

Middlesex University 20-point scale for grading assessments for BA (Hons) modules. The Grading Criteria Guide describes six main classes of student performance at Level 6

	17-20		13-16	9-12	5-8	1-4	
Use of literature / coverage of key aspects	Lack of selection and explanation of key aspects. Lack of detail and complexity of topics are not informed by the forefront of <i>the discipline</i> . Little or no evidence of reading knowledge demonstrated.	Some selection and explanation of key aspects but avoidance / poor explanation of those that are complex work not informed by, the forefront of <i>the discipline</i> . However, some very important aspects missing. Some evidence of reading. Not well integrated into the body of the work.	A satisfactory selection and explanation of key aspects which are complex and are at, or informed by, the forefront of <i>the discipline</i> . Knowledge of literature beyond core text. Literature used accurately and descriptively.	Sufficient and appropriate selection and explanation of key aspects which are complex and detailed and are at, or informed by, the forefront of <i>the discipline</i> . Some knowledge of the extent of the literature. Key authors cited. Reading and research connected to argument.	Good, robust selection and explanation of key aspects which are complex and detailed and are at, or informed by, the forefront of <i>the discipline</i> . Literature used to good effect in the work to support argument. Knowledge of theory / research in the field.	Strong and convincing selection and explanation of key aspects which are complex and detailed and are at, or informed by, the forefront of the discipline. Considered use of literature to substantiate views. Knowledge of current research evident.	Overwhelmingly comprehensive selection and explanation of key aspects which are complex. Work is informed by, the very forefront of <i>the discipline</i> . Carefully selected references, use of predominately primary sources interwoven with analysis and own views.
Analysis, Argument & Reflection	Descriptive, views are sometimes illogical / contradictory, generally made with little or no evidence. Inaccurate deployment of established techniques of analysis and enquiry within situations / contexts which may contain complex or unpredictable elements including where appropriate, within an employment / professional context.	Descriptive in nature. Opinion rather than argument with scant evidence. Some accuracy in deployment of established techniques of analysis and enquiry within situations / contexts which may contain a limited degree of complex or unpredictable elements including where appropriate, within an employment / professional context. However some very important aspects missing.	Some issues identified within areas. An emerging awareness of different stances. Evidence used although not always carefully selected. A satisfactory level of accuracy in deployment of established techniques of analysis and enquiry within situations / contexts which may contain complex or unpredictable elements including where appropriate, within an employment / professional context.	Key issues identified and considered within given areas. Recognition of stances. Evidence is used to support the argument. Sufficient and appropriate deployment of established techniques of analysis and enquiry within situations / contexts which may contain complex or unpredictable elements including where appropriate, within an employment/professional context.	Critical analysis clearly evidenced within given areas. Explicit account made of other stances. Logical argument supported by a range of evidence. Good and robust deployment of established techniques of analysis and enquiry within situations / contexts which may contain complex or unpredictable elements including where appropriate, within an employment/professional context.	Critical analysis is a consistent feature, moving beyond the immediate context. A balanced, cogent argument is formulated with carefully selected evidence. Strong and convincing deployment of established techniques of analysis and enquiry within situations/contexts which may contain complex or unpredictable elements including where appropriate, within an employment / professional context.	Critical analysis used in a convincing, coherent way, well-supported argument with good awareness of the limitations of the study. Overwhelmingly comprehensive deployment of established techniques of analysis and enquiry within situations / contexts which may contain complex or unpredictable elements including where appropriate, within an employment / professional context.
Integration of Theory & Practice	Poor or absent integration of theory to practice. Inability to recognise that theory and practice are related.	Limited integration of theory to practice with some inaccuracies.	Accurate application of theory and practice.	Accurate and adaptive in application of theory to practice.	Integrates theory and practice, acknowledging limitations.	Inter-relates theory and practice in increasingly complex situations.	Inter-relates theory with practice applying independent and creative thought.

