



Teaching Intensive Research Informed

Student Placement Handbook

BA (Hons) Early Years and Childhood Studies

Full-time

2020-2021

Placement hours and tasks to be negotiated

in line with

COVID restrictions

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This handbook is a guide to the placement element of the BA (Hons) Early Years and Childhood Studies. The information contained within this handbook may be subject to amendments and revisions. Please be informed that any revisions will supersede the information contained herein.

Important Note:

The University of Bolton has taken all reasonable steps to ensure the accuracy of the information contained in this placement handbook and will use all reasonable endeavours to deliver programmes in accordance with the descriptions set out within the handbook. Nevertheless, circumstances outside our reasonable control may arise which limit our ability to deliver the programme as described. For example, the placement arrangements may vary from student to student depending on the circumstances of the particular employer/placement, including if the employer/placement were to withdraw or vary the conditions of the placement. It should also be noted that loss of work-based experience through inappropriate behaviour will be investigated by the University and the employer/placement and that if the experience is withdraw because inappropriate behaviour is confirmed, action will be taken in line with the Fitness to Practice Procedure:

<http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/AllStudents/Home.aspx>

Introduction

This handbook is intended to help students on the BA (Hons) Early Years and Childhood Studies with their work placements and the work-based elements of the programme.

The work-based element of the BA (Hons) Early Years and Childhood Studies sit firmly across all taught modules and two practical modules (Work Experience in Year 1/HE level 4 and Developing Practitioner Skills in Year 2/HE level 5). The work-based element is also crucial in the final third year of the programme when students are expected to undertake a small-scale research in an area of practice in the Dissertation module.

The aim of the work experience is to enable you to develop practitioner skills and confidence in working with young children, their families, other practitioners and professionals in a range of services.

Contact details

One of the tutors on the course will be your Placement Tutor and will visit you in placement several times for the duration of your studies.

Dr Sandra Shaffi	Programme Leader	01204903728	S.Shaffi@bolton.ac.uk
Dr Linda Withey	Lecturer	01204903224	L.Withey@bolton.ac.uk
Paula Walsh	Lecturer	01204903248	p.walsh@bolton.ac.uk
Anne Shaw	Lecturer	01204903793	A.Shaw@bolton.ac.uk
Alison Farrell	Lecturer	01204903221	A.Farrell2@bolton.ac.uk

My Placement Tutor is:

Date:.....

About the programme

Programme overview

This programme has both an academic and vocational aspect which come together to enhance your own skills and capabilities to work in the diverse early years sector. The early years sector includes work in the private, statutory and voluntary sector as well as work in multi-professional teams including health and social care. While taught modules at the University of Bolton would enable you to gain theoretical knowledge in the field of early years and childhood studies, the placement would allow you to put your learning into practice and actively observe the development of children. The two aspects of the programme come together in the assessment strategy for different modules where you would again link theory to practice and reflect on your own performance.

The work experience is an integral part of the programme and while you are in placement you will be visited by a Placement Tutor who will observe your practice and support your professional development.

Programme aims

1. To enable you to develop as a student with a strong academic and vocational background for employment in the Early Years sector.
2. To develop and extend appropriate skills to underpin work in the early years sector.
3. To enable you to develop as an informed and flexible practitioner able to work across professional boundaries.

4. To develop critical awareness of current issues within Early Childhood studies and practice.
5. To enable you to develop as a reflective practitioner and set this in a life-long learning context.

Modules and assignments

The table below briefly outlines the modules and assessments on the programme. The placement element is incorporated in each assignment. For a more detailed version see Appendix 6.

Module	Module No.	Credits	Assessment
Year 1 HE level 4			
Personal and Professional Development	EYC4007	20	2000 word essay on being a professional in early years 500 word skills analysis
Introduction to Child Development	EYC4008	20	2500 word essay on theories informing early years practice
Social Policy for Early Years	EYC4009	20	10 minute presentation on a chosen policy 2000 word essay about the history and impact of social policy
Learning in the Digital Age	EYC4010	20	2500 word report on the effective use of technology in early years practice
Facilitating Children's Learning	EYC4011	20	10 minute presentation on preparation of activities 2500 word essay on planned, implemented, and evaluated activities
Work Experience	EYC4012	20	Portfolio of evidence gathered at placement 1500 reflective account on your own progress at placement
Year 2 HE level 5			
Developing Reflective Practice	EYC5006	20	3000 word essay analysing significant incident from placement 5 reflective accounts in portfolio
Child Development 2	EYC5007	20	3000 word case study of a child in relation to play 3 observations of a child
Safeguarding Children	EYC5008	20	Exam on safeguarding policies and procedures 10 minute presentation on multi-agency working
Inclusive Practice	EYC5009	20	3000 word case study analysing inclusive practice in relation to a child
Developing Practitioner Skills	EYC5010	20	Observation of practice (planned session) 3000 word essay on professional skills and development
Children in the Community	EYC5011	20	3000 word essay on transition processes in settings
Year 3 HE level 6			
Theories and Approaches to Learning in the Early Years	EYC6002	20	4000 word case study of an approach in practice 5 reflective accounts in portfolio
Developing Children's Health and Wellbeing	EYC6003	20	10 minute poster presentation 4000 word evaluation of a programme/ intervention in an early years context
Research Methods	EYC6005	20	5000 word research proposal on the topic selected for dissertation
Leadership and Management in the Early Years	EYC6004	20	4000 word reflective account on leading a team and implementing change in the setting
Dissertation	EYC6006	40	10000 word dissertation exploring an area of particular interest through primary research

About the placement

It must be emphasised that the needs of the children and the setting itself must take precedence over a student's personal preference. As a University of Bolton student on the BA (Hons) Early Years and Childhood Studies, you are to adhere to the setting's policies and procedures at all times.

