

Validation Document		
1	Title of Programme	A. Early Childhood Studies B. Early Childhood Studies
2	Award (e.g. FdA, FdSc)	FdEd
3	Contained Award	Certificate of HE for successful completion of 120 credits at Level 4
4	Awarding Body	TEC Partnership
5	UCAS code (if applicable)	Grimsby: L520 East Riding College: C24S
6	HECOS codes	100457
7	Mode of Study (full and/or part-time)	Full and Part-time
8	Duration (total number of years)	2 years Full-time 4 years Part-time
9	Number of weeks per academic year	31 Each Trimester consists of 8 weeks of module delivery. Trimester 1 has an extra week in which students are prepared for study at the new level. There are 6 assessment weeks.
10	Accrediting Professional / Statutory Body (if applicable)	A. ECSDN / IFATE B. N/A
11	Location of delivery and Faculty	Grimsby Institute of Further and Higher Education East Riding College
12	Entry requirements	

All students require a DBS certificate at the point of enrolment.

**Standard offer**  
Applicants will require 80 UCAS points gained from an Early Years Educator qualification or equivalent level 3 or 60 Access-to-HE Credits (of which a minimum of 45 must be at Level 3). Applicants are required to hold English and Maths GCSE (or equivalent) at Grade C/4.

**Non-standard offer**  
Non-standard entry is intended to support students who may not meet the standard academic entry requirements of a HE programme, normally level 3 qualifications which attract UCAS points (for instance A-levels or BTEC level 3 courses). An applicant must hold a level 2 Maths and English qualification. In addition, a level 2 qualification in Early Years and be able to evidence, with a supporting reference, two years' work/experience in the field of early education, which would give them skills and knowledge comparable to applicants with Level 3 qualifications.

All such non-standard applicants will be interviewed, set an appropriate piece of work (1500-word essay) and a judgement made considering their academic potential and relevant work/experience.

### Recognition of prior learning

TEC Partnership encourages student transfers from other institutions. Applicants may be admitted with credit for prior certificated learning (RPCL) or work/life experience or other uncertificated learning (RPeL). Please refer to the HE21 Student Transfer and the Recognition of Prior Learning.

Route for progression:

- A. Early Childhood Studies – mapped to the Graduate Practitioner Competencies. Applicants from other institutions with credit for prior learning from a work-based foundation degree mapped to the Early Childhood Graduate Practitioner Competencies may be admitted to gain an award enabling progression to BA Early Childhood Studies with Early Childhood Graduate Practitioner Competencies (Top Up).
- B. Early Childhood Studies – Applicants from other institutions with credit for prior learning not mapped to the Early Childhood Graduate Practitioner Competencies are eligible for this award title, allowing progression to a Top Up award, which is not mapped to the Practitioner Competencies.

13	Minimum number of students required for the programme to run	12
14	Degree classification weighting	
The degree classification is awarded based on the average percentage mark achieved at level 5 of the degree.		
15	Aims of the programme and distinctive features/fit with existing provision	

### Distinctive Features

The Early Childhood Studies Foundation Degree has been designed for those who are currently working or want to work with young children under the age of eight years. The programme gives students the opportunity to develop their knowledge and skills to work in a variety of different fields. As a student on this programme, you will learn to recognise and champion the uniqueness of every child by exploring the key factors that affect them and their families. Students will look at and explore their understanding of children's development, the importance of play, welfare, education and children's rights and current government legislation and policy. The course ensures that students are fully equipped and have the necessary foundations, such as the Early Childhood Graduate Practitioner Competencies, which are embedded throughout level 4 and 5 study, preparing students for progression to a level 6 award with the Graduate Practitioner Competencies, and employment within the sector.

The role and importance of research within early education are paramount, and the students will be able to investigate how published research influences policymakers and their practices. Students are taught by a team that comes from a wide range of professional backgrounds and who are experts in their field. They have strong partnerships with local providers and many of them have worked in an early year setting internationally, adding value and depth to the course. An integral part of the programme is the 440 hours of placement undertaken by each student. Whilst on placement, students will experience professional work through a variety of educational organisations, community settings and children's charities. Students will record, reflect and monitor their growth and individual professional expertise to tailor their own career and academic progression. Learning on this programme is holistic, and students will be encouraged to collaborate with their peers and colleagues. Taught seminars and lectures focused on interactive discussion and debate, focused on the development of professional dialogue.

## Progression and Employment Opportunities

As a graduate of this programme, you will have the necessary knowledge and skills to gain employment as an early years practitioner in the public, private or third sector. However, students need to be aware of the government policy, which states that Early Years educators require GCSE English and Maths, level C or 4 or above and Early Years teachers require GCSE English, Maths and Science, level C or 4 or above. There will be an opportunity for students to further their academic studies at the Grimsby Institute via progression to the BA (Hons) Early Childhood Studies Top Up. Graduates currently go on to a range of careers in the childhood studies area, as well as completing postgraduate qualifications, in order to work in education, health, legal and social work fields.

There is also scope for students who met the required criteria to consider top-up degrees at other HEIs, and those students who want to progress into Teaching and would require Qualified Teacher Status (QTS).

## Work-Based Learning

Work-based learning within the programme consists of 440 hours. 200 hours at level 4 and 240 hours at level 5. Students are required to spend one day per week in the placement setting at level 4 and one and a half days in the placement setting at level 5. Students have the flexibility to select their own placement in line with the programme requirements. Some of the placement hours can be completed in paid employment. The workplace must be rated at least 'good' by a statutory agency, and the specific placement days of attendance are identified. In addition, have placement experience in areas of their setting where they do not work and have at least one placement outside of their setting. Students who have a full and relevant Level 3 qualification in the Early Years can map it to 5 days of placement at Level 4.

The work-based learning experience enables the development of professional competencies required in practice and provides the opportunity for students to reflect on their professional development, practice and develop aspirations and goals for their future progression. A high level of support is provided through collaboration between placement mentors, the placement team and programme tutors to enhance the student experience.

16	Programme Learning Outcomes <i>Upon successful completion of this programme, a student will be able to...</i>	
	Programme Learning Outcomes	Subject Benchmark Reference and ECSDN Early Childhood Graduate Practitioner Competencies
1	Demonstrate knowledge and critical understanding of theories related to sociological, political, cultural and historical aspects of children's lives and learning.	SBR 3.3.1, 3.3.2, 3.3.5, 3.3.9, 3.4.7, 3.4.12 ECSDN C1, C2, C3, C7, C9
2	Explore fundamental concepts, principles, approaches and themes relating to babies and children's development, learning, well-being and mental health.	SBR 3.3.5, 3.3.6, 3.3.8, 3.3.9, 3.3.10, 3.3.13, 3.4.2, 3.4.8, 3.4.12 ECSDN C1, C2, C3, C4
3	Effectively communicate information, arguments and analysis in areas of expertise within multiagency work.	SBR 3.3.2, 3.3.4, 3.3.12, 3.3.14, 3.3.21, 3.4.1, 3.4.2, 3.4.6, 3.4.11, 3.4.13

		ECSDN C1, C5, C7, C8, C9
4	Propose various solutions to challenges identified by critically reflecting on everyday early years practice.	SBR 3.3.4, 3.3.10, 3.3.11, 3.4.3 ECSDN C1, C6, C7, C8, C9
5	Utilise knowledge and understanding of study skills, research methodology and methods, and carry out primary and secondary research within the chosen field of early childhood studies.	SBR 3.3.2, 3.3.4, 3.3.16, 3.3.19, 3.4.1, 3.4.7, 3.4.8, 3.4.14 ECSDN C9
6	Apply critical understanding of policies, legislation and everyday practice, including the procedure of safeguarding children.	SBR 3.3.9, 3.3.13, 3.3.20, 3.3.21, 3.3.22, 3.4.3, 3.4.12 ECSDN C1, C3, C5, C6, C9
7	Demonstrate and critically reflect own knowledge and understanding of ethical practice in research and early years' settings.	SBR 3.3.7, 3.3.16, 3.4.13, ECSDN C1, C4, C9
8	Apply the underlining concept and principles of inclusive practice by identifying and respecting children's voices in early years' practice.	SBR 3.3.3, 3.3.6, 3.3.9, 3.3.10, 3.3.21, 3.3.22 ECSDN C1, C3, C4, C6, C7, C8, C9
9	Communicate information, arguments and analysis to specialist and non-specialist audiences.	SBR 3.4.1, 3.4.3, 3.4.4, 3.4.5, 3.4.10, 3.4.11 ECSDN C1, C2, C4, C5, C7, C8
10	Deploy key techniques of leadership skills and professionalism in early years' practice.	SBR 3.3.11, 3.4.2, 3.4.11, 3.4.13 ECSDN C8, C9

## 17 Teaching and Learning Strategy

The Early Childhood Graduate Practitioner Competencies are embedded throughout level 4 and 5 study, preparing the students for progression to a level 6 Top Up award and completion of the competencies.

Whilst students are attending their sessions in classes in the form of lectures, seminars, workshops and group work, intellectual thinking skills are developed by encouraging them to engage in discussion, evaluation and analysis. There are also opportunities for students to work independently at their own pace to complete some assignments which are related to their personal and professional development.

Study skills will also be in place across all levels, in specific modules or in tutorials that will aim to further develop these intellectual and academic skills. A wide variety of practical and professional skills will be introduced throughout the teaching and learning process at all levels. Students will be encouraged to use these skills throughout assessments and also throughout teaching sessions. The strategy to embed this into students' practice will be to encourage their engagement in seminars to show and support students to develop these skills, and also through the use of tutorials and mentoring, where students require further input.

#### Level 4

The knowledge, understanding and practical skills the students acquire at level 4 become the foundation for future progress as an early years practitioner. Students are introduced to theoretical perspectives and investigate the contemporary landscape and changing nature of the early years' sector, including a focus on safeguarding children, planning for children's learning and an exploration of enabling environments to support children's learning and development. Students will spend 200 hours in a placement provision to develop practical knowledge and skills.

#### Level 5

A progression to level 5 study places focus on the impact that current legislation, the Early Years Foundation Stage (2017) and the National Curriculum (2014) have on the practice of children's care and education. The role and importance of research within early education are paramount, and the students will be able to investigate how published research influences policymakers and their practices. Students will explore and critically analyse inclusive practice, factors influencing children's physical and mental health and well-being and working in collaboration with families and professionals. Students will spend 240 hours in a placement provision to develop practical knowledge and skills.

18a	Programme Structure full time				
Module Title		Core/ Option	Credits	Level	Delivery T1/T2/T3
Study Skills		C	10	4	T1
Safeguarding Children		C	20	4	T1
Personal and Professional Development 1		C	10	4	T1
Personal and Professional Development 2		C	10	4	T2
Young Children’s Learning and Development		C	20	4	T2
Planning for Effective Learning		C	20	4	T2
Personal and Professional Development 3		C	10	4	T3
Enabling Environment		C	20	4	T3
Personal Development, Transformation and Empowerment 1		C	10	5	T1
Inclusive Practice		C	20	5	T1
Personal Development, Transformation and Empowerment 2		C	10	5	T2
International Perspectives of Early Years Curriculum		C	10	5	T2
Collaborative Working		C	20	5	T2
Personal Development, Transformation and Empowerment 3		C	10	5	T3
Practical Approach to Research		C	20	5	T3
Young Children’s Mental Health and Well-Being		C	20	5	T3

18b	Programme Structure part- time				
Module Title		Core/ Option	Credits	Level	Delivery T1/T2/T3
Year 1					
Study Skills		C	10	4	Y1 T1
Personal and Professional Development 1		C	10	4	Y1 T1
Young Children’s Learning and Development		C	20	4	Y1 T2
Enabling Environment		C	20	4	Y1 T3
Year 2					
Safeguarding Children		C	20	4	Y2 T1
Personal and Professional Development 2		C	10	4	Y2 T2
Planning for Effective Learning		C	20	4	Y2 T2
Personal and Professional Development 3		C	10	4	Y2 T3
Year 3					
Personal Development, Transformation and Empowerment 1		C	10	5	Y3 T1
International Perspectives of Early Years Curriculum		C	10	5	Y3 T1
Inclusive Practice		C	20	5	Y3 T2
Young Children’s Mental Health and Well-Being		C	20	5	Y3 T3
Year 4					
Personal Development, Transformation and Empowerment 2		C	10	5	Y4 T1
Collaborative Working		C	20	5	Y4 T2
Practical Approach to Research		C	20	5	Y4 T3
Personal Development, Transformation and Empowerment 3		C	10	5	Y4 T3

19	References used in designing the programme
QAA Subject Benchmarks for Early Childhood Studies (2022) Early Childhood Studies Degree Network Early Childhood Graduate Practitioner Competencies (2022)	
20	Indicators of quality and standards
<p>The programme will follow the QA standards of TEC Partnership. The programme has been written with reference to appropriate external reference points.</p> <p>QAA reviews, through TEC Partnership will be published and any weaknesses addressed as appropriate. TEC Partnership also undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.</p> <p>External Examiners reports are received by the HE Quality office and a copy is forwarded to the relevant School at TEC Partnership. TEC Partnership requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to our HE Committees. TEC Partnership also monitors External Examiner reports, and these are reported on through faculty self-evaluation and enhancement documents, the quality enhancement report and the External Examiner's institutional analysis report.</p> <p>Annual course reviews (AMRs) will take place in line with the requirements of TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Line Manager and then submitted to the HE Quality department to ensure key sources such as External Examiner reports are fully reflected upon before being published and also to reduce variability in the quality of information presented.</p>	
21	Particular support for learning
<p>The needs of disabled learners are taken into account in the design of all learning programmes.</p> <p>Students will be screened at induction to identify those with individual learning support needs. TEC Partnership has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required.</p> <p>Students will also be invited in for advice and support through the DSA procedure.</p> <p>Each student is entitled to one tutorial per semester with the programme leader to discuss individual issues relating to both modules and the programme overall.</p> <p>In addition to study skills embedded in the programme, TEC Partnership provides an Academic Achievement service. The Academic Achievement service works with students to support them in the development of their study skill abilities and includes interventions such as support towards the use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, and analytical and critical writing skills. Students have access to one support and also to timetabled study skill workshops.</p>	
22	Methods for evaluating and improving the quality of learning
<p>All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self-evaluation document and subsequent year's module handbook. Programme and module leaders must give consideration to modifications to improve the delivery of any module, and</p>	



this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.

TEC Partnership's policy requires that all teaching staff be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.

Student satisfaction is measured by student surveys on larger courses; on smaller courses, student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team.

Further, TEC Partnership facilitates the Student Senate, which consists of student representatives from each HE department. The Senate meets on a monthly basis and its remit is to:

- Consider matters relating to the student experience within Higher Education.
- Enhance the Student Voice within TEC Partnership's Higher Education strategic and operational agenda.
- Provide feedback on areas of good practice.
- Put forward suggestions for the development of Institutional policy and strategy.
- Enhance the student learning experience by promoting academic and research events and cultural events at each campus.
- Increase student engagement in all aspects of Higher Education quality processes.

23	Identify any ethical issues that relate to this programme's teaching and assessment
----	---

The teaching and learning strategies employed by tutors within TEC Partnership comply with the ethical code of practice of TEC Partnership.

All staff teaching on the programme are required to engage annually in continuing professional development to ensure the quality of teaching and learning. Practice learning based modules are focused on the enhancement of ethical practice and are designed to ensure client and organisational confidentiality. TEC Partnership is committed to ethical standards, and as such, placement contracts are signed and abided by both the organisation and student cohort.

When submitting assessments, students must adhere to professional principles of confidentiality, as failure to do so may lead to action being taken to prevent students from completing their programme of study.

This programme has been designed to ensure that appropriate ethical concepts and frameworks are incorporated throughout and that students are aware of, and encouraged to demonstrate, the need for ethical considerations within their proposals and practical work.

24	Is the Work Based or Work Related?	Work Based
----	------------------------------------	------------

25	How are WBL/WRL opportunities managed, monitored and reviewed, and what particular arrangements are there for student support
----	---

Students must achieve and evidence a total of 440 hours (over the duration of the programme) in an appropriate work-based learning setting. Students are expected to select the provision for their placement with the support of the placement team if required. Failing to achieve 200 hours at the end of Level 4 and 240 hours at the end of Level 5 will result in failing the module.

All applicants will be advised of the following conditions required for entry on the programme at interview and detailed in the offer provided to each applicant via the HE Admissions department.

- Students must have a confirmed placement at the point of enrolment and provide contact details

- Have confirmation to attend the placement during orientation week
- Have a completed DBS at the point of enrolment

Within the work placement, a designated mentor will be allocated to the student. Students and mentors will be visited at least once per academic year by the placement team, and support will be given to both to meet the expectations and requirements of the programme. The named placement mentor should hold a higher-level qualification than the student and have a senior role in the provision.

Reflective practice is an integral element in early years' education and professional development. A programme tutor will visit the student in the placement twice per academic year. These visits will aim to conduct an observation of the student in practice and to monitor, review and reflect on student progression. The visit will provide the opportunity for student reflection and support focused on the application of theory to practice and directly link to Level 4 Personal and Professional Development and Level 5 Personal Development, Transformation and Empowerment.

As this programme may involve regular contact with children, a Disclosure and Barring Service (DBS) check must be completed before attending any placement. The cost of undertaking the DBS check is the responsibility of the student, and the outcome of the DBS check will be considered on an individual basis.

## 26 Resources Supplied to the Student

- The programme will draw upon sector expertise for particular modules.
- Guest lectures will form a part of the teaching across some modules delivered on the programme, and these will utilise sector expertise in relation to expanding the students' application of knowledge and skill sets needed.
- Career enhancement and progression events.

## 27 Resources needed to pass the programme

An enhanced DBS is an expectation for all students. This is needed in order that they can go out into placement and complete the hours associated with this programme.

