
ADAM SMITH COLLEGE
INSPIRING LEARNING

Course Handbook

**HNC Early Education and
Childcare**

Contents

Welcome to Adam Smith College	3
Information about your course	3
Your Curriculum Head	4
Your attendance at college and part-time employment	4
Your learning	5
Credit for previous learning.....	6
The aims of your course	6
The structure of your course	7
The content of your course	8
Assessment of your work.....	8
Re-assessment of your work	9
Submission of your coursework	9
Cheating and plagiarism	10
Support for your learning	10
Your feedback.....	11
Your representation.....	12
Your comments, complaints or compliments	12
General placement information	13

Welcome to Adam Smith College

This is the Course Handbook for the HNC Early Education and Childcare. On behalf of the Course Team I would like to warmly welcome you to Adam Smith College. We feel sure that you will enjoy your time spent here.

To help you make the most of your time at College and to familiarise you with your course we have produced this course handbook. In here you will find information about the structure of your course, the teaching and learning styles used and the ways in which your work will be assessed and graded.

There is a considerable amount of information contained in this handbook, some of which will be of greater relevance to you as you work through the course than it is at the start of your studies in the College. However, we recommend that you read this Course Handbook through carefully **now**, then keep it safely - you will need to use it through your course.

We hope you will find the handbook a useful guide to your course and wish you every success in your studies.

Shirley Burns – St Brycedale Campus

Susan Thomson – Stenton Campus

Curriculum Head(s): HNC Early Education and childcare

Information about your course

Your course is:	HNC Early Education and Childcare
Your Curriculum Head is:	Shirley Burns Susan Thomson
His/Her office is:	Shirley Burns – BG06 (St Brycedale) Susan Thomson – B1.10 (Stenton)
His/Her telephone number is:	01592 223446 (St Brycedale) 01592 223080 (Stenton)
His/Her email address is:	shirleyburns@adamsmith.ac.uk susanthomson@adamsmith.ac.uk

Your Curriculum Head

Each course in the Adam Smith College is assigned a Curriculum Head, whose role is to provide you with advice and support through your course of study. This falls roughly into two categories – guidance related to your studies and pastoral care to help you deal with any difficulties you might encounter of, for example, a personal, financial or health-related nature.

At the beginning of your course you will agree your learning targets with your Curriculum Head. These will be recorded on your Learner Agreement which both of you will sign. Throughout your course, your Curriculum Head will monitor your progress and meet with you regularly during the year to discuss how you are getting on.

Your Curriculum Head will also be available at a set time each week when you can meet if there's something you need to discuss. However, if something comes up which has to be dealt with urgently, you can ask to speak to your Curriculum Head at any time. He/she might not be able to meet you immediately – Curriculum Heads have classes to teach and other students to look after – but he/she will offer you an appointment as soon as possible or refer you to another appropriate member of staff.

Your Curriculum Head may not always be able to personally provide you with the sort of help or support you need, in which case he/she might recommend that you are referred to a member of the College's Guidance or Learning Support staff.

So, if at any time throughout your course, you experience difficulties which are affecting your progress as a student, your Curriculum Head should be your first contact. Please remember that unresolved problems rarely just go away. On the contrary, they tend to get worse the longer they're not dealt with. So, speak to your Curriculum Head sooner rather than later.

Your attendance at college and part-time employment

Your success as a student depends on full and regular attendance at **all** classes. You should inform your Curriculum Head as soon as possible if you have problems with attendance. Our records show that students who do not attend all their classes have a very high risk of failure.¹

¹ For full details of regulations about attendance, see the College Attendance Policy and Procedure.

We recognise that you may need to undertake part-time work, but we strongly advise you not to take employment of more than 15 hours a week if you are a full time student. Should you need to take employment of more than 15 hours per week we recommend you register as a part time student. A full time student is expected to follow their timetable and negotiate work times around it.

Your learning

Your College course will provide you with constant opportunities to learn new skills and acquire knowledge in your chosen subject areas. In order to make the most of all the opportunities available, you need to organise and plan your learning and also to manage your time effectively.

You must attend **all** your timetabled classes. You also need to study in your own time and you should plan to spend several hours a week to fulfil your commitment as a full-time student. You need to allocate time for this in your diary.

Prepare for lectures and tutorials by doing any reading or exercises in advance. Always make some notes – there is usually a handout provided. Review these after the class and ask your lecturer if there is anything you do not understand.

Note assignment deadlines and exam dates in your diary and remember to begin assignments early. You will enjoy researching and planning your work if you allow yourself plenty of time. Make sure you understand what you need to do and plan how you are going to tackle it. Seek advice from your lecturer or Curriculum Head if there is anything that needs clarification.

For full details of regulations about attendance, see the College Attendance Policy and Procedure.

