=nclrc.9781461461944&site=eds-live Rose, R., Gilbert, L., Richards, V. (2016) *Health and Wellbeing in Early Childhood* London: Sage. Sutton, C. (2016) *Promoting Child and Parent Wellbeing.* London: Jessica Kingsley.
Date of approval	June 2017
Revision dates	June 2018; June 2019; June 2020
External Examiner	Rod Parker-Rees

Module Descriptor: NC5016 Thriving in a Diverse Society

Code	5016
Title	Thriving in a Diverse Society
Tutor(s)	Katie Crouch, Ghazala Begum, Sarah Davis Walters, Ciara Walsh and Hannah Argo
School	Education
Brief description	It is every child's right for their needs to be met in order to thrive in life and reach their full potential. This module will explore the aspects of difference and diversity relevant to the Early Years sector across a variety of contexts. Themes are linked to current legislation which include; gender, disability, multiculturalism, social class, poverty and inequality, along with the impact of adversity on learning and development.
Level of Study	Level 5
CAT points	30
Approved base location	Validated by Norland College
Prerequisites	None
Corequisites	None
Restrictions	Not applicable
Indicative syllabus	Key legislation in relation to inclusion will be explored with the intention to enable students to critically analyse effective professional practice to support all children and their individual differences. This module will be exploring inclusive values and how to put them into action through practice which meets individual needs, whilst upholding key theory and legislation. Policies and practices will be critically examined to explore the role of the Early Years Professional in sustaining relationships within the community along with their work as part of a multi-agency team. Equality issues, including the legislation and initiatives surrounding Special Educational Needs and Disability, ethnic minority groups, same sex parents, English as an Additional Language and Early Years funding entitlements will be explored, along with the critical evaluation of research evidencing the impact. Students will be supported to reflect on their own practice and beliefs to consider best practice and ensure appropriate educational experiences are responsive to diversity in ways which value everyone equally via Diploma, discussion and group work. This module will include practice which challenges discrimination and the promotion of equality within wider society and the recognition that inclusion in education is one aspect of inclusion as a societal value.
Learning Outcomes	Students passing this module should be able to: 1. conceptualise the notion of inclusion within an Early Years context; 2. promote diversity through practice which embraces an anti-bias approach and challenges inequalities in society; 3. synthesise ideas and findings from a range of research and legislation to examine policy within the Early Years sector relating to equality and diversity; 4. reflect on the work of a multi-agency team in supporting children and families; 5. critically examine the impact of equity and adversity on learning and development.
Learning and teaching activities	Scheduled teaching and learning activities: 48 hours Guided independent study: 212 hours Placement: 140 hours integrated degree and diploma

Assessment	001: 60% Coursework: individual, standard written Coursework size: 2,250 words 002: 40% Practical exam: display, show or performance Practical exam duration: 15 minutes
Special assessment requirements	None
Indicative reading	**Core Texts:** Brodie, K. and Savage, K. (2015) *Inclusion and Early Years Practice.* London: Routledge. Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=958635&site=eds-live Department for Education (2014) *Early Years: Guide to the 0-25 SEND Code of Practice.* Link: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/350685/Early_Years_Guide_to_SEND_Code_of_Practice_-_02Sept14.pdf Marshall, C. and Hobsbaum, A. (2015) 'Sign supported English: Is it effective at teaching children with English as and Additional Language? *International Journal of language and communication disorders',* 50 (5), p.616-628 Link: http://search.ebscohost.com/login.aspx?direct=true&db=c8h&AN=109836105&site=eds-live Mathieson, K. (2014) *Inclusion in the Early Years.* Maidenhead: McGraw-Hill Education. Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1099340&site=eds-live **Additional Texts:** Dickins, M. (2014) *A-Z of Inclusion in the Early Years*, Maidenhead: Open University Press Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=697552&site=eds-live Kim, S.J. (2016) 'Opening up Spaces for Early Critical Literacy: Korean kindergarteners exploring diversity through multicultural picture books'. *Australian Journal of Language and Literacy* Vol 39, No 2 pp176-187 Link: http://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.458187512&site=eds-live Marshall, C. and Hobsbaum, A. (2015) 'Sign supported English: Is it effective at teaching children with English as and additional language?' *International Journal of language and communication disorders*, 50 (5), pp.616-628. Link: http://search.ebscohost.com/login.aspx?direct=true&db=c8h&AN=109836105&site=eds-live

