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Title: LEARNING AND DEVELOPMENT IN THE EARLY YEARS  
 Status: Definitive  
 Code: **4501FSSTK** (116167)  
 Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health  
 Teaching School/Faculty: Stockport College

Team	Leader
Amanda Duncan	Y

**Academic Level:** FHEQ4      **Credit Value:** 24.00      **Total Delivered Hours:** 30.00

**Total Learning Hours:** 240      **Private Study:** 210

### Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	24.000
Seminar	2.000
Tutorial	3.000
Workshop	1.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	porfolio	Observation file including three observations with evaluation (3000 words) 60%	60.0	
Essay	essay	Evaluative essay on role of the early years practitioner (2000 words) 40%	40.0	

### Aims

*To understand how theories of early childhood development and learning impact upon work based practice. Students will demonstrate the ability to observe and assess children's learning and development in the light of current social policy and practice.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Discuss the learning and development needs of young children in the light of established theoretical approaches.
- 2 Use a variety of observation techniques to assess learning and development with work based practice
- 3 Explore the impact of current Social Policy and Legislation on the role of the Early Years Practitioner in assessing young children's learning and development.

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

portfolio	1	2
essay	3	

## **Outline Syllabus**

*Theories and principles of children's learning and holistic development in the early years.*

*The use of a variety of observation techniques to assess children's learning and development. The importance of objectivity, reliability, validity and confidentiality in the observation process. Atypical development and the role of agency partnership working in supporting children's learning and development. Current Social Policy and Legislation and its impact on the role of the early years practitioner and young children's learning and development. The importance of children learning through play.*

## **Learning Activities**

Lectures based upon theoretical perspectives on children's learning and development. Subsequent seminars focussed upon key readings. Class discussion and implementation in the workplace of observation techniques and evaluation linked to theory. Workshop activity based upon observation findings to further child/children's learning and development. Small group tutorials to review literature. Private study to develop knowledge of theory surrounding children's learning and development.

## **References**

<b>Course Material</b>	Book
<b>Author</b>	Arnold, C.
<b>Publishing Year</b>	2003
<b>Title</b>	Observing Harry
<b>Subtitle</b>	Child Development and Learning 0 - 5
<b>Edition</b>	
<b>Publisher</b>	O.U. Press
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Doherty, J. and Hughes, M.
<b>Publishing Year</b>	2009
<b>Title</b>	Child Development
<b>Subtitle</b>	Theory and Practice 0 - 11
<b>Edition</b>	
<b>Publisher</b>	Pearson Education
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Empson, J.M. and Nabuzoka, D.
<b>Publishing Year</b>	2004
<b>Title</b>	A typical child development in context.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Palgrave MacMillan
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Gross, R.
<b>Publishing Year</b>	2003
<b>Title</b>	Key Studies in Psychology
<b>Subtitle</b>	
<b>Edition</b>	4th
<b>Publisher</b>	Hodder and Stoughton
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Harding, J. and Meldon Smith, L.
<b>Publishing Year</b>	2000
<b>Title</b>	How to make observations and assessments.
<b>Subtitle</b>	
<b>Edition</b>	2nd
<b>Publisher</b>	Hodder and Stoughton
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Jarvis, M., Russell, J., Flanagan, C. and Dolan, L.

<b>Publishing Year</b>	2000
<b>Title</b>	Angles on Psychology
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Stanley Thornes
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Robinson, M.
<b>Publishing Year</b>	2003
<b>Title</b>	From Birth to One
<b>Subtitle</b>	The Year of Opportunity
<b>Edition</b>	
<b>Publisher</b>	O.U. Press
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Smith, P.K., Cowie, H. and Blades, M.
<b>Publishing Year</b>	2003
<b>Title</b>	Understanding Children's Development
<b>Subtitle</b>	
<b>Edition</b>	4th
<b>Publisher</b>	Blackwell
<b>ISBN</b>	

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## Notes

This module focuses upon established theories of children's learning and development within the early year's age range (0-8). Whilst recognising that the current Early Years Foundation Stage (EYFS) framework covers the 0-5 age range, students need to be aware of developmental stages up to the age of 8 years for assessment purposes. This module is not going to focus upon specific curricular aspects of planning in the EYFS; this will be studied in the Early Years Curriculum module.

Throughout this module, emphasis will be on observation and monitoring of an individual child's progress as part of work based learning.

(This module underpins the knowledge and skills required of the Early Years Professional to fully engage in the Early Years Curriculum module).