Work-based learning in the early years is valuable for students to develop an understanding and appreciation of an ever changing sector. Work-based learning is particularly beneficial as part of a HE programme of study. The placement element will provide you with opportunities to:

- Experience and be part of current practice within a 'real' working environment
- Develop positive working relationships with early years employers, working in a team or under your own initiative as appropriate
- Observe the practice of qualified and knowledgeable early years professionals;
- Record and reflect on observations and experiences to determine what best practice actually looks like
- Apply theory and your increasing knowledge base to your practice and utilise work-based experiences to strengthen and test out new learning
- Plan, implement/facilitate and critically evaluate activities and interventions, drawing conclusions to support children's development and enhance your own practice
- Develop as a reflective practitioner with a critical understanding of your own role, responsibilities and professional development
- Prepare you to enter the job market, increasing your employability

Finding a placement

It is expected that students studying at university will develop significant independence, confidence and competence within a professional context. As such, students are solely responsible for the identification of an appropriate early years setting and placement. The placement could be a private or a school nursery, Reception Class, Year 1 or 2 Class, Sure Start centre, etc. Students will be either employed or attend as a volunteer.

Whether you are employed or are volunteering, you should have an appropriate supervisor within the setting, preferably educated to degree level or above, who can support your professional development. Their role may involve professional discussions to help you apply theory into practice or they may engage in conversations relating to the expectations of assessments, with a particular focus on the tasks that need to take place in the setting (e.g. case studies, observations, activities). They might help you to explore ideas or reflect on practice more effectively, acting as a sounding board for your learning or confirm the approach you will take with a given task. Your employer/supervisor will be provided with a dedicated handbook to ensure they are fully aware of the requirements of the course and are able to support your professional and academic progression.

Assessment of placement

The practical experience you gain during the work experience placement will not be assessed in itself, although you are expected to develop your knowledge and understanding and evidence this in the assessments in each of your university modules. The placement will also improve your reflective and critical perspective supporting academic progression. However, you are expected to collate

relevant evidence from your work placement in a portfolio showcasing your developing practical competence and academic skills. The evidence may take the form of personal reflections, employer/supervisor feedback, activity plans and evaluations, action plans which will support the claims you make within your portfolio.

In Year 2 of the programme your practice will be formally observed and evaluated as part of the Developing Practitioners Skills module. You will be supported by the course tutor and your Placement Tutor in preparation for this. The placement is integral to the BA (Hons) Early Years and Childhood Studies and recognising the value of it in terms of achievement and employability, it should be entered into with a flexible, creative and committed attitude to maximise the learning potential and opportunities.

Supervision arrangements

Students are required to have a supervisor in their placement. They will authorise any work with children, check tasks and evidence required for the completion of assignments and complete the placement report. The role of the supervisor is to offer support, encouragement and guidance, helping to reinforce the link between theory and practice. Occasionally the supervisor will observe the student and offer opportunities for the student to reflect on their practice and, if appropriate, advise on professional strategies and developments. The supervisor is not expected to be involved in module assessment.

Responsibilities and expectations

It is important to recognise that all of the people involved in the delivery and successful completion of your course share the same goal and hold a range of responsibilities to enable this to be achieved. What follows is a brief overview of these responsibilities as they relate to yourself, the employer/supervisor and the Placement Tutor from the University of Bolton. These are reproduced within the Student Staff Agreement (see Appendix 2), which should be completed by all relevant parties to agree to the undertaking of the identified responsibilities to support you in your placement.

Responsibilities and expectations of the student

The responsibilities and expectations of students on the BA (hons) Early Years and Childhood Studies are organised around the three years of study. The table below indicates how your responsibilities will be increasing and changing as you progress through the course. Appendix 1 outlines your responsibilities and expectations against assessed performance criteria (NCTL) for early years practitioners.

<i>Year 1 (HE level 4)</i>
<ul style="list-style-type: none">• Record observations of children• To plan, prepare, implement and evaluate activities in line with the appropriate curriculum. Assess children learning against specified learning outcomes. (As part of module requirements)• To display children's work in a way that supports the learning environment• To take the lead for short sessions e.g. start/end of day/circle time/group story times• To work effectively as part of the classroom/room team, using own initiative.• To work effectively as part of the wider team e.g. practitioners other than those you work with immediately.• To communicate effectively with children, staff and parents. This includes weekly

<p>discussion/feedback with designated supervisor.</p> <ul style="list-style-type: none"> • To familiarise themselves with and, work in line with the policies and procedures of the settings. • To act in a mature, responsible and professional manner
<i>Year 2 (HE level 5)</i>
<ul style="list-style-type: none"> • Record detailed observations of children as part of the record keeping system of the setting • In each semester: to plan, prepare, implement and evaluate a minimum of 6 activities in line with the appropriate curriculum and the weekly plans of the setting. Assess children learning against specified learning outcomes. • In semester 1: to lead a session where you have planned, prepared, implemented and evaluated activities in line with the appropriate curriculum. And to have assessed children learning against specified learning outcomes. (As part of module requirements) • To take responsibility for an area of display, that supports the learning environment • To take the lead for longer sessions, or e.g. at both ends of the day. • To work effectively as part of the classroom/room team, using own initiative and manage children's behaviour effectively. • To work effectively as part of the wider team e.g. practitioners from other rooms/classes. • To communicate effectively with children, staff and parents. This includes weekly discussion/feedback with designated supervisor. • To attend team planning meetings • To familiarise themselves with and, work in line with the policies and procedures of the settings. To reflect on own role and level of responsibility in such. • To act in a mature, responsible and professional manner
<i>Year 3 (HE level 6)</i>
<ul style="list-style-type: none"> • Record detailed observations of children, as part of the record keeping system, in a way that informs the 'next steps' to plan for learning and development • In semester 1: to plan, prepare, implement and evaluate a minimum of 6 activities in line with the appropriate curriculum and the weekly plans of the setting Assess children learning against specified learning outcomes. • In semester 2: to conduct a piece of small scale research which forms part of the dissertation • To take full responsibility for an area of display, that supports the learning environment. • To take the lead for increasingly longer sessions, throughout the day. • To work effectively as part of the classroom/room team, using own initiative, manage children's behaviour effectively and make positive contributions to effective teaching and learning strategies. • To work effectively as part of the wider team e.g. practitioners, ancillary staff, managers, Head-teachers. • To communicate effectively with children, staff and parents. This includes weekly discussion/feedback with designated supervisor. • To attend planning meetings, and where possible meetings with parents and/or outside agencies. • To familiarise themselves with and, work in line with the policies and procedures of the settings. To reflect on own role and increased levels of responsibility in such. • To act in a mature, responsible and professional manner