	Odgers, C., Donley, S., Caspi, A., Bates, C. and Moffitt, T. (2015) 'Living alongside more affluent neighbours predicts greater involvement in antisocial behaviour among low-income boys' *Journal of Child Psychology and Psychiatry*, 56 (10), p.1055-1064. Link: http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=109502265&site=eds-live
Date of approval	June 2017
Revision dates	June 2018; June 2019
External Examiner	Rod Parker-Rees

THIRD YEAR

Module Descriptor: NC 6002 Research Methodology

Code	6002
Title	Research Methodology
Tutor(s)	Tom Parsons, Theodora Papatheodorou, Katie Crouch, Lucy Krebs
School	Education
Brief description	This module is designed to provide students with the opportunity to develop a systematic understanding of the research process and to produce their own project proposal.
Level of Study	Level 6
CAT points	15
Approved base location	Validated by Norland College
Prerequisites	None
Corequisites	None
Restrictions	Not applicable
Indicative syllabus	The module will provide students with the opportunity to gain an understanding of approaches to research design, including: quantitative, qualitative and action research, the ability to evaluate various techniques for data collection and analysis such as observation, interview and questionnaire techniques. Students will then apply this knowledge and understanding to designing and planning a research project.
Learning Outcomes	A student passing this module should be able to: 1. Situate a project within a theoretical framework; 2. Critically assess an appropriate methodology for a proposed project; 3. Justify the data collection methods for a proposed research project; 4. Justify the reliability and validity of a project; 5. Determine the role of ethics in a proposed research project; 6. Design and plan a proposed research project.
Learning and teaching activities	Scheduled teaching and learning activities: 24 hours Guided independent study: 106 hours Placement: 70 hours integrated degree and diploma
Assessment	001: 100% Coursework: Individual, standard written. Coursework Size: 3,000 words
Special assessment requirements	None
Indicative reading	**Core Texts:** Cohen, L., Manion, L. and Morrison, K. (2011) *Research Methods in Education* (7th edn). London: Routledge Link: http://search.ebscohost.com/login.aspx?direct=true&db=cat03815a&AN=nclrc.9781135721961&site=eds-live Denscombe, M. (2010) The Good Research Guide: for small scale social research projects. Maidenhead: McGraw-Hill Education Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=353651&site=eds-live&ebv=EB&ppid=pp_Cover

MacNaughton, G., and Hughes, P. (2008) *Doing Action Research in Early Childhood Studies: a step by step guide.* England: Open University Press
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=265856&site=eds-live&ebv=EB&ppid=pp_Cover

O'Hara, M. (2011) *Successful Dissertations: The Complete Guide for Education, Childhood and Early Childhood Studies Students.* London: Bloomsbury Publishing
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=357473&site=eds-live&ebv=EB&ppid=pp_Cover

Palaiologou, I. (2012) *Ethical Practice in Early Childhood*. Los Angeles: SAGE Publications Ltd
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=509332&site=eds-live&ebv=EB&ppid=pp_Cover

Additional Texts:
Atkins, L., Wallace, S., and British Educational Research. (2012). *Qualitative Research in Education*. Los Angeles: SAGE Publications Ltd
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=775813&site=eds-live&ebv=EB&ppid=pp_Cover

BERA (2011) *Ethical Guidelines for Educational Research.* Available at: https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2011 (Accessed: 30/06/2016)

McNiff, J. (2013) *Action Research: Principles and Practice*. Abingdon, Oxon: Routledge
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=547044&site=eds-live&ebv=EB&ppid=pp_Cover

Showman, A., Cat, L.A., Cook, J., Holloway, N., and Wittman, T. (2013) 'Five Essential Skills for Every Undergraduate Researcher' *Council on Undergraduate Research Quarterly* 33(3) pp.16-19
Link: http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=86055857&site=eds-live

