

Pearson

Higher Nationals in

Early Childhood Education and Care

SCHEME OF WORK

UNIT: 1 Personal and Professional Development through Reflective Practice

For use with the Higher National Certificate and
Higher National Diploma in Early Childhood Education and Care
First teaching from January 2019

Issue 1



Edexcel, BTEC and LCCI qualifications

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They can be customised and amended according to localised needs and requirements.

All schemes of work can be adapted to suit specific establishment time frames in line with GLH delivery.

Higher National Certificate/Diploma in Early Childhood Education and Care

SCHEME OF WORK

Programme Title:	Higher Nationals in Early Childhood Education and Care	Level:	4
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Unit Title:	Personal and Professional Development through Reflective Practice	Tutor:	
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Unit Number:	1	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Review key principles of reflective practice with reference to the role of early childhood practitioners #	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Explore purposes of engaging in reflective practice when working in early childhood education and care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Describe the skills and techniques needed for effective reflection on own practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Implement a reflective approach to own practice through effective interactions with caregivers, colleagues and children in own workplace.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Key definitions <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor input: Overview of module and task requirements • Pair activity: mindmap examine what professionalism is in ECEC and discuss with peers • Group activity: To discuss the diversity within their settings and how this is supported • Individual activity: begin to look at own professional development so far and future needs.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Key Principles <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor input: lecture detailing supporting children's development. • Pair activity: To identify reflective learning cycles and feedback to group • Individual activity: Identify a reflective learning cycle to use for assessment task
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Reflection as a personal and professional development tool. <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor input: lecture detailing how to identify appropriate next steps for children. • Group activity: look at methods of self-assessment to feedback to group. • Individual activity: look at placement report from setting and identify training needs and areas of practice for development.
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • The role of the practitioner <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: case study discussion around the importance of reflection. • Group activity: to discuss their own role in supporting children's development. • Individual activity: looking at examples from practice of how they support children's development

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Sessions	Learning Outcome(s)	Session Activities
Session 5	LO2	Topic(s): <ul style="list-style-type: none">• Purposes of engaging in reflective discussion. Sample activities: <ul style="list-style-type: none">• Tutor input: review of assessment progress• Group activity: to identify and discuss why it is important to engage in reflection.• Individual activity: begin to plot a personal and professional development plan for assessment task.
Session 6	LO2	Topic(s): <ul style="list-style-type: none">• Theoretical models of reflection. Sample activities: <ul style="list-style-type: none">• Tutor input: review models of reflection from previous weeks.• Pair activity:• Group activity: to discuss strengths and limitations of reflective learning cycles and models of reflection• Individual activity:
Session 7	LO2	Topic(s): <ul style="list-style-type: none">• Key factors influencing the effectiveness of reflective practice. Sample activities: <ul style="list-style-type: none">• Tutor input: lecture recognising situational; factors such as workload, time management.• Pair activity: to examine to the concept of emotional intelligence to feed back to group and apply to own development.• Individual activity: continue with development plan
Session 8	LO2	Topic(s): <ul style="list-style-type: none">• Review week Sample activities: <ul style="list-style-type: none">• Tutor input: tutorial support for assessments• Pair activity: discuss progress with peers• Individual activity: continue with assessment task.

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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Review week <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor input: tutorial support for assessments • Pair activity: Discuss progress with peers • Individual activity: continue with assessment task
Session 10	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Skills needed for reflective practice <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor input: lecture communication and the art of listening • Group activity: research one observation technique to feedback to the group. • Individual activity: review development plan to include positive and negative influences.
Session 11	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Constructing appropriate reflective logs <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: develop and discuss individual SWOT analysis • Group activity: discuss the barriers to reflective practice • Individual activity: Begin to devise assessment presentation
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> • Techniques needed for reflective practice <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor input: lecture on assumptions and bias • Pair activity: peer review presentations • Group activity • Individual activity: find comments from placement record to evaluate their current practice

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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Supporting effective reflective in settings <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: discuss settings approaches to coaching and mentoring (staff supervision) Group activity: research multi-disciplinary approaches to feedback. Individual activity: continuing to identify their own individual needs
Session 14	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Implementing a reflective approach. <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor input: Lecture towards effecting positive and improved outcomes for children. Pair activity: examine settings approach to interacting with others (children, caregivers, colleagues and community) Group activity: discuss findings.
Session 15	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Implementing a reflective approach. <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor input: lecture detail adopting consistent ethical and appropriate strategies. Pair activity: research current ideas relating to wellbeing and resilience in children and practitioners. Group activity: mind map strategies settings use to develop trust.
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Assessing effectiveness of interactions. <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor input: the practitioner as an agent for change. Pair activity: examine the benefits of a multiagency approach to feedback to group. Individual activity: gather evidence from setting to examine using feedback from stakeholders including children.

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Sessions	Learning Outcome(s)	Session Activities
Session 17	LO4	Topic(s): <ul style="list-style-type: none">Assessing effectiveness of interactions. Sample activities: <ul style="list-style-type: none">Pair activity: looking at how confidentiality is addressed in own interactions.Group activity: peer support session for assessment taskIndividual activity: continue with assessment task
Session 18	LO1-LO4	Topic(s): <ul style="list-style-type: none">Review week Sample activities: <ul style="list-style-type: none">Tutor input: Tutorial support for assessment taskPair activity: discuss progressIndividual activity: work on assessment task
Session 19	LO1-LO4	Topic(s): <ul style="list-style-type: none">Review week Sample activities: <ul style="list-style-type: none">Tutor input: Tutorial support for assessment tasks.Pair activity: Discuss progressIndividual activity: continue with assessment task.
Session 20	LO1-LO4	Topic(s): <ul style="list-style-type: none">Individual presentations Sample activities: <ul style="list-style-type: none">Tutor input: assess taskGroup activity: support peers with individual presentationIndividual activity: present assessment task.