In summary:

- ❖ plan your learning strategy
- ❖ allocate enough time
- ❖ attend **all** of your classes
- ❖ start assignments well in advance
- ❖ seek advice and help
- ❖ use the learning resources offered
- ❖ enjoy the learning experience!

Credit for previous learning

Some students have previous experience or qualifications for which they may receive credit on their present course of study. If you have any qualification that may exempt you from part of your course, for example from school or another college, you may apply for Accreditation of Prior Learning (APL). Similarly, if you have undertaken work, paid or voluntary, that has resulted in learning skills or knowledge that is equivalent to units you will be studying here, you may apply for Accreditation of Prior Experiential Learning (APEL). Together these are known as AP(E)L and it means you do not have to duplicate study you have done previously. It does not necessarily have to be in your chosen subject, but it must be at the same level as your course of studies here.²

If you wish to claim for APL/AP(E)L please speak to your Curriculum Head.

The aims of your course

The aims of your course are:

- ❖ to develop your knowledge of the facts, theories, concepts, applications, development and importance of Childcare and Education;
- ❖ to enhance your practical skills in an early years setting;
- ❖ to provide a sound basis for those of you who may decide go on to a more advanced course of study;
- ❖ to give you experience of the equipment, materials, processes and practices currently used in early years contexts;
- ❖ to encourage your development of effective learning strategies.

² For full details of the scheme for crediting previous learning, see the College Credit Transfer and APL/APEL Procedure.

The structure of your course

The course consists of 10 units, with a total value of 12 credits.

The course consists of two days of formal classes and three days in placements each week, along with individual study and coursework.

The units you will study are:

Unit Code	Unit Title	Credit
F3S434	Children and Young People's Rights: Provision, Protection and Participation	1
F3S334	Curriculum and Assessment in an Early Education and Childcare Setting	1
F3S934	Theoretical Approaches to Development and Learning	1
F29034	Early Education and Childcare: Graded Unit 1	1
DF5434	Understanding and Supporting Children's Behaviour	1
DF4Y34	Working in an Early Education and Childcare Setting	3
	Two of the following:	
DF5934	Working with Children 0-3	1
DF5A34	Working with Children 3-5	1
DF5C34	Working with Children 5-8	1
DF5D34	Working with Children 8-12	1
DF5534	Children and Young People with Additional Support Needs	1
DF5834	Language, Literacy and Numeracy in a Childcare and Education Setting OR	1
DF5734	Strategies and Initiatives to Support Children's Health and Wellbeing	1

The content of your course

You will cover Working in an Early Education and Childcare Setting, Curriculum and Assessment in an Early Education and Childcare Setting and two of the age range units in an integrated way.

Theoretical Approaches to Development and Learning will underpin the whole course.

You will also study children's behaviour, supporting children with additional needs and children's rights and this will be linked to placement experience.

The Graded Unit is a piece of research which is placement based and consolidates your learning from the other units.

Assessment of your work

Throughout your course, your work will be assessed in a number of different ways, depending on the different criteria in individual units.³

The majority of courses delivered in the College are assessed partly or wholly on a continuous basis – in other words, you will be assessed on parts of your work as you go along rather than all of it at the end of the unit. This assessment is carried out by the lecturer teaching the unit.

So that assessments can be fair to all students, and whoever teaches them, internal assessments are checked by other lecturers teaching the same, or similar, units. This is a process called 'internal moderation'.

Over and above the internal moderation of assessments of student work, awarding bodies check that colleges are assessing work appropriately by a process called 'external verification'. This process involves the awarding body carrying out checks on College staff's assessments of student work. This is done by sending 'external moderators' to the College, where they check assessments against national standards.

Only after these three stages have been completed can you be sure of your results, the certificates for which will be sent to you directly by the awarding body, not the College.

³ For full details of the College's regulations about assessment, see the College's Assessment Procedure.

Internal assessment is not just about judging whether you have passed or failed. It also provides both you and your lecturers with important information about what you're doing well and where you have shortcomings in your knowledge, understanding or skills. Assessment is closely linked to the learning process in the sense that the feedback you will receive from your lecturers will help you improve your work in the future.

Finally, a range of courses delivered in the College are assessed by means of an externally-set and externally-assessed examination. The examining body will inform you directly whether or not you have completed your course successfully. College lecturers are not in a position to tell you whether you have passed or failed, until they have been informed by the examining body (usually at the same time as you will know directly from the examining body). If in doubt, please ask your lecturer about the procedures used.

Re-assessment of your work

If you are unsuccessful in an internal assessment, you will be offered the opportunity to be re-assessed. Depending on the arrangements for re-assessment laid down for a particular unit, this may involve retaking either the whole assessment or just part of it.

