

Module Synopsis – Bachelor of Arts (Honours) in Childhood Studies

Module 1: Management Issues

This module develops a broad and integrated knowledge of the importance of HRM policy and procedures relating to all elements of the HRM cycle. This will be underpinned by understanding of both strategic management and change management.

The module focuses initially on understanding of approaches for selection and recruitment e.g. attracting suitable candidates, taking account of the law on equal opportunities and child protection to develop a critical understanding of the competency approach to recruitment, job design, job description and person specification and the terminology and concepts and skills related to the selection of staff: selection tests, group exercises, the selection interview. This is developed in a role play situation to foster more specialized knowledge of interviewing technique and to facilitate ability to practice dealing with the unpredictable, and take account of own and others' roles and responsibilities and enhances employability skills through integrated knowledge of the process of making an application and attending interview. This work is carried out in partnership with Student Services.

The module then develops a broad and integrated knowledge of issues related to supporting staffs' continuing professional development and use of vignettes to develop the required skills for facilitating staff development- Induction, supervision, coaching, career review and job design. This work is in the context of knowledge of theory, relevant employment practice, legislation, e.g. The Regulation of Care Act (2002), and SSSC and requirements for registration as a member of the early education and care workforce. This work will be developed by exploration of OECD guidelines on workforce development. Also the SSSC Codes of Practice and/ or other relevant international codes of practice which relate to supporting staff; managing conflict, grievance, discipline and whistle blowing will be developed through a range of vignettes to practice making professional judgments. Critical reflection own on skills and experience in aspects of the HRM cycle aspect will inform setting 2 targets to develop a personal learning plan to be carried out during placement experience.

The module then focuses on management processes also providing 3 targets as part of the personal learning plan to be carried out during placement experience.

Students will develop a critical understanding of the Data Protection and the Freedom of Information legislation research techniques to establish the range of data which early childhood centres routinely collect, relating to children and families.

Financial Management knowledge will be broadened to cover the range of functions of a finance department, management of financial functions and organisation of work of the financial directorate. To ensure the safety of staff and service users develop a detailed knowledge of the application of the Health and Safety at Work legislation in early childhood settings.

Students will practice critically evaluation relating early childhood centres and develop skill in presenting this information to peers using Power point.

Finally this module develop understanding of the role of strategic management in the HRM cycle and change management to meet local and national government and international agenda and guidelines e.g. OECD guidance, workforce development, curriculum guidance.

Develop a broad understanding of change management models including application to and critical analysis of scenarios. This will include investigation and practice of approaches to decision making and problem solving using scenarios.

The module will be delivered by blended learning, including workplace learning, critical incident analysis and group work.

Assessment: Formative tasks will be completed throughout this module, with feedback provided to ensure students development appropriate knowledge and understanding of current management issues. Summative assessment will consist of a presentation on aspects of management in integrated children's services (25%) and a series of 2/3 essays which will assess the theoretical knowledge and understanding of management issues in integrated children's services (75%).

Module 2: EDUC09005 Creativity in the Curriculum

Constructing Creativity

Discuss and define what creativity is. Consider the experiences that are provided for children and evaluate in terms of creativity. Demonstrate understanding of the importance of the creative process and not the product in arts provision.

The psychological perspective

The psychological perspective on the development of creativity in music, visual arts, movement. Workshops examining examples of work, video clips and other developmentally appropriate resources.

Provision of creative experiences

Investigate ways in which children represent their experiences, drawing, painting, sculpting, modelling, creating collage, movement & dance, composing music, role-play. Make use of ICT to support and enhance creative work. Participation in practical activity to develop creative confidence in art, music, dance and imaginative play. Through practical activity discover and identify the possibilities for learning that creative experiences bring.

Investigate the use of the local environment for creative experiences. Consider the use of practising artists, musicians, performers, crafts people, galleries, museums and live performances.

Evaluation of models of creativity

Student research and presentation of creativity promoted by Steiner, Malaguzzi, Brice - Heath, Craft. The analysis of practice in relation to theories and recommended government documents. Consider the role of creativity in leadership as approach to involvement and in problem solving.