Underpinning depth & breadth of knowledge & understanding	Substantial lack of breadth & depth of awareness & understanding of issues at the forefront of the discipline which underpins and contextualises the specific issue or task.	Some evidence of breadth & depth of awareness & understanding of issues at the forefront of the discipline which underpins and contextualises the specific issue or task.	A satisfactory level of breadth & depth of awareness & understanding of issues at the forefront of the discipline which underpins and contextualises the specific issue or task.	Sufficient and appropriate level of breadth & depth of awareness & understanding of issues at the forefront of the discipline which underpins and contextualises the specific issue or task.	Good, robust level of breadth & depth of awareness & understanding of issues at the forefront of the discipline which underpins and contextualises the specific issue or task.	Strong, convincing level of breadth & depth of awareness & understanding of issues at the forefront of the discipline which underpins and contextualises the specific issue or task.	Overwhelmingly comprehensive level of breadth & depth of awareness & understanding of issues at the forefront of the discipline which underpins and contextualises the specific issue or task.
Synthesis & Evaluation	Inadequate grasp of the main concepts with inaccuracies. Conclusions lack relevance.	Work consists of bits of unconnected information which have no organisation and makes no sense. Conclusions superficial or unconvincing.	Simple and obvious connections made between pieces of information but their significance is not grasped. Some valid conclusions.	A number of connections may be made, but the meta-connections between them are missed as is their significance for the whole. Valid conclusions.	Detailed knowledge of the major theories and concepts and the ability to appreciate the significance of the parts in relation to the whole. Sound conclusions.	Connections not only between major theories and concepts within the given subject area but also beyond it. Able to generalise and transfer the principles and ideas to new contexts and /or frameworks. Conclusions are convincing highly reflective and sharply perceived.	Comprehensive and detailed knowledge and understanding of the major theories and concepts ability. To think creatively and laterally to potentially develop new knowledge. Significant conclusions. Evidence of originality emerging.
Clarity of expression & academic style Organisation & Presentation	Absence of academic style / conversation. Non-standard English used. Incoherent. No clear structure. Careless or confusing presentation. Academic conventions are not observed.	Expression lacks coherence. Language used is simplistic. Structure is inconsistent and not always clear. Presentation is not careful enough to support the study. Academic conventions not always observed.	Generally coherent. Comprehensible with some lapses of expression. A sense of academic style. A clearly discernible structure. Presentation is sound and academic conventions are observed.	Coherent and well-structured with academic style. Effective use of language. A clear and fluent structure. Presentation is sound and academic conventions are followed consistently.	Succinct expression and confident in style. Good use of academic language. Succinctly structured work. Presentation is effective and academic conventions are observed consistently.	Reflective and academic style evident. Language used is sharp, clear and expressive. Clear, logically structured work. Presentation is effective.	Critical use of language demonstrated. Strong academic style evident. Expression is mature and appropriate. A logical and systematic development. Presentation is effective and emerging personal style.

Middlesex University 20-point scale for grades and assessment for Dissertation. The Grading Criteria Guide describes 6 main classes of student performance at level 6

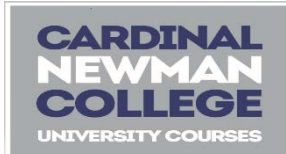
	17-20		13-16	9-12	5-8	1-4	
Coverage of key aspects of topic	Lack of accuracy and coverage of topic with omissions in knowledge and understanding.	Some inaccuracy and lack of coverage of topic, with some omissions in knowledge and understanding. However some very important aspects missing.	A satisfactory degree of accuracy and coverage of topic, minor omissions in knowledge and understanding.	Sufficient accuracy and coverage of topic without major omissions in knowledge and understanding.	Good, robust evidence of accuracy and coverage of topic, without omissions in knowledge and understanding.	Strong, convincing evidence of accuracy and coverage of topic, without omissions in knowledge and understanding.	Overwhelmingly comprehensive evidence of insight and creative thinking in coverage of topic.
Analysis, Argument & Reflection	Descriptive, views are sometimes illogical / contradictory, generally made with little or no evidence. Inaccurate deployment of established techniques of analysis and enquiry within situations / contexts which may contain complex or unpredictable elements including where appropriate, within an employment / professional context.	Descriptive in nature. Opinion rather than argument with scant evidence. Some accuracy in deployment of established techniques of analysis and enquiry within situations / contexts which may contain a limited degree of complex or unpredictable elements including where appropriate, within an employment / professional context. However some very important aspects missing.	Some issues identified within areas. An emerging awareness of different stances. Evidence used although not always carefully selected. A satisfactory level of accuracy in deployment of established techniques of analysis and enquiry within situations / contexts which may contain complex or unpredictable elements including where appropriate, within an employment / professional context.	Key issues identified and considered within given areas. Recognition of stances. Evidence is used to support the argument. Sufficient and appropriate deployment of established techniques of analysis and enquiry within situations / contexts which may contain complex or unpredictable elements including where appropriate, within an employment/professional context.	Critical analysis clearly evidenced within given areas. Explicit account made of other stances. Logical argument supported by a range of evidence. Good and robust deployment of established techniques of analysis and enquiry within situations / contexts which may contain complex or unpredictable elements including where appropriate, within an employment/professional context.	Critical analysis is a consistent feature, moving beyond the immediate context. A balanced, cogent argument is formulated with carefully selected evidence. Strong and convincing deployment of established techniques of analysis and enquiry within situations/contexts which may contain complex or unpredictable elements including where appropriate, within an employment / professional context.	Critical analysis used in a convincing, coherent way, well-supported argument with good awareness of the limitations of the study. Overwhelmingly comprehensive deployment of established techniques of analysis and enquiry within situations / contexts which may contain complex or unpredictable elements including where appropriate, within an employment / professional context.
Critical Reasoning	No questioning and/or comparison of alternatives.	Inadequate evidence of refusal to accept the conclusions of others and/or comparison of alternatives.	Some evidence of refusal to accept the conclusions of others but with little explanation and/or comparison of alternatives.	A clear and confident refusal to accept the conclusions of other writers without convincing explanation or evaluation of the arguments and evidence that they provide.	A balanced presentation of reasons why the conclusions of other writers may be accepted or may need to be treated with caution.	A clear presentation of your own evidence and argument, leading to your conclusion.	A recognition of the limitations in own evidence, argument, and conclusion.
Underpinning depth & breadth of	Substantial lack of breadth & depth of awareness &	Some evidence of breadth & depth of awareness & understanding of issues at	A satisfactory level of breadth & depth of awareness & understanding	Sufficient and appropriate level of breadth & depth of awareness &	Good, robust level of breadth & depth of awareness &	Strong, convincing level of breadth & depth of awareness & understanding of issues at the	Overwhelmingly comprehensive level of breadth & depth of