Date of approval	June 2012
Revision dates	December 2014; June 2017; June 2018; June 2019
External Examiner	Rod Parker-Rees

Module Descriptor: NC 6003 Literature Review

Code	6003
Title	Literature Review
Tutor(s)	Tom Parsons, Hannah Argo, Sarah Davis Walters and Ciara Walsh
School	Education
Brief description	This module provides an opportunity to undertake a literature-based review on a topic of the student's own choosing within early years. This will enable students to have a systematic understanding of the knowledge base of a particular topic and understand its relationship with other fields of study. Students will enhance their skills in information seeking and critical appraisal, using their ability to apply principles of analysis to identify unbiased and valid studies.
Level of Study	Level 6
CAT points	15
Approved base location	Validated by Norland College.
Prerequisites	None
Corequisites	None
Restrictions	Not applicable
Indicative syllabus	This module aims to provide students with an opportunity to focus their studies on an aspect of early years' practice which is of particular interest to them and of particular relevance to their practice. The module is designed to provide students with the ability to: demonstrate information literacy skills, synthesise information into a summary of what is and is not known on a certain topic, identify areas of controversy in the literature and formulate questions that need further research. Students will enhance their skills of synthesis and evaluation, by learning how to write a piece of discursive prose, organising the literature review into sections that present themes or identify trends including relevant theory. The module aims to enhance students' ability to critically analyse the literature used, assessing the various sources, including the validity and reliability, discussing strengths and weaknesses and discussing studies contrary to their own perspective. Students will ensure their literature review is relevant, appropriate and useful.
Learning Outcomes	A student passing this module should be able to: 1. apply information literacy skills to search for, identify, evaluate and extract appropriate information on a given subject from printed and electronic primary and secondary sources; 2. identify and critically analyse themes or trends including relevant theory in the literature; 3. summarise what is known and identify gaps in the research about a subject, highlighting areas of controversy and formulating questions that require further research; 4. engage in informed academic debate, articulating an informed position on a specific aspect of early years practice.
Learning and teaching activities	Scheduled teaching and learning activities: 24 hours Guided independent study: 106 hours Placement: 41 hours integrated degree and diploma
Assessment	001: 100% Coursework: Individual, standard written Coursework Size: 3,000 words

Special assessment requirements	None
Indicative reading	**Core Texts:** Bell, J. and Waters, S. (2014) *Doing Your Research project: A guide for first time researchers. 6*th edn. Maidenhead: OUP Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=937946&site=eds-live&ebv=EK&ppid=Page-__-1 Bryman, A. (2015) *Social Research Methods*. 5th edn. Oxford: Oxford University press Cottrell, S. (2013) *The study skills handbook*. 4th edn. Basingstoke: Palgrave Macmillan. Crème, P. and Lea. M. (2008) *Writing at university: a guide for students*, 3rd ed. Maidenhead: OUP. Link:http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=234325&site=eds-live&ebv=EB&ppid=pp_Cover Denscombe, M. (2010) *The good research guide: for small-scale social research projects*, 4th ed. Maidenhead: OUP. Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=353651&site=eds-live&ebv=EB&ppid=pp_Cover **Additional Texts:** Mukherji, P. and Albon, D. (2010) *Research Methods in Early Childhood. An Introductory Guide*. London: Sage Oliver, P. (2012) *Succeeding with your Literature Review: a handbook for students.* Maidenhead: McGraw Hill Education. Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=435001&site=eds-live&ebv=EB&ppid=pp_Cover Rumsey, S. (2008) *How to find information: a guide for researchers,* 2nd edn. Maidenhead: OUP Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=234331&site=eds-live&ebv=EB&ppid=pp_Cover University of Reading (2016) *Literature Reviews* Available at: http://www.reading.ac.uk/internal/studyadvice/StudyResources/Essays/stastartinglitreview.aspx (Accessed: 14.2.13)
Date of approval	June 2012
Revision dates	June 2014; June 2017; June 2018; June 2019
External Examiner	Rod Parker-Rees

