	Foundation Degree Teaching and Learning Support Level 4	In partnership with **Middlesex University London**
CARDINAL NEWMAN COLLEGE UNIVERSITY COURSES		

Module Title	**Study Skills for Effective Work-Based Learning.**					
Short Code	FTLS:4-1	**Credit Value**	20	**Module Level**	4	**Delivery Dates.** September 2019 – January 2020.
Module Leader	Kathy Salisbury Cardinal Newman College 01772 460181 (2282) ksalisbury@cardinalnewman.ac.uk					

Module Aims

This module offers an introduction to personal and academic development the knowledge and skills to support your success studying at foundation degree level. The module will highlight expectations of level 4 study, and provide opportunities for you to practice and develop the skills required for effective work based learning.

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

LO 1 – To reflect on personal learning and development and to explain theories of learning and the influence of learning styles.

LO2 – To show effectiveness in academic, personal and employment skills pivotal to work based learning.

LO3 – To evaluate the impact on personal learning of a range of documents used in practice.

Syllabus

Teaching and learning will introduce theories of reflection and their value and role in work based learning. Theories of adult learning such as Malcolm Knowles and Blooms Taxonomy will be presented and students will have the opportunity to apply these ideas to their own learning and development. The potential influence of an individual's learning style will be evaluated and through assessment students will have the opportunity to consider if their own has impacted on their learning preferences. Students will be encouraged to reflect on the influences on their learning over time highlighting critical incidents in their learning, analysing the impact of these. Students will have the opportunity to develop their skills of note taking, essay planning and construction, report writing, writing a reflective journal, introduction to research skills, planning and time management, critical thinking and constructing arguments in text and proof reading and select examples from practice to evaluate.

Learning, teaching and assessment strategy.

Teaching learning and assessment will involve lead lectures to introduce the theoretical framework related to learning. Students will have the opportunity to apply theories of reflection and adult learning to their practice (LO1).

Students will also work in smaller groups on interactive tasks to explore and evaluate the theories and consider how they can be used to improve own knowledge, skills and progress. Individually students will construct a work based Personal Development Plan and set professional, academic and personal goals pivotal to work based learning and evaluate a range of resources they identify as supporting them to achieve their identified goals. (LO2 and 3).

Assessment Weighting
LO1 – A reflective learning journal, 1000 words - (25%) **LO2, LO3** - A personal learning and development plan and evaluation, 2000 words - (75%)

Learning Materials
Aubrey. K. Riley. A. (2016) Understanding and Using Educational Theories: SAGE Publications London. Bassot.B. (2016) The Reflective Journal, 2nd Edition: PALGRAVE, Macmillan Publisher Limited London. Bedford. D. Wilson. E. (2012) Study Skills for Foundation Degrees: Routledge, Abingdon. Bolton.G. (2014) Reflective Practice: Writing and Professional Development 4th Ed: Sage Publications London. Cottrell. S. (2005) Critical Thinking Skills: Developing Effective Analysis and Argument: PALGRAVE, Macmillan Publisher Limited London Cottrell. S. (2003) The Study Skills Handbook 2nd Edition: PALGRAVE, Macmillan Publisher Limited London. Greetham. B. (2001) How to Write Better Essays: PALGRAVE, Macmillan Publisher Limited London Pears.R. Shields. G. (2013) Cite them Right: The Essential Referencing Guide: PALGRAVE, Macmillan Publisher Limited London. Schon.D. A. (1983) The Reflective Practitioner, How Professionals Think in Action: Perseus Books Group. America. Van Brink-Budgen. R. (2010) Critical Thinking for Students: Learning the Skills of Analysing, Evaluating and Producing Arguments: How to Books Ltd, Oxford.

	Foundation Degree Teaching and Learning Support Level 4.	In partnership with **Middlesex University London**

Module Title	**Work based Research Proposal**					
Short Code	FTLS:4-2	**Credit Value**	15	**Module Level**	4	**Delivery Dates.**	January 2020 – June 2020.
Module Leader	Kathy Salisbury Cardinal Newman College 01772 460181 (2282) ksalisbury@cardinalnewman.ac.uk					

Module Aims

To develop knowledge and skills integral to undertaking research during work based learning. To explore ethical issues arising from research projects involving children in education, to identify the potential influence of these and propose strategies to overcome them and protect all participants throughout the research process. To support students to use their developing knowledge and skills to formulate a relevant research question to their practice which will form the basis of a proposed work-based research project.

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

LO1 – To produce a research proposal for a work-based study focusing on an aspect of learning related to the relevant curriculum.
L02 – To predict potential ethical issues arising from this particular study.
LO3 – To justify the approaches recommended in the research proposal.
L04 – To propose the ways in which this study will involve working autonomously yet collaborating with others in order to develop practice.

Syllabus

Teaching and learning will introduce the basic principles fundamental to carrying out research projects in practice working with children. Students will use their developing knowledge and skills to demonstrate their ability to construct a research proposal, which reflects theory underpinning research design. Students will select and justify a range of research approaches that they intend to use to gather data from different groups and/or individuals from their practice who can help answer the research question. Integral to the research proposal will be an identification of ethical issues that might arise during the research and how these will be overcome. Throughout the proposal, students must explain how they will work independently yet collaborate effectively with colleagues.

Learning, teaching and assessment strategy.