knowledge & understanding	understanding of issues at the forefront of the discipline which underpins and contextualises the specific issue or task.	the forefront of the discipline which underpins and contextualises the specific issue or task.	of issues at the forefront of the discipline which underpins and contextualises the specific issue or task.	understanding of issues at the forefront of the discipline which underpins and contextualises the specific issue or task.	understanding of issues at the forefront of the discipline which underpins and contextualises the specific issue or task.	forefront of the discipline which underpins and contextualises the specific issue or task.	awareness & understanding of issues at the forefront of the discipline which underpins and contextualises the specific issue or task.
Methods of enquiry & production	Negligible or inappropriate identification, selection and use of methodologies. Inability to select and apply appropriate technology, techniques, processes & terminology.	Some evidence of identification, selection and appropriate use of methodologies. Ability to select and apply appropriate technology, techniques, processes & terminology, however missing some very important aspects.	Evidence of some competence in the identification, selection and appropriate use of methodologies. Ability to select and apply appropriate technology / techniques / processes & terminology.	Identification, selection and appropriate use of methodologies. Ability to select and apply appropriate technology / techniques / Processes / terminology. Evidence is sufficient and appropriate to the task.	Good, robust evidence of identification, selection and appropriate use of methodologies. Ability to select and apply appropriate technology / techniques / processes & terminology.	Strong and convincing evidence of appropriate identification, selection and appropriate use of methodologies. Ability to select and apply appropriate technology / techniques / processes & terminology.	Overwhelmingly comprehensive evidence of insight and innovation in the effective identification, selection and appropriate use of methodologies and methods. Ability to select and apply appropriate technology / techniques / Processes & terminology.
Organisation & Presentation Clarity of expression & academic style	No clear structure. Careless or confusing presentation. Academic conventions are not observed. Absence of academic style / conversation. Non-standard English used. Incoherent.	Structure is inconsistent and not always clear. Presentation is not careful enough to support the study. Academic conventions not always observed. Expression lacks coherence. Language used is simplistic.	A clearly discernible structure. Presentation is sound and academic conventions are observed. Generally coherent. Comprehensible with some lapses of expression. A sense of academic style.	A clear and fluent structure. Presentation is sound and academic conventions are followed consistently. Coherent and well-structured with academic style. Effective use of language.	Succinctly structured work. Presentation is effective and academic conventions are observed consistently. Succinct expression and confident in style. Good use of academic language.	Clear, logically structured work. Presentation is effective. Reflective and academic style evident. Language used is sharp, clear and expressive.	A logical and systematic development. Presentation is effective and emerging personal style. Critical use of language demonstrated. Strong academic style evident. Expression is mature and appropriate.

Module Narratives.

The following pages outline all the modules associated with your programme so that you can see what is involved in your degree programme.

The narratives were correct at the time this handbook went to print but details change over time and therefore you should always refer to the latest version available on Moodle and individual module handbooks.



BA (Hons)
Working with Children in Early Years and Education



Module Title		Contemporary Issues.					
Short Code	WWC6:1	Credit Value	20	Module Level	6	Delivery Dates.	February 2018 – June 2019.
Module Leader	Tegan Walsh, Cardinal Newman College 01772 460181 (2240) teganwalsh@cardinalnewman.ac.uk						
Module Aims							
<p>This module aims to develop student’s knowledge, understanding and professionalism for future practice. It will develop and enhance skills of critical engagement and argument through an exploration of contemporary issues which affect children and those working in the early years and education sector. Furthermore the module aims to explore and analyse the values and beliefs which underpin policy and practice and in so doing requires students to reflect on their own evolving principles and practice.</p>							
Learning Outcomes – On completion of this module the successful student will be able to....							
<ol style="list-style-type: none"> 1. Identify and critically analyse contemporary issues of concern and interest to those working in the field of early years or primary education. 2. Critically appraise the impact of selected contemporary issues on children in early years or primary education. 3. Identify and critically analyse a contemporary issue of concern and interest in the field of early years or primary education in relation to your own practice and organisation. 4. Critically reflect on the implications of selected contemporary issues your organisation, children and own practice 							
Syllabus							
<p>This module will explore a range of contemporary issues in the field of early years and primary education, the content of this module will adapt as new contemporary issues emerge. The syllabus may include contemporary topics such as; Contributions from cognitive science, the growth in creativity in education; cross curricula themes; Education in the media; education in a social context; education initiatives and their effect on practice; current educational research; grassroots movements in education; Health and well-being of children; How education policy is formed and monitored; Ideologies and philosophy of education; Pedagogical approaches in early years and education; Social media and digital technology within education; Sustainability in education; Tackling controversial issues in education; Team work and collaboration and the impact of the history of education on contemporary issues. This list is indicative of the issues that may covered throughout the module.</p>							
Learning, teaching and assessment strategy.							
<p>A range of teaching and learning methods will be used including group discussion, lectures, seminars, presentations and web based resources. E-Learning and access to learning materials via the colleges VLE Moodle will be instrumental in providing opportunities for students to undertake further reading and research. Learning will be facilitated through reflective analysis of own practice to elucidate theory.</p>							

