

Module Title:	Work Experience as a Resource for Learning: Integrated Practice
Module Code:	FDEY06C
Level:	4
Credits:	30
Pre-requisites:	None

Module Description:

This aim of this module is to enable the student to understand the foundations of successful employment and consider how the work sector can be an environment for learning. A basic understanding of the inter-relationship between the world of work and education is explored. Students are given the opportunity to reflect and self-evaluate on their role in the workplace and how they could implement a plan to rectify and adjust their own practice to meet current and future needs.

Indicative Content:

- Exploration of the variety of settings for early years care and education
 - Exploration and reflection of own experiences and beliefs and those of others in different settings
 - Consideration of organisational structures
 - Management and leadership styles
 - The importance of team work
 - The different roles of early years workers
 - Other professionals working with young children and their families
 - Ways of collaborating and negotiating with professionals in a range of settings
 - New ways of thinking about familiar aspects of professional life
 - Introduction of ideas from research and professional publications
 - Consideration of how to apply new approaches and ideas into the daily work environment
 - Action planning in the early years in order to implement change and development
 - Evaluating change and development.
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Learning and Teaching Methods:

Placement or employment in the Early Years Sector

Learning resources including online resources and journals

Specific Learning Resources:

Bibliography

Highly recommended

Burns, T. and Sinfield, S. (2012) *Essential Study Skills: a complete guide to success at university*, 3rd edition, London: Sage.

Cottrell, S. (2013) *The Study Skills Handbook*, 4th edition, Basingstoke: Palgrave Macmillan.

Jasper, M. (2013) *Beginning Reflective Practice*, 2nd edition, Andover: Cengage Learning.

Johns, C. (2010) *Guided Reflection: a narrative approach to advancing professional practice*, 2nd edition, Chichester: Wiley-Blackwell.

Paige-Smith, A. and Craft, A. (eds) (2011) *Developing Reflective Practice in the Early Years*, 2nd edition, Maidenhead: Open University Press.

Recommended

Clark, A., Flewitt, R., Hammersley, M. and Robb, M. (eds) (2014) *Understanding Research with Children and Young People*, London: Sage.

Crème, P. and Lea, M.R. (2008) *Writing at University: a guide for students*, 3rd edition, Maidenhead: Open University Press.

Bolton, G. (2014) *Reflective Practice: Writing and Professional Development*, 4th edition, London: Sage.

Dryden, L., Forbes, R., Mukherji, P. and Pound, L. (2005) *Essential Early Years*, London: Hodder Arnold.

Eales-Reynolds, L., Judge, B., McCreery, E. and Jones, P. (2013) *Critical Thinking Skills for Education Students*, 2nd edition, London: Learning Matters.

Fairbairn, G. and Winch, C. (2011) *Reading, Writing and Reasoning: a guide for students*, 3rd edition, Maidenhead: Open University Press.

Higgs, J. and Titchen, A. (2001) *Professional Practice in Health, Education and the Creative Arts*, Oxford: Blackwell Science.

Macleod-Brudenell, I. and Kay, J. (2008) *Advanced Early Years: for foundation degrees and levels 4/5*, 2nd edition, Harlow: Heinemann.

Moon, J. (2004) *A Handbook of Reflective and Experiential Learning: theory and practice*, London: RoutledgeFalmer.

Pollard, A. (2014) *Reflective Teaching in Schools*, 4th edition, London: Bloomsbury Academic.

Taylor, J., Bond, E. and Woods, M. (eds) (2013) *Early Childhood Studies: a multidisciplinary and holistic introduction*, 3rd edition, London: Hodder Education.

Tisdall, E.K.M., Davis, J. and Gallagher, M. (2009) *Researching with Children and Young People: research design, methods and analysis*, London: Sage.

Trodd, L. (ed.) (2016) *The Early Years Handbook for Students and Practitioners: an essential guide for the foundation degree and levels 4 and 5*, Abingdon: Routledge.

Module Specifications: School of Health & Social Sciences

Background

Burton, D. (2005) Practitioner Research for Teachers, London: Paul Chapman.
Kay, J. (2012) Good Practice in the Early Years, 3rd edition, London: Continuum.
Newstead, S. and Isles-Buck, E. (2012) Essential Skills for Managers of Child-Centred Settings, 2nd edition, Abingdon: Routledge.

Module Learning Outcomes

Subject Specific Learning Outcomes

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

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| LO1 | Identify the core business of the work sector and discuss how their own work role or function relates to this. |
| LO2 | Analyse how the collective experiences of learning from University and from practice can be supportive to one's personal development. |
| LO3 | With the aid of the reflective journal identify how the learning opportunities presented can be utilised to improve practice and current or future studies. |
| LO4 | Examine the role of the Early Years professional in the context of multi professional working. |

Assessment Title or element	Weighting (%)
Portfolio: 3,000 words equivalent and an Action Plan for Personal Development	60%
Practical assessment with a reflective evaluation (Observed)	40%

Information correct at point of publication.