Teaching and learning will involve lectures to introduce the theory underpinning research design which will be reflected in the completed proposal. Individual work will be required for aspects of the proposal development such as to construct the literature review and complete the proposal pro-forma which will support individual development of student's ICT skills. Students will have the opportunity to present information to others both individually and in small groups drawing on the knowledge and skills developed through module FTLS:4-1 and in preparation for assessment. (LO1).

Seminars will be a valuable opportunity for students to share their ideas with peers to develop the skills of peer assessment and to increase confidence in their developing academic knowledge and skills. Students will be encouraged to engage with their employers and/or work place

mentors to discuss the value of the proposed research project in terms of individual professional development, outcomes for children and informing practice within the setting.

Assessment Weighting

LO1 – A 10 minute presentation - (25%)
LO2, LO3, LO4 -   A Research Proposal 1500 words - (75%)

Learning Materials

Best, B. & Thomas, W. (2012) The Creative Teaching & Learning Resource Book. Bloomsbury

Clough, P. & Nutbrown, C. (2012) A Student's Guide to Methodology, 3rd Ed. London: Sage Publications.

Farelly P. (2010) Early Years Work-based Learning. Exeter. Learning Matters Ltd

Forsyth, P. (2016) How to Write Reports & Proposals (Creating Success) 4th Ed, London: Kogan Page

Helyer, R. (2015) The Work-Based Learning Student Handbook 2nd Ed. (Palgrave Study Skills) Palgrave Macmillan

Lowe, M. (2006) Beginning Research. A Guide for Foundation Degree Students. London: Routledge.

Machi, L & McEvoy, B. (2009) The Literature Review, London: Sage Ltd

Mukherji. P and Albon.D (2014) Research Methods in Early Childhood: An Introductory Guide 2nd Ed. Sage Publications.

Raelin, J. A. (2008) Work based Learning: Bridging Knowledge and Action in the workplace. Jossey-Bass

Roberts Holmes. G. (2014) Doing your Early Years Research Project: A Step by Step Guide: Sage Publications.

Walker.R. Solvason.C. (2014) Success with your Early Years Research Project. Sage Ltd.

	Foundation Degree Teaching and Learning Support Level 4.	In partnership with Middlesex University London

Module Title	**Effective Leadership**					
Short Code	FTLS:4-4	**Credit Value**	20	**Module Level**	4	**Delivery Dates.** January 2020-June 2020.
Module Leader	Hayley Sommerville, Cardinal Newman College 01772 460181 (2282) hsommerville@cardinalnewman.ac.uk					

Module Aims

This module aims to develop student's awareness of vital self-management skills required of a work based learner working with children and explore what makes an effective leader. The focus will be on the understanding of and supporting the development of crucial practical skills of leading, supporting and working collaboratively and effectively with others in teams, with parents, carers and other professionals. The module will enable students to develop self-awareness of their leadership qualities and skills, their influence in teams, time management strategies and professional skills required for efficient planning and preparing and communication.

Students will reflect on their use of interpersonal skills in practice, evaluating their communication skills including the skills necessary to persuade and challenge ideas of others. Students will ruminate the impact of their listening carefully to others and will evaluate their ability to reflect critically and insightfully upon their own and others skills and views. To deepen student's understanding of the impact of self-management for leadership development, theories of leadership will be explored and students will reflect on how different strategies and approaches impact on their working environment.

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

LO1 – Reflect on their current skills of leadership and self-management identifying strengths and areas for improvement through an action plan.

LO2 - Construct a case study from their practice to demonstrate the impact of leadership styles on the working environment.

L03 – To evaluate their personal development of leadership knowledge and skills in the work place and study environment for the duration of this module using feedback from study and work place mentors.

Syllabus

Learning, teaching and assessment is focused on the understanding of and developing the crucial practical skills of leadership in particular team working, time management and efficient planning and preparing and communication. There will be a series of lectures including those from specialist practitioners who can support the skills of application of theory to practice (LO1). To deepen the understanding of the impact of self-management for leadership development, theories of leadership will be explored and students will reflect on their own practice discussing how different strategies and approaches impact on the working environment. This will take

place through seminars; group activities, presentations and sharing ideas with peers in particular case studies from own current practices (LO1, LO2, LO3).

Learning, teaching and assessment strategy.

The focus of this module is to support student's reflections on their understanding of leadership and how it applies to their practice. The module will cover the concept of time management, planning and organising self, setting aims and objectives, teamwork and theory of teams, establishing ground rules, support and conflict within groups, performance management and motivation, strategic and critical thinking skills, effective communication, creative thinking and problem solving, foundations of decision making, an introduction to Professional and Statutory bodies and the concept of professionalism including the roles and responsibilities of professionals, ethics, privacy, confidentiality, anti-discriminatory practice - Equality Act (2010) and Health and Safety – The Health and Safety at Work Act.

LO1, LO3 – Reflective report evaluating personal leadership development and an action plan 1250 words (50%)

LO2 - A case study from current practice 1250 words – (50%)

Learning Materials

Beckley, P. (2012) Learning in Early Childhood. London: Sage.

Cottrell, S. (2005) Critical Thinking Skills: Developing Effective Analysis and Argument (Palgrave Study Guides). Palgrave Macmillan.

Goleman, D. (1999) Working with Emotional Intelligence. London: Bloomsbury.

Harris, A. Day, C. Hopkins, D. Hadfield, M. Hargreaves, A. and Chapman, C. (2005) Effective Leadership for School Improvement. London: Routledge Falmer

Southworth, G. (2004) Primary School Leadership in Context: Leading Small, Medium and Large Sized Schools. London: RoutledgeFalmer.