The assessment strategy for this module is comprised of the following elements:

Formative:

1. A proposal for an academic poster on a contemporary issue.
2. Research and reading on a second contemporary issue to be utilised in seminar discussion.

Summative:

1. Create an informative and academic poster presentation investigating a contemporary issue in early years or education in relation to your own practice; this should include a critical analysis of the contemporary issue and its impact on children. **(LO 1 & 2 – Presentation: 15 mins, academic poster: 1000 words - plus/minus 10%)** both elements of this assessments must be passed. **(weighting 50% of final mark)**
2. An academic essay focusing on an additional contemporary issue in early years or education containing a critical evaluation of the implications for your organisation, children and own practice **(LO1 3 & 4, 2500 words plus/minus 10%) (weighting 50% of final mark)**

Assessment Weighting

LO1, LO2: An academic poster presentation - (50%)

LO2, LO3: Essay on an additional contemporary issue - (50%)

All LO must be achieved.

Learning Materials

Essential

Fitzgerald, D. & Kay, J. (2016) Understanding Early Years Policy 4th Edition, London, Sage.

McBlain, S. Dunn, J. Ian, L (2017) Contemporary Childhood: Sage Publications, UK

Owen, A (2017) Childhood Today, Sage Publications, Liverpool

Recommended

Arnott, L (2017) Digital Technologies and Learning in the Early Years, Sage Publications, London

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

Didau, D. (2015) What if Everything you Knew about Education was Wrong, Carmathen, Crown House Publishing.

Gargiulo, R, M. Bouck, E, C. (2017) Special Education in Contemporary Society, 6th Edition, Sage Publishing

Grimmer, T (2018) School Readiness and the Characteristics of Effective Learning: The Essential Guide for Early Years Practitioners, Sage Publications, London

Journals

Education 3-13

Early Years Educator

Nursery World

TES

Journal of Contemporary Issues in Early Childhood

Web-based sources:

www.ncb.org.uk

www.zerotothree.org

www.education.gov.uk

<http://www.savechildhood.net/>

<https://www.foundationyears.org.uk/>

Blogs:

<http://educationechochamber.wordpress.com/>

<http://mrandrewsonline.blogspot.co.uk>

<http://media.futurelab.org.uk>



BA (Hons)
Working with Children in Early Years and Education



Module Title Learning in the Outdoor Environment

Short Code	WWC6:2	Credit Value	20	Module Level	6	Delivery Dates.	Sept 2018 – February 2019.
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Module Leader H. Sommerville, Cardinal Newman College 01772 460181
hsommerville@cardinalnewman.ac.uk

Module Aims

This module aims to develop student’s knowledge and understanding of outdoor learning and play, reflecting on the value of outdoor experiences in meeting desired educational outcomes. It will develop and enhance theoretical and practical exploration of the wide range of issues relating to outdoor play, these include the perception of risk, well-being theories, and the importance of outdoor play as a tool for sustainable development. The module will provide an opportunity for students to develop teamwork skills to actively engage and explore the outdoor learning environments. Students will consider the settings collaboration skills and how this impacts on children’s learning in an early years or primary sector, ensuring equality and diversity.

Learning Outcomes – On completion of this module the successful student will be able to....

- 1 Evaluate child development, learning and well-being theories and their application in practice to the outdoor environment.
- 2 Critically evaluate pioneers and models of outdoor provision in education, examining aspects of international and national, including policy on outdoor play and learning.
- 3 Critically reflect on the perception of risk in outdoor play and how these are managed, ensuring equality and diversity.
- 4 Critically analyse aspects of individual learning that relate to outdoor learning through children’s interactions and reflecting upon their play that impacts on your working practice.
- 5 Reflect on outdoor education as a tool for sustainable development including self, society and the planet.