## 28 Revision History

Version	Details of major modification	Date of approval
1		
2		
3		
4		
5		

TEC Partnership Module Specification		
A	Module title	Study Skills
B	Credits	10
C	Level	4
D	Professional, statutory or regulatory body requirements	N/A
E	Work Based/ Work Related	N/A
F	Pre-requisites AND Concurrent Modules	N/A
G	Rationale	
Students entering higher education from a variety of backgrounds require the underpinning skills necessary to study effectively. The module will provide students with the skills to achieve acceptable standards of presentation in relation to structure, referencing and style. It will also enable students to research effectively in relation to academic assignments and in relation to understanding the key concepts of research. The module will allow formative assessment throughout to underpin ongoing academic study.		
H	Aims and distinctive features	
<p>The aims of this module are to develop the student’s knowledge of referencing and citation protocols in relation to Harvard standards, as well as to develop writing and presentation skills. Students will also be encouraged to develop research, academic and evaluative skills. The module also aims to enable students to gain an understanding of ethical issues in social research. The skills offered by this module are important transferable skills which are valid within the workplace as well as for academic study. The skills offered by this module are important transferable skills which are valid within the workplace as well as for academic study.</p> <p>This module, therefore, aims to equip students with the necessary skills for studying at a higher education level and to start to explore how education in the UK has evolved.</p>		
I	Learning outcomes	Upon successful completion of this module a student must be able to:
		1. Locate and present information from a variety of sources using a range of media.
		2. Reference and cite sources to Harvard standard.
		Upon successful completion of this module a student will have knowledge and understanding of:
		3. Identify and evaluate relevant service provision within a specific geographical area.
		4. Identify qualitative and quantitative demographic data and other relevant information which is sector-appropriate.
J	Learning and teaching strategy	

### Lectures

Some sessions will be in the form of a lecture followed by either a seminar or a practical activity. The lecture element will provide students with the key knowledge to enable participation in the seminar and practical activities and complete their assessments. Lectures will always encourage creative thought on behalf of the students and suggest follow-up activities to develop the key ideas.

### Seminars

Seminars will encourage the students to develop their skills and ideas within the subject. Students will be encouraged to reflect on their performance by questioning their own ability and target setting to improve academic practices and performances. These sessions will make use of workshops and exercises, which are used as an informal ongoing method of formative assessment.

### Research

Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate, whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Extension work will be set using the VLE and forms a part of the delivery hours on the programme.

K	Direct and indirect contact hours	This module is equivalent to 100 hours of learning. 22% of the time given to contact delivery.  The remainder is preparation for lessons, independent study and assessment preparation.  This module runs for one trimester				
L	Ethical issues which relate to this module’s teaching and assessment					
Students will be reminded about the need to maintain confidentiality when examples from their own personal, professional or practical experiences are shared within the classroom. Students are also required to demonstrate an ethical approach when applying theory to practice.						
M	Methods of assessment	<b>This module is compensatable.</b>  Open Essay (2000 words) 100%				
N	Methods of reassessment (if different to M)	Re-submission of failed elements.				
O	Rationale for assessment and reassessment					
Open Essay						
The open essay focuses on students’ ability to be able to choose appropriate academic literature and read it in order to construct a written piece of work. The students will be able to learn how to choose key parts of the collected literature and rephrase what they read in order to avoid plagiarism. Additionally, the students will be able to learn to write academically.						
P	Assessment Mapping					
Assessment		Percentage	LO1	LO2	LO3	LO4
Open Essay		100%	X	X	X	X

Q	Indicative content
	<ul style="list-style-type: none"> <li>• Library and Web-based searches</li> <li>• Academic Journals</li> <li>• Harvard Referencing</li> <li>• Academic Assignment Structures</li> <li>• Qualitative and Quantitative research</li> <li>• Formal &amp; informal writing styles</li> <li>• Note taking, reading, drafting and editing</li> <li>• Identification of relevant data and information</li> <li>• Digital Skills</li> </ul>
R	Core and indicative reading
	<p><b>Core Reading</b></p> <p>British Educational Research Association [BERA] (2018). <i>Ethical Guidelines for Educational Research, (4th Edition)</i>. London: BERA.</p> <p>Cottrell, S. (2019). <i>The Study Skills Handbook</i>. London: Palgrave Macmillan.</p> <p>Hammond, M. Wellington, J. (2013). <i>Research Methods: The Key Concepts</i>. London: Routledge.</p> <p>Mukherji, P. Albon, D. (2018). <i>Research Methods in Early Childhood: An Introductory Guide</i>. London: Sage.</p> <p><b>Indicative Reading</b></p> <p>Bolshaw, P. and Josephidou, J. (2018). <i>Introducing Research in Early Childhood</i>. London: SAGE Publications Ltd.</p> <p>Cottrell, S. Morris, N. (2013). <i>Study Skills Connected: Using Technology to Support Your Studies</i>. London: Palgrave Macmillan.</p> <p>Day, T. (2018). <i>Success in Academic Writing</i>. London: Palgrave Macmillan.</p> <p>Van Emden, J. Becker, L. (2016). <i>Presentation Skills for Students</i>. London: Palgrave Macmillan.</p> <p>Godwin, J. (2014). <i>Planning Your Essay</i>. London: Macmillan.</p> <p>O’Leary, Z. (2017). <i>The Essential Guide to Doing Your Research Project</i>. London: Sage.</p> <p>Robson, C. (2015). <i>How to do a Research Project: A Guide for Undergraduate Students</i>. Sussex: Wiley.</p> <p><b>Websites</b></p> <p>North East Lincolnshire Council: Local Offer - <a href="http://www.nelincs.gov.uk">www.nelincs.gov.uk</a></p> <p><b>Journals</b></p> <p>HE Learning Centre tile on Canvas (VLE). Provides essential online resources with access to a bank of ebooks, journals and articles, including EBSCO, ScienceDirect, SAGE Journals and Taylor &amp; Francis.</p> <p>Journal of Early Childhood Research – SAGE Journals.</p>

Early Childhood Research Quarterly – ScienceDirect.

European Early Childhood Education Research Journal - Taylor & Francis.

Morgan, D.L. (2018). Living within blurry boundaries: The value of distinguishing between qualitative and quantitative research. Journal of Mixed Methods Research, vol. 12, no. 3, pp.268-279.

S	Resource needs essential for delivery of this module
---	--

T	Minor Modifications
---	---------------------

Version	Details of modification	Date of HEQA Approval	Date of approval by HECQS
1			
2			
3			
4			
5			
6			
7			

TEC Partnership Module Specification		
A	Module title	Safeguarding Children
B	Credits	20
C	Level	4
D	Professional, statutory or regulatory body requirements	None
E	Work Based/ Work Related	Work Related
F	Pre-requisites AND Concurrent Modules	None
G	Rationale	
<p>There are clear expectations of those working in the sector in relation to the safeguarding remit, whilst demonstrating the ability to confidently recognise signs and symptoms of abuse. Early Years providers are judged by Ofsted on their ability to keep children safe from harm and to promote their well-being. Where it is identified that practitioners are unable to do this, it relates to poor performance and failure to meet statutory requirements in settings.</p> <p>The concerns of helping professionals to safeguard and protect children are a key aspect of any early years’ practice. It is recognised that by the very nature of the role, a developed awareness of safeguarding procedures is required to ensure that all practitioners are conscious of their duty to protect children. Students will read their setting’s safeguarding policy and procedure as part of their induction process. Safeguarding children is a fundamental topic within the sector.</p>		
H	Aims and distinctive features	
<p>Students will be introduced to the protocols involved in safeguarding children and will be made aware of their individual responsibilities within this arena. This module underpins all future practice within the early years’ sector and will inform modules at levels four and five; therefore, all students need to pass this module in order to progress.</p> <p>The aims of the module are that students develop a very clear understanding of the historical aspects of safeguarding and how and why it has shaped and developed in the way that it is. There have been many important factors that have impacted the safeguarding remit, and the factors that impact the decisions made and the strategies undertaken to keep children safe. The module will explore a number of contemporary issues that relate to the safeguarding realm, including a focus on safeguarding children in the digital world. This will align with statutory requirements in relation to keeping children safe from harm and in recognising the signs and symptoms of abuse.</p>		
I	Learning outcomes	Upon successful completion of this module a student must be able to:
		1. Identify and discuss the skills required with others to safeguard.

		2. Evaluate and discuss legislation and policies by identifying key elements.
		Upon successful completion of this module a student will have knowledge and understanding of:
		3. Evaluate definitions of child abuse and the safeguarding of children, and in different historical scenarios.
		4. Apply safeguarding theory to everyday practice in the Early Years Sector.
J	Learning and teaching strategy	
<p>Students will be able to learn various aspects of safeguarding children's practice. The session will consist of a lecture style where students will be taught about definitions and legislation regarding safeguarding children. At the same time, students will be able to discuss key issues of safeguarding within the class and gain knowledge and understanding of the practical application of safeguarding procedures. Students will be given different topics to research outside of the classroom.</p> <p><b>Lectures</b></p> <p>Some sessions will be in the form of a lecture followed by either a seminar or a practical activity. The lecture element will provide students with the key knowledge to enable participation in the seminar and practical activities, and complete their assessments. Lectures will always encourage creative thought on behalf of the students and suggest follow-up activities to develop the key ideas.</p> <p><b>Seminars</b></p> <p>Seminars will encourage the students to develop their skills and ideas within the subject. Students will be encouraged to reflect on their performance by questioning their own ability and target setting to improve academic practices and performances. These sessions will make use of workshops and exercises, which are used as an informal ongoing method of formative assessment.</p> <p><b>Research</b></p> <p>Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate, whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Extension work will be set using the VLE and forms a part of the delivery hours on the programme.</p> <p><b>Guest Speakers and/or Other Academics</b></p> <p>This module may be delivered by other academics as and when is appropriate within the programme content. Furthermore, external representatives/employers (within the subject discipline) may be invited to contribute to the module by leading seminars and /or providing short presentations</p>		
K	Direct and indirect contact hours	<p>This module is equivalent to 200 hours of learning. 22% of the time given to contact delivery.</p> <p>The remainder is preparation for lessons, independent study and assessment preparation.</p> <p>This module runs for one trimester.</p>
L	Ethical issues which relate to this module's teaching and assessment	



Students will be reminded about the need to maintain confidentiality when examples from their own personal, professional or practical experiences are shared within the classroom. Students are also required to demonstrate an ethical approach when applying theory to practice.

M	Methods of assessment	<b>The module is Non-Compensatable.</b> Report (2000 words) (50%) Classroom Multiple Choice Test (50%)
N	Methods of reassessment (if different to M)	Re-submission of failed elements.
O	Rationale for assessment and reassessment	

### Report

The written report will be based on the safeguarding policy and corresponding procedure experienced in the student's placement, with the intention of helping students to expand their knowledge and understanding of topics covered in the classroom session and their application to the educational/placement context. Students will demonstrate their knowledge and understanding of safeguarding procedures and the safeguarding challenges faced by practitioners. Students may apply their broader knowledge and understanding of matters relating to safeguarding, such as historical changes within the field and current procedures. Students must demonstrate their knowledge and understanding of safeguarding in practice without reference to external literature.

### Classroom Multiple Choice Test

Certain legal requirements and procedures need to be followed without delay. Therefore, this test will ensure students have retained enough knowledge, understanding and procedure of safeguarding so that when they face safeguarding issues at their work and placement, they can act on it quickly. The classroom test is a mandatory pass, due to the professional requirements of the programme.

P	Assessment Mapping					
Assessment		Percentage	LO1	LO2	LO3	LO4
Report		50%		X	X	X
Classroom Test		50%	X			X
Q	Indicative content					

- An outline of the historical perceptions and responses to safeguarding children in the early years
- Recognising signs and symptoms of abuse – physical, emotional, sexual and neglect
- The issues of defining child abuse and the impact on the victim and the perpetrator
- Practitioner responsibilities, including multi-agency working
- Legislation and policy – including Children Act 1989 and 2004, Working Together to Safeguard Children 2023, Human Rights Act 1998, Early Help Assessment, The Early Years Statutory Framework 2024 and the non-statutory guidance, United Nations on the Conventions of the Rights of the Child 1989
- Current models of safeguarding children within a framework of family support and children's rights
- Female Genital Mutilation (FGM), Breast Ironing, County Lines, Child Sexual Exploitation (CSE)
- The Prevent Duty (2015)

- Ofsted Regulations – whistleblowing
- The Fundamental British Values
- Safeguarding children in a digital world
- The Local and National Context
- Trauma in early childhood

R Core and indicative reading

### Core Reading

Department for Education (2015). *Working Together to Safeguarding Children*. London: Stationery Office.

Claudia, M. Buzzi, P. (2017). *Safeguarding Children and Young People Online: A Guide for Practitioners*. Bristol: Policy Press.

Gardner, R. (2017). *Tackling Child Neglect: Research, Policy and Evidence-Based Practice*. London. Jessica Kingsley Publishers.

Lumsden, E. (2018). *Child Protection in the Early Years: A Practical Guide*. London. Jessica Kingsley Publishers.

### Indicative Reading

Blyth, M. Solomon, E. (2012). *Effective Safeguarding for Children and Young People*. Bristol: Policy Press.

Coleman, S. May-Chahal, C. (2015). *Safeguarding Children and Young People*. London: Routledge.

Young, K. (2016). *The Safeguarding Jigsaw: Your Place in Child Protection*. London: Blackwell.

### Websites

Department for Education – [www.gov.uk](http://www.gov.uk)

National Society for the Prevention of Cruelty to Children (NSPCC) - [www.nspcc.org.uk](http://www.nspcc.org.uk)

The Safeguarding Academy – [www.thesafeguardingacademy.com](http://www.thesafeguardingacademy.com)

United Nations Children’s Fund – [www.unicef.org](http://www.unicef.org)

North East Lincolnshire. Safeguarding children and adults in the community - [www.safernel.co.uk](http://www.safernel.co.uk)

S Resource needs essential for delivery of this module

T Minor Modifications

Version	Details of modification	Date of HEQA Approval	Date of approval by HECQS
1	Amendments to Rationale and Indicative content.	30/05/25	
2			
3			

TEC Partnership Module Specification		
A	Module title	Personal and Professional Development 1
B	Credits	10
C	Level	4
D	Professional, statutory or regulatory body requirements	ECSDN Early Childhood Practitioner Graduate Competencies
E	Work Based/ Work Related	Work Based
F	Pre-requisites AND Concurrent Modules	N/A
G	Rationale	
<p>Personal and Professional Development is a central component of this programme, which involves a structured and supported process undertaken by students to develop Early Childhood Graduate Practitioner Competencies for practice. This module provides the opportunity for students to explore the underpinning knowledge and skills required as they begin their journey in early childhood education and practice. It is essential for early years educators to engage in continuous self-assessment and develop the skills to plan for their own progression. Therefore, this module will introduce students to the concept of the early years professional and the expectations required to provide outstanding practice.</p>		
H	Aims and distinctive features	
<p>The module provides an introduction to the work-based element of the programme and allows students to gain knowledge and understanding of key policies and the requirements in relation to statutory frameworks in practice. Students will have the opportunity to engage in reflective practice and develop their understanding of the application of theory to practice. This module will allow students to develop professionally through the sharing of good practice, such as discussions among students, independent reading and research, observations of a colleague’s work, or other learning from a peer.</p> <p>Students will access key policies and procedures, statutory and regulatory frameworks that underpin practice. In addition, students will learn models of reflection to allow them to reflect on their own knowledge, skills and attributes in relation to key early childhood graduate practitioner competencies and plan for their own personal and professional development.</p> <p>Students will begin to build their Competency File, which will identify the achievement of graduate practitioner competencies, mentor meetings, observation of practice, and student reflections carried out during the trimester. Students will be expected to present a signed log of a minimum of 70 placement hours at the end of the module.</p>		
I	Learning outcomes	Upon successful completion of this module a student must be able to:
		1. Demonstrate skills to implement statutory requirements.

		2. Identify key policies regarding statutory requirements.
		Upon successful completion of this module a student will have knowledge and understanding of:
		3. Evaluate the implementation of key policies in practice.
		4. Using a model of reflection, analyse their own graduate practitioner competencies.
J	Learning and teaching strategy	
<p>Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate, whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Follow-up work will be set and can be discussed using the VLE.</p> <p>This module may be delivered by other academics as and when is appropriate within the programme content. Furthermore, external representatives/employers (within the subject discipline) may be invited to contribute to the module by leading seminars and /or providing short presentations.</p> <p><b>Lectures</b></p> <p>Some sessions will be in the form of a lecture followed by either a seminar or a practical activity. The lecture element will provide students with the key knowledge to enable participation in the seminar and practical activities and complete their assessments. Lectures will always encourage creative thought on behalf of the students and suggest follow-up activities to develop the key ideas.</p> <p><b>Seminars</b></p> <p>Seminars will encourage the students to develop their skills and ideas within the subject. Students will be encouraged to reflect on their performance by questioning their own ability and target setting to improve academic practices and performances. These sessions will make use of workshops and exercises, which are used as an informal ongoing method of formative assessment.</p> <p><b>Research</b></p> <p>Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate, whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Extension work will be set using the VLE and forms a part of the delivery hours on the programme.</p> <p><b>Tutor Visits</b></p> <p>As part of the work placement process, students will be visited in their placement by one of the tutors on the teaching team in order for an observation of practice to take place. Students will also be visited by a member of the placement team to ensure that students are progressing well in their placement in relation to welfare needs.</p>		
K	Direct and indirect contact hours	<p>This module is equivalent to 100 hours of learning. 22% is given to contact delivery.</p> <p>The remainder is preparation for lessons, independent study and assessment preparation.</p> <p>This module runs over one trimester.</p>
L	Ethical issues which relate to this module’s teaching and assessment	

Students will be reminded about the need to maintain confidentiality when examples from their own personal, professional or practical experiences are shared within the classroom. Students are also required to demonstrate an ethical approach when applying theory to practice.