Miller, L. and Cable, C. (2011) Professionalism, Leadership and Management in the Early Years. London: Sage.

Redd, J. (2012) Leadership in Early Childhood. Open University.

Routledge C & Carmichael J. (2007) Personal Development and Managerial Skills, London, CIPD

Module Title	**The Developing Child**						
Short Code	FTLS:4-3	**Credit Value**	25	**Module Level**	4	**Delivery Dates.**	September 2019 –January 2020
Module Leader	Hayley Sommerville, Cardinal Newman College 01772 460181 (2240) hsommerville@cardinalnewman.ac.uk						

Module Aims

This module aims to build upon student's current knowledge of stages and sequences of child development from 0-7 years old. The module will focus on the theories of child development and how professionals/parents/guardians can enhance the physical, cognitive, cultural, social and emotional growth and development of children. Through personal experience, research and application of learning theories and how they apply in practice, students will be able to share best practice models. It enables learners through theoretical knowledge and understanding to identify positive and negative influences that impact upon holistic development including the importance of play. The module explores how external and internal environments, interactions and relationships that take place in early childhood impact upon an individual's long life learning. Both contemporary and historical psychological and sociological perspectives of child development will be analysed and discussed to enable the students to start to establish differences and begin to develop critical analysis.

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

L01 - Describe theoretical models of child development.
L02 - Identify the role of the practitioner and the parent/guardian and discuss how these roles impact on the development of young children.
L03 - Explore the internal and external factors that impact on child development and consider the positive and negative effects on the child.
L04 - Review the impact of early learning experiences and children's play on their future developments.

Syllabus

This module aims to research the historical context of childhood with an exploration of parenting styles and their impact on children's development. Students will explore theories of child development their physical, cognitive, social and emotional growth and development and how play influences a child's holistic development. The role of the practitioner and the parent/guardian in supporting young children's development will be studied and the impact of cultural, religious and environmental aspects on child development. There will be an investigation into the influences upon development within society, the external and internal environments and the interactions and relationships that take place in early childhood and their impact upon an individual's learning and holistic development. Lifelong learning and the development of these skills will be included.

Learning, teaching and assessment strategy.

Learning and teaching to meet (L01) will be in the form of lectures to impart the theoretical aspects of this module. Group activities in seminars and whole class approach to share work-based experiences of the role of the practitioner (LO2). Students will be required to research and discuss own work-based experiences to explore factors that impact on child development (LO3). Lectures will form the basis for exploring early years experiences to enable students to review the impact of these and reflect on the impact the impact to their practice.

LO1, LO2, LO3, LO4 – An article -2500 words – (100%)

Learning Materials

Essential:

Bates, B (2016) Learning Theories Simplified. London: Sage

Pound, L (2014) How Children Learn. London: Practical Pre-School Books.

Smidt, S (2013) The Developing Child in the 21st Century: A global perspective on child development. Oxon: Routledge.

Recommended:

Pound, L (2005) How Children Learn: From Montessori to Vygotsky – educational theories and approaches made easy. London: Step Forward

Pound, L (2009) How Children Learn 3: Contemporary thinking and theorists. London: Practical Pre-School Books.

Bee, H. Boyd, D (2013) The Developing Child 13th Edition: Pearson Ed.

Gray, C (2012) Learning Theories in Childhood London. Sage Publications.

Lindon, J and Brodie, K (2016) Understanding Child Development 0-8 years 4th Edition: Linking Theory and Practice. Oxon: Hodder Education.

	Foundation Degree Teaching and Learning Support Level 4.	In partnership with **Middlesex University London**

Module Title	**Supporting National Curriculum Delivery**					
Short Code	FTLS:4-5	**Credit value**	40	**Module Level**	4	**Delivery Dates.** September 2019-June 2020.
Module Leader	Tegan Walsh, Cardinal Newman College: 01772 460181 (2239) teganwalsh@cardinalnewman.ac.uk					

Module Aims

This module aims to develop knowledge and understanding of the structure and function of the National Curriculum and the complex ways in which children learn.   Approaches to supporting the learning of children in groups or individually will be considered through processes of reflection, observation and group discussions. Students will explore theories of child development including cognitive, behavioural, psychoanalytical and humanistic. The concept of learning styles and their influence on child learning will be explored together with the relationship between language and learning.

Students will research the role of play and development in supporting learning and will provide examples from practice to support their learning. A range of other factors that may influence children learning will be evaluated including group dynamics, the National Curriculum, assessment for learning and support staff within the learning environment.

The module will also examine the values placed on difference and the challenges facing practitioners in a diverse society. Students must promote equality of opportunity and anti-discriminatory practice and must ensure that every child is included and not disadvantaged.

Legislation, key policies, national and local frameworks will be investigated throughout the module.

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

LO1 -Identify key legislation, policies and development relevant to practice.

LO2-Analyse the implications of not adhering to policy and legislation in settings

LO3-Discuss how practice upholds the concepts of anti-discriminatory and anti-oppressive practices

LO4-Review the promotion of equality, diversity and rights in practice and how this encourages positive behaviour

LO5-Demonstrate an in depth knowledge and application of the National Curriculum.

LO6-Identify the role of professionals in establishing and maintaining positive relationships to meet children's needs

LO7-Undertake observation, assessment and record keeping of child progress/development to support children based on their individual needs and learning style preferences.