Syllabus

The module will explore theories, concepts and pioneers of the outdoor environment as a foundational tool to a child’s learning, play and development, such as:

- Children’s literacy and numeracy
- Physical skills
- Social skills
- Imagination
- Risk taking

- **Coordination**

This will explore the impact and engagement it has on children through different types of outdoor learning, for example: outdoor play spaces in settings; Forest School; outdoor visits; and adventure education; and community projects. Students will show their awareness of risks and safeguarding during children's outdoor play and learning and how these are managed, ensuring equality and diversity in the outdoor environment. Students will examine international and national, including local policy comparisons of learning and play in the outdoor environment and investigate the developing awareness of sustainable development of self, society and the planet. Student's performance of their role will be reflective through their experiences and learning that impact on children within an outdoor environment.

Learning, teaching and assessment strategy.

Teaching and learning through lectures will be valuable to ensure that students are guided to gain a complete awareness of the concept of learning in the outdoor environment. This module is highly dependent on student's experiences through application of their outdoor environment in practice. Therefore, students will attend seminars, take part in groups activities, reflect on their work based experiences and listen to the ideas of their peers. Guest Speakers will provide students with opportunities about the outdoor learning environment that will enable them to explore further through wider research and reading.

The assessment strategy for this module is comprised of the following element:

Formative:

- Students will present an overview of their critical report from their observations through a seminar discussion.

Summative:

1. Students will observe and critically reflect through a report on their outdoor environment, this will be in two stages:

Stage 1 - Students will carry out a bank of observations to review their outdoor environment.

Students will choose one area of their outdoor environment to observe three times across a period of a month by carrying out three different observations through different approaches, such as hot spots, narrative, time sample, event sample or Leuven scales which will enable the students to focus on how their outdoor environment is being utilised. This will allow the students to note the resources being accessed and how these are used, to enable any style of play to be observed, how the children use the space effectively and how other practitioners access/use the outdoor environment.

Stage 2 - Students will review their observations and write a 3000 word report critiquing their findings.

Students will observe and critically reflect through a report on how/what play and learning takes place across the outdoor environment that relates to relevant theories and policy in an early years or primary sector (LO1). Students will evaluate where they

observe evidence of pioneers and models of outdoor provision in their educational sector that will examine aspects of international and national outdoor environments that include their policy on outdoor play and learning (LO2). Students will critically analyse the children's learning, showing evidence of how they use the environment/resources to learn and develop historically (LO4). Review the role of professional practitioners within the outdoor environment by reflecting on how the learning environment is enhanced through sensitive intervention/sustaining or extending learning and reflect on the perception of risks, ensuring professionals promote these and act as a supportive role where necessary (LO3). Students will reflect on how the outdoor environment promotes wellbeing and if there are any key recommendations they can make that will enhance and evolve the usage of the area in the future (LO5). A critical report: 3000 words – plus/minus 10% (weighting 100% of final mark)

Assessment Weighting

All learning outcomes - LO1, LO2, LO3, LO4 & LO5 – A critical report (100%)

All LO must be achieved.

Learning Materials

Essential:

Bilton, H (2010) *Outdoor Learning in the Early Years*. Routledge: Oxon.

Robertson, J (2014) *Dirty Teaching: A Beginners Guide to Learning Outdoors*. Independent Thinking Press: Wales.

Solly, K (2014) *Risk, Challenge and Adventure in the Early Years*. Routledge: Oxon.

Waite, S (2017) *Children Learning Outside the Classroom: from birth to eleven*. Sage Publisher: London.

Recommended:

Bruce, T (2012) *Early Childhood Practice - Froebel Today*. Sage Publications: London.

Casey, T (2007) *Environments for Outdoor Play*. Paul Chapman Publishing: London.

Knight, S (2013) *Forest School and Outdoor Learning in the Early Years*. Sage Publisher: London.

Knight, S (2011) *Forest School for All*. Sage Publisher: London.

Knight, S (2013) *International Perspectives on Forest School*. Sage Publisher: London.

Web Resources:

Ofsted (2008) *Learning outside the classroom* [online]. Available at:

<http://www.lotc.org.uk/wp-content/uploads/2010/12/Ofsted-Report-Oct-2008.pdf>



BA (Hons)
Working with Children in Early Years and Education



Module Title		Equality and Diversity.					
Short Code	WWC6:3	Credit Value	20	Module Level	6	Delivery Dates.	Sept 2018 – February 2019.
Module Leader	Kathy Salisbury Cardinal Newman College 01772 460181 ksalisbury@cardinalnewman.ac.uk						
Module Aims							
<p>This module aims to explore the notion of equality and diversity in an operational context. Reflective practices will help students to identify and evaluate their own anti discriminatory skills in the workplace and those needed to challenge discrimination. Students will develop an ethical awareness of fair practices and demonstrate personal responsibility for working effectively within a legislative framework.</p> <p>Students will study the historical perspective of unequal practices and outcomes for children in settings and consider the implications for children of such entrenched inequalities. Throughout the Equality Act (2010) will be applied to student’s own practice including strategies for planning, target setting and decision making. Students will recognise the influence of equality and diversity legislation and policy throughout their organisations and be able to evaluate the impact of these.</p> <p>Students will collaborate to compare and evaluate strategies used in practice to meet children’s individual needs. The role of The Public Sector Equality Duty will be critically analysed in terms of the implications to practice, settings, work force and impact on children and families.</p> <p>Throughout the module students will analyse the impact they have, in their role, in nurturing a fair and equal community within their settings. To do this, they will reflect on a range of child measures to assess if children feel safe, feel their needs met and they have equal opportunities, are becoming independent learners, making progress and flourishing.</p>							
Learning Outcomes – On completion of this module the successful student will be able to....							
<p>1 Evaluate the impact of The Equality Act (2010) and Public Sector Equality Duty on own practice and outcomes for children in an educational setting.</p> <p>2 Critically analyse the impact of strategies implemented to meet children’s individual needs, prevent inequalities and discrimination in a setting.</p> <p>3 Critically reflect on own practices to self-appraise own qualities and skills in effectively promoting equality and diversity and challenging discrimination whilst working with children.</p> <p>4 Critically reflect the impact of an activity with children on promoting equality, diversity and equity in a learning environment.</p>							

