

Module code: MOD010729	Version: 1 Date Amended: 24/Jan/2025
-------------------------------	--

1. Module Title
Developing Practice in the Workplace

2a. Module Leader
Kaya Barnetson

2b. School
School of Education

2c. Faculty
Faculty of Arts, Humanities, Education and Social Sciences

3a. Level
4

3b. Module Type
Standard (fine graded)

4a. Credits
30

4b. Study Hours
300

5. Restrictions			
Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:			

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

This module combines theoretical frameworks with practical applications by supporting both your academic and professional development within the Early Childhood sectors. With a strong emphasis on critical reflection, you will be encouraged to analyse your learning experiences and professional practices contextually to enable you to gain a deeper understanding of your sector.

The module promotes professionalism by integrating real-world challenges and ethical considerations, ensuring you develop the skills and attitudes necessary for professional achievement. Regard for inclusion is central to the module, as you will be encouraged to embrace diverse perspectives and practices, creating a more equitable and collaborative environment. Through this module you will be critically evaluating your experiences and learning, fostering deeper personal and professional growth. By bridging theory and practice, this module equips you with the critical thinking and professional skills needed to navigate the complexities of your professional career whilst also supporting babies, toddlers and young children.

The module is underpinned by sector benchmark standards which lay out the minimum requirements for what an Early Childhood Educators must know, understand and be able to do to be considered qualified to support babies, toddlers and young children.

This module aligns with Sustainable Development Goals:

- 3. Good Health and Wellbeing
- 4. Quality Education
- 9. Industry, Innovation and Infrastructure
- 10. Reduced Inequalities

6b. Outline Content

This module specifically covers the following content:

1. Plan and provide effective early years education that enables children to progress and prepares them for school
 - a. Child development: what to expect and when
 - b. Curriculum: what we want children to learn
 - c. Pedagogy: helping children to learn
 - d. Assessment: checking children's learning and development
2. Supporting children with special educational needs and disability (SEND)
3. Safeguarding
5. Work in partnership with the key person, colleagues, parents, carers or other professionals and agencies
6. Own role, practice and development

6c. Key Texts/Literature

The reading list to support this module is available at: <https://readinglists.aru.ac.uk/>

6d. Specialist Learning Resources
None

7. Learning Outcomes (threshold standards)		
No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Exhibit a well-informed understanding and appreciation of the multifaceted concepts which underpin working with babies, toddlers and young children.
2	Knowledge and Understanding	Demonstrate an evaluative awareness of theory and literature relevant to working with whilst also supporting infants, toddlers and young children in the Early Years and Education sectors.
3	Intellectual, practical, affective and transferrable skills	Evidence the application of reflective thought and behaviours within the context of active practice.
4	Intellectual, practical, affective and transferrable skills	Analyse responsibilities to support qualities and transferable skills necessary for employment demonstrating personal accountability.

8a. Module Occurrence to which this MDF Refers				
Year	Occurrence	Period	Location	Mode of Delivery
2026/7	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	12	1-4	Lectures 1 hour per week or equivalent.
Other teacher managed learning	24	1-4	Seminars, tutorial support, mixed media and activities/tasks via online learning community.
Student managed learning	264	1-4	Students are expected to identify study, reading and learning time over the course of the module and up to the submission deadline.
TOTAL:	300		

9. Assessment for the above Module Occurrence

The assessment for some modules includes a presentation (see below for details on how this particular module is assessed). We recognise that presenting, especially to a large group, can cause significant anxiety or distress for some students. If this may affect you, please contact your Module Leader or the Disability and Neurodiversity Service as early as possible. We will work with you to consider appropriate reasonable adjustments. Depending on your individual needs, these might include, for example, presenting to a smaller group or presenting only to a member of academic staff.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-4	50 (%)	Fine Grade	30 (%)

Reflection Essay 1500 words

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Coursework	1-4	50 (%)	Fine Grade	30 (%)

Inclusive Profile 1500 words

In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*).

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above
- (b) pass any pass/fail elements

[* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]