LO8-Apply historical and contemporary theories of child development to own practice.

Syllabus

This module will focus on the National Curriculum and the practitioner's role in providing holistic environments for the children. The effective use of observation, assessment and planning will be explored and the impact of this, upon the development of the child, and to inform the development of the learning environment, and the theories of child development, relationship building, play and learning, both historical and contemporary will be explained. The link between

establishing positive relationships and meeting the individual needs of children together with strategies that help forge and maintain relationships with children, families and other professionals will be investigated and upholding anti-discriminatory and anti-oppressive practice in settings/placement.

Learning, teaching and assessment strategy.

Teaching, learning and assessment will include lectures that will provide the theoretical basis for this module, e-learning will be implemented to encourage further reading and independent research (LO1, 2) Class discussions and sharing of work-based experiences will enable students to meet the requirements of L03 and 4. Seminars, class activities with group discussions, independent research with presentations and group debates to practice skills of analysis and evaluation. Students will be encouraged to work independently using observations, assessment and reflection of children to demonstrate professional skills and knowledge of child development. (LO5, 6, 7,8) A range of E-learning resources will be used inside and outside the classroom to support learning and understanding and students will use their own reflections on practice and child observation studies from their workplace to contribute to discussion forums and critical analysis workshops (All LO).

LO1, LO2 – A Report of - 2000 words (20%)

LO3, LO4 – An Essay - 1500 words (20%)

LO5, LO6, LO7, LO8 – A longitudinal study of one child with a presentation of how you meet the needs of all children with evidence from practice - 1500 word essay and a 10 minute presentation (60%)

Learning Materials

Blatchford, R. (2013) Taking Forward the Primary Curriculum: Applying the 2014 National Curriculum for KS1 and KS2. John Catt Educational Ltd

Bold, C. (2011) Supporting Learning and Teaching. Routledge

Cortvriend, V. (2008) Advanced Early Years: For Foundation Degrees and Levels 4/5, 2nd edition. Heinemann

Doherty, J. (2013) Child Development: Theory and Practice 0-11. Pearson

Glazzard, J. (2015) Teaching and Supporting Children with Special Educational Needs and Disabilities in Primary Schools. Learning Matters

Hryniewicz, L. (2013) Teaching Assistants: The Complete Handbook, 3

rd Edition. Abingdon:

Adamson,Jones,P. Walker,G. (2011) Children's Rights in Practice. London: Sage

Shurville Publishing (2013) The Primary National Curriculum in England: Key Stage 1&2 Framework. Shurville Publishing LTD

Tassoni, P. (2015) Supporting Children with Special Needs: A Penny Tassoni Handbook. Hodder Education

Garhart Mooney, C (2013) Theories of Childhood, Second Edition: An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky. Redleaf Press.

Walton, A (2011) Supporting Every Child. Learning Matters

Willan, J. Parker-Rees, R & Savage, J (2007) Early Childhood Studies: Second Edition. Exeter: Learning Matters

Middlesex University 20 point scale for grading assessments. The Grading Criteria Guide describes five main classes of student performance - Level 5

	17 - 20		13 -16	9 - 12	5 – 8	1 – 4	
Use of literature Knowledge & understanding	Little or no evidence of reading knowledge demonstrated. Inadequate grasp of the main concepts with inaccuracies.	Some evidence of reading. Not well integrated into the body of the work. Knowledge is superficial with some inaccuracies and little understanding.	Knowledge of literature beyond core text. Literature used accurately and descriptively. Broad knowledge and some understanding of key theories and concepts.	Some knowledge of the extent of the literature. Key authors cited. Reading and research connected to argument. Sound knowledge and understanding of key theories and concepts.	Literature used to good effect in the work to support argument. Knowledge of theory / research in the field. Detailed knowledge and understanding of the major theories and concepts via a variety of ideas within a variety of contexts.	Considered use of literature to substantiate views. Knowledge of current research evident. Comprehensive and detailed knowledge and understanding of the major theories and concepts via a variety of contexts and frameworks.	Carefully selected references, including primary sources interwoven with analysis and own views. Comprehensive and detailed knowledge and understanding of the major theories and concepts and able to use it in a creative way.
Analysis, Argument & Reflection	Descriptive. Views are sometimes illogical / contradictory. Generally made with little or no evidence. Conclusions lack relevance.	Descriptive in nature. Opinion rather than argument with scant evidence. Conclusions superficial or unconvincing.	Some issues identified within areas. An emerging awareness of different stances. Evidence used although not always carefully selected. Some valid conclusions.	Key issues identified and considered within given areas. Recognition of stances. Evidence is used to support the argument. Valid conclusions.	Analysis clearly evidence within given areas. Explicit account made of other stances. Logical argument supported by a range of evidence. Sound conclusions.	Analysis is a consistent feature, moving beyond the immediate context. A balanced, cogent argument is formulated with carefully selected evidence. Conclusions are convincing.	A convincing, coherent, well-supported argument with good awareness of the limitations of the study. Significant conclusions. Evidence of originality emerging.
Clarity of expression & academic style	Absence of academic style / conversation. Non-standard English used. Incoherent.	Expression lacks coherence. Language used is simplistic.	Generally coherent. Comprehensible with some lapses of expression. A sense of academic style.	Coherent and well-structured with academic style. Effective use of language.	Succinct expression and confident in style. Good use of academic language.	Reflective and academic style evidence. Language used is sharp, clear and expressive.	Critical use of language demonstrated. Strong academic style evident. Expression is mature and appropriate.
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 and increasingly complex situations.	Inter-related theory with practice applying independent and creative thought in novice situations.
Organisation & Presentation	No clear structure. Careless or confusing presentation. Academic conventions are not observed.	Structure is inconsistent and not always clear. Presentation is not careful enough to support the study. Academic conventions not always observed.	A clearly discernible structure. Presentation is sound and academic conventions are observed.	A clear and fluent structure. Presentation is sound and academic conventions are followed consistently.	Succinctly structured work. Presentation is effective and academic conventions are observed consistently.	Clear, logically structured work. Presentation is effective.	A logical and systematic development. Presentation is effective and emerging personal style.