Responsibilities and expectations of the employer/supervisor

- The employer is to ensure that the student is allocated a suitably experienced supervisor for the duration of the placement
- To allow the student to carry out directed learning and practical activities/assignments within the setting with prior agreement.

- To induct students and set expectations for working in the setting, relevant policies and procedures to maximise the student's understanding and contribution (see Appendix 3 for checklist)
- To ensure students know how and when to make contact with the placement, should the need arise.
- Provide the student with a point of contact for professional and personal support, planning and development, allow time for regular discussions of any issues or practice-related questions
- To observe and comment on the student's performance and practice at placement (see Appendix 5 for end of placement report template). The University of Bolton's Fitness to Practice Procedure is available at:
<http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/AllStudents/Home.aspx>
- To manage the feedback process constructively
- To liaise with the Placement Tutor at the University of Bolton if there are causes for concerns about the student's attendance and/or performance and professionalism
- To familiarise themselves with the programme content and assessment
- Provide support and guidance with tasks set by the University of Bolton
- To sign off plans of activities and assignments involving a practice element to give authorisation to proceed with them in the setting
- To familiarise themselves with the expectations of students in each year of study as set out and support them to take increasing responsibility as appropriate

Responsibilities and expectations of the Placement Tutor

- To ensure that the student has an up-to-date DBS certificate at the beginning of the programme and before they start the placement
- To visit the student at placement a minimum of 5 times throughout the programme. The times will be agreed with the student and employer/supervisor in advance
- Where students need more support or there are concerns over their progress at the placement, to maintain regular contact with the employer/supervisor via email or phone
- To provide ad-hoc support as appropriate
- To inform the student/workplace if any visits need to be postponed for any reason
- To keep a record of attendance of students for University sessions
- To monitor placement attendance on a weekly basis. It is the student's responsibility to present time sheets and non-attendance at placement may lead to the placement offer being withdrawn
- To keep a record of all placement visits and observation and provide the student with a copy of these
- To provide regular feedback to ensure opportunities for development are available to the student

Attendance

You are required to attend scheduled classes and seminars at the University as well as two days of placement (15 hours) weekly in Year 1 Semester 2, Year 2 both semesters and Year 3 Semester 1. By the end of the programme you are expected to have accumulated at least 800 placement hours. It is

your responsibility to clarify the nature and expectations in terms of attendance prior to beginning your placement (see Appendix 3).

You are expected to attend your placement as agreed with your setting and should this not be possible, you must follow the absence reporting procedures within the setting. If there are significant issues with absence due to more serious difficulties/illness then contact must be made with the Placement Tutor. Where continuous absence makes it difficult for a setting to support your placement, they are within their rights to withdraw their offer of placement experience.

Dress code

Any specific dress codes or uniform requirements are to be discussed with your placement setting, although it is expected that you always present in a professional manner, ensuring an appropriate selection of clothing, footwear and jewellery. Remember that the way you present has implications on safeguarding and health and safety as well as the reputation of the setting. While in placement you are representing the University of Bolton and it is expected that you ensure an appropriate presentation at all times.

Health and safety

While at the placement, we would expect students to prove to be effective, safe and reliable individuals. Placement settings are employers in their own right, and employers must ensure, so far as is reasonably practicable, the health and safety and welfare of their employees. The primary responsibility for meeting statutory health and safety requirements within a placement remains with the placement organisation. Students on placement are therefore employees and are owed a duty of care. However, it is your responsibility to ensure you understand the policies and procedures in place and follow these effectively at all times, seeking support and clarification if necessary. You should also draw attention to any health and safety issues, if and when appropriate, should you feel that there is a risk to any adults or children associated with the setting.

Additional information

DBS checks

You will be required to complete an enhanced Disclosure and Barring Service (DBS) check prior to beginning your placement. If you are already employed, it is assumed that your employer has maintained this for you. You are required to bring a copy of your DBS into the University of Bolton to allow a photocopy of the certificate to be taken. If you are entering into a voluntary placement, DBS approval will be sought through the University of Bolton.

In order to apply for a DBS certificate you should contact Student Services:

Hildred Livesey	Student Services	01204 903479	H.Livesey@bolton.ac.uk
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Please note that DBS certificates from previous education institutions and placements may not be acceptable.

Addressing issues while at the placement

Placement is usually the most popular part of courses with a practical element and the reason why most students have chosen this course. As such, the experience is mainly successful and enjoyable. Occasionally however, there can be difficulties, for any number of reasons. The final solution may be to withdraw a student without attaching blame to any party. However, this is a last resort.

If you are unhappy in placement do discuss it with a tutor. You will be encouraged to try to find a way through, as a professional relationship is different from one with friends, and we all have to find a way to get on with people we might not choose as friends. You do not have to do this on your own though, and if you draw our attention to the situation early on, we can try to resolve any difficulties before they become intractable.

