

Module Title:	Introduction to Early Years Care and Education: Integrated Practice
Module Code:	BAEY09C/29C
Level:	4
Credits:	15
Pre-requisites:	None

Module Description:

This module will introduce students to the professional world of childcare. They will learn about the range of settings in which the care and education of children 0 – 8 years takes place, and the roles of the workers in those settings. As part of this module the students will be seen and assessed in practice/placement.

Indicative Content:

- An introduction to work-based training placements
 - Visits and assessment in placement
 - The EYFS and the National curriculum
 - The structure of early years provision in the UK
 - The legislative framework supporting early years provision in the UK
 - The organisation of different early years settings
 - Different curricula in different early years settings
 - The role of the team and the individual within those organisations
 - Policies, practices and guidelines of different settings
 - Lines of management and reporting
 - The effects of different management styles
 - Confidentiality
 - The principles of accountability and reliability
 - The range of professionals working with young children and their families
 - The roles and contributions of others within multi-disciplinary teams
 - The role of the Early Years worker within the public, independent, private and voluntary sectors
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Learning and Teaching Methods:

Develop research and independent study skills through individual, peer and group work. Compare and contrast work-based training placements. Engage with relevant documentation and course materials.

Specific Learning Resources:

Student will have access to the bank of over 100 early years placements used by the Early Years team.

Bibliography

Highly recommended

Bruce, T. (2015) *Early Childhood Education*, 5th edition, London: Hodder Education.

Bruce, T. (2011) *Learning Through Play: for babies, toddlers and young children*, 2nd edition, London: Hodder Education.

Development Matters in the Early Years Foundation Stage (EYFS): *This non-statutory guidance material supports practitioners in the statutory requirements of the EYFS: Early Education* – Available to download for free from www.early-education.org or www.foundationyears.org.uk or www.education.gov.uk/publications

Moyles, J. (ed.) (2015) *The Excellence of Play*, 4th edition, Maidenhead: Open University Press.

Mukherji, P. and Dryden, L. (eds) (2014) *Foundations of Early Childhood: principles and practice*, London: Sage.

Wall, K. (2011) *Special Needs and Early Years: a practitioner's guide*, 3rd edition, London: Sage.

Waller, T. and Davis, G. (eds) (2014) *An Introduction to Early Childhood*, 3rd edition, London: Sage.

Recommended

Basford, J. and Hodson, E. (eds) (2011) *Successful Placements in Early Years Settings*, Exeter: Learning Matters.

DfES (2004) *Every Child Matters: change for children*, Nottingham: DfES.

Hay, S. (ed.) (2014) *Early Years Education and Care: new issues for practice from research*, London: Routledge.

Neaum, S. (2016) *Child Development for Early Years Students and Practitioners*, 3rd edition, London: Learning Matters.

Parker-Rees, R., Leeson, C., Willan, J. and Savage, J. (eds) (2010) *Early Childhood Studies: an introduction to the study of children's worlds and children's lives*, 3rd edition, Exeter: Learning Matters.

Pugh, G. and Duffy, B. (eds) (2014) *Contemporary Issues in the Early Years*, 6th edition, London: Sage.

Background

Nutbrown, C. and Clough, P. (2014) *Early Childhood Education: history, philosophy and experience*, 2nd edition, London: Sage.

Sambell, K., Gibson, M. and Miller, S. (2010) *Studying Childhood and Early Childhood: a guide for students*, 2nd edition, London: Sage.

Subject Specific Learning Outcomes

On successful completion of this module you will be able to:

LO1 | To identify the range of Early Years settings involved in the care and education of young children.

LO2 | Discuss the roles and responsibilities of professional workers in those settings

LO3 | Evaluate and demonstrate an understanding of the curricula appropriate to the settings they have visited

Assessment Title or element	Weighting (%)
<u>Part 1:</u> Written assignment of 2,500 words	60%
<u>Part 2:</u> Practical assessment (to be observed) The student's practice will be observed by a tutor. The student should submit a plan of their activities during the observed session and their reflections on the session. Students will need to make references to the EYFS outcomes in their plan and reflections. Further guidance will be given to students about this part of the assessment task during the module and discussions concerned with preparing for the observation will be part of the individual tutorial session.	40%
<u>Assessment Criteria:</u> All module assessment requires demonstration that the learning outcomes for this module have been achieved.	

Information correct at point of publication.