Module Outline	**Part 1- as validated**

1.	Title	**Professional Practice: In Context**
2.	Level *	6
3.	Credits	20
4.	**Indicative Student Study Hours**	**200 hours** **Taught class sessions: 36 hours** **Independent Study: 164 hours**
5.	Core (must take and pass), Compulsory (must take) or Optional	**Compulsory**

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

This module follows on from the knowledge and experiential learning gained in Professional Practice: The Curriculum (Level 5) and Professional Practice: The Practitioner (Level 4). This final Professional Practice module will prepare students to synthesise theory and application as they prepare to graduate and enter professions.

During this module, the students will analyse and reflect upon a change to be made in practice drawing from current key issues and debates. Students will then plan and deliver a practical activity that demonstrates the change made to practice. This will support the justification of how the Early Years Foundation Stage and The National Curriculum meet the needs of children (0 -11).

During lecturers students will be encouraged to adopt a critical stance, ask questions, challenge assumptions and seek understanding through debates and discussions. The module will bring together students social, cultural, philosophical and political understandings to shape their future practice.

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

(*Add more lines if required*)

1.	Critically analyse key issues and debates in contemporary education (0-11) that influence implementing a practice change in the placement setting (SB: 4.5).
2.	Examine how the Early Years Foundation Stage and The National Curriculum meet the developmental and learning needs of children (SB: 4.3).
3.	Evaluate and implement effectively a session that incorporates a change made to practice (SB: 3.3).
	Generic learning outcomes
4.	Communicate information to both specialist and non-specialist audiences

5.	Manage effectively and efficiently own learning and research

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	3,500	1 - 5	

Further Details of Assessment Proposals
Give brief explanation of each assessment activity listed

The summative assessment – the work book

- Students will plan and conduct a 20-minute assessed practical activity, including a rationale for their proposed activity.
- Within the rationale students should address LO1 and LO2. The activity plan should address LO3 – 5 and students will include a reflection on how a change made to practice impacted the children's learning during the activity.

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 consider their wider pedagogy and practical application in context and explore the significance of contemporary education issues within their role.

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

9. For use on following programmes

BA (Hons) Early Years and Primary Studies

Module Specification   **Part 2- to be reviewed annually**

1.	**Module Leader**	**TBC**

2.	**Indicative Content**
	1. Key issues and debates in contemporary primary and early years education
	2. Policy related themes (influences on a centralised education system)
	3. Theories on making and a change in practice
	4. Implementing a change a in practice
	5. Planning
	6. Active, practical and play based methods versus formalised learning
	7. A discussion on how the EYFS meets developmental and learning needs
	8. A debate on how the National Curriculum meets developmental and learning needs
	9. Differentiation
	10. SEND
	11. Observation and assessment methods
	12. Review of the impact your change made in practice.

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

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
X					

*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		
	Total Hours	**200**		

If delivery method is *not* 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

Allen, R. and Sims, S. (2018*) The Teacher Gap*, Abingdon: Routledge.

Campbell-Barr, V. and Leeson, C. (2016) *Quality and Leadership in the Early Years: research, theory and practice*, London: Sage**.**

Jones, G. (2018) *Evidence-Based School Leadership and Management: a practical guide*, London: Sage.

Recommend – 3

Ephgrave, A. (2018) *Planning in the Moment with Young Children: a practical guide for early years practitioners and parents*, Abingdon: Routledge.

Hellyn, L. and Bennett, S. (2019) *From Ordinary to Extraordinary – The Curiosity Approach: a transformational journey of early childhood settings following the Curiosity Approach*, Birmingham: The Curiosity Approach.

Sherrington, T.(2017) *The Learning Rainforest: great teaching in real classrooms*, Woodbridge: John Catt Educational.

Journals:

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].