Examination of national advice

Examine national advice in relation to creativity; 0-3, 3-5, 5-14, national priorities, The National Cultural Strategy, Curriculum for Excellence outcomes.

Documentation

Look at models of documentation e.g. Reggio Emilio, Penn Green. Consider the use of documentation in assessment and transition e.g. Assessment is for Learning and involving parents in their children's creative development.

Planning for creativity

Planning for creativity as a member of a team. Devise and implement a programme of creative experiences for children aged birth to eight within an early childhood establishment. Critical evaluation of the project, in partnership with workplace mentor.

The reflective practitioner

How to analyse practice in relation to theory. Writing reports on practice using evaluative and analytical language. To investigate opportunities for extending children's creative experiences and examine the role the adult has in supporting and extending children's creative experiences. Explore the ways in which the practitioner can foster creative development; creating the right atmosphere, adopting a participative attitude, using their imagination, allowing children to take control and initiate ideas, valuing children's ideas and using them as a catalyst for creative work, learning from the children, working together to extend a creative experience, the importance of adult child interactions, open ended questioning. Consider the most effective methods of involving parents in their children's creative development.

Assessment: The summative assessment for this module takes the form of a 3,000 word assignment based on creative work carried out by the student on placement. This assignment will require the student to synthesise theories of creativity with practice in a childcare setting. Portfolio of written work (100%).

Module 3: EDUC09003 Integrated Services

Political Ideology and Social Policy

A broad and integrated knowledge of how the ideology of political parties in the UK has influenced change over time in social policy development: The Welfare State, managerialism and consumerism, commissioning services the "mixed economy", childcare partnerships and integrated children's services. Use of case studies to identify and analyse

the accessibility, affordability and quality of education and care services for children. Identify and analyse the routine problem for children and families.

Poverty and Social Justice and Inclusion and Early Intervention

Development of critical understanding of the national and global dimensions through study of OECD and UNESCO reports and the Scottish early Years framework. Use of group enquiry methods to research the incidence of child poverty in the UK and Scotland since 1990 and the current policy to eliminate child poverty.

Integrated Services in Scotland

Develop a broad knowledge of policy development over time in Scotland, leading to the integration of children's services, For Scotland's Children, The new community schools initiative (Integrated Community Schools), It is everybody's job to make sure I'm alright, Hall 4. Develop a detailed knowledge of the current initiative in taking forward integrated children's services Getting It Right for Every Child. The Early Years Framework and the role of the voluntary sector and community development and planning as part of integrated community services.

Professionalism and Integrated children's services

Critical evaluation of professionalism and professional knowledge and the roles of differing professions in the integrated services, including the "social pedagogue". Draw on research data to analyse practice in early childhood centres, where integrated working is routine.

Research Skills

Develop a critical understanding of qualitative research and the associated research method, the semi-structured interview. Develop skill in drafting an interview guide and skill in interviewing, taking account of ethical considerations. Formative assessment to ensure effective learning. Work as a member of a small research team and undertake simple coding of data and presentation of findings.

Working with families

Develop a broad understanding of models of working with families and critical examination of how partnership is practiced by diverse professional groups. Investigation of significant evaluations of the services aimed at disadvantaged families.

Assessment: The formative assessment for this module will consist of oral feedback for tasks carried out in class and written feedback on research methods, given electronically. The summative assessment will be a three part assignment, each part with equal weighting and phased hand-in date covering reflecting on team working, reflection on data collection and evaluation of the effectiveness of current policy. Report of practical/ field/ clinical work (100%).

Module 4: EDUC09006 Promoting Learning

This module is focused on the development of children 6-16. Initially the module examines international and national approaches to statutory education and in particular the factors historical, economic, cultural, social and political which have shaped policies and the nature of childhood. The module develops knowledge and evaluation of approaches to in school learning through examination of current curriculum documents e.g. Curriculum for Excellence. And the effect of policies on provision and practices e.g. Assessment is for Learning, active learning, skills for work and skills for life.

The module will develop knowledge and critical examination of approaches to effective transition arrangements within and between early years and school stages and models and best practice in Scotland, and in international literature e.g. Reggio, New Zealand.