M	Methods of assessment	<b>The module is non-compensatable.</b> Evaluation and reflection (1500 words) with signed log of 70 placement hours.
N	Methods of reassessment (if different to M)	Re-submission of failed elements.
O	Rationale for assessment and reassessment	

The assessment will include an evaluation of policy and competency reflection (1,500 words) with the submission of a Competency File and signed log of 70 placement hours.

The assessment will help students to gain a wider knowledge of the legislative and statutory guidance for safeguarding, including child protection, whistle blowing, digital safety and how these are implemented into a setting. Students will identify practitioner competencies from their placement portfolio and reflect on their experience to recognise their strengths and areas for their professional development.

Students will be required to submit their competency file upon completion of:

- One mentor meeting and student reflection
- Two identified competencies
- Signed log of 70 placement hours

As knowledge and skills development are relevant to an ever-changing, diverse sector, reassessment must reflect the need for development and the student's ability to recognise how their skills apply in practice.

P	Assessment Mapping					
Assessment		Percentage	LO1	LO2	LO3	LO4
Evaluation and reflection (1500 words) with signed log of 70 placement hours.		100%	X	X	X	X
Q	Indicative content					

- Theories/models of reflection and reflective practice
- Self-assessment and action planning
- Professionalism
- The importance of confidentiality
- Statutory Framework for the Early Years Foundation Stage
- Education Inspection Framework
- Work-based Policies and Procedures, including infection control, allergies, areas of high risk for children's safety, choking, and anaphylaxis. Maintaining a safe learning environment, safeguarding, whistle-blowing and the safe use of technology.
- Common Childhood Illnesses

R	Core and indicative reading		
<b>Core Reading</b>			
Bolton, G. Delderfield, R. (2018). <i>Reflective Practice: Writing and Professional Development</i> . London: Sage.			
Cottrell, S. (2015). <i>Skills for Success: Personal Development and Employability</i> . London: Macmillan Publishers.			
<b>Indicative Reading</b>			
Department for Education (2017). <i>Early Years Workforce Strategy</i> . London: Stationary Office.			
Morley, D. (2018). <i>Enhancing Employability in Higher Education through Work Based Learning</i> . London: Palgrave Macmillan.			
<b>Websites</b>			
Department for Education – <a href="http://www.gov.uk">www.gov.uk</a>			
Ofsted – <a href="http://www.gov.uk">www.gov.uk</a>			
<b>Journals</b>			
Hallet, E. (2013). ‘We all share a common vision and passion’: Early years professionals reflect upon their leadership of practice role. <i>Journal of Early Childhood Research</i> , 11(3), 312–325.			
S	Resource needs essential for delivery of this module		
T	Minor Modifications		
Version	Details of modification	Date of HEQA Approval	Date of approval by HECQS
1	Amendments to Indicative content	25/05/25	
2			
3			
4			

TEC Partnership Module Specification		
A	Module title	Personal and Professional Development 2
B	Credits	10
C	Level	4
D	Professional, statutory or regulatory body requirements	ECSDN Early Childhood Practitioner Graduate Competencies
E	Work Based/ Work Related	Work Based
F	Pre-requisites AND Concurrent Modules	N/A
G	Rationale	
<p>The module allows the students to develop a contextual and analytical understanding of early years practice and their role as educators. Active engagement in enquiry is a significant part of the subject and entails students developing awareness and the ability to reflect upon self and others. Educators are required to work collaboratively with others and demonstrate an understanding of working effectively in teams with parents, carers and other professionals. This is a vital element of the future development of the sector and workforce.</p>		
H	Aims and distinctive features	
<p>This module builds on Personal and Professional Development 1 and allows students to focus on developing their own understanding of everyday early years practice. Students will continue to identify and explore their own skills and competencies applied to practice.</p> <p>This module equips students with the theoretical knowledge and understanding of communication and teamwork skills to advance their personal, academic and professional development. Students will be expected to plan, integrate and take responsibility for their progress, identifying learning opportunities within their degree study and the workplace and placement setting.</p> <p>Students will have the opportunity to demonstrate knowledge and awareness of pedagogical approaches to facilitate the building of relationships, the formation and promotion of mutually respectful relationships with children and colleagues. Students will gain an insight into the interpersonal factors that can shape behaviour and social interaction.</p> <p>Students will continue building their Competency File, which will track their progress related to the achievement of graduate practitioner competencies, mentor meetings, observation of practice, and student reflections carried out during the trimester. Students will be expected to present a signed log of a minimum of 70 placement hours at the end of the module.</p>		
I	Learning outcomes	Upon successful completion of this module a student must be able to:
		1. Reflect on a key incident using a model of reflection.

		2. Identify key incidents experienced in practice.
		Upon successful completion of this module a student will have knowledge and understanding of:
		3. Assess key incidents experienced in practice, focusing on communication skills.
		4. Assess key incidents experienced in practice, focusing on teamwork skills.
J	Learning and teaching strategy	
<p>Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate, whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Follow-up work will be set and can be discussed using the VLE.</p> <p>This module may be delivered by other academics as and when is appropriate within the programme content. Furthermore, external representatives/employers (within the subject discipline) may be invited to contribute to the module by leading seminars and /or providing short presentations.</p> <p><b>Lectures</b></p> <p>Some sessions will be in the form of a lecture followed by either a seminar or a practical activity. The lecture element will provide students with the key knowledge to enable participation in the seminar and practical activities and complete their assessments. Lectures will always encourage creative thought on behalf of the students and suggest follow-up activities to develop the key ideas.</p> <p><b>Seminars</b></p> <p>Seminars will encourage the students to develop their skills and ideas within the subject. Students will be encouraged to reflect on their performance by questioning their own ability and target setting to improve academic practices and performances. These sessions will make use of workshops and exercises, which are used as an informal, ongoing method of formative assessment.</p> <p><b>Research</b></p> <p>Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate, whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Extension work will be set using the VLE and forms a part of the delivery hours on the programme.</p> <p><b>Tutor Visits</b></p> <p>As part of the work placement process, students will be visited in their placement by one of the tutors on the teaching team in order for an observation of practice to take place. Students will also be visited by a member of the placement team to ensure that students are progressing well in their placement in relation to welfare needs.</p>		
K	Direct and indirect contact hours	<p>This module is equivalent to 100 hours of learning. 22% is given to contact delivery.</p> <p>The remainder is preparation for lessons, independent study and assessment preparation.</p> <p>This module runs over one trimester.</p>
L	Ethical issues which relate to this module’s teaching and assessment	



Students will be reminded about the need to maintain confidentiality when examples from their own personal, professional or practical experiences are shared within the classroom. Students are also required to demonstrate an ethical approach when applying theory to practice.

M	Methods of assessment	<b>The module is non-compensatable.</b> Vignette of placement day (1000 words) with signed log of 70 placement hours.
N	Methods of reassessment (if different to M)	Re-submission of failed elements.
O	Rationale for assessment and reassessment	

The assessment will include a vignette of a day in the placement setting (1000 words) with a submission of a signed log of 70 placement hours.

The assessment will allow students to record key episodes that they have experienced during one working day in their placement setting. This will form the basis for reflection with a focus on students' communication and teamwork skills in practice. Communication and teamwork skills are key to professional practice and the role of an early years educator. This assessment will provide the opportunity for students to apply theory to their practice.

Students will be required to submit their competency file upon completion of:

- One mentor meeting and student reflection
- Evidence of ongoing focus on practitioner competencies
- Signed log of 70 placement hours

As knowledge and skills development are relevant to an ever-changing, diverse sector, reassessment must reflect the need for development and the student's ability to recognise how their skills apply in practice.

P	Assessment Mapping					
Assessment		Percentage	LO1	LO2	LO3	LO4
Vignette of placement day (1000 words) with signed log of 70 placement hours.		100%	X	X	X	X

Q	Indicative content
	<ul style="list-style-type: none"><li>• Writing a Vignette</li><li>• Communication skills</li><li>• Professional development</li><li>• Psychometric testing</li><li>• Emotional Intelligence</li><li>• Empathy and Sympathy</li><li>• Team working</li><li>• Confidentiality</li><li>• Educator wellbeing and mental health</li></ul>

R	Core and indicative reading					
---	-----------------------------	--	--	--	--	--

## Core Reading

Bolton, G. Delderfield, R. (2018). *Reflective Practice: Writing and Professional Development*. London: Sage.

Cottrell, S. (2015). *Skills for Success: Personal Development and Employability*. London: Macmillan Publishers.

Tomlinson, M. Holmes, L. (2016). *Graduate Employability in Context: Theory, Research and Debate*. London: Palgrave Macmillan.

## Indicative Reading

Barker, A. (2019). *Improving Your Communication Skills; How to Build Trust, Be Heard and Communicate with Confidence (Creating Success)*. London: Kogan Page.

Morley, D. (2018). *Enhancing Employability in Higher Education through Work Based Learning*. London: Palgrave Macmillan.

Schawbel, D. (2013). *Promote Yourself: The New Rules for Building an Outstanding Career*. London: Piatkus.

## Websites

Department for Education – [www.gov.uk](http://www.gov.uk)

Ofsted – [www.gov.uk](http://www.gov.uk)

Prospects online: [www.prospects.ac.uk](http://www.prospects.ac.uk)

## Journals

Brebner, C. Jovanovic, J. Lawless, A. Young, J. (2016). 'Early childhood educators' understanding of early communication: Application to their work with young children' in *Child Language Teaching and Therapy*, 32(3), 277–292.

S	Resource needs essential for delivery of this module		
T	Minor Modifications		
Version	Details of modification	Date of HEQA Approval	Date of approval by HECQS
1	Amendments to Indicative content.	30/05/25	
2			
3			
4			

TEC Partnership Module Specification		
A	Module title	Young Children’s Learning and Development
B	Credits	20
C	Level	4
D	Professional, statutory or regulatory body requirements	None
E	Work Based/ Work Related	None
F	Pre-requisites AND Concurrent Modules	None
G	Rationale	
<p>Gaining an awareness and understanding of the development of children 0 – 8 years, in terms of physical, psychological, emotional and social, is one of the key aspects of early childhood studies. Examining the process of how a child develops allows us to understand it better and work towards providing a unique learning environment for all children.</p> <p>Every childhood is distinct, the first chapter of a new biography in the world. Child development is about the rhythm and meaning of children’s lives, about turning mystery into understanding, and weaving a portrait of who each of us was, is and will be. It underpins several themes within the programme, and this module will provide additional and supplementary support across the modules at both level four and five.</p>		
H	Aims and distinctive features	
<p>This module aims to ensure students gain an understanding of the main body of theories associated with child development. This includes exploring different physical disabilities and learning difficulties, brain development and the effects of trauma on learning. The students will have opportunities to consider different ways in which learning takes place and factors that may influence development and learning. This module will help students explore various issues concerning children and their growth from different perspectives.</p> <p>Gaining an understanding of physical, emotional, cognitive and social development is one of the most important aspects of working with young children and in supporting families. It is the role of the practitioner to ensure that these development needs are being met and that, as a sector, the children and their families are being supported. Developing an understanding of how babies and children grow and why children develop in the ways that they do enables practitioners to plan and assess the children in line with their abilities and also allows for effective planning of next steps, catering for individual traits of children. Without developing this understanding, those working in the sector run the risk of children not progressing or developing in line with current Government expectations and the local agenda. The Early Years Foundation stage (EYFS) places a great deal of emphasis on the development areas and how and why practitioners should value these key stages of development. The module therefore allows practitioners to understand how they can best support babies and children in</p>		

assessing and planning for their next steps and being adaptive in their approaches, a fundamental aspect of the sector's expectations.

I	Learning outcomes	Upon successful completion of this module a student must be able to:
		1. Demonstrate skills to meet and promote children’s development.
		2. Discuss various barriers that could influence babies' or children’s learning and development.
		Upon successful completion of this module a student will have knowledge and understanding of:
		3. Demonstrate knowledge of fundamental concepts and principles of child growth and development.
		4. Evaluate theoretical perspectives and demonstrate an ability to analyse competing positions in relation to child development.
J	Learning and teaching strategy	
<b>Lectures</b> Some sessions will be in the form of a lecture followed by either a seminar or a practical activity. The lecture element will provide students with the key knowledge to enable participation in the seminar and practical activities and complete their assessments. Lectures will always encourage creative thought on behalf of the students and suggest follow-up activities to develop the key ideas.		
<b>Seminars</b> Seminars will encourage the students to develop their skills and ideas within the subject. Students will be encouraged to reflect on their performance by questioning their own ability and target setting to improve academic practices and performances. These sessions will make use of workshops and exercises, which are used as an informal, ongoing method of formative assessment.		
<b>Research</b> Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate, whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Extension work will be set using the VLE and forms a part of the delivery hours on the programme.		
K	Direct and indirect contact hours	<p>This module is equivalent to 200 hours of learning. 22% of the time given to contact delivery.</p> <p>The remainder is preparation for lessons, independent study and assessment preparation.</p> <p>This module runs for one trimester.</p>
L	Ethical issues which relate to this module’s teaching and assessment	

Students will be reminded about the need to maintain confidentiality when examples from their own personal, professional or practical experiences are shared within the classroom. Students are also required to demonstrate an ethical approach when applying theory to practice.

M	Methods of assessment	<b>The module is compensatable.</b>  Individual Presentation (10 minutes) (50%)  Individual Booklet (2000 words) (50%)				
N	Methods of reassessment (if different to M)	Individual presentation (10 minutes) (50%)  Essay (2000 words) (50%)				
O	Rationale for assessment and reassessment					
<p>Individual Presentation</p> <p>The presentation will allow students to demonstrate their ability to present information effectively and demonstrate a clear understanding of theory, which helps support knowledge and understanding of how and why children develop in the ways that they do. The presentation allows students to discuss the potential barriers to children’s learning and development, and there is the expectation that students consider the wide-ranging barriers that children and their families may face.</p> <p>Individual Booklet, based on placement setting.</p> <p>The individual booklet will be able to assess students’ knowledge and understanding of child development and learning. Students will be required to write their assessment based on what they have learnt during the taught sessions. The guidance booklet will require students to be concise, as well as informative about their chosen topic linked to their placement. This assessment method requires students to be flexible and considerate towards the chosen audience so that the booklet is practical and usable at their placement or work. Students will be encouraged to be creative and present their research on their chosen topic using different technological platforms. This will allow students to develop the necessary IT skills needed for future assessments, but also in the workplace. Students will be expected to understand their target audience, as this will guide the way in which the guidance booklet is formulated and presented. Those working in the sector will be expected to be responsive to key issues in practice and present information on a variety of topics with clear links to statutory frameworks and using different formats and in understanding the target audience, especially when working with children, so this assessment supports the expectations placed on those working in the sector. The reassessment has been changed to prevent students from self-plagiarising their work.</p>						
P	Assessment Mapping					
Assessment		Percentage	LO1	LO2	LO3	LO4
Individual Presentation		50%			X	X
Individual Booklet		50%	X	X		
Q	Indicative content					
<ul style="list-style-type: none"><li>• Theories of development to include sociological, biological, psychological and ecological-</li><li>• Physical and emotional factors – cognitive and sensory development</li></ul>						

- Emotional development – Self-regulation, co-regulation, developing a positive sense of self. Developing positive attachments.
- Language acquisition – communicating skills, barriers, benefits and aids
- Barriers and influences on development include cognitive and physical disabilities, gifted and talented. Key transitions throughout childhood.
- Meeting sensory needs
- Specialist equipment and wider support services to support children with SEND
- Theories on play and its relationship to development
- Belief and value systems and their impacts on the developing child
- Diversity and difference
- Cultural expectations
- Brain Development
- EYFS: Prime and Specific areas of Learning. The Characteristics of Effective Learning
- The effect of trauma in early childhood and the impact on learning
- SEND Code of Practice 2014; the graduated approach and four areas of SEND needs.
- Equality Act 2010
- The Early Years Foundation Stage Statutory Framework 2024
- United Nations Convention on the Rights of the Child 1989
- Responsive and adaptive pedagogies

R

Core and indicative reading

### Core Reading

Aubrey, K. Riley, A. (2018). *Understanding and Using Educational Theories*. London: Sage

Fleer, M. (2018). *Child Development in Educational Settings*. London: Cambridge University Press.

Mercer, J. (2018). *Child Development: Concepts and Theories*. London: Sage.

Neaum, S. (2019). *Child Development for Early Years Students and Practitioners*. London: Sage

Conkbayir, M. (2017). *Early Childhood and Neuroscience. Theory, Research and Implications for Practice*. London: Bloomsbury.

### Indicative Reading

Nutbrown, C. (2011). *Threads of Thinking: Schemas and Young Children's Learning*. (4<sup>th</sup> ed.). London: Sage Publications

Palaiologou, I. (2016). *The Early Years Foundation Stage Paperback*. London: Sage.

Stephen, C. Edwards, S. (2017). *Young Children Playing and Learning in a Digital Age*. Oxon: Routledge.

