

**Module Outline**

**Part 1- as validated**

<b>1. Title</b>	<b>Professional Practice: The Curriculum</b>
<b>2. Level *</b>	<b>5</b>
<b>3. Credits</b>	<b>20</b>
<b>4. Indicative Student Study Hours</b>	<b>200 hours</b> <b>Taught class sessions: 36 hours</b> <b>Independent Study: 164 hours</b>
<b>5. Core (must take and pass), Compulsory (must take) or Optional</b>	<b>Compulsory</b>

**6. Brief Description of Module (purpose, principal aims and objectives)**

The purpose of this module is support students to expand the knowledge and skills gained through successful completion of the Level 4, “*Professional Practice: The Practitioner*” and Level 4 “*Curriculum Studies*” modules.

The module aims to explore different approaches to curricula and compares those studied with alternative educational settings. Students will develop a deeper understanding of how policy has influenced educational provision for children 0-11 and assess how this impacts practice. An evaluation of the historical and current attitudes to children’s play and creativity will also be undertaken to strengthen students’ understanding of the sector. Students will then examine and apply how these approaches can be used when planning and delivering a STEM activity.

A practical assessment component will allow students to demonstrate their depth of knowledge and understanding of the curriculum in practice. Lectures will involve planning workshops, group work and taught content to support students’ development.

**7. Learning Outcomes - On successful completion of this module a student will be able to:**

*(Add more lines if required)*

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|----|--|
| 1. | Compare and evaluate with clarity the elements of two different educational settings that support and encourage learning (SB: 2.4).  |
| 2. | Evidence the effect policy and curricula have on practice (SB: 3.1).   |
| 3. | Appraise effectively how play and creativity can be incorporated into the planning and delivery of STEM subjects. Use this knowledge to plan, deliver and evaluate an activity within the placement setting (SB: 2:2). |

**Generic learning outcomes**

4.	Select and use documentation additional to any reading list that is relevant to the topic
5.	Take responsibility for managing self-directed study effectively

## 8. Assessment

### Pass on aggregate or Pass all components

*(modules can only be pass all components if this is a PSRB requirement)*

### Summary of Assessment Plan

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Workbook	80%	Yes	2500 or equivalent	1 2, 4 and 5	
2	Practical Activity	20%	No	20 minute activity	3	

### Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

#### BA (Hons) Early Childhood Studies

##### The summative assessment – the Early Childhood work book

- Students will plan and conduct a 20-minute **assessed** practical activity in placement including a rationale for their proposed activity.
- Within the rationale students should address LO1 and LO2 and within the activity plan should address LO3. Students will include a reflection on how play and creativity has been incorporated into a STEM activity.

#### BA (Hons) Early Years and Primary Studies

##### The summative assessment – the Primary Education work book

- Students will plan and conduct a 20-minute **assessed** lesson in class including a rationale for their proposed activity.
- Within the rationale students should address LO1 and LO2 and within the activity plan should address LO3. Students will include a reflection on how play and creativity has been incorporated into a STEM activity.

### Formative support

To support students to develop as practitioners, reflective frameworks will be used during lectures and verbal feedback will be provided after the practical assessment.

### Links to work experience

This module will prepare students to plan and implement an activity that reflects a curriculum approach or focus.

### Workbook template

A workbook template will be provided for students with a proforma included for their activity plan

## 9. Summary of Pre and / or Co Requisite Requirements

## 10. For use on following programmes

BA (Hons) Early Years and Primary Education Studies

BA (Hons) Early Childhood Studies

## Module Specification

Part 2- to be reviewed annually

1.	<b>Module Leader</b>	<b>TBC</b>
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2.	<b>Indicative Content</b>
	<ol style="list-style-type: none"><li>1. Different approaches to the curriculum</li><li>2. Learning through play</li><li>3. Theories of Creativity</li><li>4. Teaching Creatively</li><li>5. Planning to meet children's holistic needs</li><li>6. Science (STEM)</li><li>7. Technology (STEM)</li><li>8. Engineering (STEM)</li></ol>

9.	Mathematics (STEM)
10.	Policy and practice around the curriculum
11.	The national curriculum and EYFS
12.	Reflection on the planned activity

**3. Delivery Method** (please tick appropriate box)

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
<b>X</b>					

If the Delivery Method is **Classroom Based** please complete the following table:

	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
1	Lectures	36	Taught contact time	1 - 5
2	Independent Study	164		
	<b>Total Hours</b>	<b>200</b>		

If delivery method is <i>not</i> classroom based state lecturer hours to support delivery	Each student receives two 20 minutes academic tutorials per module
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**4. Learning Resources**

To include contextualised Reading List.

**Highly Recommended – 3**

Flinn, E. and Mulligan, A. (2019) *The Primary STEM Ideas Book: engaging classroom activities combining mathematics, science and D&T*, Abingdon: Routledge.

Moss, P. (2019) *Alternative Narratives in Early Childhood: an introduction for students and practitioners*, Abingdon: Routledge.

Richards, C. (ed.) (2020) *New Directions in Primary Education*, Abingdon: Routledge.

**Recommend – 3**

Carnie, F. (2017) *Alternative Approaches to Education: a guide for teachers and parents*, 2nd edition, Abingdon: Routledge.

Desailly, J. (2015) *Creativity in the Primary Classroom*, 2nd edition, London: Sage.

Langston, A. (2019) *Evaluating Early Years Practice in Your School: a practical tool for reflective teaching*, London: Featherstone.

**Journals and websites:**

Curriculum Journal [Online]. Available from: <https://wv-colchester.olib.oclc.org/webview/?oid=378390> [Accessed 2 April 2020].

Journal of Curriculum Studies [Online]. Available from: <https://wv-colchester.olib.oclc.org/webview/?oid=378391> [Accessed 2 April 2020].