Appendix 1: Responsibilities and expectations of the student against assessed performance criteria

Year 1 (HE level 4)	Year 2 (HE level 5)	Year 3 (HE level 6)	Assessed performance/practitioner options can include any of the following for levels 4, 5 and 6. www.education.gov.uk/eypqd/level4.shtml
<ul style="list-style-type: none"> Record observations of children 	<ul style="list-style-type: none"> Record detailed observations of children as part of the record keeping system of the setting 	<ul style="list-style-type: none"> Record detailed observations of children, as part of the record keeping system, in a way that informs the 'next steps' to plan for learning and development 	<ol style="list-style-type: none"> <i>Direct observation of learners performance in the workplace by a qualified assessor or testimony from an expert witness.</i>
<ul style="list-style-type: none"> To plan, prepare, implement and evaluate activities in line with the appropriate curriculum. Assess children learning against specified learning outcomes. (As part of module requirements) 	<ul style="list-style-type: none"> In each semester: to plan, prepare, implement and evaluate a minimum of 6 activities in line with the appropriate curriculum and the weekly plans of the setting. Assess children learning against specified learning outcomes. In semester 1: to lead a session where you have planned, prepared, implemented and evaluated activities in line with the appropriate curriculum. And to have assessed children learning against specified learning outcomes. (As part of module requirements) 	<ul style="list-style-type: none"> In semester 1: to plan, prepare, implement and evaluate a minimum of 6 activities in line with the appropriate curriculum and the weekly plans of the setting Assess children learning against specified learning outcomes. In semester 2: to conduct a piece of small scale research which forms part of the dissertation 	<ol style="list-style-type: none"> <i>Reflective accounts of learners performance</i>
<ul style="list-style-type: none"> To display children's work in a way that supports the learning environment 	<ul style="list-style-type: none"> To take responsibility for an area of display, that supports the learning environment 	<ul style="list-style-type: none"> To take full responsibility for an area of display, that supports the learning environment. 	<ol style="list-style-type: none"> <i>Professional discussion/recorded oral or written questions in relation to learners performance in the workplace</i>
<ul style="list-style-type: none"> To take the lead for short sessions e.g. start/end of day/circle time/group story times 	<ul style="list-style-type: none"> To take the lead for longer sessions, or e.g. at both ends of the day. 	<ul style="list-style-type: none"> To take the lead for increasingly longer sessions, throughout the day. 	<ol style="list-style-type: none"> <i>Workplans and work based products that have been undertaken by the learners e.g. relevant minutes of meetings, reports, curriculum plans,</i>

			<i>displays, photographic records of children or young person observations and assessments</i>
<ul style="list-style-type: none"> • To work effectively as part of the classroom/room team, using own initiative. 	<ul style="list-style-type: none"> • To work effectively as part of the classroom/room team, using own initiative and manage children's behaviour effectively. 	<ul style="list-style-type: none"> • To work effectively as part of the classroom/room team, using own initiative, manage children's behaviour effectively and make positive contributions to effective teaching and learning strategies. 	5. <i>Case studies, assignments or projects related to learners performance in the workplace</i>
<ul style="list-style-type: none"> • To work effectively as part of the wider team e.g. practitioners other than those you work with immediately. 	<ul style="list-style-type: none"> • To work effectively as part of the wider team e.g. practitioners from other rooms/classes. 	<ul style="list-style-type: none"> • To work effectively as part of the wider team e.g. practitioners, ancillary staff, managers, Head-teachers. 	6. <i>Simulation has limited use but it is acceptable e.g. where the events are infrequent or it is inappropriate to observe, although performance is critical and a high degree of confidence that the candidate would act appropriately is required, examples may be fire drills, or sensitive confidential meetings</i>
<ul style="list-style-type: none"> • To communicate effectively with children, staff and parents. This includes weekly discussion/feedback with designated supervisor. 	<ul style="list-style-type: none"> • To communicate effectively with children, staff and parents. This includes weekly discussion/feedback with designated supervisor. • To attend team planning meetings 	<ul style="list-style-type: none"> • To communicate effectively with children, staff and parents. This includes weekly discussion/feedback with designated supervisor. • To attend planning meetings, and where possible meetings with parents and/or outside agencies. 	<i>If a practitioner did attend a placement in a setting but was not observed by their tutor/supervisor but completed child observation/assessments, curriculum plans or a working journal which was then checked/marked by their tutor, this would be acceptable</i>
<ul style="list-style-type: none"> • To familiarise themselves with and, work in line with the policies and procedures of the settings. 	<ul style="list-style-type: none"> • To familiarise themselves with and, work in line with the policies and procedures of the settings. To reflect on own role and level of responsibility in such. 	<ul style="list-style-type: none"> • To familiarise themselves with and, work in line with the policies and procedures of the settings. To reflect on own role and levels of responsibility in such. 	<i>An example of a work product could be an individual child's day-to-day diary which details everything about that child that's happened that day and is completed by the key worker. Another example would be a working journal which would be completed by the worker detailing what work they have carried out on that particular day.</i>
<ul style="list-style-type: none"> • To act in a mature, responsible and professional manner 	<ul style="list-style-type: none"> • To act in a mature, responsible and professional manner 	<ul style="list-style-type: none"> • To act in a mature, responsible and professional manner 	

Appendix 2: Student staff agreement

Student name:	Year of study:
Student's work placement: (Name, address, contact)	

Student status (employed/voluntary placement):

When undertaking study at the University of Bolton, it is essential that students are aware of their responsibilities in order to make their progression seamless. Positive attainment in a programme with a work placement element can only be achieved if these responsibilities are noted and adhered to. It is a requirement of the programme that both students and staff acknowledge the responsibilities listed by signing at the end of this agreement.