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

Department for Education (2017). *Statutory Framework for the Early Years Foundation Stage*. [Online]. Available at: <https://www.gov.uk>

### Websites

Play in Education Development and Learning: <https://www.pedalhub.net/>

Education Inspection Framework: [www.gov.uk](https://www.gov.uk)

S	Resource needs essential for delivery of this module		
T	Minor Modifications		
Version	Details of modification	Date of HEQA Approval	Date of approval by HECQS
1	Amendments to Aims and Indicative content.	30/05/25	
2			
3			
4			

TEC Partnership Module Specification		
A	Module title	Planning for Effective Learning
B	Credits	20
C	Level	4
D	Professional, statutory or regulatory body requirements	None
E	Work Based/ Work Related	Work Related
9F	Pre-requisites AND Concurrent Modules	None
G	Rationale	
<p>The ability to relate theory to practice is a defining feature of the overall programme, and this module will encompass practice skills and theoretical perspectives. All practitioners who work with babies and children need to be able to develop skills to observe and assess children. Furthermore, it is the practitioner’s responsibility to be able to provide equal opportunities for babies and children to maximise their development. To do this, practitioners must carry out observations without bias and discriminatory attitudes and work in line with statutory guidelines.</p> <p>In order to ensure that the sector maintains outstanding practice, it is important that those working in the sector recognise the value placed on professional development and the learning of new skills and knowledge. This module will allow students to develop professionally through the sharing of good practice, such as discussions among students, independent reading and research, observations of a colleague’s work, or other learning from a peer.</p>		
H	Aims and distinctive features	
<p>This module aims to promote the development of skills relating to practice within early years. Students will develop awareness of how theoretical perspectives align with practical application for them to be able to carry out reflective observation and assessment. Additionally, within this module, there will be several opportunities for the students to be able to observe a child and match their observation and assessment records in line with the Early Years Foundation Stage.</p>		
I	Learning outcomes	Upon successful completion of this module a student must be able to:
		1. Utilise a variety of observation techniques to gather comprehensive evidence to inform the evaluation and development of the child.
		2. Demonstrate the ability to observe, assess and evaluate child development against statutory frameworks.
		Upon successful completion of this module a student will have knowledge and understanding of:



		3. Identify and discuss the importance of inclusive planning when carrying out observations.
		4. Identify the next steps to enhance children’s learning linked to theory and legislative requirements.
J	Learning and teaching strategy	
<p>Students will be able to understand the importance of being able to observe, assess and plan children’s learning and development of language, literacy and Mathematical concepts. The EYFS requires practitioners to support children to be prepared for school. In this module, students will be introduced to the EYFS and its aims and objectives through lectures. The students, at the same time, could discuss issues concerning using EYFS and Ofsted practice guidance relevant to the sector.</p> <p><b>Lectures and Seminars</b></p> <p>Most sessions will follow an interactive lecture followed by a seminar format. The lecture element will provide the students with the key skills and knowledge to enable participation in the seminar activities and complete their assessment. Tutor-led seminars will encourage students to develop their skills and ideas within the subject. Students will be encouraged to reflect on their performance by questioning their own ability and target setting to improve academic practices and performance. These sessions will make use of workshops and exercises, which are used as an informal, ongoing method of assessment where students' individual skills and knowledge growth will be tested through workshop exercises and student-led demonstrations.</p> <p><b>Research</b></p> <p>Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate, whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Extension work will be set using the VLE and forms a part of the delivery hours on the programme.</p> <p><b>Tutor Visits</b></p> <p>As part of the work placement process, students will be visited in their placement by one of the tutors on the teaching team in order for an observation of practice to take place. Students will also be visited by a member of the placement team to ensure that students are progressing well in their placement in relation to welfare needs.</p>		
K	Direct and indirect contact hours	<p>This module is equivalent to 200 hours of learning. 22% of the time given to contact delivery.</p> <p>The remainder is preparation for lessons, independent study and assessment preparation.</p> <p>This module runs for one trimester.</p>
L	Ethical issues which relate to this module’s teaching and assessment	
<p>Students will be reminded about the need to maintain confidentiality when using examples from their own personal, professional or practical experiences and in demonstrating application of theory to practice.</p>		
M	Methods of assessment	<p><b>This module is non-compensatable.</b></p> <p>Reflective Report (2000 words) (50%)</p>

		Individual presentation (10 minutes) (50%)				
N	Methods of reassessment (if different to M)	A Reflective Report based on two new observation records (50% - 2000 words)				
O	Rationale for assessment and reassessment					
<p>Reflective Report</p> <p>The reflective report must be based on observation, with two observation records. It is important for any students who are working with babies and children to be able to observe a child and introduce strategies to produce next steps for the child’s learning and development in Language, Literacy and Mathematical concepts. However, there are a number of different observation methods to be able to observe a child. Reflective report encourages students to consider which methods are best suited for the child and themselves/practitioners. Additionally, they will be able to evaluate the techniques used in practice.</p> <p>Individual Presentation</p> <p>For the individual presentation of planning based on a scenario, the students will be given a scenario of a child, and the students are required to use a planning sheet from their placement to be able to devise a plan for the specific child in the scenario. Then, students will have the opportunity to discuss their planning with the tutor. This is a very important skill, as students will need to explain their planning to Ofsted and parents. This assignment will help them to be able to build their justification thinking skills.</p>						
P	Assessment Mapping					
Assessment		Percentage	LO1	LO2	LO3	LO4
Reflective report		50%	X	X		
Individual Presentation		50%			X	X
Q	Indicative content					
<ul style="list-style-type: none"><li>• Theoretical perspectives in relation to observation, assessment and planning</li><li>• Observation techniques</li><li>• The importance of formative and ongoing assessments of learning</li><li>• Adaptive pedagogy</li><li>• Barriers to effective observation and assessment</li><li>• Inclusive practice; anti-discriminatory and anti-bias practice</li><li>• The Equality Act 2010The role of the practitioner, professional values and ethics. Reflective practice and partnerships with parents.</li><li>• Application of the Early Years Foundation Stage</li><li>• Baseline assessments, 2-year progress checks and the Foundation Stage Profile</li><li>• Ofsted guidance and standards relevant to the sector.</li><li>• The Early Years Foundation Stage Statutory Framework and the role of non-statutory guidance</li><li>• The National Curriculum</li><li>• Adult and child-led teaching and learning</li><li>• Planning for an effective curriculum</li></ul>						

<ul style="list-style-type: none"><li>• Sustained shared thinking</li><li>• Partnerships with parents, wider professionals and key stakeholders, such as teachers, health visitors, speech and Language professionals.</li></ul>			
R	Core and indicative reading		
<b>Core Reading</b> <p>Department for Education (2017). <i>The Early Years Foundation Stage</i>. London: HMSO.</p> <p>Sancisi, L. Edgington, M. (2015). <i>Developing High Quality Observation, Assessment and Planning in the Early Years</i>. Oxon: Routledge.</p> <p>Smidt, S. (2015). <i>Observing Young Children: The role of observation and assessment in early childhood settings (Essential Guides for Early Years Practitioners)</i>. London: Routledge.</p> <b>Indicative Reading</b> <p>Fleet, A. Patterson, C. Robertson, J. (2017). <i>Pedagogical Documentation in Early Years Practice</i>. London: Sage.</p> <p>Jones, P. Welch, S. (2018). <i>Rethinking Children's Rights: Attitudes in Contemporary Society</i>. London: Bloomsbury.</p> <p>Lindon, J. (2016). <i>Reflective Practice and Early Years Professionalism</i>. London: Hodder Education.</p> <p>Mary, D. (2015). <i>A-Z of Inclusion in Early Childhood</i>. Berkshire: Open University Press.</p> <p>Rodger, R. (2016). <i>Planning an Appropriate Curriculum in the Early Years</i>. London: Routledge.</p> <p>Stewart, N. (2017). <i>How Children Learn: The Characteristics of Effective Early Learning</i>. London: The British Association for Early Childhood Education</p> <b>Websites</b> <p>Ofsted - <a href="https://www.gov.uk/government/organisations/ofsted">https://www.gov.uk/government/organisations/ofsted</a></p> <p><a href="https://www.gov.uk/government/publications/inspecting-registered-early-years-providers-guidance-for-inspectors">https://www.gov.uk/government/publications/inspecting-registered-early-years-providers-guidance-for-inspectors</a></p>			
S	Resource needs essential for delivery of this module		
T	Minor Modifications		
Version	Details of modification	Date of HEQA Approval	Date of approval by HECQS
1	Amendments to Rationale and Indicative content.	30/05/25	
2			
3			
4			

TEC Partnership Module Specification		
A	Module title	Personal and Professional Development 3
B	Credits	10
C	Level	4
D	Professional, statutory or regulatory body requirements	ECSDN Early Childhood Practitioner Graduate Competencies
E	Work Based/ Work Related	Work Based
F	Pre-requisites AND Concurrent Modules	N/A
G	Rationale	
<p>The module improves the capacity of students to communicate their learning to others in addition to promoting personal development, employability and earning power. In response to the demand of employers, employability has become a mainstream concern in higher education. Unquestionably, the need to enhance careers education and student employability by enabling students to be more self-aware and attuned to the world of work is a key priority. In order to ensure that the sector maintains outstanding practice, it is important that those working in the sector recognise the value placed on professional development and the learning of new skills and knowledge. With this in mind, professionals can develop themselves in many contexts, once being informal aspects.</p>		
H	Aims and distinctive features	
<p>This module builds on Personal and Professional Development 1 and 2 and allows the students to assess and reflect on the year of study in relation to their professional and academic skills and competencies. The module will explore employability within the early years sector and allow students to identify and plan for career aspirations.</p> <p>This module equips students with the knowledge, skills and attributes to advance their personal, academic and professional development. As an outcome of this module, students will be more effective in monitoring and reviewing their own progress and using their own records and evidence of learning to demonstrate to others what they know and can do. These skills and behaviours are essential for graduates to be able to compete in an increasingly competitive labour market.</p> <p>Students build a Competency File, which will track their progress related to the achievement of graduate practitioner competencies, mentor meetings, observation of practice, and student reflections carried out during the trimester. Students will be expected to present a signed log of a minimum of 60 placement hours at the end of the module.</p>		
I	Learning outcomes	Upon successful completion of this module a student must be able to:
		1. Demonstrate competencies in academic skills.
		2. Evaluate own progress and feedforward.

		Upon successful completion of this module a student will have knowledge and understanding of:
		3. Demonstrate knowledge of theories related to practice.
		4. Describe the application of own skills and working knowledge of the early childhood education sector.
J	Learning and teaching strategy	
<p>Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate, whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Follow-up work will be set and can be discussed using the VLE.</p> <p>This module may be delivered by other academics as and when is appropriate within the programme content. Furthermore, external representatives/employers (within the subject discipline) may be invited to contribute to the module by leading seminars and /or providing short presentations.</p> <p><b>Lectures</b></p> <p>Some sessions will be in the form of a lecture followed by either a seminar or a practical activity. The lecture element will provide students with the key knowledge to enable participation in the seminar and practical activities and complete their assessments. Lectures will always encourage creative thought on behalf of the students and suggest follow-up activities to develop the key ideas.</p> <p><b>Seminars</b></p> <p>Seminars will encourage the students to develop their skills and ideas within the subject. Students will be encouraged to reflect on their performance by questioning their own ability and target setting to improve academic practices and performances. These sessions will make use of workshops and exercises, which are used as an informal ongoing method of formative assessment.</p> <p><b>Research</b></p> <p>Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate, whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Extension work will be set using the VLE and forms a part of the delivery hours on the programme.</p> <p><b>Tutor Visits</b></p> <p>As part of the work placement process, students will be visited in their placement by one of the tutors on the teaching team in order for an observation of practice to take place. Students will also be visited by a member of the placement team to ensure that students are progressing well in their placement in relation to welfare needs.</p>		
K	Direct and indirect contact hours	<p>This module is equivalent to 100 hours of learning. 22% is given to contact delivery.</p> <p>The remainder is preparation for lessons, independent study and assessment preparation.</p> <p>This module runs over one trimester.</p>
L	Ethical issues which relate to this module’s teaching and assessment	
<p>Students will be reminded about the need to maintain confidentiality when examples from their own personal, professional or practical experiences are shared within the classroom. Students are also required to demonstrate an ethical approach when applying theory to practice.</p>		

M	Methods of assessment	<b>The module is non-compensatable.</b>  Professional and Academic Progress Report (1,200 words) with signed log of 60 placement hours.				
N	Methods of reassessment (if different to M)	Re-submission of failed elements.				
O	Rationale for assessment and reassessment					
<p>The submission for this assessment is a Professional and Academic Progress Report (1,200 words) with a completed Competency File and signed log of 60 placement hours.</p> <p>This assessment will provide the opportunity for the students to evaluate and assess their own academic and professional development throughout level 4 study. Students will be required to place focus on the application of their skills and knowledge to everyday practice and support with relevant theory. The process of self-assessment is a key skill required in early years practice, to feedforward is an essential skill for development and employment within the sector. Therefore, this assessment will help students to engage in this process and identify areas for their own academic and professional development and to focus on their own career aspirations and employability skills.</p> <p>Students will be required to submit their competency file upon completion of:</p> <ul style="list-style-type: none"><li>• One mentor meeting and student reflection</li><li>• Evidence of ongoing focus on practitioner competencies</li><li>• Signed log of 60 placement hours</li></ul> <p>As knowledge and skills development are relevant to an ever-changing, diverse sector, reassessment must reflect the need for development and the student's ability to recognise how their skills apply in practice.</p>						
P	Assessment Mapping					
Assessment		Percentage	LO1	LO2	LO3	LO4
Professional and Academic Progress Report (1,200 words) with signed log of 60 placement hours.		100%	X	X	X	X
Q	Indicative content					
<ul style="list-style-type: none"><li>• Self-assessment</li><li>• Employability</li><li>• Careers</li><li>• Recruitment and selection</li><li>• Academic Writing</li><li>• Introductions and Conclusions</li><li>• Introduction to critical analysis</li></ul>						
R	Core and indicative reading					
Core Reading						

Bolton, G. Delderfield, R. (2018). *Reflective Practice: Writing and Professional Development*. London: Sage.

Cottrell, S. (2015). *Skills for Success: Personal Development and Employability*. London: Macmillan Publishers.

Tomlinson, M. Holmes, L. (2016). *Graduate Employability in Context: Theory, Research and Debate*. London: Palgrave Macmillan.

### Indicative Reading

Barker, A. (2019). *Improving Your Communication Skills; How to Build Trust, Be Heard and Communicate with Confidence (Creating Success)*. London: Kogan Page.

Department for Education (2017). *Early Years Workforce Strategy*. London: Stationary Office.

Morley, D. (2018). *Enhancing Employability in Higher Education through Work Based Learning*. London: Palgrave Macmillan.

Schawbel, D. (2013). *Promote Yourself: The New Rules for Building an Outstanding Career*. London: Piatkus.

### Websites

Department for Education – [www.gov.uk](http://www.gov.uk)

Ofsted – [www.gov.uk](http://www.gov.uk)

Prospects online: [www.prospects.ac.uk](http://www.prospects.ac.uk)

### Journals

Brebner, C. Jovanovic, J. Lawless, A. Young, J. (2016). Early childhood educators' understanding of early communication: Application to their work with young children. *Child Language Teaching and Therapy*, 32(3), 277–292.

Hallet, E. (2013). 'We all share a common vision and passion': Early years professionals reflect upon their leadership of practice role. *Journal of Early Childhood Research*, 11(3), 312–325.

S	Resource needs essential for delivery of this module		
T	Minor Modifications		
Version	Details of modification	Date of HEQA Approval	Date of approval by HECQS
1			
2			
3			
4			

TEC Partnership Module Specification		
A	Module title	Enabling Environment
B	Credits	20
C	Level	4
D	Professional, statutory or regulatory body requirements	N/A
E	Work Based/ Work Related	N/A
F	Pre-requisites AND Concurrent Modules	N/A
G	Rationale	
<p>Research suggests that outdoor play is beneficial to children’s learning and development, and government policy includes recommendations and implications for all early years indoor and outdoor provisions. Practitioners are expected to provide babies and children with a wealth of appropriate opportunities to support and extend their holistic development and learning through enabling environments. The Early Years Foundation Stage (EYFS) framework acknowledges the role that providing a unique, positive learning environment can have on children’s overall learning and development. This requirement within the framework proposes that practitioners are often the most valuable resource within the early years’ sector. With Ofsted using this as the foundation for inspection, it has never been more important for practitioners to value their roles and understand how they can provide outstanding learning and development opportunities for all children.</p>		
H	Aims and distinctive features	
<p>The overall aim of this module is to enable students to have knowledge and understanding to be able to plan and implement outdoor and indoor provision for babies and children aged 0- 8 years, in a range of settings and aligned with the curriculum. Practitioners will identify, evaluate and understand the importance of learning through movement and how to develop the babies'/children’s holistic learning and well-being. This module will allow students to develop a very clear understanding of how and why babies and children learn the way that they do and the potential barriers that babies and children may face. Despite these barriers, it is important that students understand what needs to be done to allow children to overcome these barriers and continue with their learning. The Early Years Inspection handbook by Ofsted requires practitioners to ensure that babies and children who come from disadvantaged backgrounds are not being left behind in their learning, placing focus on a planned and sequenced curriculum underpinning the learning environment. This module, therefore, aligns itself with expectations within the sector and will support students in developing a clear appreciation of what can be done to support children’s learning.</p>		
I	Learning outcomes	Upon successful completion of this module a student must be able to:
		1. Demonstrate skills and values to design enabling learning environments.
		2. Demonstrate the skills required in practice when respecting children’s voices.