The module will examine current influences on childcare and education and look at wider models of education e.g. out of school learning, community learning, family learning. This will examine the role of involving parents in their children's learning. Including examination of play work theory of and development and practices such as play frames, psychodemics, the play cycle and the role of out of school care, its sustainability and integration with government childcare strategy.

The module will be delivered by blended learning, including workplace learning, critical incident analysis and group work.

Assessment: The summative assessment for the module will consist of two written assignments taken either in class test format or through essay submission (75%). The assignments will require the students to demonstrate knowledge and understanding of childcare policies and to be able to compare, contrast and evaluate aspects of these policies related to the major teaching aspects of the course. The summative assessment for the module will consist of a presentation (25%). The presentation will require the students to demonstrate their knowledge, understanding and work placement learning related to approaches to transition.

Module 5: EDUC09002 Language and Communication

This module focuses on developing students' skills in supporting children's oral and written communication.

Significant Theories of Language Acquisition

Gain a broad and integrated knowledge of the significant theories of language acquisition:- Critique of behaviourist theories, innate theory, cognitive constructivism, and social constructivism.

Constructing Literacy and National Advice

Drawing on differing perspectives on early literacy - maturational, developmental, emergent, and socio-cultural. Tutorial participation on analysis of current curriculum advice in relation to narratives and storytelling, books and literature, early representing and writing. Gain

understanding of “new literacies”. Consider the skills and knowledge required to read multimodal texts. Evaluate strategies for teaching these skills.

Supporting Children’s Learning

Development of a broad knowledge and critical understanding of oracy/literacy research and practice: - The centrality of language to learning, the emergence of oracy/literacy, monitoring and progressing children’s learning in oracy and literacy.

Partnership with Parents

A critical understanding of the co-constructed nature of literacy and the principles and theories which underpin working in partnership with parents in supporting children’s communication skills: Language and communication in learning in the home and pre-school setting, considerations for working with parents at different stages in a child’s learning development.

Taking Account of Diversity

Undertake critical evaluation of writing on research and practice on an area where additional support is appropriate to develop children’s skill, e.g., Bilingual communication, Down’s syndrome, Hearing Impairment and Autism. Where appropriate inform this study by workplace research carried out under the ethical code. The investigation should take account of the professional perspective, including consideration for working in partnership with professional colleagues from different disciplines.

Assessment: Students will submit a Case Study (Written Assignment of 2,000 words) 60% which illustrates how theories of language development and literacy were implemented in practice. The case study focuses on a very specific area of literacy development. This will require the student to demonstrate appropriate knowledge and understanding of theories of language acquisition and the promotion of literacy. Additionally the students will engage in Lab work 40% which will require the student to demonstrate appropriate knowledge and understanding of theories of language acquisition and the promotion of literacy.

Module 6: EDUC09004 Qualitative Research Methods

This module is designed to give an introduction to terminology and approaches use in qualitative research.

Initially it will focus on what is qualitative research?

- philosophical basis;
- implications for methodology;
- research and data collection tools implications;
- implications for research question formulation.

Students will develop skills in using sources through a topic selected which will normally either be

- a) related to another module in the course;
- b) an identified gap in knowledge.

The latter will be connected with previous work by students on their degree. They will have a choice regarding what to research. They will seek to:

- use education research databases;
- learn how to access and use knowledge;
- develop the skills of crafting a literature review;
- use the Review to refine the research focus.

Throughout the module students will deal with ethical considerations and issues in accordance with current professional ethical codes-national, university, local. Ethical principles, Regulation of research activity, Informed Consent, Gaining Access. Reference will be made to SERA and BERA and/or other relevant international code of ethics.

The module will focus on qualitative research methods which will involve mainly forms of interviewing and data analysis. In addition observational methods will be covered. Reference will be given to document analysis. The data analysis will be based around the idea of themes and discourse.

Finally the module will develop knowledge and skills in data presentation and of professional values which will arise in connection with the SERA & BERA and/or other relevant international codes on ethics. The organization and reporting of findings will be covered as will their integration into the literature.

Summative assessment will be through an ethical small scale research project of 4,000 words based upon the student's experience in the workplace or on placement and investigating a personal interest in a current issue in Integrated Children's Services.