	Foundation Degree Teaching and Learning Support Level 5	In partnership with **Middlesex University London**

Module Title	**Inclusive Education**					
Short Code	FTLS: 5-1	**Credit Value**	20	**Module Level**	5	**Delivery Dates.** September 2019- January 2020.
Module Leader	Hayley Sommerville, Cardinal Newman College 01772 460181 (2240) hsommerville@cardinalnewman.ac.uk					

Module Aims

This module aims to develop student's awareness of the principles underpinning inclusive education within their practice and provide students with an overview of current legislation relating to the provision for Special Educational needs provision and inclusion. The module will explore policies and procedures relating to inclusion and implications of theory on practice. Students will reflect upon their own practice and identify areas for personal development in terms of their inclusive knowledge and skills.

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

LO1 – Ability to explain the concept of inclusive education.
LO2 - Evaluate inclusive legislation and the provision for Special Educational Needs, with reference to the Equality Act 2010.
LO3 - Analyse the implications for support staff of an inclusive approach in Early Years.
LO4 - Critically analyse the role of integrated working within a multi-professional approach including the parent/carer in supporting inclusion.
LO5 - Show effective implementation of work based policies and practices relating to inclusion.
LO6 – Construct detailed reflections from practice exploring strategies used to overcome specific barriers.

Syllabus

This module will include exploring the concept of inclusion, diversity and equality and the theoretical perspectives related to this. Current legislation impacting on practice relating to inclusion will be studied in particular how the requirements for respecting the protected characteristics of the Equality Act (2010) influences student's own practice and work places. The contemporary principles, policies and procedures of inclusive practice will be studied embracing the skills required for and benefits of team working, a multi-agency approach and parental/carer participation. The module will also focus on identifying and meeting the individual needs of all children, the range of support strategies available for inclusive practice including nurturing gifted and talented children.

Learning, teaching and assessment strategy.

Teaching, learning and assessment will facilitate students to gain a deeper awareness of the notion of inclusion in early years practice and the implications of this approach to their own practice. Formal lectures will take place that present the theory of inclusive education including the historical emergence of this policy. (LO1, 2, 5) Individual student case studies, observations and reflections from their practice will form the basis of seminars, group activities, debates, discussions and peer evaluations (All LO). Students will be encouraged to adopt active learning in these sessions and contribute positively to learning. Guest speakers will include specialist practitioners including health care professionals who will provide further dimensions on conditions integral to inclusion (LO3, 4, 6).

Assessment Weighting

LO3, LO4, LO6 – A 15 minute presentation – (50%)
LO1, LO2, LO5 – A 2000 word report – (50%)

Learning Materials

Essential:
Gedge, N (2016) Inclusion for Primary School Teachers. Bloomsbury. London.
Hodkinson, A. (2015) Key Issues in Special Educational Needs and Inclusion. London: Sage Publications

Recommended:
Cline, T. and Frederickson N. (2015) Special Educational Needs, Inclusion and Diversity. Maiden Head: Open University Press.
Martin-Denham. S. (2015) Teaching Children and Young People with Special Educational Needs and Disabilities. Sage.
MacBlain.S. Long. L. Dunn.J (2015) Dyslexia, Literacy and Inclusion: Sage.
Macintyre, C (2008) Including Gifted, Talented & Able Children in the Primary Classroom. LDA
Nutbrown. C. P. Clough, Atherton. F (2013) Inclusion in the Early Years, 2nd Edition. Sage Publications
Spooner, W. (2011) The SEN Handbook for trainee teacher, NQTs and teaching assistants.
Sutherland, M (2012) Gifted and Talented in the Early Years. London: Sage Publications.

	Foundation Degree Teaching and Learning Support Level 5	In partnership with **Middlesex University London**
CARDINAL NEWMAN COLLEGE UNIVERSITY COURSES		

Module Title	**Safeguarding, working with Families and Professionals**						
Short Code	FTLS: 5-2	**Credit Value**	20	**Module Level**	5	**Delivery Dates.**	September 2019- January 2020.
Module Leader	Tegan Walsh, Cardinal Newman College 01772 460181 (2239) teganwalsh@cardinalnewman.ac.uk						

Module Aims

This module aims to explore the underlying principles of legislative and regulatory frameworks and procedures relating to the rights of children and families as well as issues relating to confidentiality. The concept of safeguarding and child protection will be examined and the problematic nature of the phrase 'at risk'. Contemporary strategies for protecting children from harm, preventing impairment and ensuring setting practices are safe, efficient and consistent will be evaluated. Situations that may arise in practice that can be detrimental to the care of a child will be investigated together with strategies for supporting families. Students will understand how to provide information about suspected abuse whilst adhering to confidentiality policies and distinguish between evidence directly observed and information gathered from other reliable sources. Promoting effective relationships between children, parents and carers and professionals will be studied whilst valuing diversity – roles, norms and cultural aspects. To examine a range of specialist support agencies and multi-agency working, reviewing the roles of different professionals within statutory and voluntary services. To consider the implications of working within a multi-agency team and to know how effective lines of communication can be made between different professionals and organisations within children's services.