Pearson Higher Nationals in

Early Childhood Education and Care

SCHEME OF WORK

UNIT: 2 Protecting Children in Early Childhood Education and Care Environments

For use with the Higher National Certificate and
Higher National Diploma in Early Childhood Education and Care
First teaching from January 2019

Issue 1



Edexcel, BTEC and LCCI qualifications

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Higher National Certificate/Diploma in Early Childhood Education and Care

SCHEME OF WORK

Programme Title:	Higher Nationals in Early Childhood Education and Care	Level:	4
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Unit Title:	Protecting Children in Early Childhood Education and Care Environments.	Tutor:	
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Unit Number:	2	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Describe key guidance and legislation relating to safeguarding and child protection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Explore the roles and responsibilities of practitioners and organisations in the early education and care sector with regards to keeping children safe and protected	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Examine the role of early childhood practitioners in relation to multi-agency working	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Implement policies and procedures regarding safeguarding, child protection and health and safety and discuss their effectiveness.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Legislation and guidance. <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor input: over view of module and assessment guidance. Defining key terms Pair activity: research the difference between legislation and guidance Individual activity: find policies in setting relating to safeguarding, child protection and keeping children safe.
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Relationship between child protection, safeguarding and health and safety in early education and care environments. <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor input: Lecture on taking an holistic approach to safeguarding and child protection Pair activity: define multi agency working Individual activity - begin to consider own role in child protection and safeguarding.
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Purposes of legislation and guidance to safeguard and protect children <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: research ways into minimising or addressing issues relating to safeguarding e.g. trafficking, domestic abuse... Group activity: identifying signs and symptoms of abuse (mindmap) Individual activity: in settings examine what happens to ensure the environment is safe and stimulating
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Principles and purposes of key legislation and guidance that covers children's rights including health, safety protection and security. <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: to examine a key piece of legislation to feedback to peers. Group activity: to explore legal and professional consequences as identified in legislation and guidance. Individual activity - conduct a risk assessment in the setting

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Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Principles and purposes of key legislation and guidance with specific reference to the protection and safeguarding of children. <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: compare and contrast 2 key pieces of legislation Group activity: mindmap international legislation Individual activity – examine setting policies with a closer focus on current legislation and guidance.
Session 6	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Principles and purposes of key health and safety legislation and guidance relevant to children’s education and care environments. <p>Sample activities</p> <ul style="list-style-type: none"> Tutor input: lecture on overview of relevant international legislation. Pair activity: examine legislation relevant to own country Individual activity – begin compiling content for assessment report.
Session 7	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Examples of legislation addressing specific issues of protection affecting children relevant to home country. <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor input: review assessment progress Pair activity: identify specific issues of concern in home country e.g. child grooming, FGM; to feedback Group activity: discussion based on pair activity.
Session 8	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Barriers to implementing legislation and guidance in early education and care settings. Strategies to overcome barriers. <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: identify barriers to effective implementation Group activity: identify strategies to overcome barriers. Individual activity: identify own individual barriers to effective implementation

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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Strategies to overcome barriers <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor input: Lecture on national strategies to support effective child protection procedure. Pair activity: discuss peer observation process in settings Individual activity: identify appropriate strategies to overcome barriers.
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Key terms and their application to the roles and responsibilities of different practitioners and organizations in the early education and care sector. <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor input: principles of confidentiality and information sharing Pair activity: to further examine the concept of early intervention and feedback. Group activity: other key terminology mindmap along with definitions and explanations.
Session 11	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Policies <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: examining the duties of the practitioner, whistleblowing and to undertake an analysis of a serious case review. Group activity: share the settings policy with peers Individual activity: examine policy from setting to understand how and when to refer.
Session 12	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Procedures <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor input: relationship between legislation, policy and procedure. Pair activity: benefits of robust procedures Individual activity: examine the settings approach to parent partnership

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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Enabling best practice and challenges in implementing child protection policies in early education and care settings. <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: National reviews of practice and changes made- e.g. in the UK the Munro Review (2011) Group activity: curriculum guidance and keeping children safe discussion. Individual activity – to review interactions with colleagues, how to observe and record accurately and honestly
Session 14	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Safeguarding requirements in relation to adults accessing the setting. <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: consequences of poor communication using examples from literature and SCR's Group activity: Mindmap of setting procedures regarding visitors, volunteers students etc Individual activity: examine SCRs for the impact of an abuse case on the wider community.
Session 15	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Multi agency working and minimizing risk for children. <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor input: lecture on the role of different agencies (police, social services etc) Pair activity: sharing experiences of multiagency working Group activity: impact of a multiagency approach using case studies Individual activity: look at setting procedures for child participation, involvement and inclusion.
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Implementation of policies and procedures. <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor input: lecture on ethical practice Pair activity: research activity looking at current literature surrounding practitioner resilience Individual activity -continue with presentation for assessment.

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Session 17	LO3-LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Demonstrating compliance with health, safety and risk management procedures, including the prevention and control of infection. <p>Sample activities:</p> <ul style="list-style-type: none"> Pair activity: review and research further a health and safety procedure Group activity: examining setting health and safety procedures in the (mindmap) Individual activity - continue with presentation task.
Session 18	LO3-LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Key features of effective child protection <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor input: review assignment task Pair activity: discussing setting procedures for accurate recording, for issues. Individual activity: examine setting ethos for interactions with parents and caregivers.
Session 19	LO3-LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Review week <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor input: one to one tutorials Pair activity: peer discussion regarding assessment task. Individual activity: Finalise presentation
Session 20	LO3-LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Individual presentations <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor input: assess tasks Group activity: watch peers' presentations and Q&A Individual activity – present, respond to Q&A