		Upon successful completion of this module a student will have knowledge and understanding of: 3. Demonstrate the ability to apply the perspectives of social and cultural factors that affect play. 4. Evaluate the learning environment considering theories that underpin practice.
J	Learning and teaching strategy	
<p>Most sessions will follow an interactive lecture, followed by a seminar format. The lecture element will provide the students with the key skills and knowledge to enable participation in the seminar activities and complete their assessment. Students will be encouraged to reflect on the different perspectives and views of play and childhood that will then be discussed and debated within sessions to develop a wider and in-depth understanding. Between sessions, students will be encouraged to engage in discussion groups and in wider reading and research on the topic area. This will support the students in preparation for the presentation assignment and to develop and communicate a professional dialogue, a key skill required in practice.</p> <p><b>Lectures</b></p> <p>Some sessions will be in the form of a lecture followed by either a seminar or a practical activity. The lecture element will provide students with the key knowledge to enable participation in the seminar and practical activities and complete their assessments. Lectures will always encourage creative thought on behalf of the students and suggest follow-up activities to develop the key ideas.</p> <p><b>Seminars</b></p> <p>Seminars will encourage the students to develop their skills and ideas within the subject. Students will be encouraged to reflect on their performance by questioning their own ability and target setting to improve academic practices and performances. These sessions will make use of workshops and exercises, which are used as an informal, ongoing method of formative assessment.</p> <p><b>Research</b></p> <p>Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate, whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Extension work will be set using the VLE and forms a part of the delivery hours on the programme.</p>		
K	Direct and indirect contact hours	<p>This module is equivalent to 200 hours of learning. 22% of the time given to contact delivery.</p> <p>The remainder is preparation for lessons, independent study and assessment preparation.</p> <p>This module runs for one trimester.</p>
L	Ethical issues which relate to this module's teaching and assessment	
<p>Students will be reminded about the need to maintain confidentiality when examples from their own personal, professional or practical experiences are shared within the classroom. Students are also required to demonstrate an ethical approach when applying theory to practice.</p>		
M	Methods of assessment	<p><b>The module is compensatable.</b></p> <p>Individual presentation (10 minutes) (50%)</p>

		Essay (2000 words) (50%)				
N	Methods of reassessment (if different to M)	Resubmission of failed elements.				
O	Rationale for assessment and reassessment					
<p>Individual Presentation</p> <p>The presentation with a model of their ideal enabling environment based on theories, legislation, pedagogical approaches and secondary research. Students will be required to present their research and justification of their choice of enabling environment.</p> <p>Essay</p> <p>The essay will enable students to evaluate and analyse what ‘enabling environment’ really means in practice and within EYFS. Students will be required to investigate how the enabling environment influence children’s learning and development and how it is influenced by various factors. The essay will allow the students to develop a broad understanding of what play is and how they can recognise play within the children in their care. In students being able to recognise what play is they will be able to best support the children in developing their emotions and social characters through the use of play. Extensive research has suggested that this is the best way in which children learn about themselves, manage risk and holistically develop.</p>						
P	Assessment Mapping					
Assessment		Percentage	LO1	LO2	LO3	LO4
1. Individual Presentation		50%	X			X
2. Essay		50%		X	X	
Q	Indicative content					
<ul style="list-style-type: none"><li>• The concept of play (e.g. what is play, different types of play)</li><li>• Theoretical perspectives of play, including contemporary theory</li><li>• Child-centred, child-initiated and adult-initiated play</li><li>• Curriculum: EYFS</li><li>• Pedagogical approaches</li><li>• Language and emotionally rich environments</li><li>• Key documents/research and how they impact on provision</li><li>• Sequencing and planning the outdoor and indoor environment</li><li>• Risk and adventure in early years’ outdoor play</li><li>• Gender and play</li><li>• The importance of children’s communication and language development is supported through the learning environment and pedagogic approaches.</li><li>• Ofsted guidance relevant to the sector</li></ul>						
R	Core and indicative reading					
Core Reading						

Charles, M. Bellinson, J. (2019). *The Importance of Play in Early Childhood Education: Psychoanalytic, Attachment, and Developmental Perspectives*. London: Routledge

Howard, J. (2017). *Mary D. Sheridan's Play in Early Childhood: From Birth to Six Years*. London: Routledge.

Rosaleen, J. (2012). *Outdoor Learning: Past And Present: Past and Present*. Berkshire: Open University Press.

### Indicative Reading

Bottrill, G. (2018). *Can I Go and Play Now? Rethinking the Early Years*. London: Sage.

Department for Education (2017). *Statutory Framework for the Early Years Foundation Stage*. London: Stationary Office.

Goouch, K. Powell, S. (2013). *The Baby Room*. Berkshire: Open University Press.

Nicholson, J. Hennock, J. Julian, J. Flynn, Pastel, E. (2019). *Supporting Gender Diversity in Early Childhood Classrooms: A Practical Guide*. London: Jessica Kingsley Publishing.

Solly, K. (2017). *Risk, Challenge and Adventure in the Early Years*. London: Routledge.

### Websites

Growing Schools – [www.growingschools.org.uk](http://www.growingschools.org.uk)

Learning through Landscapes - [www.ltl.org.uk](http://www.ltl.org.uk)

Ofsted - <https://www.gov.uk/government/publications/inspecting-registered-early-years-providers-guidance-for-inspectors>

Play England - [www.playengland.org.uk](http://www.playengland.org.uk)

The Woodland Trust - [www.woodlandtrust.org.uk](http://www.woodlandtrust.org.uk)

### Journals

Zamani, Z. (2017) 'Young children's preferences: What stimulates children's cognitive play in outdoor preschools?' in *Journal of Early Childhood Research*, 15(3), pp. 256–274.

S	Resource needs essential for delivery of this module		
T	Minor Modifications		
Version	Details of modification	Date of HEQA Approval	Date of approval by HECQS
1	Amendments to Rationale, Aims and Indicative content.	30/05/25	
2			
3			

TEC Partnership Module Specification		
A	Module title	Personal Development, Transformation and Empowerment 1
B	Credits	10
C	Level	5
D	Professional, statutory or regulatory body requirements	ECSDN Early Childhood Practitioner Graduate Competencies
E	Work Based/ Work Related	Work Based
F	Pre-requisites AND Concurrent Modules	N/A
G	Rationale	
<p>Personal Development, Transformation and Empowerment is a central component of this programme, which involves a structured and supported process undertaken by students to develop Early Childhood Graduate Practitioner Competencies. In addition, it supports the concept that learning is a lifelong and life-wide activity; it also equips students with an enhanced capacity to challenge practice, generate ideas and the skills to make them happen. This module offers the opportunity for students to plan for provision that ensures children’s health and welfare needs are met and promoted using creative approaches. In addition, provide the opportunity for students to plan for improvement.</p>		
H	Aims and distinctive features	
<p>Personal Development Transformation and Empowerment supports the development of students who are more independent and autonomous in their thinking and able to articulate their learning and achievements more effectively in order to be able to empower not only themselves but also children and practitioners around them.</p> <p>A key focus is on ensuring students are better prepared for seeking, continuing or changing employment and that they are able to articulate skills and knowledge gained. Encouraging creativity, idea development, problem solving, communication and practical action in line with meeting the needs of children within early years education, recognising the legislative and policy frameworks applied in practice.</p> <p>Students will continue to build a Competency File, which will track their progress related to the achievement of graduate practitioner competencies, mentor meetings, observation of practice, and student reflections carried out during the trimester. Students will be expected to present a signed log of a minimum of 80 placement hours at the end of the module.</p>		
I	Learning outcomes	Upon successful completion of this module a student must be able to:
		1. Demonstrate project planning skills.
		2. Demonstrate creative approaches to meet the needs of children.
		Upon successful completion of this module a student will have knowledge and understanding of:

		3. Critically analyse current practice to enhance the inclusion of children’s health.
		4. Critically analyse current practice against legislation and policy.
J	Learning and teaching strategy	
<p>This module will be taught over one trimester and focus on building relationships, trust, influencing skills, negotiating and reviewing progress in seminars. There will be opportunities for developing reflection techniques and iterative, discovery and learning processes, including learning from failure. Students will be encouraged to reflect on their performance by questioning their own ability and target setting to improve academic practices and performance.</p> <p>Students will be encouraged to undertake wider reading around all aspects of early years’ practice and future development to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate, whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Follow-up work will be set and can be discussed using the VLE.</p> <p><b>Lectures</b></p> <p>Some sessions will be in the form of a lecture followed by either a seminar or a practical activity. The lecture element will provide students with the key knowledge to enable participation in the seminar and practical activities and complete their assessments. Lectures will always encourage creative thought on behalf of the students and suggest follow-up activities to develop the key ideas.</p> <p><b>Seminars</b></p> <p>Seminars will encourage the students to develop their skills and ideas within the subject. Students will be encouraged to reflect on their performance by questioning their own ability and target setting to improve academic practices and performances. These sessions will make use of workshops and exercises, which are used as an informal, ongoing method of formative assessment.</p> <p><b>Research</b></p> <p>Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate, whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Extension work will be set using the VLE and forms a part of the delivery hours on the programme.</p> <p><b>Guest Speakers and/or Other Academics</b></p> <p>This module may be delivered by other academics as and when is appropriate within the programme content. Furthermore, external representatives/employers (within the subject discipline) may be invited to contribute to the module by leading seminars and/or providing short presentations in respect of current and relevant issues and or changes in the sector.</p>		
K	Direct and indirect contact hours	<p>This module is equivalent to 100 hours of learning. 22% of the time given to contact delivery.</p> <p>The remainder is preparation for lessons, independent study and assessment preparation.</p> <p>This module runs for one trimester.</p>
L	Ethical issues which relate to this module’s teaching and assessment	

Students will be reminded about the need to maintain confidentiality when examples from their own personal, professional or practical experiences are shared within the classroom. Students are also required to demonstrate an ethical approach when applying theory to practice.

M	Methods of assessment	<b>The module is Non-Compensatable.</b> Project Plan (1000 words). Submission of Competency File and signed log of 80 placement hours.
N	Methods of reassessment (if different to M)	Resubmission of failed elements.
O	Rationale for assessment and reassessment	

#### Project Plan

Plans for a project focused on **inclusive practice** or children's health with supporting evidence (1000 words). Submission of Competency File and signed log of 80 placement hours.

This assessment ensures that students are equipped to enter the sector with a professional knowledge base and a set of valuable and transferable skills. This assessment will allow the students to develop a deeper understanding of the expectations of those working in the sector and how to effectively plan a project. In order to develop the sector, it is important that those wanting to work in the sector have the skills and knowledge to respond creatively to the needs of children and plan for the development of aspects of an early years provision while respecting and promoting diversity and inclusion, cultural differences and family circumstances. Students will have the opportunity to choose to focus their project on inclusive practice or children's health. It will be expected that the student has worked with the placement mentor and in line with the needs of the children in the placement provision, and provide evidence to support the project rationale and planning strategy.

Students will be required to submit their competency file upon completion of:

- One mentor meeting and student reflection
- Evidence of ongoing focus on practitioner competencies
- Signed log of 80 placement hours

P	Assessment Mapping					
Assessment		Percentage	LO1	LO2	LO3	LO4
Project Plan (1000 words). Submission of Competency File and signed log of 80 placement hours		100%	X	X	X	X

	<ul style="list-style-type: none"><li>• Early Years Curriculum</li><li>• Promoting social justice in early education, equality and diversity</li><li>• Self-discipline, personal organisation and role modelling positive behaviours</li><li>• Innovation and creativity</li><li>• Collaborative Working</li><li>• Working in partnership with parents/carers</li><li>• Communication and strategy skills</li></ul>
--	---

- Key issues in relation to the health of babies and children: oral health, physical activity and nutrition for a balanced diet.
  - The legislation, statutory and non-statutory guidance that underpins practice.
  - Children Act 1989 and 2004
  - Childcare Act 2006
  - The Early Years Foundation Stage Statutory Framework 2024
  - United Nations Convention on the Rights of the Child 1989
  - Working Together to Safeguard Children 2023
  - Healthy Child Programme 2023
  - Current NHS weaning and safe sleeping advice

R	Core and indicative reading
---	-----------------------------

### Core Reading

Bridge, S. O'Neill. (2017). *Understanding Enterprise: Entrepreneurs and Small Business*. London: Palgrave.

Cottrell, S. (2015). *Skills for Success: Personal Development and Employability*. London: Palgrave Macmillan.

### Indicative Reading

Koprowska J. (2014). *Communication and Interpersonal Skills in Social Work* (4<sup>th</sup> Edition) Exeter: Learning Matters

Perkins, G. (2007). *Killer CVs & Hidden Approaches: Give yourself an unfair advantage in the job market*, 3<sup>rd</sup> ed, London, Prentice Hall

Thompson, N. (2016). *Anti-Discriminatory Practice*. (6<sup>th</sup> Edition), Basingstoke, Palgrave Macmillan

Thompson, N. (2017). *Promoting Equality*, (4<sup>th</sup> Edition), Basingstoke, Macmillan

S	Resource needs essential for delivery of this module
---	--

T	Minor Modifications
---	---------------------

Version	Details of modification	Date of HEQA Approval	Date of approval by HECQS
1	Amendments to Rationale and Indicative content.	30/05/25	
2			
3			
4			

TEC Partnership Module Specification		
A	Module title	Inclusive Practice
B	Credits	20
C	Level	5
D	Professional, statutory or regulatory body requirements	N/A
E	Work Based/ Work Related	N/A
F	Pre-requisites AND Concurrent Modules	N/A
G	Rationale	
<p>Inclusive practice within education has been receiving much attention from society and the government. There have been many changes over a number of years on the best ways in which to support babies, children and their families in recognising signs of Special Educational Needs and Disability. Further to this, it is a mandatory requirement that settings promote inclusive practice and ensure, where possible, children are supported in order to develop to their highest levels. Inclusive practice does not focus only on Special Educational Needs and Disability (SEND) but also includes children with English as a second or other language (ESOL) and gifted and talented children. Within this module, wider issues concerning inclusion will be critically analysed in order to understand broader social issues as well as personal assumptions. Practitioner attitudes and understanding of inclusive practice need to be reflected in order to provide a unique inclusive provision for each child.</p>		
H	Aims and distinctive features	
<p>The module aims to help students have a deeper and wider understanding of the term ‘inclusion’. Through this module, the students will have opportunities to explore social, historical and political aspects of inclusive practices. Additionally, the effectiveness as well application of different policies and legislation will be critically analysed. By having in-depth knowledge and understanding, the students will be encouraged to practice which meet the needs of babies and children and celebrate diversity. Furthermore, the students will have the opportunity to consider the importance of partnership with parents and other agencies in order to maximise inclusive practice within early years settings</p>		
I	Learning outcomes	Upon successful completion of this module a student must be able to:
		1. Discuss skills needed in implementing policies in practice.
		2. Propose a practical solution by providing appropriate planning to address the care and early learning needs of the child.
		Upon successful completion of this module a student will have knowledge and understanding of:



		3. Identify and critically analyse challenges in implementing legislative requirements.
		4. Critically analyse the impact of discrimination and unfairness/injustice on children’s learning.
J	Learning and teaching strategy	
<b>Lectures and Seminars</b> The module will be taught with most sessions following an interactive lecture, followed by a seminar format. The lecture element will provide the students with the key skills and knowledge to enable participation in the seminar activities and complete their assessment. Tutor-led seminars will encourage students to develop their skills and ideas within the subject. Inclusive practice within early education requires practitioners to identify and facilitate change in response to the diverse needs of children and families. Therefore, throughout the module, students will be encouraged to reflect on and share their practice and experiences, to explore and challenge views and perspectives. These sessions will make use of workshops and exercises, which are used as an informal, ongoing method of assessment and student support.		
<b>Research</b> Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate, whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Extension work will be set using the VLE and forms a part of the delivery hours on the programme.		
<b>Guest Speakers and/or Other Academics</b> This module may be delivered by other academics as and when is appropriate within the programme content. Furthermore, external representatives/employers (within the subject discipline) may be invited to contribute to the module by leading seminars and /or providing short presentations.		
K	Direct and indirect contact hours	<p>This module is equivalent to 200 hours of learning. 22% of the time given to contact delivery</p> <p>The remainder is preparation for lessons, independent study and assessment preparation.</p> <p>This module runs for one trimester.</p>
L	Ethical issues which relate to this module’s teaching and assessment	
Ethical approval will not be needed in this module. Students will be reminded about the need to maintain confidentiality when using examples from their own personal, professional or practical experiences and in demonstrating application of theory to practice.		
M	Methods of assessment	<b>This module is compensatable</b>  Critical Moment Reflection and Analysis (3000 words) (100%)
N	Methods of reassessment (if different to M)	New case study provided.
O	Rationale for assessment and reassessment	

Critical Moment Reflection and Analysis						
A short reflection (500 words) and analysis (2500 words) based on a critical moment experienced in practice will allow students to identify, explore and critically analyse contemporary key issues and challenges in everyday practice. This will support students to recognise and make links between theory, legislative requirements and practice in place to facilitate inclusion. The assessment will allow students to propose solutions to challenges faced in line with the requirements in practice for the role of a practitioner to be an agent of change to effectively meet the unique learning and development needs of children.						
P	Assessment Mapping					
		Percentage	LO1	LO2	LO3	LO4
	Critical Moment Reflection and Analysis (3000 words)	100%	X	X	X	X
Q	Indicative content					
	<ul style="list-style-type: none"> <li>• Critically analyse and evaluate the values, assumptions and concepts of integration and inclusion in own workplace setting linking to legislation and policy</li> <li>• Evaluate approaches and interventions aimed to meet the diverse needs of babies and children in the workplace setting</li> <li>• Discuss barriers to inclusive practice and consequent impact</li> <li>• Suggest new approaches to improved ways of inclusive practice. Analyse legislation and guidelines, national/local, in meeting the needs of babies and children with diverse needs including a focus on communication aids, specialist equipment and meeting sensory needs.</li> <li>• Adaptive pedagogies</li> <li>• Critically consider the approaches of anti-bias and anti-discriminatory practice</li> <li>• Children and Families Act 2014</li> <li>• SEND Code of Practice 2014; the graduated approach and four areas of SEND needs.</li> <li>• Equality Act 2010</li> <li>• The Early Years Foundation Stage Statutory Framework 2024</li> <li>• United Nations Convention on the Rights of the Child 1989</li> </ul>					
R	Core and indicative reading					
	<p><b>Core Reading</b></p> <p>Brodie, K (2015). <i>Inclusion and Early Years Practice</i>. Oxon; Routledge.</p> <p>Wearmouth, J., Gosling, A., Beams, J., and Davydaitis, S. (2017). <i>Understanding Special Educational Needs and Disability in the Early Years</i>. Oxon: Routledge.</p> <p>Whitters, H.G (2018). <i>Family Learning to Inclusion in the Early Years: Theory, Practice, and Partnerships</i>. Oxon: Routledge.</p> <p><b>Indicative Reading</b></p> <p>Cremin, T., Flewitt, R., Mardell, B., and Swann, J. (2016). <i>Storytelling in Early Childhood: Enriching language, literacy and classroom culture</i>. Oxon: Routledge.</p> <p>Collett, C. (2017). <i>Disability and Inclusion in Early Years Education (Diversity and Inclusion in the Early Years)</i>. Oxon: Routledge.</p>					

Wood, N. (2019). *50 Fantastic Ideas for Children with EAL*. London: Featherstone.