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

LO1 – Apply the relevant regulatory and legislative framework, including children and families, children's rights and carer's responsibilities to your own practice.
LO2 – Construct reflective text on key legislation relating it to information sharing in your practice and the sharing procedures adopted in your workplace and how records of children are kept and managed.
LO3 – Evaluate the roles of external agencies working within children's services and the potential problems that may arise when working as part of a multi-agency team;
LO4- Show effectiveness by recommending ways in which children can be supported using the key areas of the Children's and Families Act 2014.
LO5 - Solve theoretical and practical problems that are likely to occur when working with children, parents and other professionals.
LO6 – Critically analyse factors that can impact on a parent or carer's capacity to look after a child and the strategies and organisations that can support the parent / carer and child.

Syllabus

This module with include exploring the concept of safeguarding and the notion of child protection - the rights of the child and the responsibilities of the carer. Students will investigate organisations to support parents and carers and current legislation and procedures relating to the protection and welfare of children. The Common Assessment Framework and strategies for information sharing in line with the requirements of current legislation and procedures and strategies to promote effective partnerships with parents and carers and the implications for multi-agency working including understanding issues related to collaborative working in a multi-agency team.

Learning, teaching and assessment strategy.
Teaching and learning will utilise lectures to provide students with the necessary theory to successfully complete this module (LO1, 2, 4) Guest speakers will be integral to teaching, learning and assessment to ensure it is current and is effective to support students to show effectiveness in their work place when implementing the Safeguarding policy. Opportunities for an interactive approach to learning will be valuable for students to develop confidence in the area of safeguarding such as seminars, group reflections and peer discussions. E Learning will include opportunities for further reading and research activities that support deeper understanding of the concept of safeguarding including its historical emergence. (LO 1, 3, 4, 5) Reflections, observations and case studies from professional practice as well as contemporary issues emerging from news items will form a central part of teaching and learning.

Assessment Weighting
LO1, LO3, LO6 – An Essay 2000 words – (50%) **LO2, LO4 & LO5** – A role play - (50%)

Learning Materials
Edmund, N. & Price, M. (2012) Integrated Working with Children and Young People Supporting Development From Birth to 19. London: Sage. Hughes.L. (2009) Good Practice in Safeguarding Children: Working Effectively in Child Protection: Kingsley. Lindon. J. Webb, J (2016) Safeguarding and Child Protection, 5th Ed: Linking Theory and Practice. Hodder. Munro. E. (2008) Effective Child Protection 2nd Ed. Sage. Powell.J. Uppal. E. (2102) Safeguarding Babies and Young Children: A Guide for Early Years Professionals. Hodder. Reid. J. Burton. S. (2013) Safeguarding and Protecting Children in the Early Years. Hodder

	Foundation Degree Teaching and Learning Support Level 5	In partnership with Middlesex University London
	CARDINAL NEWMAN COLLEGE UNIVERSITY COURSES	

Module Title	**Work Based Learning Project**					
Short Code	FTLS: 5-3	**Credit Points**	40	**Module Level**	5	**Delivery Dates.** September 2019 –June 2020.
Module Leader	Kathy Salisbury, Cardinal Newman College 01772 460181 (2282) ksalisbury@cardinalnewman.ac.uk					

Module Aims

Students will be required to develop a research proposal at level 5 related to some aspect of their practice that they would like to find more out about it. Following successful ethical clearance at the CNC ethics board students will undertake a research project in their practice and justify how the process will improve outcomes for children, inform practice and support the student's own knowledge and skills. Throughout the research process students will be required to maintain a learning reflective journal to support the learning processes.

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

LO1 – Construct a plan and justify the need for its implementation of a work-based project.
L02 – Critically analyse the potential usefulness of the project and justify the approaches recommended.
LO3 - Produce a work based learning project rooted in the EYFS, which effectively reflects the use of sources of knowledge and evidence.
LO4 - Evaluate information generated and make recommendations for adaptations or alterations to current practices.
LO5 – Ability to show effectiveness in self-appraisal of own strengths and the challenges throughout this project generated from a detailed reflection.

Syllabus

This module will focus on supporting students to design and undertake a relevant research project in their work place and write a project report based on research activities. The research activities and subsequent written project must reflect a robust theoretical framework, evidence of wider reading and reflective practice.

Learning, teaching and assessment strategy.

Teaching and learning will focus on supporting student's self-management skills, toward their autonomy as they are expected to effectively demonstrate they can organise their studies, work independently be self-managing to reflect the nature of their work based situation, its constraints, the goals to be addressed, and their personal learning and work styles (all LO). There will be a coherent programme of supervised work activities to support students with the development of their project. The module tutor will conduct seminars where students can share their ideas, and discuss their progress including reflecting on their learning throughout the research project (LO1,2,3,4). 1:1 tutorials will be held so students can demonstrate their progress and receive specific guidance, and gain ideas for self -appraisal (LO1,2,3,4,5). Visits to student's workplaces will take place by the work-based Link Tutor to support the setting of specific objectives that are appropriate, ethical and relevant.