Responsibilities and expectations of the student

<i>Year 1 (HE level 4)</i>
<ul style="list-style-type: none">• Record observations of children• To plan, prepare, implement and evaluate activities in line with the appropriate curriculum. Assess children learning against specified learning outcomes. (As part of module requirements)• To display children's work in a way that supports the learning environment• To take the lead for short sessions e.g. start/end of day/circle time/group story times• To work effectively as part of the classroom/room team, using own initiative.• To work effectively as part of the wider team e.g. practitioners other than those you work with immediately.• To communicate effectively with children, staff and parents. This includes weekly discussion/feedback with designated supervisor.• To familiarise themselves with and, work in line with the policies and procedures of the settings.• To act in a mature, responsible and professional manner
<i>Year 2 (HE level 5)</i>
<ul style="list-style-type: none">• Record detailed observations of children as part of the record keeping system of the setting• In each semester: to plan, prepare, implement and evaluate a minimum of 6 activities in line with the appropriate curriculum and the weekly plans of the setting. Assess children learning against specified learning outcomes.• In semester 1: to lead a session where you have planned, prepared, implemented and evaluated activities in line with the appropriate curriculum. And to have assessed children learning against specified learning outcomes. (As part of module requirements)• To take responsibility for an area of display, that supports the learning environment• To take the lead for longer sessions, or e.g. at both ends of the day.• To work effectively as part of the classroom/room team, using own initiative and manage children's behaviour effectively.• To work effectively as part of the wider team e.g. practitioners from other rooms/classes.• To communicate effectively with children, staff and parents. This includes weekly

discussion/feedback with designated supervisor.

- To attend team planning meetings
- To familiarise themselves with and, work in line with the policies and procedures of the settings. To reflect on own role and level of responsibility in such.
- To act in a mature, responsible and professional manner

Year 3 (HE level 6)

- Record detailed observations of children, as part of the record keeping system, in a way that informs the 'next steps' to plan for learning and development
- In semester 1: to plan, prepare, implement and evaluate a minimum of 6 activities in line with the appropriate curriculum and the weekly plans of the setting Assess children learning against specified learning outcomes.
- In semester 2: to conduct a piece of small scale research which forms part of the dissertation
- To take full responsibility for an area of display, that supports the learning environment.
- To take the lead for increasingly longer sessions, throughout the day.
- To work effectively as part of the classroom/room team, using own initiative, manage children's behaviour effectively and make positive contributions to effective teaching and learning strategies.
- To work effectively as part of the wider team e.g. practitioners, ancillary staff, managers, Head-teachers.
- To communicate effectively with children, staff and parents. This includes weekly discussion/feedback with designated supervisor.
- To attend planning meetings, and where possible meetings with parents and/or outside agencies.
- To familiarise themselves with and, work in line with the policies and procedures of the settings. To reflect on own role and increased levels of responsibility in such.
- To act in a mature, responsible and professional manner

Responsibilities and expectations of the employer/supervisor

- The employer is to ensure that the student is allocated a suitably experienced supervisor for the duration of the placement
- To allow the student to carry out directed learning and practical activities/assignments within the setting with prior agreement.
- To induct students and set expectations for working in the setting, relevant policies and procedures to maximise the student's understanding and contribution (see Appendix 3 for checklist)
- To ensure students know how and when to make contact with the placement, should the need arise.
- Provide the student with a point of contact for professional and personal support, planning and development, allow time for regular discussions of any issues or practice-related questions
- To observe and comment on the student's performance and practice at placement (see Appendix 5 for end of placement report template). The University of Bolton's Fitness to Practice Procedure is available at:
<http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/AllStudents/Home.aspx>
- To manage the feedback process constructively
- To liaise with the Placement Tutor at the University of Bolton if there are causes for concerns about the student's attendance and/or performance and professionalism
- To familiarise themselves with the programme content and assessment

- Provide support and guidance with tasks set by the University of Bolton
- To sign off plans of activities and assignments involving a practice element to give authorisation to proceed with them in the setting
- To familiarise themselves with the expectations of students in each year of study as set out and support them to take increasing responsibility as appropriate

Responsibilities and expectations of the Placement Tutor

- To ensure that the student has an up-to-date DBS certificate at the beginning of the programme and before they start the placement
- To visit the student at placement a minimum of 5 times throughout the programme. The times will be agreed with the student and employer/supervisor in advance
- Where students need more support or there are concerns over their progress at the placement, to maintain regular contact with the employer/supervisor via email or phone
- To provide ad-hoc support as appropriate
- To inform the student/workplace if any visits need to be postponed for any reason
- To keep a record of attendance of students for University sessions
- To monitor placement attendance on a weekly basis. It is the student’s responsibility to present time sheets and non-attendance at placement may lead to the placement offer being withdrawn
- To keep a record of all placement visits and observation and provide the student with a copy of these
- To provide regular feedback to ensure opportunities for development are available to the student

Signatures

On Behalf of University of Bolton

Name:..... Date:.....

On behalf of the work/placement setting

Name:..... Date:.....

On behalf of the student

Name:..... Date:.....

Appendix 3: Induction checklist

It is the responsibility of the setting to induct students at the beginning of their work placement. Please use the table below as an indication of the topics and policies that need to be discussed. Please do not begin work at placement without being inducted and the form signed.

Placement setting:			
Student's name:	Supervisor's name:		
	Student signature	Supervisor signature	Date
Setting overview (structure, purpose, aims, funding etc.)			
Health and safety information			
Safeguarding children policy Safeguarding training completed			
Conditions of placement / employment (attendance, times, breaks etc.)			
Practical details (keys, equipment, refreshments, building layout etc.)			

