

**Module Outline**

**Part 1- as validated**

<b>1.</b>	<b>Title</b>	<b>Professional Practice: The Practitioner</b>
<b>2.</b>	<b>Level *</b>	<b>4</b>
<b>3.</b>	<b>Credits</b>	<b>20</b>
<b>4.</b>	<b>Indicative Student Study Hours</b>	<b>200 hours</b> <b>Taught class sessions: 36 hours</b> <b>Independent Study: 164 hours</b>
<b>5.</b>	<b>Core (must take and pass), Compulsory (must take) or Optional</b>	<b>Compulsory</b>

**5. Brief Description of Module (purpose, principal aims and objectives)**

The purpose of this module is to explore support roles within settings considering their responsibilities, duties, knowledge and experience and how this may differ within varying types of provisions. Support roles comprise all staff that assist in the learning and support of children for example Higher Level Teaching Assistants (HLTAs), teaching assistants, special needs support staff, early years practitioners, minority ethnic pupils support staff and bilingual assistants. While most support staff roles are employed by settings or schools, some are employed by local authority services and work across a range of provisions, therefore it is essential students have an understanding of the varying roles and responsibilities.

The principal aim of the module prepares students to be able to work with other professionals to raise the learning and attainment of children while also promoting their independence, self-esteem and social inclusion. Support roles provide assistance to children so that they can access the curriculum, participate in learning and experience a sense of achievement. To enable this, students are encouraged to identify and develop their own skills, expertise and experience to carry out a range of activities at different levels, develop themselves professionally and maximise their potential in a team.

Students will have opportunities to plan an activity, reflecting on how best to meet the holistic needs of children. They will develop their reflective skills through examining content related to the Higher-Level Teaching Assistant standards and evaluate how this supports them in their work with children and colleagues.

This module will complement the L4 Curriculum Studies and L4 Child Development modules, enabling students to synthesise their understanding of development, learning and progress into practical application. The reflection points, tips and activities during lectures will support the gathering of evidence and training for students preparing for a Higher Level Teaching Assistant role and have been cross referenced with the standards.

--

**6. Learning Outcomes - On successful completion of this module a student will be able to:**

*(Add more lines if required)*

1.	Discuss the roles and responsibilities of support roles within a setting of your choosing (SB: 4.6).
2.	Identify within the EYFS and The National Curriculum how practitioners can meet children's holistic needs (SB: 3.3).
3.	Plan and deliver an activity in which the 3 sections of the HLTA standards have been met (SB: 4.5).
<b>Generic learning outcomes</b>	
4.	Manage their own time in the preparation of course work
5.	Produce a written submission to a defined standard

**7. Assessment**

**Pass on aggregate or Pass all components**

*(modules can only be pass all components if this is a PSRB requirement)*

**Summary of Assessment Plan**

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Workbook	100%	Yes	2,500	1 - 5	

**Further Details of Assessment Proposals**

Give brief explanation of each assessment activity listed

The HLTA standards are set out in three sections:

- professional attributes (standards 1–7) - these set out the attitudes, values and commitment expected of HLTAs
- professional knowledge and understanding (standards 8–16) - these set out the knowledge and skills needed by HLTAs to be able to work effectively with colleagues as part of the professional team supporting learning, and
- professional skills (standards 17–33) - these set out the expectations for planning, monitoring, managing and evaluating learning within the framework of guidance

The summative assessment – the work book

- Students will plan and conduct a 20-minute assessed practical activity including a rationale for their proposed activity.
- The plan should identify how the activity meets and develops children's holistic needs and a reflection on the activity to evidence where and how students have met the professional attributes, professional knowledge and understanding and professional skills of the HLTA

standards.

- Not all standards need to be met, however identification of specific standards in each section is encouraged.

#### Formative support

To support students to develop as practitioners, reflective frameworks will be used during lectures and verbal feedback will be provided after the practical assessment.

#### Links to work experience

This module will prepare students to develop their knowledge and awareness of the skills needed for different pedagogical approaches whilst supporting children, practitioners, teachers and families.

#### Workbook template

A workbook template will be provided for students with a proforma included for their activity plan

### 8. Summary of Pre and / or Co Requisite Requirements

None

### 9. For use on following programmes

BA (Hons) Early Years and Primary Education Studies

## Module Specification

Part 2- to be reviewed annually

1.	Module Leader	TBC
----	---------------	-----

### 2. Indicative Content

1. Roles and responsibilities of support staff (*HLTA Standards: 11, 18, 24, 25, 31, 32*)
2. Principles, models and legislation around practice (*HLTA Standards: 10, 16*)
3. Factors that affect learning and progress (*HLTA Standards: 8, 16*)
4. Using ICT to support activities (*HLTA Standards: 12, 28*)
5. Individual needs (*HLTA Standards: 9, 15, 20, 29, 30*)
6. How to plan an activity using objectives and outcomes (*HLTA Standards: 13, 14, 17, 19,*

	<p>21)</p> <p>7. Communication in practice (<i>HLTA Standards: 4, 27</i>)</p> <p>8. Building and maintaining relationships with children (<i>HLTA Standards: 2</i>)</p> <p>9. Promoting positive behaviour and attitudes (<i>HLTA Standards: 1, 2, 3, 26</i>)</p> <p>10. Working with parents and carers (<i>HLTA Standards: 5</i>)</p> <p>11. Collaborative and Cooperative working with colleagues (<i>HLTA Standards: 6, 33</i>)</p> <p>12. Reflection (<i>HLTA Standards: 7, 22, 23</i>)</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**3. Delivery Method** (please tick appropriate box)

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
<b>X</b>					

If the Delivery Method is **Classroom Based** please complete the following table:

	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
1	Lecture	36	Taught contact time	1 - 5
2	Independent Study	164		
<b>Total Hours</b>		<b>200</b>		

If delivery method is <i>not</i> classroom based state lecturer hours to support delivery	Each student receives two 20 minutes academic tutorials per module
-------------------------------------------------------------------------------------------	--------------------------------------------------------------------

**4. Learning Resources**

To include contextualised Reading List.

**Highly recommended – 3**

Campbell-Barr, V. (2019) *Professional Knowledge and Skills in the Early Years*, London: Sage.

Ewens, T. and Cammack, P. (2019) *Reflective Primary Teaching: meeting the Teachers' Standards throughout your professional career*, 2nd edition, St Albans: Critical Publishing.

Kullar, J.K. (2020) *Connecting Through Leadership: the promise of precise and effective communication in schools*, Bloomington: Solution Tree Press.

**Recommend – 3**

Hollinsley, J. (2018) *An Educator's Guide to Mental Health and Wellbeing in Schools*, Woodbridge: John Catt Educational Ltd.

Ogier, S. (ed.) (2019) *A Broad and Balanced Curriculum in Primary Schools: educating the whole child*, London: Learning Matters.

Shotton, G. and Burton, S.(2018) *Emotional wellbeing: an introductory handbook for schools*. Abingdon: Routledge.

### **Journals and websites**

Journal of Early Childhood Research [Online]. Available from: <https://wv-colchester.olib.oclc.org/webview/?oid=333902> [Accessed 2 April 2020].

Education Journal [Online]. Available from: <https://wv-colchester.olib.oclc.org/webview/?oid=378617> [Accessed 2 April 2020].