Assessment: Formative feedback will be provided by peers and by members of staff as students' progress through this module and complete appropriate sections of their Research Project. Summative assessment will be through an ethical small scale research project of 4,000 words based upon the student's experience in the workplace or on placement and investigating a personal interest in a current issue in Integrated Children's Services. Dissertation/ Project report/ Thesis (100%).

Module 7: EDUC10042 Advanced Practice

This module is designed for students wishing to advance and extend their experience of working with children in Childhood settings in Scotland.

Students will be expected to demonstrate and further develop practice based upon reflection an evidence based up frameworks such as The Four Pillars of Advanced Practice, The Standard for Childhood Practice, Core Competencies.

Students will develop their knowledge and understanding of the contribution evidence based practice related to their chosen Childhood setting.

In-depth study of current Government frameworks will give students the opportunity to apply and enhance skills they have already developed in a work based context, including the knowledge and understanding of responsibilities in respect of literacy, numeracy and health and wellbeing. The module will advance student's practice by deepening their understanding of the critical role of relationships and environment in what is 'a critical period in terms of breaking cycles of poor outcomes' (Scottish Government, 2008a, p16).

The module aims to engage students in high levels of reflection and evaluation to improve the effectiveness of practice, while developing a professional responsibility for Personal Development Planning and Continuing Professional Development and their own practice.

An opportunity will be provided to allow the student to engage, in their workplace /placement, in a significant learning opportunity in relation to a focused and specific area of their practice.

The module will promote the philosophy of holistic approaches in working with children and emphasise the importance of listening to and involving children in decisions that affect them. (Scottish Government, 2008b).

Time will be allocated during the module to reflect and plan to ensure that students are adequately prepared for placement.

Assessment: Summative assessment will be the submission of a practice portfolio demonstrating the achievement of national competencies relating to a specific area of practice in the early years sector. This will consist of three sections: (a) A evaluative learning log detailing a minimum of 50 hours practice, supported by two mentor reports graded satisfactory or unsatisfactory; (b) A reflective essay which demonstrates current theory, research and thinking in a specific area of the childhood practice sector.; and (c) A critical analysis of the student's own practice. This will result in a written assignment of around 4000 words. Portfolio of written work (100%).

Module 8: EDUC10041 InterProfessional Practices

This module aims to develop professional attributes, knowledge, understanding and skills that will equip students to work in inter-professional teams. Specifically, participants will develop an insight into the current and emerging trends in the theoretical understanding of collaborative/integrative/ participatory partnerships, and their contribution to current policy priorities such as the Scottish Government's Single Outcome Agreements or relevant priorities internationally. Participants will develop their knowledge and insight into the best means of supporting community participation in partnership and collaborative/ integrative/ participative working, and to take cognisance of the tensions and conflicts that can emerge. They will explore the drivers and benefits to developing the joint achievement of shared goals and will explore the potential for childhood, youth, adult and community work to be underpinned by a border-crossing pedagogy that enable practitioners to work across professional and disciplinary boundaries as a means of wider social transformation.

Delivered by both technology and via face-to-face lectures, seminars and workshops, engagement and assessment will be undertaken by School of Education staff with support through Virtual Learning Environments.

Assessment: Part A: Summative assessment will require participants to present findings from a peer evaluation project in which they compare and contrast the purpose, contexts, challenges and strategies for engaging in inter-professional work within their own and a colleague's practice setting, with reference to the wider literature and case studies where applicable. (Where a student is absent, a 1500 word reflective report of the preparatory work on a selected area of policy/practice will require to be submitted at resit diet) (75%). In Part B, the presentation will be accompanied by a 2500 word reflective essay about improved practice particularly around issues of negotiated solutions and conflict resolution in workplace settings (25%).

Module 9: EDUC10037 Current Childhood Policy and Practice

This module is designed for experienced practitioners working in childcare establishments. The module will be delivered by blended learning, including work-related learning, critical incident analysis and group work alongside focussed reading and online tasks. Students undertaking this module will review and evaluate the political landscape and critically evaluate current policy and practice using current national and international perspectives from literature.