NORLAND

Module Descriptor: NC 6004 Work Based project

Code	6004
Title	Work Based Project
Tutor(s)	Tom Parsons, Theodora Papatheodorou, Katie Crouch, Hannah Argo
School	Education
Brief description	This module is designed to provide students with the opportunity to develop a systematic understanding of the research process and use this knowledge to carry out a work based project.
Level of Study	Level 6
CAT points	30
Approved base location	Validated by Norland College .
Prerequisites	None
Corequisites	None
Restrictions	Not applicable
Indicative syllabus	The module will provide students with the opportunity to work on a topic of their personal choice. They will choose which research method to use for their project with the guidance and support from lectures and meetings with individual supervisors.
Learning Outcomes	A student passing this module should be able to: 6. use a range of valid research methods to investigate an area of interest within the Early Years, collecting primary evidence; 7. employ a range of techniques to analyse and present data; 8. locate the findings of the research within the context of theory and research from literature; 9. evaluate the reliability and validity of evidence to support conclusions and recommendations; 10. suggest implications for personal and general practice, and settings.
Learning and teaching activities	Scheduled teaching and learning activities: 48 hours Guided independent study: 212 hours Placement: 82 hours integrated degree and diploma
Assessment	001: 100% Coursework: Individual, standard written Coursework Size: 5,000 words
Special assessment requirements	None
Indicative reading	**Core Texts:** Campbell, A. and Groundwater-Smith, S. (Eds) (2007) *An ethical approach to practitioner research: dealing with issues and dilemmas in action research.* London: Routledge. Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=205888&site=eds-live&ebv=EB&ppid=pp_C Cohen, L., Manion, L. and Morrison, K. (2007) *Research methods in education,* 6th ed. London : Routledge. Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=548475&site=eds-live&ebv=EB&ppid=pp_Cover

	Davies, M. B. (2014) *Doing a successful research project: using qualitative or quantitative methods.* 2nd Edition Basingstoke: Palgrave Macmillan. Roberts-Holmes, G. (2014) *Doing Your Early Years' Research Project: A Step-by-Step Guide.* 3rd Edition. London: Paul Chapman. **Additional Texts:** Jarvis, P., Newmn, S., Holland, W. and George, J. (2013) *Research in the Early Years: A Step by Step Guide.* Abingdon: Routledge. Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=686848&site=eds-live&ebv=EK&ppid=Page-__-1 Rugg, G. & Petre, M. (2007) *A gentle guide to research methods,* Maidenhead: Open University Press. Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=234246&site=eds-live&ebv=EB&ppid=pp_Cover Tuten, T. & August, R (2008) 'Integrity in Qualitative Research: Preparing Ourselves, Preparing Our Students', *Teaching & Learning,* 22 (2), pp82-92 Link: http://search.ebscohost.com/login.aspx?direct=true&db=edsggo&AN=edsgcl.186901612&site=eds-live Water-Adams, S. (2006) *Action Research in Education* Available at: www.edu.plymouth.ac.uk/resined/actionresearch/arhome.htm (Accessed: 20/03/2013)
Date of approval	June 2012
Revision dates	June 2014; June 2017; June 2018; June 2019
External Examiner	Rod Parker-Rees