Syllabus

The content of this module will respond to alterations and adaptations to Equality legislation and policy and requirements of DFE. The concepts listed are indicative rather than exhaustive.

- Promoting equality and diversity and how the Equality Act (2010) is embedded into all practice when working with children. How discrimination can emerge and its impact.
- The Public Sector Equality Duty and how it influences and informs organisations and practice.
- The role of legislation, National and local policies and strategies, quality assurance, personal development, collaboration, honesty and courage for a consistent approach to anti-discriminatory practice.
- Qualities and skills required for equity and fair practices and for challenging emerging discrimination.
- The role of reflective practice in evaluating fair and inclusive behaviour when working with children and identifying areas for improvement and change.

Learning, teaching and assessment strategy.

This module will involve lectures, whole group and small group discussions the sharing of good practice, group presentations and seminars. Supporting resources, extended reading suggestions and links to external policy makers will be available on the VLE.

The assessment strategy for this module is comprised of the following elements:

Formative:

1. To present and overview of developing case study and at least four strategies from practice implemented to prevent inequalities and meet children's individual needs. (LO2)
2. An image and group discussion of the interactive working wall for peer assessment.

Summative:

1. Undertake a longitudinal case study of a child for 4 months, which critically analyses strategies used to meet the child's individual needs. The conclusion will form a critical reflection of own practices and self-appraisal of own qualities and skills in effectively promoting equality and diversity and challenging discrimination in practice. **(LO1, LO2, LO3 Case Study - 2000 words - plus/minus 10%)** all elements of this assessments must be passed **(weighting 60% of final mark)**
2. A presentation that critically reflects upon the impact of an 'interactive working wall' created in practice with children in nurturing a fair and equal community. **(LO4 – Presentation 15 minutes - plus/minus 10%)** all elements of this assessments must be passed **(weighting 40% of final mark)**

Assessment Weighting

LO1, LO2, LO3 - A longitudinal case study and reflection 2000 words (60%)

LO4 - A Working Wall and 15 minute presentation (40%)

All LO must be achieved.

Learning Materials

Essential

Baldock, P. (2010) *Understanding Cultural Diversity in the Early Years*, London, Sage

Cunningham, H (2005) *Children and Childhood in Western Society since 1500*. 2nd edn. Harlow, Pearson Education Limited

Hall, G, Quinn, L. and Gollnic, D (2016) *Making a difference in student learning* 2nd Ed. Sage Publications.

Knowles, G. & Lander, V. (2011) *Diversity, Equality and Achievement in Education*, SAGE publications

Recommended

Mcdowell Clark, R (2010) *Childhood in Society for Early Childhood Studies*. Exeter, Learning Matters

Smidt, S (2013) *The Developing Child In The 21st Century A Global Perspective on Child Development*. 2nd Edn. Abingdon, Routledge

Web resources.

www.actionforchildren.org.uk/what-we-do/about-us/equality-and-diversity/

www.gov.uk/guidance/equality-act-2010-guidance

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

<http://www.safeguardingchildren.co.uk/resources/summary-children-families-act-2014/>

