

Module specification

1. Factual information			
Module title	NC4202: Practice in the Early Years 1: The Setting		
Module tutor	Georgina Bassil	Level	4
Module type	Taught	Credit value	30
Mode of delivery	Face-to-face teaching: 2.2% Work based learning: 97.8%		
Notional learning hours	452 notional hours, made up of: <u>Trimester 1:</u> Lectures: 10 hours Placement 1.1 – 4 weeks/128 hours in a nursery/school setting (including visit from placement officer) <u>Trimester 2:</u> Lectures: 10 hours to reflect Placement 1.2 – 4 weeks/128 hours in a nursery/school setting (including visit from placement officer) <u>Trimester 3:</u> Placement 1.3 – 3 weeks/88 hours in a nursery/school/daily family/specialist setting Placement 1.4 – 3 weeks/88 hours in a nursery/school/daily family/specialist setting		

2. Rationale for the module and its links with other modules
<p>Those studying the early years need opportunities to demonstrate skills that are underpinned by knowledge. By experiencing work-based placements in a setting such as a nursery or school, students can reflect on their abilities as professionals alongside demonstrating the Graduate Practitioner Competencies that they will evidence in preparation for a professional discussion. This module provides foundational knowledge and must be passed before embarking on NC5202: Practice in the Early Years 2: The Home.</p>

3. Aims of the module

This module aims to develop students' foundational knowledge of legislation, regulation and safe working practices, so that they can go on to demonstrate this knowledge in placement. The module focuses on students' experiences in placement, building observation, assessment and planning skills to support the learning and development of children. This is an opportunity to apply professional communication skills with peers, placement staff, children, parents and carers in different contexts, and students will identify and explain their strengths and areas for development in future practice.

4. Pre-requisite modules or specified entry requirements

Students must have submitted assessment for NC4203 before attending setting placements.

5. Is the module compensatable?

No.

6. Learning, teaching and assessment strategy for the module

Work-based learning.

Lectures.

Formative assessment (Observation in practice).



7. Intended learning outcomes *At the end of the module, learners will be expected to:*

1. Reflect on the role of the practitioner in supporting a child’s learning and development and supporting individual needs and abilities.
2. Apply early years legislation, regulation and guidance to monitor and progress a child’s learning and development.
3. Demonstrate the ability to work safely and effectively in a variety of early years contexts.
4. Identify and explain personal strengths and areas for development in practice.
5. Apply professional communication skills in a variety of professional contexts.

Graduate Practitioner competencies: All

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A1; A2; A3	B1	C1	D1; D2

8. Indicative content *This should provide an overview of content over the number of weeks of module delivery*

Trimester 1:

Week 1: Module introduction: Introduce Graduate Practitioner Competency Portfolios and Placement paperwork.

Week 2: The role of the practitioner: The EYFS and Supporting Documentation.

Week 3: The role of the practitioner: The role of the practitioner: Keeping children safe whilst support their learning and development.

Week 4: The role of the practitioner: Communication is key.

Weeks 5-8: Self-directed study in preparation for placement.

Weeks 9-12: Placement 1.1 in a nursery/school setting.

Trimester 2:

Week 1: Developing self: Reflections on practice.

8. Indicative content *This should provide an overview of content over the number of weeks of module delivery*

Week 2: Building GPC evidence and assessment support.

Week 3: Building GPC evidence and assessment support.

Week 4: Preparing for the viva assessment.

Weeks 5-8: Self-directed study in preparation for placement.

Weeks 9-12: Placement 1.2 in a nursery/school setting.

Trimester 3:

Weeks 1: Self-directed study in preparation for placement.

Weeks 2-4: Placement 1.3 in a nursery/school/daily family/specialist setting.

Week 5: Self-directed study in preparation for placement.

Weeks 6-8: Placement 1.4 in a nursery/school/daily family/specialist setting.

Week 9-11: Self-directed study in preparation for assessment.

Week 12: Assessment.

This module provides opportunities for you to evidence the Early Childhood Graduate Practitioner Competencies <https://www.ecsdn.org/wp-content/uploads/2021/09/ECSDN-Booket-Rev-July-2020.pdf>.

9. Assessment

Assessment rationale

This module is focused on placement experience and the skills that are required to be successful in fulfilling the role of early years practitioner in a setting. Students will be assessed in placements, all of which must be passed. Students will be assessed on their practical skills and knowledge and this will include



9. Assessment				
<p>formative professional observation from assessors. Summative assessment will include evidence signed off in the Placement Graduate Practitioner Competency Portfolio, which will provide the foundation for the professional discussion in Trimester 3. The graduate practitioner portfolio will be signed off throughout the three years as students experience different settings, and anything that has been signed off will contribute to the discussion in the viva.</p>				
Assessment task/s	Weighting	Week submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<p>001: Successful completion of: Placement 1.1: 4 weeks/128 hours with</p> <ul style="list-style-type: none"> evidence of progress towards the learning outcomes and Graduate Practitioner Competencies (GPCS) for modules NC4202-30, NC5202-30 or NC6202-20 as documented on the Placement Visit Form and end of placement Appraisal Form, which are uploaded to the GPC OneDrive folder by the published deadlines; completed tripartite agreement and attendance timesheets, which are uploaded to the GPC OneDrive folder by published assessment deadlines; achievement of the required minimum of 85% attendance. Students should always strive to achieve 100% attendance where possible. 	20%	T1, Week 12	Pass/Fail	All Competencies: All