### Websites

The British Association for Early Childhood Education: [early-education.org.uk](http://early-education.org.uk)

The Alliance for Inclusive Education

Centre for Studies on Inclusive Education

### Journals

Journal of early childhood research

International Journal of Early Childhood

Early Years

S	Resource needs essential for delivery of this module		
T	Minor Modifications		
Version	Details of modification	Date of HEQA Approval	Date of approval by HECQS
1	Amendments to Indicative content.	30/05/25	
2			
3			
4			

TEC Partnership Module Specification		
A	Module title	Personal Development, Transformation and Empowerment 2
B	Credits	10
C	Level	5
D	Professional, statutory or regulatory body requirements	ECSDN Early Childhood Practitioner Graduate Competencies
E	Work Based/ Work Related	Work Based
F	Pre-requisites AND Concurrent Modules	N/A
G	Rationale	
<p>Personal Development, Transformation and Empowerment 2 provides the opportunity to link theory to practice in line with leading within the organisational structure of the placement provision. Students will demonstrate subject-specific skills, challenge current practice, become more independent, resilient, responsible and pragmatic in their practice. The modules allow for the embedding of principles of social injustice in relation to innovative and creative practice that recognises the importance of organisational change to meet the needs of children, value difference, and to advocate for their rights to learn and be active participants in their education and care.</p>		
H	Aims and distinctive features	
<p>This module equips students with the skills and attributes to plan, integrate and take responsibility for their professional development. To demonstrate knowledge of managing and implementing a project and theory that supports their practice and collaborative approaches. Students will have the opportunity to explore their own professional identity and reflect on the key factors that enable or inhibit their own professional development.</p> <p>Students will continue to build a Competency File, which will track their progress related to the achievement of graduate practitioner competencies, mentor meetings, observation of practice, and student reflections carried out during the trimester. Students will be expected to present a signed log of a minimum of 80 placement hours at the end of the module.</p>		
I	Learning outcomes	Upon successful completion of this module a student must be able to:
		1. Demonstrate the ability to lead a project.
		2. Implement project in practice.
		Upon successful completion of this module a student will have knowledge and understanding of:
		3. Project management.

		4. Critically reflect in action throughout the implementation of the project.
J	Learning and teaching strategy	
<p>This module will be taught over one trimester and focus on building relationships, trust, influencing skills, negotiating and reviewing progress in seminars. There will be opportunities for developing reflection techniques and iterative, discovery and learning processes, including learning from failure. Students will be encouraged to reflect on their performance by questioning their own ability and target setting to improve academic practices and performance.</p> <p>Students will be encouraged to undertake wider reading around all aspects of early years’ practice and future development to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate, whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Follow-up work will be set and can be discussed using the VLE.</p> <p><b>Lectures</b></p> <p>Some sessions will be in the form of a lecture followed by either a seminar or a practical activity. The lecture element will provide students with the key knowledge to enable participation in the seminar and practical activities and complete their assessments. Lectures will always encourage creative thought on behalf of the students and suggest follow-up activities to develop the key ideas.</p> <p><b>Seminars</b></p> <p>Seminars will encourage the students to develop their skills and ideas within the subject. Students will be encouraged to reflect on their performance by questioning their own ability and target setting to improve academic practices and performance. These sessions will make use of workshops and exercises, which are used as an informal ongoing method of formative assessment.</p> <p><b>Research</b></p> <p>Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate, whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Extension work will be set using the VLE and forms a part of the delivery hours on the programme.</p> <p><b>Guest Speakers and/or Other Academics</b></p> <p>This module may be delivered by other academics as and when is appropriate within the programme content. Furthermore, external representatives/employers (within the subject discipline) may be invited to contribute to the module by leading seminars and/or providing short presentations in respect of current and relevant issues and or changes in the sector.</p>		
K	Direct and indirect contact hours	<p>This module is equivalent to 100 hours of learning. 22% of the time given to contact delivery.</p> <p>The remainder is preparation for lessons, independent study and assessment preparation.</p> <p>This module runs for one trimester.</p>
L	Ethical issues which relate to this module’s teaching and assessment	

Students will be reminded about the need to maintain confidentiality when examples from their own personal, professional or practical experiences are shared within the classroom. Students are also required to demonstrate an ethical approach when applying theory to practice.

M	Methods of assessment	<b>The module is Non-Compensatable.</b>  Project Implementation (1000 words). Submission of Competency Portfolio and signed log of 80 placement hours.				
N	Methods of reassessment (if different to M)	Resubmission of failed elements.				
O	Rationale for assessment and reassessment					
<b>Project Implementation</b>  Implementation of the project within action reflections (1000 words). Submission of Competency Portfolio and signed log of 80 placement hours.  This assessment builds on Personal Development, Transformation and Empowerment 1 and is focused on the implementation stage of the planned project. It allows the opportunity for the students to lead a project and critically reflect in action throughout the implementation stage. The implementation stage will be recorded in the student’s Competency File with clear evidence. This assessment allows students to demonstrate self-awareness, positive role modelling, working with others, resilience and problem-solving skills. Moreover, evidence skills to enhance continual professional development in the field of early years.  Students will be required to submit their competency file upon completion of: <ul style="list-style-type: none"><li>• One mentor meeting and student reflection</li><li>• Evidence of ongoing focus on practitioner competencies</li><li>• Signed log of 80 placement hours</li></ul>						
P	Assessment Mapping					
Assessment		Percentage	LO1	LO2	LO3	LO4
Project Implementation (1000 words). Submission of Competency Portfolio and signed log of 80 placement hours.		100%	X	X	X	X
Q	Indicative content					
<ul style="list-style-type: none"><li>• Team working and followership skills</li><li>• Reflecting in action</li><li>• Leading projects</li><li>• Motivation and resilience</li><li>• Role modelling positive behaviours</li><li>• Professional Identity</li><li>• Mentoring, coaching and supervision</li></ul>						
R	Core and indicative reading					

### Core Reading

Cottrell, S. (2017). *Critical Thinking Skills: Developing Effective Argument and Analysis*, (3<sup>rd</sup> Edition), London: Palgrave MacMillan.

Rodd, J. (2012). *Leadership in Early Years*. Berkshire: Open University Press.

Ritchie, C. (2014). *Challenge and Change for the Early Years Workforce. Working with Children from birth to 8*. Oxon: Routledge.

### Indicative Reading

Bolton, G. Delderfield, R. (2018). *Reflective Practice: Writing and Professional Development*. London. Sage.

Brent, M. Dent, F. (2017). *The Leadership of Teams: How to Develop and Inspire High-performance Teamwork*. London: Bloomsbury.

S	Resource needs essential for delivery of this module		
T	Minor Modifications		
Version	Details of modification	Date of HEQA Approval	Date of approval by HECQS
1	Amendments to Indicative content.	30/05/25	
2			
3			
4			

TEC Partnership Module Specification		
A	Module title	International Perspectives of Early Years Curriculum
B	Credits	10
C	Level	5
D	Professional, statutory or regulatory body requirements	N/A
E	Work Based/ Work Related	N/A
F	Pre-requisites AND Concurrent Modules	N/A
G	Rationale	
<p>There is an expectation that practitioners within the early years’ arena will understand the historical and contemporary development of curricula to underpin practice. It is important that students begin to develop an understanding of the evolution of the Early Years Foundation Stage (EYFS) as this will enable them to appreciate the importance of such a curriculum in providing professional practice and in improving the sector.</p> <p>Children’s lives within their educational settings are mainly controlled by the EYFS (2018) and Ofsted. For anyone who works with children, they need to understand how and why early years’ education and curriculum were constructed so that practitioners have an in-depth knowledge of their everyday practice. Additionally, the Ofsted inspection heavily relies on practitioners' knowledge and understanding of the early years’ curriculum and children’s progress. It is vital that practitioners understand the early years’ curriculum and be able to demonstrate their knowledge and understanding when they are working with children and parents.</p>		
H	Aims and distinctive features	
<p>The overall aim of this module is to explore and critically evaluate existing early years curricula and their overall impact on society. With league tables being up for scrutiny on a local, national and international scale, it is important that practitioners are providing outstanding practice in the early stages of a child’s life. It is widely documented that the early stages of a child’s life are the most crucial, and therefore failing in practice has detrimental impacts on the lives of these young children.</p> <p>Students will promote an awareness of curricula development and evaluate the links to theoretical aspects. In addition, the students will consider the alternative pedagogical perspectives. This module focuses on legislation, policy and theoretical key aspects of the early years’ curriculum. The module develops practitioner knowledge of legislative frameworks and the impact these have upon practice.</p>		
I	Learning outcomes	<p>Upon successful completion of this module a student must be able to:</p> <p>1. Critically analyse the impact of current legislation and policy on early years practice and children’s learning.</p>



		2. Demonstrate the skills required in developing early years curricula.
		Upon successful completion of this module a student will have knowledge and understanding of:
		3. Critically analyse the importance of early childhood curricula to a child's learning and development.
		4. Evaluate how the society, parents and political factors influence early years curriculum.
J	Learning and teaching strategy	
<p>The teaching sessions will consist of lectures and seminar sessions. There will be a number of research and discussion sessions on various early years curricula. These sessions cover some international and national curriculum which influenced early years' education in England. Between sessions, students will be given various topics that influenced early years' practice historically and contemporarily in order to widen their knowledge and understanding of early years' practice. Additionally, there will be a discussion on 'ideal' early years' curriculum for children. This will help students to critically analyse their current early years' practice.</p> <p><b>Lectures</b></p> <p>Some sessions will be in the form of a lecture followed by either a seminar or a practical activity. The lecture element will provide students with the key knowledge to enable participation in the seminar and practical activities and complete their assessments. Lectures will always encourage creative thought on behalf of the students and suggest follow-up activities to develop the key ideas.</p> <p><b>Seminars</b></p> <p>Seminars will encourage the students to develop their skills and ideas within the subject. Students will be encouraged to reflect on their performance by questioning their own ability and target setting to improve academic practices and performances. These sessions will make use of workshops and exercises, which are used as an informal ongoing method of formative assessment.</p> <p><b>Research</b></p> <p>Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate, whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Extension work will be set using the VLE and forms a part of the delivery hours on the programme.</p> <p><b>Guest Speakers and/or Other Academics</b></p> <p>This module may be delivered by other academics as and when is appropriate within the programme content. Furthermore, external representatives/employers (within the subject discipline) may be invited to contribute to the module by leading seminars and /or providing short presentations.</p>		
K	Direct and indirect contact hours	<p>This module is equivalent to 100 hours of learning. 22% of the time given to contact delivery.</p> <p>The remainder is preparation for lessons, independent study and assessment preparation.</p> <p>This module runs for one trimester.</p>
L	Ethical issues which relate to this module's teaching and assessment	

Students will be reminded about the need to maintain confidentiality when examples from their own personal, professional or practical experiences are shared within the classroom. Students are also required to demonstrate an ethical approach when applying theory to practice.

M	Methods of assessment	<b>This module is compensatable.</b> Individual Pitch (15 minutes) (100%)
N	Methods of reassessment (if different to M)	Resubmission of failed element.
O	Rationale for assessment and reassessment	

#### Individual Pitch

In this assessment, students will pitch the ideal curriculum in a 10-minute presentation with 5 minutes of questions and answers. Students will come up with their own ideal early years' curriculum, and the students need to put their ideas forward to a tutor/tutors. Students can bring supportive evidence, props and resources to promote their idea of an ideal early years' curriculum. This pitch will help students to consider issues influencing current practice and identify solutions based on their creative thinking and other background research on international early years curricula. This assignment helps students develop professional dialogue skills and put forward their own ideas in a professional and academic manner. In order for the early years' sector to change, practitioners have to be confident in being able to challenge practice and explore new and more innovative ways that children can be taught. This assessment will therefore allow students to develop the verbal skills needed to campaign about a particular topic and use evidence to support their findings.

P	Assessment Mapping					
Assessment		Percentage	LO1	LO2	LO3	LO4
Individual Pitch		100%	X	X	X	X
Q	Indicative content					

- Legislation and policy
- Theoretical perspectives of early years' curricula
- Impact of society, environment and family on early years' curricula
- EYFS as a Quality Framework
- Non-statutory guidance, Development Matters.
- Alternative curricula (Montessori, Reggio Emilia, Steiner, Forrest Schools)
- Global south and north contexts
- Adult and child-led teaching and learning
- The importance of children's communication and language development

R	Core and indicative reading
---	-----------------------------

#### Core Reading

Follari, L. (2018). *Foundations and Best Practices in Early Childhood Education*. Harlow: Pearson Education.

Moss, P. (2018). *Alternative Narratives in Early Childhood: An Introduction for Students and Practitioners (Contesting Early Childhood)*. Oxon: Routledge.

Walker, R. Cheeseman, S. (2018). *Pedagogies for Leading Practice (Thinking About Pedagogy in Early Childhood Education)*. Oxon: Routledge.

### Indicative Reading

DfE (2012). *Statutory Framework for the Early Years Foundation Stage*. London: HMSO.

Isaacs, B. (2018). *Understanding the Montessori Approach*. Oxon: Routledge.

Rodger, R. (2016). *Planning an Appropriate Curriculum in the Early Years*. Oxon: Routledge.

Thornton, L. Brunton, P. (2014). *Bringing the Reggio Approach to your Early Years Practice*. Oxon: Routledge.

### Websites

Department for Education - [www.gov.uk](http://www.gov.uk)

Play England [www.playengland.org.uk](http://www.playengland.org.uk)

### Journals

Journal of Early Childhood Research – SAGE Journals.

S	Resource needs essential for delivery of this module		
T	Minor Modifications		
Version	Details of modification	Date of HEQA Approval	Date of approval by HECQS
1	Amendments to Indicative content.	30/05/25	
2			
3			
4			

TEC Partnership Module Specification		
A	Module title	Collaborative Working
B	Credits	20
C	Level	5
D	Professional, statutory or regulatory body requirements	N/A
E	Work Based/ Work Related	Work Related
F	Pre-requisites AND Concurrent Modules	N/A
G	Rationale	
<p>Working with parents and carers is a key component in working with children. Engaging with families is consistently associated with children's academic success. Supporting parents by providing advice, guidance and direction to appropriate agencies can help to promote positive health, well-being, learning and development. Therefore, it is important to empower parents to take an active role in their babies or children's learning, development, care and play. Additionally, having a greater understanding of socio-economic, cultural, educational &amp; psychological differences within the parenting experience can contribute to becoming an effective practitioner, able to provide high-quality service delivery that is responsive to home and early years' sector partnerships.</p> <p>Working in partnership with others and with other agencies has become an integral part of working within this sector to ensure that children and their families are being supported effectively. Integrated working is therefore a process that involves everyone who works with children, young people and their families and is widespread across a number of varying agencies. Integrated working is at the centre of making a real difference to the lives of those in the sector and has been recognised in many policy agendas, and continues to be a driving force for improved outcomes for families and in measuring performance of those services. It is therefore vital that those wishing to work within the childhood and youth sector, begin to develop a thorough understanding of what role they play in supporting and developing links with others, but also in having a clear awareness of the impact that it can have on children and families where effective partnership working is not evident.</p>		
H	Aims and distinctive features	
<p>The module will enable students to understand the impact of social and psychological influences on parenting strategies and encourage students to consider different strategies for responding to children and parents in crisis, including evaluation of the strategies used for the implementation of safeguarding procedures. Students will consider the key transitions in children's lives and be provided with an understanding of partnership working and theory relating to self-awareness and effective working with others, and the module will also critically evaluate effective methods of information sharing, considering relevant legislative limitations and guidance.</p> <p>This module aims to provide knowledge of theoretical approaches to integrated working and the distinction between integrated and partnership approaches, considering policy and practice issues related to assessment frameworks, including rationalisation of assessment and stages of intervention. This will provide students with an understanding of roles and responsibilities within multi-agency working, team working and team roles, self-awareness and effective working with others. Students will</p>		

critically evaluate effective methods of information sharing, considering relevant legislative limitations and guidance. Key consideration will be given to the impact of effective integrated working on safeguarding.

Through the teaching on this module and the assessment, it is aimed at students developing a clear understanding of what they need to do, whether this be on placement or within their working life, to ensure that families are being offered the best care and support that they can be in order to develop self-reflecting strategies to raise their own standards of care and to identify the needs of babies and children to help them progress.

I	Learning outcomes	Upon successful completion of this module a student must be able to:
		1. Demonstrate knowledge, understanding and values relating to supporting children & parents within the early years' sector.
		2. Critically analyse practitioners' skills in relation to working effectively in partnership with parents and families.
		Upon successful completion of this module a student will have knowledge and understanding of:
		3. Discuss the ethics required when building effective partnerships
		4. Discuss theoretical approaches to partnership working.
J	Learning and teaching strategy	

### Lectures and Seminars

The module will be taught using both lectures and seminars to encourage students to develop their skills and ideas within the subject. Students will be encouraged to reflect on their role as practitioners and explore influencing factors. These sessions will make use of workshops and exercises, which are used as an informal, ongoing method of assessment where student knowledge growth and application to practice will be tested through workshop exercises and student-led demonstrations. Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Work set between sessions will be to work in collaboration within the group in preparation for the group role-play assignment.