www.panlancashirescb.proceduresonline.com/index.htm

www.ncb.org.uk

www.zerotothree.org

www.savechildhood.net



BA (Hons)
Working with Children in Early Years and Education



Module Title		Dissertation					
Short Code	WWC6:4	Credit Value	40	Module Level	6	Delivery Dates.	Sept 2018 – June 2019.
Module Leader	Tegan Walsh, Cardinal Newman College 01772 460181 teganwalsh@cardinalnewman.ac.uk						
Module Aims							
<p>The dissertation aims to provide an opportunity to engage in substantial, independent research in a chosen area within the field of education and care. It provides an opportunity for students to select, manage and execute a programme of investigation in an area of study of their own choice and in so doing to deepen their learning, to develop their ability to analyse data and interpret information to draw informed conclusions and to promote ability to conduct subsequent research which will be of value in their future careers. Having the freedom to develop a hypothesis or argument can allow the student to take risks with debates or ideas. It can encourage students to cross reference all areas of the course to develop original thought and enquiry, but within the guidance of existing theory and knowledge.</p>							
Learning Outcomes – On completion of this module the successful student will be able to....							
<ol style="list-style-type: none"> 1. To develop a theme, argument or hypothesis to a constructive conclusion 2. To initiate critical debate with philosophical thought and enquiry, demonstrating the ability to manage and execute a substantial programme of investigation in a chosen area of study 3. To synthesise educational theory and knowledge with contemporary research in order to produce an original piece of investigative writing. 4. To develop own opinion, encourage self-motivated study and the development of individual potential. 5. Justify and plan for a chosen research question, demonstrating consideration of ethical issues 6. Critically analyse the potential usefulness of the project, justifying the approach taken 7. Synthesise and critically evaluate information and data gathered to draw informed conclusions, reflecting upon a) the research process; and b) research findings identify implications for own practice in the future. 							
Syllabus							
Teaching sessions will include a recap of the following topics covered at FdA level:							
<ol style="list-style-type: none"> 1 Introduction to research units 2 Selection of a topic area and implications 3 Overview of the research process 4 Guidance on research process 							

- | | |
|----|---|
| 5 | Writing a research proposal |
| 6 | Carrying out a literature review |
| 7 | Ethics |
| 8 | Research methodology |
| 9 | Methods |
| 10 | Preparing an action plan |
| 11 | Presentation of data and analysis of results |
| 12 | Reliability and validity of research methods and data |

Learning, teaching and assessment strategy.

The teaching of this unit is based upon dissertation research methods lectures and regular meetings with a student's individual supervisors. The dissertation is an independent piece of work that means that most of the learning arises from the student's own research and independent literature survey. Additional materials relating to research methods will be available via the College's VLE, Moodle.

Students will be entitled to up to eight individual tutorial sessions (normally of 30 minutes) with their dissertation tutor during the year and will submit drafts of work for formative feedback. Students may prefer to conduct tutorials via e-mails or telephone queries rather than attend a tutorial.

Formative:

Presentation of proposed dissertation to BA staff team November. This will help finalise ideas and begin the direction of research.

February: Submission of up to 20% or two chapters of the dissertation to dissertation tutor for comment.

Summative:

Dissertation: The final report will be dissertation 8000 words in length (**plus or minus 10%**), excluding the list of references and appendices.

The checklist against which the students will be assessed will include:

- a. Breadth and depth of research and material, collect and collate information from a variety of sources (Education theory, early years critical analysis and interpretations, contemporary published research, interviews,
- b. Structuring of argument; introduce own opinions to show initiative and thorough development of thesis
- c. Critical engagement (the degree of the student's critical interpretation of the factual material and the avoidance of mere description). Draw conclusions and consider wider implications of findings.
- d. Quality of presentation and adherence to the technical format of presentation.
- e. Abstract and Rationale, including clear research objectives
- f. Literature base and critical review

- 5 Core skills of logical argument and coherent reasoning, evidence of reflection on practice and the relation of principles to practice will be assessed throughout. (LO3, 4 & 5, 8,000 words, 80%)
- a. The dissertation will be marked firstly by the dissertation and a preliminary mark will be awarded. The dissertation will then be second marked internally and an agreed preliminary mark awarded. The dissertation will then be sample marked by an external examiner before a final mark can be awarded.

Assessment Weighting

All LO - A Dissertation of 8000 words (100%) **(plus or minus 10%)**

All LO must be achieved.

Learning Materials

Essential

Bell, J. (2005) *Doing your Research Project: A Guide for First Time Researchers in Education and Social Science*, 3rd edn., Maidenhead, Open University Press.

Clough, P, Nutbrown, C (2012) *A Student's Guide to Methodology* 3rd Edition, Sage Publication

Louis, M. Lawrence, M. Cohen, K (2011) *Research Methods in Education* 7th Edition, Routledge, Oxen

Mukherji, P. Albon, D (2014) *Research Methods in Early Childhood*, Sage Publishers, London.

Recommended

British Educational Research Association (2011) *Revised Ethical Guidelines for Educational Research*, London, BERA. (can be accessed full text on <http://www.bera.ac.uk/publications/guidelines>)

Cottrell, S. (2014) *Dissertations and Project Reports*, Basingstoke, Palgrave Macmillan.

Denscombe, M. (2010) *Ground Rules for Social Research*, Maidenhead, OUP.

Thomas, G. (2009) *How To Do Your Research Project*, London, Sage.



BA (Hons)
Working with Children in Early Years and Education



Module Title Leadership and Management

Short Code	WWC6:5	Credit Points	20	Module Level	6	Delivery Dates.	Feb - May
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Module Leader Kathy Salisbury Cardinal Newman College 01772 460181 (2400)
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Module Aims

This module aims to provide a theoretical and practical exploration of a wide range of issues relating to leadership and management for those working with children. These include the management of self and others, management of change and the role of the senior practitioner in listening to children and representing the voice of the child and safeguarding. The module will enable students to recognise the most appropriate leadership strategies for a given scenario. The module will develop team and organisational skills, the ability to implement and analyse a proposed strategy in a work based context and the ability to reflect on both self and the work place in response to the proposed strategy.

