

Edge Hill University

+

BA(Hons) Early Years Education



**Pre-course Guide
September 2022**

Contents

Introduction	3
Programme Contacts:.....	3
Programme Dates	4
Module Overview	4
Computer Requirements	5
Pre Course Task:	5

It is our aim to make all our services accessible to all our users. If you need us to present our training/resources/information in a different format, or need any other modification, please contact the Course Leader (see page 9 for further details)

Introduction

Welcome to the Faculty of Education and to the BA(Hons) Early Years Education Top up programme at Edge Hill University. This programme forms part of the Edge Hill University range of Early Years programmes. It is a full-time yearlong programme which will enable you to develop as a confident, successful early years practitioner.

This booklet provides you with information about the essential administrative activities that have to be conducted. As a new student you must go through the process of enrolment and also attend a Learning Services induction, details of which are included in this booklet. There is also information about some of the facilities on the Ormskirk campus in addition to contact details for key service departments. The Early Years team at Edge Hill University look forward to meeting you in September and working with you in the coming year.

Programme Contacts:

Programme Leader	Laura Gregory Email: gregorla@edgehill.ac.uk
Early Years Support Team	e-mail: earlyyearspartnership@edgehill.ac.uk Tel: 01695 584730
Edge Hill Admissions Team	e-mail: admissions@edgehill.ac.uk Tel: 01695 650950
Tuition Fees Team Finance and Welfare Rights Team Student Support Help Desk Skills Development Team Inclusive Services	Tel: 01695 584787 Tel: 01695 584502/594452 Tel: 01695 584554 Tel: 01695 584372 Tel: 01695 584190

Programme Dates

Ormskirk Programme Start: Tuesday 27 September 2022 2-6pm

Holy Cross Programme Start: Tuesday 27 September 2022 4-8pm

Reading Week: Monday 24 October to Friday 28 October 2022

Christmas: Monday 19 December 2022 – Friday 30 December 2022

Reading Week: Monday 13 February to Friday 17 February 2023

Easter: Monday 3 April 2023 to Friday 14 April 2023

Programme End: Tuesday 9th May 2023

Module Overview

FDR3000- Research Project (40 credits)

This module contributes to the aims and outcomes of the relevant level 6 programmes. It is designed to develop further students' critical knowledge and understanding through engagement with a small-scale research project based on an aspect of early years education or leadership depending on the student's choice of the programme. The module focuses on an evaluative understanding of formal methods of enquiry within the context of Early Years education or leadership. The module will enhance students' understanding of different methodologies and research strategies that are utilised within Early Years research today. It will also consider the use and application of concepts, practices and processes within Early Years research requiring students to evaluate the methodological elements of the research process. The module also contains a transition strand focused on preparing students for their level 6 studies.

FEE3001- CRITICAL PERSPECTIVES ON THE EARLY YEARS EDUCATION (20 credits)

The module supports students in the development of their ability to challenge certain assumptions on children's learning and development through a critical reflection on the theoretical perspectives as well as analytical discussion informed by current research. This module also considers some of the very specific challenges related to Early Years education, focusing on the issues of government policies and historical changes related to our perceptions of what and how young children should be taught. It is designed to enable students to critically analyse current curriculum frameworks and methods of teaching young children. The module will explore both theory and practice that are influenced by contemporary debates and research findings within the educational landscape of the UK and across the world. The module will also help to develop further students' critical understanding of how these contemporary issues impact on the early years practice.

FEE3002- DEVELOPING PLAY-BASED PROVISION IN THE EARLY YEARS SETTINGS (20 credits)

This module contributes to the relevant level 6 programme outcomes. It is designed to enable students to demonstrate their knowledge and understanding of the issues relevant to the role of play in children's learning with a particular focus on the ways of developing play-based provision in the early years settings. The module focuses on both theoretical and practical approaches to play-based provision and 'playful' pedagogies. Students will be able to critically reflect on the examples of best practice in relation to the development of effective play-based provision. The module will help students to further their knowledge and skills in

developing indoor and outdoor environment that promotes children's learning across all areas of learning and development as identified in the curriculum requirements.

FEE3003- WORKING COLLABORATIVELY TO MEET EACH CHILD'S INDIVIDUAL NEEDS (20 credits)

This module contributes to the relevant Level 6 programme outcomes. It enables students to develop further their critical knowledge and understanding of working in collaboration with parents and early years practitioners, including multi-disciplinary teams, in the context of an early years setting. The module will focus on the key principles and controversies related to collaborative work in early years settings allowing students to consider current practice from a critical perspective. Students will be able to develop further their understanding of the key aspects of working in partnership with children's parents, families and communities with consideration of associated challenges and possible solutions.

FEE3004 - TEACHING IN THE EARLY YEARS (20 credits)

This module will support students with their understanding of key theories and underpinning issues related to babies and young children's education in the Early Years. The concept of 'teaching' will be re-visited in relation to working with young children and in view of the government policies and 'school readiness' agenda. The module will offer students the opportunity to challenge their knowledge and understanding of what it means - 'to teach' in the context of the Early Years Foundation Stage and Key Stage One curricula, reflecting on a variety of sources. The key theories of teaching will be explored with particular emphasis on the key aspects of the teaching cycle: planning, teaching, observation, assessment and reflection and the specifics of these processes in the Early Years. The issues of children's transitions will be critically discussed and reflected upon. This module will also explore and critique different pedagogies and their relevance to the aims, values and principles of the current early years curriculum.

Computer Requirements

This programme will be delivered using a blended approach. You need to be aware of the commitment this requires. You will have access to the university's Virtual Learning Environment, Blackboard, here you will be able to participate in activities to support your understanding of the Early Years practice, discussion boards, blogs and other media as well as an online classroom each week which will give you the opportunity to discuss ideas, activities and ask questions with one of the programme tutors.

You must be prepared to allocate 4 hours each week to this.

You need access to the internet and a PC or laptop with the following (minimum) specifications:

- You need an up to date version of Microsoft Office, you can get this free once you have an EHU email from <https://ehu.ac.uk/msoffice>
- It is also recommended that you ensure you have up to date anti-virus software (eg. AVG – free) and a firewall installed on your computer.
- Microphone and speakers (webcam optional)

Pre Course Task:

The following are some key texts that will help you develop your theoretical understanding of Early Years practice. You are not expected to purchase any of these texts, but you may choose to acquire one or two to begin studying over the summer.

- Palaiologou, I. (2021) *The early years foundation stage: theory and practice*. Fourth edn. Los Angeles: SAGE.
- MACBLAIN, S. (2022) *Learning theories for early years practice*. Second edition SAGE PUBLICATIONS.
- BRUCE, T. (2015) *Early Childhood Education* 5th Edition. London: Sage.
- DEPARTMENT FOR EDUCATION (2021) *Statutory framework for the early years foundation stage. Setting the standards for learning, development and care for children from birth to five*.
- DEPARTMENT FOR EDUCATION (2021) *Development Matters in the Early Years Foundation Stage (EYFS)*.
- EARLY YEARS COALITION (2021) *Birth to Five Matters*.
- GILLET-SWAN, J. and COPPOCK, V., 2016. *Children's Rights, Educational Research and the UNCRC: Past, Present and Future*. 1st ed. Oxford: Symposium Books.
- HENRY-ALLAIN, L. & LLOYD-ROSE, M. (2021) *The tiny guide to becoming an inclusive, anti-racist early educator*.
- CLARK, A. & MOSS, P. (2017). *Listening to Young Children: A Guide to Understanding and Using the Mosaic Approach*. London: Jessica Kingsley Publishers