Module Descriptor: NC 6006 Dimensions of Leadership

Code	6006
Title	Dimensions of Leadership
Tutor(s)	Katie Crouch, Ghazala Begum, Sarah Davies-Walters and Hannah Argo
School	Education
Brief description	In this module students will study different theories of leadership and management and will be asked to present their ideas on leadership, planning and management related to working within the early years.
Level of Study	Level 6
CAT points	30
Approved base location	Validated by Norland College
Prerequisites	None
Corequisites	None
Restrictions	Not applicable
Indicative syllabus	The module will provide students with the opportunity to explore different theories and approaches of leadership and management and how this relates to early years. Students will explore concepts and issues in relation to managing a team by creating a fictional Early Years setting. Students will present their ideas on leadership, planning and management in relation to their fictional setting. The students will also explore frameworks, legislation and good practice in relation to early years settings and consider their ideal early years setting to outline how they would choose to manage an Early Years setting and provide a rich and nurturing learning environment for children.
Learning Outcomes	A student passing this module should be able to: 1. critically analyse the role of leadership within the Early Years; 2. critically evaluate and present how leadership could be deployed within a fictional setting of their own design; 3. critically examine concepts of team work which would contribute to an effective working environment in their chosen area of interest; 4. justify the choice of leadership style to be used within their fictional setting; 5. summarise current frameworks, legislation and good practice in the Early Years; 6. critically justify their choice of pedagogical approach.
Learning and teaching activities	Scheduled teaching and learning activities: 48 hours Guided independent study: 212 hours Placement: 82 hours integrated degree and diploma
Assessment	001: 100% Coursework: Individual, presentation Presentation duration:15 minutes plus questions
Special assessment requirements	None
Indicative reading	**Core texts:** Barber, J. (2018) Effective leadership and management in the EYFS. London: Practical Pre-school Books. 372.21 BAR eBook

Hadfield, M., Jopling, M. and Needham, M. (2015) *Practice Leadership in the Early Years* Maidenhead: Open University press
Link:http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1099344&site=eds-live

Hayes, C.,Daly, J., Duncan, M.,Gill, R., Whitehouse, A. (2017) *Developing as a Reflective Early Years Professional: A Thematic Approach* St Albans: Critical Publishing (especially chapter 11)
Link:http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1497676&site=eds-live&ebv=EB&ppid=pp_Cover_1

Lindon , J., Lindon, L. and Beckley, P. (2016) *Leadership in Early Years* London : Hodder Education
Linkhttp://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1237467&site=eds-live

O'Sullivan, J. (2015) *Successful Leadership in the Early Years* London: Bloomsbury
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1065342&site=eds-live

Ramey, M.D. (2015) 'Out From Under the Radar: Making Leadership Visible', *YC: Young Children*, 70, 2, pp. 6-10, Education Research Complete, EBSCO*host*, viewed 14 June 2016
Link: http://search.ebscohost.com/login.aspxdirect=true&db=ehh&AN=102555926&site=eds-live

Additional texts:
Campbell-Barr, V., and Leeson, C. (2016) Quality and leadership in the Early Years: research, theory and practice. Los Angeles: SAGE. 372.21 BAR

Diamond, A. (2014) 'Pre-service early childhood educators' leadership development through reflective engagement with experiential service learning and leadership literature',
Australasian Journal of Early Childhood, 39(4), pp. 12-20
Link: http://search.ebscohost.com/login.aspx?direct=true&db=edsihs&AN=edsihs.936726547232434&site=eds-live

Department for Education (2013) *More Great Childcare: Raising quality and giving parents more choice* [online]. Available
at: https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00002-2013

Krieg, S., Smith, K.A., and Davis, K. (2014) 'Exploring the dance of early childhood educational leadership', Australasian Journal of Early Childhood, 39(1), pp. 73-80
http://search.ebscohost.com/login.aspx?direct=true&db=edsbl&AN=RN366086959&site=eds-live

Siraj-Blatchford, I and Hallet, E. (2014) *Effective and Caring Leadership in the Early Years* London: Sage Publications

	Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=810845&site=eds-live&ebv=EB&ppid=pp_C
Date of approval	June 2012
Revision dates	June 2014; June 2017; June 2018; June 2019
External Examiner	Rod Parker-Rees