9. Assessment

<p>002: Successful completion of: Placement 1.2: 4 weeks/128 hours with</p> <ul style="list-style-type: none"> evidence of progress towards the learning outcomes and Graduate Practitioner Competencies (GPCS) for modules NC4202-30, NC5202-30 or NC6202-20 as documented on the Placement Visit Form and end of placement Appraisal Form, which are uploaded to the GPC OneDrive folder by the published deadlines; completed tripartite agreement and attendance timesheets, which are uploaded to the GPC OneDrive folder by published assessment deadlines; achievement of the required minimum of 85% attendance. Students should always strive to achieve 100% attendance where possible. 	20%	T2, Week 12	Pass/Fail	
<p>003: Successful completion of: Placement 1.3: 3 weeks/96 hours with</p>	15%	T3, Week 5	Pass/Fail	

9. Assessment

<ul style="list-style-type: none"> evidence of progress towards the learning outcomes and Graduate Practitioner Competencies (GPCS) for modules NC4202-30, NC5202-30 or NC6202-20 as documented on the Placement Visit Form and end of placement Appraisal Form, which are uploaded to the GPC OneDrive folder by the published deadlines; completed tripartite agreement and attendance timesheets, which are uploaded to the GPC OneDrive folder by published assessment deadlines; achievement of the required minimum of 85% attendance. Students should always strive to achieve 100% attendance where possible. 	15%	T3, Week 9	Pass/Fail	
<p><i>004: Successful completion of:</i> Placement 1.4: 3 weeks/96 hours with</p> <ul style="list-style-type: none"> evidence of progress towards the learning outcomes and Graduate Practitioner Competencies (GPCS) for modules NC4202-30, NC5202-30 or NC6202-20 as documented on the Placement Visit Form and end of placement Appraisal Form, 				

9. Assessment				
<p>which are uploaded to the GPC OneDrive folder by the published deadlines;</p> <ul style="list-style-type: none"> • completed tripartite agreement and attendance timesheets, which are uploaded to the GPC OneDrive folder by published assessment deadlines; • achievement of the required minimum of 85% attendance. Students should always strive to achieve 100% attendance where possible. <p><i>005: Viva: Professional discussion and reflection</i></p> <ul style="list-style-type: none"> - 10 minutes - Written submission: 1000 words - Graduate Practitioner Competency Portfolio 	30%	T3, Week 2	%	

10. Teaching staff associated with the module
Name and contact details
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11. Core reading list				
Author	Year	Title	Location	Publisher
Bradbury, A., Musgrave, J. and Perkins, H.	2023	<i>A Practical Guide to Early Childhood Studies Graduate Practitioner Competencies</i>	London	Sage
Department for Education	2021	<i>Statutory Framework for the Early Years Foundation Stage</i>	DfE	Crown Publications
Nanwani, S.	2021	<i>Organization and Education Development: Reflecting and Transforming in a Self-Discovery Journey</i>	London	Routledge
Grenier, J. and Vollans, C.	2023	<i>Putting the EYFS Curriculum into Practice</i>	London	Sage
Hayes, C. (Ed.)	2023	<i>The Early Years Handbook for Students and Practitioners</i>	London	Routledge

12. Other indicative text (e.g., websites)
<p>Department for Education (2021). Development Matters: Non-statutory curriculum guidance for the early years foundation stage. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf [Accessed 13/04/23]</p> <p>Department for Education (2018). Working Together to Safeguard Children. Available at: https://www.gov.uk/government/publications/working-together-to-safeguard-children--2 [Accessed 13/04/23]</p> <p>Early Years Coalition (2021). Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage. Available at: https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf [Accessed 13/04/23]</p> <p>Norland College (2017). Norland Code of Professional Responsibilities. Available at: https://www.norland.ac.uk/wp-content/uploads/2022/08/NORLAND-CODE-OF-PROFESSIONAL-RESPONSIBILITIES.pdf</p> <p>Rose, J. & Rogers, S. (2012). <i>The Role of the Adult in Early Years Settings</i>, Open UP: Milton Keynes.</p>

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

Vujnovic, S., Medic, B. and Vujnovic, M.L. (2022). Critical Thinking Skills for the 21st Century, *International Journal of Early Childhood Special Education*, 14(3), pp. 102–106

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

Document Control Information	
Policy Title:	NC4202 Module specification
Version number:	V3.0/RD/04-09-23
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Approving Body:	Academic Board
Related Norland Documents:	N/A
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Date of effect:	As above



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