Assessment Weighting

LO1 - A project proposal 1500 words - (20%)
LO2, LO3 & LO4 - A written report 2500 words - (60%)

LO5 - A Reflective learning log 1000 words - (20%)
Learning Materials
Clough, P. & Nutbrown, C. (2012) A Student's Guide to Methodology, 3rd Ed. London: Sage Publications. Farelly P. (2010) Early Years Work-based Learning. Exeter. Learning Matters Ltd Forsyth, P. (2016) How to Write Reports & Proposals (Creating Success) 4th Ed, London: Kogan Page Helyer, R. (2015) The Work-Based Learning Student Handbook 2nd Ed. (Palgrave Study Skills) Palgrave Macmillan Lowe, M. (2006) Beginning Research. A Guide for Foundation Degree Students. London: Routledge. Mukherji. P and Albon.D (2014) Research Methods in Early Childhood: An Introductory Guide 2nd Ed. Sage Publications. Raelin, J. A. (2008) Work based Learning: Bridging Knowledge and Action in the workplace. Jossey-Bass Roberts Holmes. G. (2014) Doing your Early Years Research Project: A Step by Step Guide: Sage Publications. Walker. R and Solvason (2014) Success with your Early Years Research Project: Sage Publications.

	Foundation Degree Teaching and Learning Support Level 5	In partnership with **Middlesex University London**

Module Title	**Social Pedagogy**					
Short Code	FTLS: 5-4	**Credit Value**	20	**Module Level**	5	**Delivery Dates.** January 2020 – June 2020.
Module Leader	Tegan Walsh, Cardinal Newman College 01772 460181 (2239) teganwalsh@cardinalnewman.ac.uk					

Module Aims

This module aims to develop an understanding of the concepts and theories of Social Pedagogy and its emergence and development in Europe, it will explore international perspectives of pedagogy and develop knowledge of the Welfare State and Children's services focusing in particular on recent legislative changes surrounding the care and education of children and young people; To consider social pedagogical approaches to holistic development and learning, particularly with regard to art, craft and design; and to discuss the relevance for social pedagogy and its implications on the education sector.

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

LO1 – Apply knowledge of the prominent social pedagogical pioneers and the principle concepts of social pedagogy to your own practice.
LO2 - Compare and contrast the role of social pedagogues in different European and international contexts.
LO3 – Reflect upon relevant UK legislation concerning the education, care, health, welfare and advocacy of children and young people evident in your practice.
LO4 - Reflect on the holistic approach towards children's experiential learning enshrined in social pedagogical philosophy and relate this with your own experiences in your educational setting.
LO5 – Analyse the implications for the formal introduction of social pedagogical approaches into the children's workforce in this country with particular reference to the education workforce.

Syllabus

This module will focus on exploring the roots of social pedagogy and its development in Europe and the study of social pedagogy and its concepts and theories; furthermore, it will examine international perceptions of pedagogy. The module will include legislation, participation and rights for children and young people and social pedagogy and its implications for the UK education sector referring to holistic development and learning. Information gained will develop the knowledge of the welfare state and integrated children's services.

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 social pedagogy. (LO1, 2, 3) This approach requires student interactions to support their deeper understanding and enable the application of theory to their practice and the implications on learning (LO1, 2, 3, 4, 5) Therefore students will attend seminars, take part in groups activities, reflect on their work based experiences and listen to the ideas of their peers. (LO4, 5) E-Learning will be instrumental in providing opportunities for students to undertake further reading and research and to consider current practices by education workforce (LO5).

Assessment Weighting

LO1 & LO2 – A 15 minute presentation – (40%)

LO4, LO3 & LO5 – A 2000 word essay - (60%)

Learning Materials

Cameron, C. (2011) Social Pedagogy and Working with Children and Young People: Where Care and Education Meet. Jessica Kingsley Publishers: London

Georgeson, J. (2013) International Perspectives on Early Childhood Education and Care. Open University Press: Maidenhead

Papatheodorou, T. Cross-Cultural Perspectives on Early Childhood. SAGE Publications Ltd: London

Stephens, P. (2013) Social Pedagogy: Heart and Head. Bremen: Europäischer Hochschulverlag GmbH & Co. KG

Storo, J. (2013) Practical Social Pedagogy: Theories, values and tools for working with children and young people. Policy Press: Bristol

Crehan, L (2016) Cleverlands: The Secrets Behind the Success of the World's Education Superpowers, Unbound, London

Module Title	Understanding and Managing Human Behaviour					
Short Code	FTLS: 5-5	**Credit Value**	20	**Module Level**	5	**Delivery Dates.** January 2020 – June 2020
Module Leader	Hayley Sommerville, Cardinal Newman College 01772 460181 (2240) hsommerville@cardinalnewman.ac.uk					

Module Aims

The aim of the module is to provide the students with an understanding of the differences between individual children and their families and the way in which this impacts upon individuality and the role of a practitioner. Key concepts of child growth and development will be studied including self-image, personality, personality types and conflicts. Strategies of behaviour management within Key Stage 1 and 2 will be investigated embracing a range of contemporary issues relating to providing care and education. Effective leadership and theories of motivation will be applied to understanding why people do things including the impact of wider policy context and environmental factors which influence behaviour and its management.