<p>Access to resources</p> <p>(ICT, photocopiers etc.)</p>			
<p>Specific policies / procedures</p> <p>(e.g. smoking, dress code, equal opportunities, reporting illness, etc.)</p>			
<p>Confidentiality</p>			
<p>Notes:</p>			

Appendix 5: Early Years Placement Report

Student's name	Supervisor name	Hours completed:
Student signature and date	Supervisor signature and date	

Please briefly comment on the student's development under the following headings:

Professional conduct and responsibilities
Promote good progress and outcomes by children
Demonstrate sound knowledge of EYFS
Safeguarding and promoting the welfare of the child
Plan for education and care taking into account the individual interests and needs of all children
Working as part of a team

Appendix 6: Modules and assignments overview

Module, aims and learning outcomes	Assessment
Year 1 Semester 1 HE4	
<p>EYC4007 Personal and Professional Development</p> <p>The aim of the module is to introduce and develop the study skills which are relevant to support independent learning. You will learn about academic writing styles and referencing and be introduced to on-line materials. It will explore work-based concepts surrounding the emergent student practitioner and the role of the professional in an early years context. The module is designed to prepare students in readiness for the workplace. The module also serves to develop employability skills with particular emphasis on communication, teamwork, organisation and planning, self-awareness and initiative.</p> <p>By the end of this module you will be able to:</p> <ol style="list-style-type: none"> 1. Utilise ICT skills effectively to produce an academic piece of writing. 2. Use skills to search and retrieve appropriate academic literature 3. Identify opportunities for learning, personal, and professional development 4. Identify and discuss the role of the professional in the context of early years practice 	<p>2000 word essay on being a professional in early years 500 word skills analysis</p>
<p>EYC4008 Introduction to Child Development</p> <p>This module is aimed at those students with limited knowledge of underpinning theories of child development and those with a more basic understanding.</p> <p>The module aims to develop a sound knowledge of the areas of child development and expected stages, whilst acknowledging individual patterns and differences. The purpose of the module is to ensure that you grasp a range of theoretical perspectives within the context of current practice.</p> <p>By the end of this module you will be able to:</p> <ol style="list-style-type: none"> 1. Identify key child developmental theories 2. Recognise the importance of the role of play 3. Consider the influence of the family and the wider community 4. Have knowledge of how theory links with current practice. 	<p>2500 word essay on theories informing early years practice</p>
<p>EYC4009 Social Policy for Early Years</p> <p>This module aims to ensure that you develop a sound understanding of the wealth of social policy and legislation in the context of early years. As policy has an important impact on the daily practice of early years practitioners, the purpose of the module is to ensure a practical understanding of current political, legal, administrative and legislative frameworks that may be applied to early years childcare and education. In order to fully understand the current context, this will be set within a historical perspective, showing an emergent framework of developing social policy in the UK. You will consider the development and implementation of early years policy and the</p>	<p>10 minute presentation on a chosen policy 2000 word essay about the history and impact of social policy</p>

<p>impact that policy changes have had and will continue to have on early years practice.</p> <p>By the end of this module you will:</p> <ol style="list-style-type: none"> 1. Demonstrate a sound knowledge and understanding of social policy and legislation relevant to the education, care and protection of children and the associated statutory, private and voluntary bodies 2. Identify the historical development of social policy with specific reference to children and early years 3. Evaluate how contemporary social policy influences practice 4. Demonstrate an up-to-date knowledge of statutory, private and voluntary provision within the early years, including monitoring procedures 	
<p>Year 1 Semester 2 HE4</p>	
<p>EYC4010 Learning in the Digital Age</p> <p>This module aims to equip you with knowledge and understanding to make effective use of technology and ICT in your practice with young children. It also aims to support the development of your own ICT skills as a practitioner. The module reflects the changing learning preferences of children and practitioners in an increasingly digital world and what this means in practice in settings. Throughout the module, links are made with digital literacy, relevant early years curriculums, guidelines and principles of learning. In addition to understanding good practice in relation to technology and ICT in an early years context, the module aims to develop employability skills and to promote environmental sustainability.</p> <p>By the end of this module you will:</p> <ol style="list-style-type: none"> 1. Demonstrate a range of up to date understanding, knowledge and skills around the use of technology to support children’s learning 2. Understand the appropriate use of technology to support children’s learning 3. Evaluate ICT resources for use within early years settings and in relation to curriculum frameworks 4. Apply knowledge and understanding of technology in the early years to practice 	<p>2500 word report on the effective use of technology in early years practice</p>
<p>EYC4011 Facilitating Children’s Learning</p> <p>The aim of the module is for you to acquire a good working knowledge of early years curriculum frameworks, to ensure you provide effective, appropriate learning activities for children. You should build on and develop your skills of planning, teaching, and evaluating children’s learning in the context of the work setting. The module also serves to develop employability skills with particular emphasis on communication skills, teamwork, organisation and planning, flexibility and adaptability, and initiative.</p> <p>By the end of this module you will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of facilitating successful learning with a group of children. 2. Demonstrate an insight into some approaches to learning and their rationale. 3. Identify the features of effective practice, including working in partnership with parents. 4. Analyse and evaluate theoretical and practical evidence in facilitating children’s learning. 	<p>10 minute presentation on preparation of activities 2500 word essay on planned, implemented, and evaluated activities</p>
<p>EYC4012 Work Experience</p> <p>The aim of the module is to develop and support you as emergent practitioners to develop professional skills in a workplace environment, where you will begin to/further develop levels of responsibility for working and planning for children 0-8 years. You will bring together</p>	<p>Portfolio of evidence gathered at placement 1500 reflective account on your</p>

