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Title: PROFESSIONAL PRACTICE IN THE EARLY YEARS  
 Status: Definitive  
 Code: **4504ECCUGP** (115378)  
 Version Start Date: 01-08-2014

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

Team	Leader
Jim Dobson	Y

**Academic Level:** FHEQ4      **Credit Value:** 36.00      **Total Delivered Hours:** 89.00

**Total Learning Hours:** 360      **Private Study:** 271

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	48.000
Seminar	15.000
Tutorial	26.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Reflection	AS1	Reflective Account	20.0	
Report	AS2	Report	20.0	
Essay	AS3	Case Study	60.0	

### Aims

*This module encompasses many aspects of the students' personal and professional development and will acknowledge the range of students' previous experiences; from those who have completed an 'A' level programme to those who have already*

*acquired recognised childcare qualifications and who may have substantial experience in the care and education of young children.*

*This module relates closely to the other Level 1 modules by providing students with practical experiences to support their developing theoretical knowledge and understanding.*

*It links classroom theory with a range of placement experiences in a variety of early years settings including those for children who have special educational needs. It will also introduce students to different ways of thinking about professional roles and interactions within social and early years settings within an anti-discriminatory framework.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Identify and reflect on the skills needed to be a professional early years practitioner
- 2 Describe the factors to be taken into account when planning an effective learning environment.
- 3 Show an understanding of how professionals use the SEN Code of Practice to support children's individual needs.
- 4 Explain and show how observation and assessment are important tools in meeting individual needs.
- 5 Recognise the roles and responsibilities of a range of professionals who work together to meet the needs of individual children.

## **Learning Outcomes of Assessments**

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

Reflective account	1			
Report	2			
Case Study	3	4	5	

## **Outline Syllabus**

*Overview of the development of early years provision and a review of the range of settings, which provide early years care and education*

*Developing the ability to be a reflective practitioner within a team of professionals in an early years setting. The roles and responsibilities of a range of professionals who work in early years settings. An evaluation of the research into what constitutes good practice in early years settings.*

*Identification of criteria used to evaluate a 'good' environment.*

*Developing practice using a range of child observation techniques.*

*Assessment in early years settings.*

*Meeting the individual needs of the child within a setting where the learning environment is conducive to good quality learning and teaching. How the SEN Code of Practice is implemented. The various policies settings are required to have in*

*place that promote the well-being of the child.  
The approaches schools have in promoting equal opportunities and an anti discriminatory ethos.*

## Learning Activities

Lecture, seminar, group work, practical work linked with placement.

## References

<b>Course Material</b>	Book
<b>Author</b>	MacLeod-Brudnell, I. (ed).
<b>Publishing Year</b>	2004
<b>Title</b>	Advanced Early Years Care and Education.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London. Heinmann.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Millam, R.
<b>Publishing Year</b>	2002
<b>Title</b>	Anti-Discriminatory Practice.
<b>Subtitle</b>	
<b>Edition</b>	2nd ed.
<b>Publisher</b>	London. Continuum.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Miller, L.
<b>Publishing Year</b>	2005
<b>Title</b>	Developing Early Years Practice.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London. David Fulton.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Pugh, G. (ed.)
<b>Publishing Year</b>	2006
<b>Title</b>	Contemporary Issues in Early Years.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London. Paul Chapman.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Wall, K.
<b>Publishing Year</b>	2003
<b>Title</b>	Special Needs and Early Years
<b>Subtitle</b>	A Practitioner's Guide.
<b>Edition</b>	
<b>Publisher</b>	London. Sage.
<b>ISBN</b>	

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## Notes

1. Reflective account (20% weighting): Use reflective practice to identify qualities of professional practitioner and complete own skills audit
2. Report – learning environment (20% weighting) should include equal opportunities issues.
3. Case Study (60% weighting) – special educational needs in a mainstream setting. It is important that students develop an understanding of inclusive practice; in this assignment they will be expected to show how the needs of a particular child are assessed and supported in a mainstream KS1 setting.