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

LO1 - Evaluate behaviour management policies and apply them to the wider policy context within education.
LO2 - Critically analyse developmental differences and environmental influences on the management of children's behaviour.
LO3 - Evaluate the respective strengths and weaknesses of a range of leadership and behaviour management theories relating to working with adults and children in Early Years Practice.
LO4 - Critically analyse theories of managing behaviour using case studies from your own practice in relation to working with parents, work colleagues, children and professionals from external agencies.
LO5 – To show the ability to conduct a small-scale research (library use, information elicitation and handling); and effective verbal presentation of ideas.

Syllabus

This module will explore supportive strategies appropriate to a child within practice. The individual differences of children will be studied including self-image, personality and personality types and conflict. Concepts of leadership, definition and theories, motivation, definition, types of motivation and application to understanding why people do things and wider policy context and environmental factors which influence behaviour management.

Learning, teaching and assessment strategy.

Although this module has a theoretical basis it is highly dependent on work based experiences and practices. It is vital that teaching, learning and assessment remains current so guest speakers from practice and external agencies that may be consulted about specific cases will be a vital aspect of teaching and learning. Seminars, group activities, independent and group research activities with opportunities to feedback and share ideas with peers. Independent research together with the use of students' own reflections from the work place, observations and case studies will be required to investigate how theories of leadership, motivation and behaviour management apply to leadership within a childcare context. (All LO)

Assessment Weighting

LO4, LO5 - A 15-minute presentation of a Storyboard - (40%)

LO1, LO2, LO3 – A 2000 word work based study - (60%)

Learning Materials

Essential:

Rogers. B and McPherson. E. (2014) Behaviour Management with Young Children: Crucial First Steps with Children 3-7 Years. 2nd Ed. Sage Publications.

Lindon, J (2012) Understanding Children's behaviour: 0-11 Years: Linking Theory and Practice. London: Hodder Education.

Recommended:

Bush, T & Middlewood, D. (2013) Leading and Managing People in Education: Sage Publications Ltd

Bush, T (2010) Theories of Educational Leadership and Management: Paul Chapman Publishing Daly, M, Byers, E & Daly, M (2009) Early Years Management in Practice 2nd Edition: Heinemann Education

Dowling. M. (2014) Young Children's Personal, Social and Emotional development 4th Ed. Sage.

Kay, J (2006) Managing Behaviour in the Early Years: Continuum

McDowal Clark. R. (2013) Childhood in Society for the Early Years 2nd Ed. Sage.

Foundation Degree Teaching and Learning Support – Level 4
Year Planner 2019 - 2020

No	w/c	Level 4 - Key Dates Please read in conjunction with individual module handbooks.		
1	2nd September	Induction activities		
2	9th September	**Study Skills for Effective Work Based Learning.**	**The Developing Child**	**Supporting National Curriculum Delivery.**
3	16th September			
4	23rd September			
5	30th September			
6	7th October			
7	14th October			
8	28th October			Summative assessment A Report **(LO1 & 2).**
9	4th November	A Personal Learning & Development Plan (**L02,3**)		
10	11th November			
11	18st November			
12	25th November			
13	2nd December			
14	9th December			
15	6th January			Summative Assessment Essay **(L03 & LO4)**

16	13ᴴ January	Summative Assessment: Reflective Journal (**LO1**).	Summative Assessment Article **(All LO).**	Summative Assessment Longitudinal Study **(LO7,8)**
17	20th January			
18	27ᵀᴴ January	**Work Based Research Proposal**		
19	3ʳᵈ February			
20	10th Feb			
21	17th February		**Effective Leadership**	
22	2ⁿᵈ March			
23	9th March			
24	16th March			
25	23rd March			
26	30th March	Summative Assessment Research Proposal (LO1)	Summative Assessment Reflective Journal & Report **(LO1, 3)**	
27	20th April			
28	27th April			
29	4th May			
30	11th May			
31	18th	Summative Assessment Presentation **(L02, LO3)**		

No	w/c			
32	May 1st June		Summative Assessment Case Study (LO2)	Summative Assessment Presentations (LO5, 6)
33	8th June			
Grades and Progression Boards and publication of Level 4 results.			

Foundation Degree Teaching and Learning Support - Level 5.
Year Planner 2019 - 2020

No	w/c	Level 5 - Key Dates		
		Please read in conjunction with individual module handbooks.		
1	2nd September	Inclusive Education	Safeguarding	Work Based Research Project.
2	9th September			
3	16th September			
4	23rd September			
5	30th September			
6	7th October			
7	14th October			
8	28th October			
9	4th November			Summative Assessment Project Proposal (LO1)
10	11th November			

11	18th November		Summative Assessment Essay **(LO1, 3, 6)**	
12	25th November	Summative Essay **(LO1, 2, 5).**		
13	2nd December			
14	9th December			
15	6th January			
16	13th January	Presentation **(LO 3, 4, 6).**	Group Role Play **(LO2, 4 & 5)**	
17	20th January			
18	27th January	Understanding and Managing Human Behaviour.	**Social Pedagogy**	
19	3rd February			
20	10th February			
21	24th Feb			
22	2nd March			
23	9th March			
24	16th March			
25	23rd March			

26	30th March	**Work Based Study (L01,2, 3**		
27	20th April			
28	27th April		Summative Assessment Presentations **(LO1,2).**	
29	4th May			Summative Assessment Research Project **(L02,3,4).**
30	11th May			
31	18th May			Reflective Journal **(LO5).**
32	1st June		Summative Assessment Essay **(LO3, 4, 5)**	
33	8th June	Summative Assessment Storyboard presentation **(LO4, LO5).**		
		Grades and Progression Boards and publication of Level 4 and Level 5 results.		