<p>theoretical knowledge and demonstrate your developing skills as a practitioner in an early years context.</p> <p>By the end of this module you will be able to:</p> <ol style="list-style-type: none"> 1. Provide evidence of professional practice which includes reflection on your personal performance, and identifying opportunities for learning, personal, and professional development 2. Identify key policies in relation to your role 3. Provide evidence of child observations linked to relevant theories of how children develop 4. Provide evidence of planning for learning and development with links to the relevant curriculum framework 	<p>own progress at placement</p>
<p>Year 2 Semester 1 HE5</p>	
<p>EYC5006 Developing Reflective Practice</p> <p>This module is aimed to support you while working with young children in early years settings. It builds on the EYC4012 Work Experience module from the first year of your studies. The purpose of this module is to enable you to evidence your own personal and professional development and plan for appropriate training and practice improvement to meet your specific needs as a practitioner. Through this module you will become familiar with a range of models of reflection and able to identify the most effective models for you to reflect on your practice and professional context. The module should support you in assessing and evaluating your progress towards personal goals alike, using appropriate and relevant evidence. The module will develop your employability skills, especially communication, teamwork, action planning, initiative and self-awareness.</p> <p>By the end of this module you will:</p> <ol style="list-style-type: none"> 1. Review action plans and achievements and select appropriate significant incidents upon which to base your reflection and further study 2. Knowledge and understanding of theories and models of reflective practice and effective use in the context of early years practice 3. Evaluate the impact of reflection on professional practice in the early years 4. Examine a range of personal and interpersonal skills that contribute to effective professional performance and development 	<p>3000 word essay analysing significant incident from placement 5 reflective accounts in portfolio</p>
<p>EYC5007 Child Development 2</p> <p>This module is aimed at practitioners who are working with young children and builds upon the knowledge gained in the introductory child development module. The purpose of the module is to evaluate established theories and more current research in more depth and apply these to practice. In particular you will consider the observation and assessment of children to ensure the individual needs of children are met. The module also aims to promote partnership working with parents and other professionals working with the child and their families.</p> <p>By the end of this module you will be able to :</p> <ol style="list-style-type: none"> 1. Evaluate patterns of development through the medium of play and learning 2. Apply developmental theory to observations of practice 3. Analyse and evaluate the overall development of one child in a case study. 4. Recognise the influence of the family on the child's development 	<p>3000 word case study of a child in relation to play 3 observations of a child</p>

<p>EYC5008 Safeguarding Children</p> <p>The purpose of the module is to ensure you have an informed and up-to-date understanding of issues around safeguarding children and associated practices and procedures. With the number of recent changes in policy, it is essential that you acquire up-to-date core knowledge, information, facts and skills. This will ensure that you contribute effectively to the process of safeguarding children. You will develop an appreciation of the centrality of initiating and maintaining effective working relationships/partnerships with parents, carers and the relevance of multi-agency working. The module aims to develop employability skills with particular emphasis on communication, teamwork, problem-solving, personal impact and confidence, social, public and ethical responsibility.</p> <p>By the end of this module you will:</p> <ol style="list-style-type: none"> 1. Demonstrate awareness and understanding of categories, indicators and explanations of abuse 2. Examine current legislation and the policy context relevant to the safeguarding and child protection agenda 3. Explore theoretical frameworks and models underpinning safeguarding and child protection work 4. Identify the existing and prospective knowledge and skills needed to work in partnership with children, families, professionals and agencies, including accountability 	<p>Exam on safeguarding policies and procedures 10 minute presentation on multi-agency working</p>
<p>Year 2 Semester 2 HE5</p>	
<p>EYC5009 Inclusive Practice</p> <p>This module aims to develop an up-to-date and informed understanding of inclusive practice within the early years. The focus of the module is on aspects of diversity, equal opportunities and anti-discriminatory practice. You will gain knowledge and understanding of relevant policies underpinning principles of inclusion and how to translate these into practice. You will learn how to provide opportunities to develop, implement and evaluate plans and activities to meet the diverse individual needs of children. The importance of working with the child alongside their families and multi-agency teams is an integral part of this module. In addition, the module aims to develop employability skills with particular emphasis on effective communication, teamwork, self-awareness and professionalism and social, public and ethical responsibility.</p> <p>By the end of this module you will:</p> <ol style="list-style-type: none"> 1. Analyse the features of an enabling environment to encourage all children to participate 2. Demonstrate an up-to-date and working knowledge of principles, policies and practices of inclusion 3. Examine the role of different agencies in supporting inclusion and multi-agency working 4. Recognise parental and family perspectives on inclusion 	<p>3000 word case study analysing inclusive practice in relation to a child</p>
<p>EYC5010 Developing Practitioner Skills</p> <p>This module builds on the 'Facilitating Children's Learning' module and the aim is for you to further develop your practitioner skills in an early years setting, where you are responsible for working with and planning for children 0-8 years. The purpose of the module is to generate sound rationales for planning, resourcing, and leading activity/teaching and learning sessions with children using accepted theories and practices. The aim of the module is for you to bring together all your theoretical knowledge and demonstrate your skill as an effective practitioner in the workplace.</p>	<p>Observation of practice (planned session) 3000 word essay on professional skills and development</p>

