

## **Undergraduate Early Childhood Short Module Descriptors**

### **Year 1, Level 4:**

#### **Mandatory modules**

##### **ECPP1100 Theory into Practice:**

This module is directly integrated within a framework of practice-based experience. It introduces students to the professional knowledge and understanding required for early years practice. As developing reflective practitioners, students will be supported in developing their role in practice.

##### **ECPP1101 Tuning into Children:**

This module introduces the core content theme for the degree, 'The Developing Child in the 21st Century' with a focus on children and childhood. The child is maintained at the centre of consideration whilst recognising and valuing the diverse nature of childhood experience and implications for development. Starting with students' own understandings the theme develops to consider the relevance of theory to inform individual awareness of the contextualised nature of the study of children and childhood.

##### **ECPP1102 Transmission to Transformation:**

Within this module students will be introduced to skills which will be essential to them throughout their university careers. These will include skills which pertain to their academic study but also skills that will support them within their chosen careers. This module will reinforce the content and approaches of the modules that the students are undertaking in parallel and work towards all students becoming reflective practitioners.

##### **ECPP1104 Parents and Professional – Positive Relationships:**

The module introduces a range of theoretical concepts and policy dimensions to explore why working with parents is important and how a holistic approach to parental (carer) partnership and support can be developed and managed. It builds upon the theoretical and practice-based concepts introduced in ECPP1100 which covers the EYFS, safeguarding children in the early years and other policies and legislation related to parent partnerships.

**ECPP1105 Planning for Enabling Environments:**

This module introduces students to understanding the significance of a positive, holistic environment on children's well-being, learning and development. Students will be supported in identifying knowledge, principles and values in relation to promoting a positive and inclusive environment. The national requirements will be identified for planning and managing learning with a focus on child-initiated play and learning and the role of the adult, including parents. Play-based activities that promote curiosity, problem solving and investigative skills and develop appropriate strategies to enhance children's holistic development in learning contexts will be explored.

## **Year 2, Level 5**

### **Mandatory modules**

#### **ECPP2100 Theory into Practice:**

This module is directly integrated within a framework of practice-based experience. It is concerned with understanding the importance of competent practice in early years settings and improving outcomes for children. It has a focus upon the needs of children and the significance of families within an integrated team around the child. The development of personal professional practice underpins quality improvement in settings.

#### **ECPP2101 The Developing Child in the Family, Community and Culture:**

The module focuses on the developing child in the family, community and culture. Building on students' existing knowledge of children and childhood, it includes the examination and understanding of multiple, diverse and rapidly changing childhoods from the child's and other perspectives. The nature and potential impact of children's engagement with their learning environments are explored.

#### **ECPP2102 Continued Academic and Professional Development:**

In this module students will continue to develop the skills necessary to develop their knowledge and understanding of Early Childhood theory. Students will develop skills such as reflection, responsibility, independence and critical analysis in order to support their journey to becoming competent professionals in the 21st century. Through developing research skills students are enabled to reflect upon their own personal development and issues that are pertinent to practice. The importance of adopting an ethical approach will be embedded throughout this module.

## **Year 2, Level 5**

### **Optional modules (one to be studied each semester)**

#### **ECPP2103 Children's Communication and Language:**

This module focuses on the significance of communication and language for children's well-being, learning and development. Students will examine the means and functions of intentional and

unintentional communication and language employed by babies and children and the significance of socio-cultural factors. Ways of promoting communication and language and factors affecting children's behaviours and responses are researched and evaluated within module sessions and practice underpinned by ongoing engagement with relevant theory. Reflection on personal theory for practice is an integral theme within the module.

**ECPP2104 Special Education Needs, Disability and Inclusive Practice:**

This module will provide students with an opportunity to explore and challenge the concept of inclusive practice in relation to a range of special educational needs and/or disabilities. Wider social factors relating to inclusion will be explored and students will develop an appreciation of the interactive processes between the child, their family, the setting and wider society. Consideration is also given to the importance of early intervention and working in partnership to support and meet the needs of children and their families.

**ECPP2105 The Impact of Adverse Life Experiences:**

This module explores what families are likely to experience when they encounter adverse life events. These events may include situations such as family breakdown, homelessness, the death of a relative or friend, abuse, imprisonment and serious illness or injury.