Learning Outcomes – On completion of this module the successful student will be able to....

1. Critically reflect upon contemporary leadership & management theories, the impact this can have on the colleagues and implications for own practice
2. Construct and justify, the criteria for, an appropriate plan for change and its successful implementation.
3. Synthesise knowledge and ideas to apply the plan for change. Analyse outcome to evaluate its effectiveness and to reflect on personal development.
4. Evaluate choices, prioritise needs and justify decisions in the management of resources and financial budgets.

Syllabus

- Contemporary leadership and management theory in the Early Year’s context
- Transaction vs transformational Leadership
- Contingency theory,
- Theories of Motivation and job satisfaction
- Group dynamics and teamwork
- Maximising staff performance and managing under performance
- Exploration of the processes in the management of change
- Reflection on interpersonal and communication skills and management of conflict
- The role of the senior practitioner in listening to children and representing the voice of the child
- Leading good practice in equality, pedagogy, partnership working, mentoring and other key aspects.
- Safe recruitment and Safeguarding
- Funding and cash flow forecasting
- Budgets and planning to managing and develop resources within budget
- Managing time and prioritising

- Quality assurance frameworks
- Strategic planning

Teaching and Learning Strategy

A range of methods will be used including group discussion, lectures, seminars, presentations and web based resources. Learning will be facilitated through reflective analysis of own practice. The assessment strategy for this module is comprised of the following elements:

Formative:

1. Plan of essay for LO2.
2. Proposed subject for staff meeting.

Summative:

1. Make a persuasive case for your strategy of implementing a given change (**LO2 - Presentation: 10 minute – plus/minus 10%**) all elements of this assessment must be passed (weighting 30% of final mark).
2. An essay providing a critical reflection of a work based leadership and management plan for change and the impact this can have on self and colleagues. Inclusion of a reflection on implications for your own practice (**LO1 – Essay 2,250 words, – plus/minus 10%**) all elements of this assessment must be passed (weighting 50% of final mark).
3. In-tray/out tray exercise to include decisions on the management of resources and financial budgets in which the student assumes the role of manager in a relevant organisation prioritises actions and justifies their decisions. **LO3, 4, – 45 min, in class test – plus/minus 10%** all elements of this assessment must be passed (weighting 20% of final mark).

Assessment Weighting

LO2 – A Persuasive Case (30%)

LO1 - An Essay (50%)

LO3, LO4 – In-Tray Out tray exercise (20%)

Learning Materials

Essential

Robins, A. and Callan, S. (2009) *Managing Early Years Settings: Supporting and Leading Teams*, London, Sage.

Siraj-Blatchford, I & Hallet, E (2014) *Effective and caring leadership in the early years*, London, Sage.

Whalley, M. and Allen, S, (2011) *Leading Practice in Early Years*, Exeter, Learning Matters.

Recommended Books

Gill, R. (2006) *Theory and Practice of Leadership*, London, Sage.

Isles-Buck, E. & Newstead, S. (2003) *Essential Skills for Managers of Child-Centred Settings (Excellence in Childcare)*, London, David Fulton.

Moyles, J. (2006) *Effective Leadership and Management in Early Years*, Buckingham, Open University Press.

Rodd, J. (2006) *Leadership in Early Childhood*, 3rd edn, Maidenhead, Open University Press.

Whalley, M. (2008) *Leading Practice in Early Years Settings*, Exeter, Learning Matters.

Web-based sources:

<http://www.education.gov.uk/government/departmentofeducation>

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs> links to the most recent changes to the EYFS curriculum and development matters

BA (Hons) Working with Children in Early Years and Education.

Indicative Schedule of Summative Assessments.				
1	6 th September	Equality and Diversity	Dissertation	Learning in the outside environment.
2	12 th September		Presentation of Abstract to dissertation supervisor.	
3	19 th September			
4	26 th September			
5	3 rd October			
6	10 th October			
7	17 th October			
8	31 st October			
Reading Week				
9	7 th November	LO1,2,3: Case Study.		
10	14 th November			
11	21 st November			
12	28 th November			
13	5 th December			
14	12 th December			
15	9 th January			
All LO – A Critical Report				

16	16 TH January	LO4: Presentation.		Contemporary Issues.
17	23 RD January			
18	30 TH January			
19	6 TH February			
20	13 th February			
21	27 th February			
22	6 th March	LO2: A Persuasive Case	LO1, 2: Poster and presentation.	
23	13 th March			
24	20 th March			
25	27 th March	LO1: An Essay		
26	3 rd April			
27	24 th April			All LO : Dissertation.
28	1 st May			
29	8 th May			
30	15 th May			
31	22 nd	LO3, 4 : Essay		

	May	LO3: In-Out Tray exercise.		
32	5 th June			
33	12 th June			
Awards, Grades, Progression Board 1 st July 2019				