### Research

Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate, whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Extension work will be set using the VLE and forms a part of the delivery hours on the programme.

### Guest Speakers and/or Other Academics

This module may be delivered by other academics as and when is appropriate within the programme content. Furthermore, external representatives/employers (within the subject discipline) may be invited to contribute to the module by leading seminars and /or providing short presentations.

### Practical Activities

Problem-solving exercises and activities will be used to develop teamwork. Activities will be aimed at students developing an understanding and a sound knowledge base of the importance of working with others.

K	Direct and indirect contact hours	This module is equivalent to 200 hours of learning. 22% of the time given to contact delivery  The remainder is preparation for lessons, independent study and assessment preparation.  This module runs for one trimester.				
L	Ethical issues which relate to this module’s teaching and assessment					
Students will be reminded about the need to maintain confidentiality when discussing examples from their own personal, professional or practical experiences and in demonstrating application of theory to practice.						
M	Methods of assessment	<b>The module is non-compensatable</b>  Individual Presentation (10 minutes) (50%)  Personal Introspection (2000 words) (50%)				
N	Methods of reassessment (if different to M)	Resubmission of failed elements.				
O	Rationale for assessment and reassessment					
<p>Individual Presentation</p> <p>The individual presentation on the home-setting resource package is to develop links between the pre-school settings and homes. The students will be encouraged to consider parents’ needs as well as children’s needs and create a package of resources to meet the needs of their chosen family issue. This package should contain an information booklet for parents and various practical resources which students need to create individually. This assignment is focused on developing practical skills to work with and respond to parents and children equally. When they present their package, they need to be able to justify their resource.</p> <p>Personal Introspection, based on a situation, working with parents.</p> <p>The Personal Introspection allows the students to reflect on a situation in their practice that involves engagement with parents. This assignment is focused on a critical exploration and analysis of the knowledge, skills and values required to develop partnerships with parents.</p>						
P	Assessment Mapping					
Assessment		Percentage	LO1	LO2	LO3	LO4
Individual Presentation		50%	X	X		
Personal Introspection		50%	X		X	X
Q	Indicative content					
<ul style="list-style-type: none"><li>• Concepts of partnership working</li><li>• Participation – theoretical perspectives on levels of participation</li></ul>						

- Empowering parents and advocacy
- Key transitions in children's early childhood Policy & legislation relating to partnerships with parents
  - Every Child Matters 2003
  - Human Rights Act 1998
  - Children Act 1989/2004
  - Early Years Foundation Stage
  - Non-statutory Framework
  - United Nations Convention on the Rights of the Child 1989
  - Ofsted Framework
  - Working Together to Safeguard Children 2023
- Looked after children
- SEN
- Parenting strategies
- Cultural diversity and differences
- Contemporary issues
- Multi-agency approach

R	Core and indicative reading
---	-----------------------------

### Core Reading

Walker, G. (2018). *Working together for children. A Critical Introduction to Multi-Agency Working. 2<sup>nd</sup> edition*. London: Bloomsbury.

Ward, U. Perry, B. (2019). *Working with Parents and Families in Early Childhood Education (EECERA Collection of Research in Early Childhood Education)*. Oxon: Routledge.

Whalley, M. (2017). *Involving Parents in their Children's Learning*. London: Sage.

### Indicative Reading

Brown, Z. Ward, S. (2018). *Contemporary Issues in Childhood: A Bio-ecological Approach*. Oxon: Routledge.

Conkbayir, M. Pascal, C. (2018). *An Early Childhood Theories and Contemporary Issues: An Introduction*. London: Bloomsbury.

Jackson, D. Needham, M. (2014). *Engaging with Parents in Early Years Settings*. London: Sage.

Public Health England. (2016). *Healthy Child Programme 0-19: health visitor and school nurse commissioning*. London: HMSO.

### Websites

North East Lincolnshire Local Offer [www.sendlocaloffer.nelincs.gov.uk](http://www.sendlocaloffer.nelincs.gov.uk)

Prevention and Early Help: Safer North East Lincolnshire. [www.safernel.co.uk](http://www.safernel.co.uk)

### Journals

Journal of early childhood research

International Journal of Early Childhood

S	Resource needs essential for delivery of this module
---	--

T		Minor Modifications		
Version	Details of modification	Date of HEQA Approval	Date of approval by HECQS	
1	Amendments to Rationale and Indicative content.	30/05/25		
2				
3				
4				



TEC Partnership Module Specification		
A	Module title	Personal Development, Transformation and Empowerment 3
B	Credits	10
C	Level	5
D	Professional, statutory or regulatory body requirements	ECSDN Early Childhood Practitioner Graduate Competencies
E	Work Based/ Work Related	Work Based
F	Pre-requisites AND Concurrent Modules	N/A
G	Rationale	
It is essential for early years educators to develop skills in presenting information to others in appropriate forms, including having a sense of audience to offer and justify an informed point of view and develop a professional dialogue. Throughout this module, students will develop their self-awareness and have the opportunity to increase responsibility for defining their own learning course and evaluating their academic and professional performance, progress and achievement.		
H	Aims and distinctive features	
<p>The module will allow students the opportunity to engage in self-reflection of their placement experiences and their progress and achievement linked to their professional competencies and the development of their academic skills. Students will demonstrate their understanding of continuous professional development by recognising their own skills and knowledge gained and identifying areas for their own development. Students will present their project to their peers and engage in a discussion demonstrating professional reflective practice and knowledge of theoretical principles. In addition, use the communication skills to converse and challenge the ideas of others.</p> <p>Students will continue to build a Competency File, which will track their progress related to the achievement of graduate practitioner competencies, mentor meetings, observation of practice, and student reflections carried out during the trimester. Students will be expected to present a signed log of a minimum of 80 placement hours at the end of the module.</p>		
I	Learning outcomes	Upon successful completion of this module a student must be able to:
		1. Demonstrate professional dialogue.
		2. Demonstrate digital skills.
		Upon successful completion of this module a student will have knowledge and understanding of:
		3. Critically evaluate ongoing professional development in practice.

		4. Make links to Graduate Practitioner Competencies to analyse own progression.
J	Learning and teaching strategy	
<p>This module will be taught over one trimester and focus on building relationships, trust, influencing skills, negotiating and reviewing progress in seminars. There will be opportunities for developing reflection techniques and iterative, discovery and learning processes, including learning from failure. Students will be encouraged to reflect on their performance by questioning their own ability and target setting to improve academic practices and performance.</p> <p>Students will be encouraged to undertake wider reading around all aspects of early years' practice and future development to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate, whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Follow-up work will be set and can be discussed using the VLE.</p> <p><b>Lectures</b></p> <p>Some sessions will be in the form of a lecture followed by either a seminar or a practical activity. The lecture element will provide students with the key knowledge to enable participation in the seminar and practical activities and complete their assessments. Lectures will always encourage creative thought on behalf of the students and suggest follow-up activities to develop the key ideas.</p> <p><b>Seminars</b></p> <p>Seminars will encourage the students to develop their skills and ideas within the subject. Students will be encouraged to reflect on their performance by questioning their own ability and target setting to improve academic practices and performances. These sessions will make use of workshops and exercises, which are used as an informal, ongoing method of formative assessment.</p> <p><b>Research</b></p> <p>Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate, whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Extension work will be set using the VLE and forms a part of the delivery hours on the programme.</p> <p><b>Guest Speakers and/or Other Academics</b></p> <p>This module may be delivered by other academics as and when is appropriate within the programme content. Furthermore, external representatives/employers (within the subject discipline) may be invited to contribute to the module by leading seminars and/or providing short presentations in respect of current and relevant issues and or changes in the sector.</p>		
K	Direct and indirect contact hours	<p>This module is equivalent to 100 hours of learning. 22% of the time given to contact delivery.</p> <p>The remainder is preparation for lessons, independent study and assessment preparation.</p> <p>This module runs for one trimester.</p>
L	Ethical issues which relate to this module's teaching and assessment	

Students will be reminded about the need to maintain confidentiality when examples from their own personal, professional or practical experiences are shared within the classroom. Students are also required to demonstrate an ethical approach when applying theory to practice.

M	Methods of assessment	<b>The module is Non-Compensatable.</b> Individual Presentation (10 minutes) Submission of completed Competency File and signed log of 80 placement hours.
N	Methods of reassessment (if different to M)	Resubmission of failed elements.
O	Rationale for assessment and reassessment	

#### Individual Presentation

Individual Presentation (10 minutes) with questions and answers. Submission of completed Competency File and signed log of 80 placement hours.

This assessment builds on Personal Development, Transformation and Empowerment 2 and requires the student to present their project, implemented in their placement setting. Students will use their digital skills to create a presentation and undertake a critical evaluation of the overall project. Students will be expected to make clear links to the development of their Graduate Practitioner Competencies, identifying strengths and areas for professional development. The rationale for the assessment is to allow students the opportunity to engage in self-evaluation and evaluation of practice, essential skills required for professional competency. The question-and-answer element provides the opportunity for students to engage in a professional dialogue, justify and rationalise their decision making. This assessment ensures that students are equipped to enter the sector with a professional knowledge base and a set of valuable and transferable skills.

Students will be required to submit their competency file upon completion of:

- One mentor meeting and student reflection
- Evidence of ongoing focus on practitioner competencies
- Signed log of 80 placement hours

P	Assessment Mapping					
Assessment		Percentage	LO1	LO2	LO3	LO4
1. Individual Presentation (10 minutes) Submission of completed Competency File and signed log of 80 placement hours.		100%	X	X	X	X
Q	Indicative content					

- Digital skills
- Self-Evaluation
- Ongoing professional development
- Employability: Recruitment and Selection
- Development of social and career networks
- Mentoring, coaching and supervision
- Educator wellbeing and mental health

R	Core and indicative reading		
<b>Core Reading</b>			
Waters, J. Payler, J. Jones, K. (2019). <i>The Professional development of Early Years Educators</i> . Oxon: Routledge.			
Cottrell, S. (2017). <i>Critical Thinking Skills: Developing Effective Argument and Analysis, (3<sup>rd</sup> Edition)</i> . London: Palgrave MacMillan.			
<b>Indicative Reading</b>			
Bolton, G. Delderfield, R. (2018). <i>Reflective Practice: Writing and Professional Development</i> . London: Sage.			
Perkins, G. (2007). <i>Killer CVs &amp; Hidden Approaches: Give yourself an unfair advantage in the job market, 3<sup>rd</sup> ed.</i> London: Prentice Hall.			
Bridgestock, R. Tippet, N. (2019). <i>Higher Education and the Future of Graduate Employability</i> . Cheltenham: Edward Elgar Publishing Limited.			
S	Resource needs essential for delivery of this module		
T	Minor Modifications		
Version	Details of modification	Date of HEQA Approval	Date of approval by HECQS
1	Amendments to Indicative content.	30/05/25	
2			
3			
4			

TEC Partnership Module Specification		
A	Module title	Practical Approach to Research
B	Credits	20
C	Level	5
D	Professional, statutory or regulatory body requirements	N/A
E	Work Based/ Work Related	N/A
F	Pre-requisites AND Concurrent Modules	N/A
G	Rationale	
<p>In the field of Early Childhood Studies, research is the basis of each practitioner’s everyday practice, thus their understanding of research approach, process and philosophy is vital in order for them to be able to support children’s learning and lives. Additionally, any organisation providing care and education for babies and children faces many challenges to sustain their business, and research skill is an important part of managing these challenges so that practitioners can change their practice to meet the demands of parents and children. Whilst students and those working in the sector are governed by policies and procedures relevant to each area of working practice, it is recognised that by students researching the background of such decisions and interventions, a more in-depth working knowledge can ensure that practice maintains high standards.</p>		
H	Aims and distinctive features	
<p>This module has been designed to enable students to prepare and gain the skills necessary for carrying out independent research or a project. It allows students to further develop their research skills and begin to demonstrate advanced achievements in this area through the production of research plans. It will both support their knowledge of research methodologies and provide a basis for pursuing educational research at a more advanced level. This module has been designed to enable students to prepare and gain the skills necessary for carrying out independent research or a project within their student group.</p> <p>Students are therefore expected in this module to undertake research within their student group, allowing students to develop key knowledge and skills that are needed for future academic studies on a variety of Top Up degrees.</p>		
I	Learning outcomes	Upon successful completion of this module a student must be able to:
		1. Critically analyse and present secondary information and data professionally.
		2. Demonstrate an appropriate depth of knowledge and understanding of the ethical issues.
		Upon successful completion of this module a student will have knowledge and understanding of:

		3. Critically analyse knowledge and understanding of a range of research techniques and methodologies, and their application to practice.
		4. Critically evaluate different stages of the research process.
J	Learning and teaching strategy	
<b>Lectures and Seminars</b> With this module, students will have some lectures, but mainly it will be seminars and group work based lessons. Lectures will cover key skills and knowledge, and understanding of the research process. These lectures will be the basis of their research, while seminars will be about how to apply what they learnt in lectures to their group projects. Each group will decide their own topic and during seminars and group work, they will be able to discuss with the tutor how they will be able to contextualise what they learnt in lectures to their own research group project. Between each taught session, there will be opportunities for groups to discuss their own research with the tutor.		
<b>Research</b> Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate, whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Extension work will be set using the VLE and forms a part of the delivery hours on the programme.		
<b>Presentations and Organised Debate</b> Presentation within the sessions will allow students to build confidence in presenting data and demonstrating their own understanding. Within this sector, students will need to work with a variety of people. In embedding presentation skills into the module, students will have the opportunity to acquire the skills needed to achieve this. Debates within the sessions allow for the tutor to facilitate student-led learning, this process also involves allowing students to be creative and to develop critical thinking strategies, for use both within the placement and also for further study.		
K	Direct and indirect contact hours	<p>This module is equivalent to 200 hours of learning. 22% of the time given to contact delivery.</p> <p>The remainder is preparation for lessons, independent study and assessment preparation.</p> <p>This module runs for one trimester.</p>
L	Ethical issues which relate to this module’s teaching and assessment	
<p>The research conducted within this module will be within the student group and not involve conducting primary research with children or anyone from outside of this institute. Ethical approval will be required, and all issues will be dealt with here. This is achieved through submission to the Institute’s Ethics Committee, which meets monthly throughout the academic year.</p> <p>Students will be reminded about the need to maintain confidentiality when examples from their own personal, professional or practical experiences are shared within the classroom. Students are also required to demonstrate an ethical approach when applying theory to practice.</p>		
M	Methods of assessment	<p><b>The module is Non-Compensatable.</b></p> <p>Research trial and presentation (20 minutes) (100%)</p>
N	Methods of reassessment	Resubmission of the failed element

	(if different to M)					
O	Rationale for assessment and reassessment					
Research trial and presentation						
A research trial in pairs will help students to carry out a piece of research in their future career at Level 6. A pair of students plans a piece of research and trial their plan with each other within the classroom context. Their research topic will be chosen by them; therefore, they need to be able to collate secondary and primary research data by applying research methodology, theories, as well as ethical procedures. The presentation will be based on their critical reflection on their literature review, research process and findings.						
P	Assessment Mapping					
Assessment		Percentage	LO1	LO2	LO3	LO4
Research trial and presentation		100%	X	X	X	X
Q	Indicative content					
<ul style="list-style-type: none"><li>• Approaches to early years’ research</li><li>• Action research</li><li>• Case studies</li><li>• Ethnography</li><li>• Surveys/questionnaires</li><li>• Interviews and observation</li><li>• Research ethics in practice</li><li>• Planning and development of a small-scale project</li><li>• Collecting and analysing primary and secondary data</li></ul>						
R	Core and indicative reading					
<b>Core Reading</b> Bolshaw, P. and Josephidou, J. (2018). <i>Introducing Research in Early Childhood</i> . 1 <sup>st</sup> Ed. London: Sage Publications.  Mukherji, P and Albon, D (2018). <i>Research Methods in Early Childhood: An Introductory Guide</i> . 3 <sup>Rd</sup> Ed. London: Sage Publications.  Wellington, J (2015). <i>Educational Research</i> . 2 <sup>nd</sup> Ed. London: Bloomsbury.  <b>Indicative Reading</b> Bell, J. and Waters, S. (2018). <i>Doing Your Research Project: A Guide for First-time Researchers</i> . London: Open University Press.  File, N., Mueller, J.J., Wisneski, D.B. and Stremmel, A. J (2016). <i>Understanding Research in Early Childhood Education</i> . London; Sage Publications.  Roberts-Holmes, G. (2018). <i>Doing Your Early Years Research Project: A Step-by-Step Guide</i> . 4th Edition. London: Sage.  <b>Websites</b>						

British Education Research Associations. [www.bera.ac.uk](http://www.bera.ac.uk)

### Journals

Early Years

Early Childhood Education Journal

International Journal of Early Years Education

S	Resource needs essential for delivery of this module		
T	Minor Modifications		
Version	Details of modification	Date of HEQA Approval	Date of approval by HECQS
1			
2			
3			
4			



TEC Partnership Module Specification		
A	Module title	Young Children’s Mental Health and Well-Being
B	Credits	20
C	Level	5
D	Professional, statutory or regulatory body requirements	N/A
E	Work Based/ Work Related	N/A
F	Pre-requisites AND Concurrent Modules	N/A
G	Rationale	
<p>Young children’s mental health and well-being are a key focus within the government agenda. Correlation between health, inequality, poverty and deprivation begins at birth and continues throughout childhood and adult life. The Joseph Rowntree Foundation provide extensive research into how poverty impacts the lives of young children. There are many strategies that have been introduced in order to combat some of the issues that children living in poverty may face. It is therefore important that those working in the sector have a deeper understanding of health promotion, including mental health and emotional well-being, and the role that they play in identifying potential risk factors.</p> <p>Priorities on the healthcare agenda include being more responsive and promoting both mental and physical health as an early years practitioner. Promoting healthy lifestyles for people in England is an important governmental responsibility. The Department of Health runs initiatives to help people quit smoking, eat better and exercise more, as well as health screening projects and training and skills programmes. The goal of <i>public health</i> is to improve lives through the prevention and treatment of disease, prolonging life and promoting health through the organised efforts and informed choices of society, organisations, public and private, communities and individuals. <i>Health promotion</i> means keeping healthy, living a healthy lifestyle, preventing illness, and preventing any existing illness from becoming worse.</p>		
H	Aims and distinctive features	
<p>The overall aim of this module is to explore health promotion in various early years settings and provide students with appropriate teaching techniques and strategies regarding how to promote the ‘healthy child’ to educational success. Emphasis is on the significance of the practitioner’s role in health promotion. The overall aim is to understand how the children’s early experiences can impact their mental health and well-being, and what consequences these have in their later life.</p> <p>This module will give an understanding of the impact of health inequalities upon the child, the family and educational success, to include physical, emotional and social effects. You learn the importance of health and wellbeing, and discuss in detail the effect of health inequalities on a child and on the family.</p> <p>The module will focus on key topics, such as the medical and social models of health, the importance of a well-balanced diet, nutritional models, stages of weaning and essentially the key components for healthy nutritional intake for babies and children. A focus will be placed on common allergies and</p>		

practice competencies for assessing risks to avoid choking and anaphylaxis. You will gain the significance of understanding factors related to nutrition as an early years practitioner and learn to analyse how poor health can impact physical, emotional and social outcomes for the child.