**ECPP2106 Expressive and Creative Arts in the Early Years; Engaging Children:**

This module seeks to increase subject knowledge and understanding and develop practical creative skills in facilitating arts-based activities for children. The maturational characteristics of the young child's creative potential and development is explored; including the experience of a variety of arts based activities to stimulate and motivate the child; thus, enabling both the student and the child they work with to explore their world. The significance of art, drama, music and dance will be themes of consideration and experience for students, reflecting on their perceptions and experiences of the arts. A critical understanding of the arts and connections to curricula of early childhood pedagogy will be integral to this module.

## **Year 3, Level 6**

### **Mandatory modules**

#### **ECPP3100 Theory into Practice:**

This module forms part of an ongoing process of personal and professional development within the framework of the student as a graduate leader. It aims to provide students with the skills, knowledge and experience to meet the challenges of the developing role of the Early Years Practitioner in the 21st Century.

#### **ECPP3101 Deconstructing and Reconstructing Childhood; Whose Childhood is it?**

##### **Semester 1:**

This module will support students to identify and critically explore some contemporary issues in young children's lives, encouraging debate relating to the moral and political dimensions of social attitudes towards children. It will also address understandings of childhood in the modern world in relation to local and global perspectives. Students will be expected to show critical awareness of how different texts represent and potentially impact on discourses of children and childhood. Looking beyond surface messages it will consider the assumptions on which they rest and so investigate and challenge notions of childhood in contemporary society. Students will be expected to appraise the discourse of children's rights and the potential to support children to be active agents in their own lives and as contributors to the debate about their futures.

##### **Semester 2:**

In the second semester this module will consider the range of disciplines and paradigm perspectives and philosophical positions applied for analysis of children and childhoods. This degree has adopted a bio-ecological perspective, but students will here be made aware that there are a range of perspectives that may be applied to children and their development and education. They will be expected to critically interrogate the range of viewpoints including current and emerging positions, and justify their personal position and pedagogic stance in relation to these.

#### **ECPP3002 Independent Study:**

The Independent Study allows the student to utilise all of the academic and professional skills that they have developed throughout their studies in order to investigate an area of interest that is

pertinent to them as a developing practitioner. This module recognises that on-going research is central to reflective practice and personal development. By carrying out their own piece of research students will have the opportunity to consider the point that they have reached within their professional practice and personal development and to consider where they might like to go next. The focus of the study should be related to principles underpinning Early Childhood practice and should reflect the current socio-political context of Early Childhood.

### **Year 3, Level 6**

#### **Optional modules (one to be studied each semester)**

##### **ECPP3103 Developmental Play:**

This module will address the developmental significance of play within childhood. It will examine the nature and concept of play in terms of adult perception and environmental considerations. The definition of play will be examined and theoretical and philosophical approaches to play explored. Students will have the opportunity to critically reflect on experiences of observing play contexts and how practitioners can support quality play provision. Students will be required to understand the 'place' of play and consider how it relates to the development of the whole child.

##### **ECPP3104 A Curriculum for Thinking Children:**

This module focuses on children as thinkers and the extent to which they are nurtured within different curriculum, contexts and experiences. The nature and role of thinking is explored in relation to children's behaviours, dispositions and skills. Students will explore the significance of different values, cultural practices and expectations and the impact of political agendas on children's experience and development as thinkers. They will critically examine different curriculum approaches, both theoretically and in practice, to inform understanding of an enabling thinking environment and its potential impact on children as thinkers. They will be given the opportunity to develop a personal area of interest i.e. a specific domain of thinking and to research and critically examine children's experience within a chosen context.

##### **ECPP3105 Children Becoming Literate:**

This module requires students to engage with a range of different perspectives on literacy and how

children become literate to inform personal judgement on what children need as developing readers and writers in the 21st century. Literacy learning experiences will be analysed and evaluated in relation to different interpretations of children's reading and writing behaviours, their interactions with text and the significance of the social context. Students will examine the potential benefits and limitations of different approaches to supporting children becoming literate to develop their own ability to question and make judgements on best practice.

**ECPP3107 Contemporary Issues in Child Health Care Provision:**

This module explores the health needs of children in Early Childhood settings. It is based on current government policies and the application of recommendations to practice. There is a strong focus on public health with the opportunity to select a health promotion intervention and analyse how this could be applied to an Early Childhood setting. This module also examines child health in a biological, psychological, social and cultural context.