Module Descriptor: NC 6010 Professional Development 3: Reflective Practice

Code	6010
Title	Professional Development 3: Reflective Practice
Tutor(s)	Lucy Krebs, Ghazala Begum, Sarah Davis Walters and Hannah Argo
School	Education
Brief description	This module has been designed to enable students to deepen their skills at reflecting critically on their experience of early years' practice.
Level of Study	Level 6
CAT points	30
Approved base location	Validated by Norland College
Prerequisites	None
Corequisites	None
Restrictions	Not applicable
Indicative syllabus	Building on their understanding of their personal beliefs and current issues that may impact on their professionalism, students will use their reflective logs and appraisals to reflect on areas of personal practice such as: their development as practitioners; maintaining positive relationships with placement settings and families; working with children over a sustained period of time; communicating effectively; conflict resolution and behaviour management.
Learning Outcomes	A student passing this module should be able to: 1. Analyse the relationships between theory and practice; 2. Articulate a critical understanding of children's learning and development; 3. Consider ethical practice in working with children and their families; 4. Demonstrate a critical awareness of maintaining positive relationships with placement providers and children over a sustained period of time; 5. Articulate a critical understanding of their own childcare philosophy and practice. Apply models of reflective practice within their reflective analysis.
Learning and teaching activities	Scheduled teaching and learning activities: 48 hours Guided independent study: 212 hours Placement: 82 hours integrated degree and diploma
Assessment	001: 100% Coursework: Individual, Other Course work length: 15 minutes
Special assessment requirements	None
Indicative reading	**Core Texts:** Avril, B. (2015) *The Early Years Reflective Practice Handbook*. London: Routledge. Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=815122&site=eds-live Bleach, J. (2013) 'Using Action Research to Support Quality Early Years Practice', *European Early Childhood Education Research Journal*. 21 (3). P.370-379. Link: http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=89979992&site=eds-live

Bleach, J. (2014) 'Developing professionalism through reflective practice and Ongoing professional development', *European Early Childhood Education Research Journal.* 22 (2), p.185-197.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=95610023&site=eds-live

Brock, A. (2015) *The Early Years Reflective Practice Handbook.* London: Routledge.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=815122&site=eds-live

Craft, A., and Paige-Smith, A. (2011) *Developing Reflective Practice in the Early Years.* Berkshire: McGraw-Hill.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=369023&site=eds-live

Hayes, C., Gill, R., Whitehouse, A., Dally, J., Duncan, M. (2014) *Developing as a Reflective Early Years Professional: A Thematic Approach*. Northwich: Critical Publishing.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=818781&site=eds-live

Lindon, J. (2012) *Reflective Practice and Early Years Professionalism.* Oxon: Hodder Education.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=680922&site=eds-live

Siraj-Blatchford, I., Hallet, E. (2014) *Effective and Caring Leadership in the Early Years.* London: SAGE Publications.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=810845&site=eds-live

Additional Texts:
Conkabyir, M., Pascal, C. (2015) *Early Childhood Theories and Contemporary Issues: An Introduction*. London: Bloomsbury Publishing.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=881090&site=eds-live

Cox, R. (2011) 'Competitive Mothering and Delegated Care: Class Relationships in Nanny and Au Pair Employment', *Studies in the Maternal*. 3 (2), pp. 1-13.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=edsdoj&AN=edsdoj.4779254c4dc24d94a56368c77e073b09&site=eds-live

Cottle, M., Alexander, E. (2014) 'Parent Partnerships and Quality Early Years Services: Practitioners Perspectives', *European Early Childhood Education Research Journal*. 22 (5), P.637-659.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=99753982&site=eds-live

Department for Education (2017) *Study of Early Education and Development (SEED)* Available at: http://natcen.ac.uk/our-research/research/seed/ (Accessed 30.7.18)

Harwood, D., Tukonic, S. (2016) 'Babysitter or Professional? Perceptions of Professionalism Narrated by Ontario Early Childhood Educators', *International Electronic Journal of Elementary Education*. 8 (4), P.589-600.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=116608865&site=eds-live

Mantro, R., Mantro, A. G. (2010) 'Mommy-Nanny as Principal- Agent in The Nanny Diaries', *Public Voices.* 11 (1), P. 110-123.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=48589773&site=eds-live

Macdonald, C. L. (2010) *Shadow Mothers: Nannies, Au Pairs and the Micro-politics of Mothering.* California: University of California Press.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=351755&site=eds-live

McKibben, L. (2017) 'Conflict management: importance and implications', *British Journal Of Nursing*. 26 (2), pp.100-103.
Link: http://search.ebscohost.com/login.aspx?direct=true&db=cmedm&AN=28132555&site=eds-live

Date of approval	June 2012
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External Examiner	Rod Parker-Rees