<p>By the end of this module you will be able to:</p> <ol style="list-style-type: none"> 1. Construct and resource a working environment where all children are able to participate appropriately for their age and stage of development 2. Outline a sound rationale in identifying the main features in creating a positive learning environment. 3. Evaluate the children's learning, to inform planning and ensure progression 4. Critically analyse a range of theoretical perspectives and curriculum frameworks for planning within the curriculum, and reflect on your personal performance. 	
<p>EYC5011 Children in the Community</p> <p>The aim of the module is to examine the place and position of the child in the community. This will examine the different legislative frameworks that may be applied to the child in modern Britain, starting from the Children Act 1989. There will be a focus on the social and emotional development of children 0-8 years and the frameworks that aim to support and develop this. The module is designed to prepare students in readiness for the workplace.</p> <p>By the end of this module you will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of the process of transition. 2. Identify the features that support this effectively, including partnership with parents. 3. Analyse and evaluate the legislative frameworks that support children 0-8 years in relation to transition. 4. Analyse and evaluate theoretical perspectives relating to the child in the context of the family and community. 	<p>3000 word essay on transition processes in settings</p>
<p>Year 3 Semester 1 HE6</p>	
<p>EYC6002 Theories and Approaches to Learning in the Early Years</p> <p>There are a wealth of different approaches to learning within the context of early years. This module aims to consider and explore contemporary and historical perspectives which influence early childhood education. You will examine and evaluate both contemporary and foundational approaches to learning and pedagogy and consider implications for practice. The module will also support the development of critical reflection as you explore the effectiveness of different approaches in meeting children's learning and developmental needs in the context of your work placement. The module aims to develop critical thinking skills, communication, initiative and team working.</p> <p>By the end of this module you will:</p> <ol style="list-style-type: none"> 1. Identify and critically evaluate factors which influence curriculum frameworks 2. Demonstrate detailed knowledge and critical understanding of key concepts and principles of approaches to learning 3. Examine the adult role in teaching practices and approaches 4. Critically analyse the effectiveness of different approaches to learning in the context of early years practice 	<p>4000 word case study of an approach in practice 5 reflective accounts in portfolio</p>
<p>EYC6003 Developing Children's Health and Wellbeing</p> <p>The health and wellbeing of the nation's children is now a matter of agencies working together more coherently than ever before. It is also a matter of professionals working effectively with the appropriate evidence base. Practitioners need to respond appropriately to</p>	<p>10 minute poster presentation 4000 word evaluation of a programme/ intervention in an</p>

<p>children with a diverse range of complex health and developmental needs. With such considerations in mind this module will encourage the student to:</p> <ul style="list-style-type: none"> • Adopt a holistic approach to supporting the health and wellbeing of children in the early years. • Explore and evaluate strategies of health promotion in respect of children’s health and wellbeing through co-ordinated programmes of action. • Understand how prevention and early intervention to ensure long term health gains are possible when local authorities and others work in partnership with the NHS. <p>By the end of this module you will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of the stages of development and how this can influence the health and wellbeing of children aged 0-8 years. 2. Evaluate concepts of health and wellbeing and explore the concept of working together to develop children’s health and wellbeing in relation to children 0-8 years. 3. Demonstrate an understanding of the theoretical models used to assess and promote children’s health and wellbeing. 4. Explore the policy agenda in relation to the health and wellbeing of children 0-8 years. 	<p>early years context</p>
<p>EYC6005 Research Methods This module aims to develop your understanding and appreciation of the different traditions in researching social phenomena and identifying the major components in the research process. You will be expected to consider the growth of evidence based practice and the impact on early years pedagogy. You will identify an area for your study, develop an effective literature review, and critically analyse your choice of data collection techniques. This will form the basis of your research dissertation.</p> <p>By the end of this module you will be able to:</p> <ol style="list-style-type: none"> 1. Analyse the process of formulating a question arising from professional practice and evaluate evidence appropriate to your field of study/work. 2. Critically analyse and evaluate evidence for its validity and educational significance. 3. Demonstrate knowledge and understanding of the key elements in research design, including an awareness of ethical issues in professional research. 4. Develop skills in critical reasoning. 	<p>5000 word research proposal on the topic selected for dissertation</p>
<p>Year 3 Semester 2 HE6</p>	
<p>EYC6004 Leadership and Management in the Early Years Leadership in the early years sector has been recognised as essential in raising standards and increasing the quality of provision for children and families. This module will develop your awareness and understanding of leadership and management in the context of early years. You will examine the relationship between leadership and management and consider the distinctiveness of leadership in early years. You will become familiar with the requirements, characteristics and practices for professionalism and leadership in early childhood by considering case studies and examples from practice. Guest speakers sharing their own professional journeys will also feature in this module. As a result of undertaking this module, you will develop your communication skills, team working, problem solving, professional and personal impact and confidence.</p>	<p>4000 word reflective account on leading a team and implementing change in the setting</p>

<p>By the end of this module you will:</p> <ol style="list-style-type: none"> 1. Examine the importance of professionalism and leadership in the context of early years practice 2. Develop an in-depth understanding of different leadership strategies and related practices 3. Critically analyse the knowledge and skills necessary to foster and manage change in an early years context by applying leadership strategies and evaluating the outcomes 4. Critically reflect on the challenges to collaboration associated with multi-agency working 	
<p>EYC6006 Dissertation</p> <p>This module provides you with an opportunity to further your professional and academic development by planning and carrying out a research project in an area of particular interest to you. You will be required to demonstrate that you have a sound understanding of the ethical issues of research with children and in the context of early years settings. The module will foster your ability to work independently on a particular topic, developing advanced study skills and your organisation and time-management skills. The dissertation will help you develop your own critical voice, give you experience of the research process, develop your ability to plan, organise and manage a project, alongside analysing, synthesising and evaluating evidence to inform practice in the early years sector and beyond. This module will help you develop social, public and ethical responsibility as a researcher, communication, employability and transferrable skills.</p> <p>By the end of this module you will:</p> <ol style="list-style-type: none"> 1. Identify and justify a topic of research that relates both to an established area of academic study and early years practice and present a critical discussion of the topic informed by relevant evidence 2. Justify the use of your methodology and then use the selected methods to generate relevant data 3. Provide an interpretation of the findings which draws valid conclusions and recommendations for professional practice 4. Reflect critically on your personal and professional development and the constraints in completing the research 	<p>10000 word dissertation exploring an area of particular interest through primary research</p>