Initially students will look at the political landscape and its influences on current legislation, policy and practice at national and local level Scottish Government policy and UK Legislation. Students will also look at international evaluation and practice to critically evaluate policy and practice in Scotland or relevant international context for example referring to OECD targets practice in countries such as Italy, Sweden, New Zealand and Australia.

Students will critically examine in class a selection of current policy initiatives in Scotland such as Getting it Right for Every Child (2008), Early Year's Framework (2009), Curriculum for Excellence (2005) Play Strategy (2013), and practice initiatives such as: Outdoor Learning/Forest Schools; Professionalisation of the workforce; Working with parents and carers; Quality Assurance; Interagency Working; Listening to Children; Citizenship. Where this module is delivered in an international context relevant policy and initiatives will be studied.

Student assessment will all allow students to select an area of particular interest however, this topic should be discrete and different from that chosen for the dissertation.

Assessment: Part One is consisted of a debate/seminar which explores a selected area of policy and /or practice which will be researched and presented considering: (a) the role and impact of local /national politics; (b) legislation and other relevant policy initiatives; (c) International perspectives; and (d) Current practice. (Where a student is absent, a 2000 word report on the preparatory work on a selected area of policy/practice will require to be submitted at resit diet). Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral (50%). Part Two: This will result in a critical evaluation of the area of policy and practice explored in the debate (around 2000 words) Essay (50%).

Module 10: EDUC10035 Play and Pedagogy 0-16

This module aims to expand the student's understanding of the impact of playful pedagogies on the child as an active agent in their learning, motivation and development of positive learning dispositions. Consideration of the heterogeneous nature of children's everyday lives will expand the student's knowledge of children's geographies and the resulting consequences for the development of resilience and wellbeing.

Students will have the opportunity to explore contemporary research and theories in relation to the importance of play in the development of cognitive and emotional functions. Lester and Russell (2008) supported the concept of play as a factor in increasing the flexibility of the brain and thus improving potential for learning later in life.

The importance of play and the child's right to play is enshrined in the UN Convention on the Rights of the Child and the module will allow students to critically reflect on how this has directed the development of national policy and frameworks for learning such as in Scotland, Play Strategy for Scotland: Our Vision (2013) and Early Years Framework (2009) and/or relevant international policy and frameworks.

The module aims to develop students' critical awareness of the complex nature of the circumstances and environments for children's play and explore the different contexts in which play occurs.

Assessment: Summative assessment will consist of two parts. Part A will be a 3000 word essay critically examining how current approaches to playful pedagogies are influenced by the complex nature of children's geographies. A central focus will be the role of play in children's learning. (75%). Part B will be a Case Study of 1000 words which critically reflects on the place of play in one setting or one initiative or one project. (25%)

Module 11: EDUC10036 Dissertation

This module aims to consolidate students' understanding of the research process pertaining to their chosen field of study. It will demonstrate the acquisition of the knowledge and skills necessary for critically appraising research in their own field and in the interdisciplinary context. Moreover, the module will further develop the knowledge and skills gained through the level 9 modules where students were required to identify a topic of interest related to their practice, and critically apply their understanding of research design and social theory to conduct small-scale research projects. Through previous modules, students have developed a bibliography of resources to inform a more intensive participatory action research project (dissertation) with interdisciplinary foci:

This module aims to guide practice through developing critical analysis, evaluation and synthesis of available evidence. Beginning with a systematic review of literature pertaining to one specific area, including critical reflection upon current policy debates relevant to their field of practice. The student will be required to create an exploratory question and robust research design. The module will culminate in a research exercise in a related setting. The dissertation will further develop students' critical awareness of the epistemological and ontological foundations of main research paradigms, including quantitative, qualitative and mixed methodological research design; sampling methods; data collection; data analysis; evidence-based practice; ethics; barriers to implementing research in practice; rigour in analysis; responsible reporting of evidence

Assessment: The summative assessment consists of a written dissertation of 8000 words in which students will provide a referenced discussion of a specific area chosen or of related practice and an explanation of their action research exercise, and analysis of the findings of this exercise. Dissertation/ Project report/ Thesis (100%).