You will gain further insight into the role of the government through a range of interventions/services designed to improve the health and well-being of children and their families. By the end of the module, you will be able to understand the methods of intervention, policy and legislation, evaluate and discuss primary and secondary data.

I	Learning outcomes	Upon successful completion of this module a student must be able to:
		1. Demonstrate knowledge, skills and values of the importance of the 'healthy child' to educational success.
		2. Effectively communicate information, arguments and analysis in relation to children's physical and mental well-being within the placement setting.
		Upon successful completion of this module a student will have knowledge and understanding of:
		3. Critically analyse the application of current policy in practice
		4. Analyse the links between health inequality and poverty on a child's physical, mental and emotional well-being.
J	Learning and teaching strategy	

### Lectures and Seminars

The module will be taught using both lectures and seminars to encourage students to develop their skills and ideas within the subject. Students will be encouraged to reflect on their role and skills as practitioners and explore influencing factors. These sessions will make use of workshops and exercises, which are used as an informal, ongoing method of assessment where student knowledge growth and application to practice will be tested through workshop exercises and student-led demonstrations. Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Work set between sessions will be to research key areas directly linked to the taught session content.

### Research

Students will be encouraged to undertake wider reading around all aspects of the subject to help inform their work. Personal tutorials will ensure the level of self-directed study and research is appropriate, whilst not limiting students to core texts within the subject and encouraging creative uses of wider reading. Extension work will be set using the VLE and forms a part of the delivery hours on the programme.

K	Direct and indirect contact hours	<p>This module is equivalent to 200 hours of learning. 22% of the time given to contact delivery. The remainder is preparation for lessons, independent study and assessment preparation.</p> <p>This module runs for one trimester.</p>
L	Ethical issues which relate to this module's teaching and assessment	

Students will be reminded about the need to maintain confidentiality when examples from their own personal, professional or practical experiences and in demonstrating application of theory to practice.

M	Methods of assessment	<b>The module is compensatable.</b>  Campaign Board (15 Minutes) (50%)  Essay (2500 words) (50%)				
N	Methods of reassessment (if different to M)	Resubmission of failed element.				
O	Rationale for assessment and reassessment					
<p>Campaign Board – 10-minute presentation with 5 minutes of questions and answers.</p> <p>The campaign board will help students to create a board that could attract the audience’s attention, while the board needs to contain current issues concerning children’s mental health and key issues that need to be improved. The board will help students to collate information and present it succinctly. Also, students need to use various communication skills to deliver the importance of looking after children’s mental health and well-being. Additionally, students will be able to relate their work experience of helping children to be aware of their own mental health and well-being.</p> <p>Essay</p> <p>An essay will help students to provide their research on children’s mental health and well-being in an academic manner. Students will be required to explore political and social issues in relation to children’s mental health.</p>						
P	Assessment Mapping					
Assessment		Percentage	LO1	LO2	LO3	LO4
Campaign Board (15 minutes)		50%	X	X		
Essay (2500 words)		50%			X	X
Q	Indicative content					
<ul style="list-style-type: none"><li>• Models of health (medical, social)</li><li>• Emotional development, self-regulation, co-regulation and developing a positive sense of self. The role of positive attachments.</li><li>• Responsive and adaptive pedagogies</li><li>• Factors influencing health and well-being (e.g. social, cultural, and religion)</li><li>• Poverty, relative poverty and health inequalities</li><li>• Anti-oppressive and anti-discriminatory practice</li><li>• Growth and nutrition - linked to normative development</li><li>• Physical activity</li><li>• Oral health</li><li>• Health promotion in early childhood settings (practitioner’s role, EYFS)</li><li>• Childhood obesity areas of intervention and support: e.g. Children’s Centres, Care Trust Plus, GPs, Social Services</li><li>• Working in partnership with parents/carers</li><li>• The legislation, statutory and non-statutory guidance that underpins practice.</li><li>• Children Act 1989 and 2004.</li></ul>						

- Childcare Act 2006
- The Early Years Foundation Stage Statutory Framework 2024
- United Nations Convention on the Rights of the Child 1989
- Data Protection Act 2018
- Working Together to Safeguard Children 2023
- The Healthy Child Programme 2023
- Infection control and childhood allergies.
- Managing risks in relation to safe weaning practice, choking and anaphylaxis in babies and children. Working to current NHS advice

R	Core and indicative reading
---	-----------------------------

### Core Reading

Emond, A. (2019). *Health for all Children*. Oxford: Open University Press.

Mainstone-Cotton, S. (2017). *Promoting Young Children's Emotional Health and Wellbeing: A Practical Guide for Professionals and Parents*. London: Jessica Kingsley Publishers.

Sutherland, H and Mukadam, Y. (2018). *Supporting Toddlers' Wellbeing in Early Years Settings: Strategies and Tools for Practitioners and Teachers*. London: Jessica Kingsley Publishers.

### Indicative Reading

Garvey, D and Zeedyk, S. (2017). *Nurturing Personal, Social and Emotional Development in Early Childhood: A Practical Guide to Understanding Brain Development and Young Children's Behaviour*. London: Jessica Kingsley Publishers.

Johnson, T. (2018). *Understanding the Emotional Needs of Children in the Early Years*. London: Routledge.

Musgrave, J. (2017). *Supporting Children's Health and Wellbeing*. London: Sage Publications Ltd.

### Websites

Mental Health Foundation [Mentalhealth.org.uk](https://www.mentalhealth.org.uk)

The Children's Society [www.childrenssociety.org.uk](https://www.childrenssociety.org.uk)

Young Minds [www.Youngminds.org.uk](https://www.Youngminds.org.uk)

S	Resource needs essential for delivery of this module
---	--

T	Minor Modifications
---	---------------------

Version	Details of modification	Date of HEQA Approval	Date of approval by HECQS
1	Amendments to Aims and Indicative content.	30/05/25	
2			
3			

29	Curriculum Map															
Key	Work – State WB or WR or blank Comp = Compensatable Y or N				P = Partially achieved Learning Outcome F = Fully Achieved Learning Outcome											
Module name	Level	Work	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8	9	10	
Study Skills	4	-	Emma Bailie	Open Essay 100%	Y			P		P		P		P		
Safeguarding Children	4	WR		Report 50% Classroom Multiple Choice Test 50%	N		P	P			P		P			
Personal and Professional Development 1	4	WB	Emma Love	Evaluation and Reflection with signed log of 70 placement hours 100%	N				P		P	P		P	P	
Personal and Professional Development 2	4	WB	Emma Love	Vignette of placement day with signed log of 70 placement hours. 100%	N				P		P	P		P	P	
Young Children’s Learning and Development	4	-	Emma Bailie	Individual Presentation 50% Individual Booklet 50%	Y	P	P						P	P		
Planning for Effective Learning	4	WB		Reflective Report based 50% Individual Presentation 50%	N	P	P		P		P		P		P	
Personal and Professional Development 3	4	WB	Emma Love	Professional and Academic Progress Report with signed log of 60 placement hours 100%	N				P		P	P		P	P	
Enabling Environment	4	-		Individual Presentation 50% Essay 50%	Y	P	P	P					P	P	P	
Personal Development, Transformation and Empowerment 1	5	WB	Emma Bailie	Project Plan with signed log of 80 placement hours. 100%	N		P		F	F	F	F	F	F	F	
Inclusive Practice	5	-	Emma Bailie	Critical Moment Reflection and Analysis 100%	Y	F		F	F		F		F	F	F	
Personal Development, Transformation and Empowerment 2	5	WB	Emma Bailie	Project Implementation with signed log of 80 placement hours. 100%	N		P		F	F	F	F	F	F	F	
International Perspectives of Early Years Curriculum	5	-		Individual Pitch 100%	Y	F	F				F			F	F	
Collaborative working	5	WR	Emma Love	Individual Presentation 50% Personal Introspection 50%	N	F	F	F			F	F		F	F	
Personal Development, Transformation and Empowerment 3	5	WB	Emma Bailie	Individual Presentation with signed log of 80 placement hours. 100%	N		P		F	F	F	F	F	F	F	
Practical Approach to Research	5	-		Research Trial and Presentation 100%	N	F			F	F		F		F		
Young Children’s Mental Health and Well-Being	5	-		Campaign Board 50% Essay 50%	Y	F	F	F	F		F		F		F	

30   ECSDN Early Childhood Graduate Practitioner Competencies												
Module name	Lvl	Module Leader	Assessment and Weighting	1	2	3	4	5	6	7	8	9
Study Skills	4	Emma Bailie	Open Essay 100%									9.3 to 9.5
Safeguarding Children	4		Report 50% Classroom Multiple Choice Test 50%		2.2			All			All	9.2
Personal and Professional Development 1	4	Emma Love	Evaluation and Reflection with signed log of 70 placement hours 100%	All		3.2 to 3.8	4.9 Observed	5.1				9.3
Personal and Professional Development 2	4	Emma Love	Vignette of placement day with signed log of 70 placement hours. 100%			3.2 to 3.8					8.1, 8.2, 8.3	9.5
Young Children's Learning and Development	4	Emma Bailie	Individual Presentation 50% Individual Booklet 50%		All		4.2, 4.3, 4.4 4.6		All	All		
Planning for Effective Learning	4		Reflective Report based 50% Individual Presentation 50%	All			4.1 to 4.5, 4.9, 4.10		6.1 6.2 6.4			
Personal and Professional Development 3	4	Emma Love	Professional and Academic Progress Report with signed log of 60 placement hours 100%		2.1, 2.2	3.2 to 3.8	4.3					9.3, 9.5
Enabling Environment	4		Individual Presentation 50% Essay 50%				4.3 to 4.8 4.11		6.1 6.4	7.1 7.3		9.1 9.2
Personal Development, and Transformation Empowerment 1	5	Emma Bailie	Project Plan with signed log of 80 placement hours. 100%		2.1, 2.2	All	4.6		6.1, 6.2, 6.3, 6.4	7.3	8.1, 8.2 8.3	9.1, 9.3, 9.4, 9.5
Inclusive Practice	5	Emma Bailie	Critical Moment Reflection and Analysis 100%	1.1, 1.2	2.2		4.6, 4.11		All		All	9.1
Personal Development, and Transformation Empowerment 2	5	Emma Bailie	Project Implementation with signed log of 80 placement hours. 100%		2.1 2.2	All	4.6		6.1, 6.2, 6.3, 6.4	7.3	8.1, 8.2, 8.3	9.1, 9.3, 9.4, 9.5
International Perspectives of Early Years Curriculum	5		Individual Pitch 100%		2.1 2.2		4.1, 4.5, 4.8			7.3		
Collaborative working	5	Emma Love	Individual Presentation 50% Personal Introspection 50%		2.2		4.5 4.9 observed			All		9.1 9.5
Personal Development, and Transformation Empowerment 3	5	Emma Bailie	Individual Presentation signed log of 80 placement hours. 100%		2.1 2.2	All	4.6		6.1 6.2 6.3 6.4	7.3	8.1 8.2 8.3	9.1 9.3 9.4 9.5
Practical Approach to Research	5		Research Trial and Presentation 100%			3.3						9.1, 9.3, 9.5
Young Children's Mental Health and Well-Being	5		Campaign Board 50% Essay 50%	1.2	2.2	3.1, 3.5		5.3		7.2 7.3 7.4	8.1 8.3	9.2 9.5

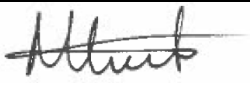

## TEC Partnership Graduate Mapping

TEC Partnership Graduate Attributes		Assessment References	Module References	To be covered in tutorial
Fortitude and Criticality	<ul style="list-style-type: none"> <li>Adaptability to changing situations</li> </ul>		The Personal and Professional Development 1, 2 and 3 modules focus on the students gaining practical experience in the early years sector and reflecting on their experiences, gaining skills required in response to the diverse needs of children and families.	
	<ul style="list-style-type: none"> <li>Being productively disruptive</li> </ul>		International Perspectives and Practical Approach to Research focuses on the students challenging and debating current thinking and theoretical perspectives to develop insight and critical analysis.	
	<ul style="list-style-type: none"> <li>Resilience</li> </ul>		PDTE 1, 2, 3 requires students to manage a project in line with sector requirements, working collaboratively in a team.	
	<ul style="list-style-type: none"> <li>Preparing for unknown futures</li> </ul>		PDP and PDTE modules focus on the students identifying areas for their own professional and academic progression in line with employment opportunities within the field of early years. The concepts of professionalism and professional identity are explored, linked to the changing landscape of early years education.	
	<ul style="list-style-type: none"> <li>Finding alternative solutions to problems</li> </ul>	International Perspectives assignment requires the students to pitch their ideal early years curriculum. This involves students recognising current issues with early years pedagogy and practice and identifying alternative approaches that could be used based on theoretical perspectives and academic research.		
Teamwork	<ul style="list-style-type: none"> <li>Human interaction skills</li> </ul>	Planning for Effective Learning module and assignment provides students with the opportunity to interact with children and practitioners within the placement provision to co-construct learning opportunities and develop professional competencies.		
	<ul style="list-style-type: none"> <li>Leadership and followership skills</li> </ul>	Practical Approach to Research assignment requires students to work in pairs to conduct a research trial and develop a critical evaluation. Therefore, students will engage in stages of leadership and followership as part of the process.		
	<ul style="list-style-type: none"> <li>Project development and/or management</li> </ul>		PDTE 1,2,3 modules focus on students' leading and managing a project in their placement setting, implementing a change to enhance inclusive practice or children's health. Content taught will develop	

			students understanding of theory, the importance of collaboration, planning strategy and team working skills	
Presentation	<ul style="list-style-type: none"> <li>• Confidence in communication</li> </ul>	YCMHWP assignment requires students to create a campaign to promote an aspect of children's mental or physical health. Students will need to justify and develop arguments and solutions in practice and communicate these to peers and tutors.		
	<ul style="list-style-type: none"> <li>• Digital skills and adaptability</li> </ul>		Study skills module content and taught sessions will provide the students with the knowledge required to utilise digital skills to access academic source material and meet the requirements for academic assignments throughout the programme. Students will be taught to use PowerPoint, Publisher and online collaboration tools in order to complete assignments.	
	<ul style="list-style-type: none"> <li>• Time Keeping</li> </ul>		Personal and Professional Development 1, 2 and 3 and PDTE 1,2,3 requires the students to complete a work-based placement element. Students will be expected to achieve the specified hours to complete the module and demonstrate professionalism and timekeeping that will be assessed via mentor discussions and HE placement assessment tools	
	<ul style="list-style-type: none"> <li>• Self-Presentation</li> </ul>		Personal and Professional Development 1, 2 and 3 and PDTE 1,2,3 module encompasses learning content regarding professional and personal presentation obligations and expectations in the field of early years	
Personal Values	<ul style="list-style-type: none"> <li>• Professional attitudes and values</li> </ul>		Inclusive Practice module content and assignments require students to recognise the importance of professional attitudes and morals. To place focus on issues related to social injustice and the importance of advocating for children's rights education and care.	
	<ul style="list-style-type: none"> <li>• Ethics and morals</li> </ul>	Collaborative Working module assignment requires the students to discuss professional values and knowledge to complete an introspection in relation to working in collaboration with professionals and parents, demonstrating anti-bias practice and non-judgmental approaches.		
	<ul style="list-style-type: none"> <li>• Self-Care and care of others</li> </ul>		Personal and Professional Development 1, 2, 3 PDTE 1,2,3 requires the students to work towards achieving Early Childhood Graduate Practitioner Competencies. Key taught elements focus on developing their own professionalism and professional identity, including factors that can enable or inhibit. Throughout the modules, the students will demonstrate their ability to care for children and their families, recognising the diverse nature of society and the early years field and workforce.	



THIS COMPLETED PRO FORMA **MUST** BE SUBMITTED **ELECTRONICALLY** TO  
[HEQA@tecpartnership.ac.uk](mailto:HEQA@tecpartnership.ac.uk)

31	Signature of Chair of FAP	
32	Date	21/03/24
33	Signature of the Chair of HECQS	
34	Date	06-06-2024

For FAP Use

35	Date approved by HECQS	
----	------------------------	--