You will normally only be allowed one (or, in exceptional circumstances, two) re-assessment opportunities.

Submission of your coursework

You should hand all coursework in to the appropriate lecturer.

All coursework for assessment will have a specified deadline for submission. It is essential that you meet the submission deadline to ensure fairness amongst all students and to enable staff to mark efficiently.

Your subject lecturer may allow you an extension to a submission date if there are valid circumstances affecting your ability to meet the deadline.

Any coursework (for which there are no mitigating circumstances or an agreed extension) handed in after the submission deadline will normally receive a mark of 0.

If you are unwell when completing assessed coursework or sitting examinations, or have any other specific difficulties that may affect your performance in assessed coursework or examinations, you should notify your Curriculum Head in writing of the circumstances as soon as possible, and make immediate arrangements for medical certificates or other letters of support to be submitted.

Cheating and plagiarism

There are various forms of academic dishonesty but in the student's context it means cheating in examinations or presenting work for assessment which is not your own.

Plagiarism as a form of cheating takes place when the student 'borrows' or copies information, data or results from an unacknowledged source, without quotation marks or any indication that the presenter is not the original author or researcher.

If carried out knowingly, cheating and plagiarism have the objective of deceiving examiners and this threatens the integrity of the assessment procedures and the value of your award.

Work produced by someone else may be summarised or repeated providing it is referenced to the original author. As well as text, work such as diagrams, maps and charts must also be acknowledged. In addition to the use of quotation marks when quoting from original sources and secondary material, full reference for both quotes and paraphrases or summaries of published material must be given. All references should then be included in a bibliography at the end of the piece of work. Appropriate references for web-based material must also be given, including the relevant URL.

Any student found to have used unfair means in any examination or assessment procedure will be penalised.⁴

Support for your learning

The College has a positive policy of supporting students with learning difficulties or disabilities and their interests are represented by the Diversity Committee which reports directly to the Principals Group. The

⁴ For full details of the College's regulations on cheating and plagiarism, see the College Academic Deceit Procedure.

College has a Learning Support team, which can provide help and advice on all aspects of learning support and coping with learning difficulties.

The College offers support in making alternative arrangements for exams and assessment, support with study skills and advice with applications for the Disabled Students Allowance. Support and advice can also be provided in the specification and purchase of specialist equipment and the use of Information Technology.

In order to ensure that you are provided with the appropriate advice and support from the start of your studies it is important that you discuss any difficulties and special requirements with the Learning Support Manager, or with your Curriculum Head, as early as possible.

Your feedback

The College requires all courses to have a formal system through which students are invited to comment routinely, in confidence, upon the teaching they have received. This helps us to check that students have a clear idea of our aims in teaching particular units, and of what we expect them to do; that our classroom teaching is effective and stimulating; that our advice and feedback to students on individual work is helpful; and that our resources are adequate.

Questionnaires are the primary mechanism for this formal 'feedback'. You will be asked to complete a questionnaire for each unit you are taught. We appreciate that they can be tiresome to complete in large numbers, but hope that you will take the time to give a full and detailed response. Both negative and positive feedback is important. In order to be able to assess the feedback and to attempt to take appropriate action it is important that when making comments you indicate **why** you feel that something is good or bad, not just that you think it is.

Each lecturer responsible for a unit will prepare a short report analysing the questionnaire returns, highlighting any criticisms or suggestions. The report and the questionnaires for each unit will then be passed on to the Curriculum Head, who will present the reports at meetings of the Course Committee. The reports will also be discussed at appropriate meetings of staff within the department so that appropriate action can be taken. A summary of the student feedback and the action taken will be included in the Institute's Annual Report which is presented to the College Academic Board.

Your representation

Each course in the College is required to have a Course Team. This meets at least twice a year to review the course and consists of the Curriculum Head, all member of staff who teach units on the course and two representatives from the students on the course.

Prior to each meeting, your course representatives will be given a copy of the agenda and will be asked to consult their fellow students about the items listed and be prepared to report to the meeting on any issues raised.

Following the meeting, the class representatives will receive a copy of the Course Review report to share with their fellow students on the course.

The existence of the formal system of student representation doesn't mean that you should feel this is the only channel open to you. You may of course raise issues directly with a lecturer or your Curriculum Head. Individual problems are often likely to be more easily and quickly resolved in this way.

Your comments, complaints or compliments

Naturally, we hope that your experience at the Adam Smith College will be an enjoyable and rewarding one. However, we do recognise that sometimes things can go wrong and encourage you to make your comments or complaints known to us so that we have the opportunity to resolve the problem and improve our services to you.

Problems are often most quickly and easily sorted by being dealt with informally. So we would ask that, in the first instance, you raise the matter with the appropriate member of staff. If you're not satisfied with the outcome, you can discuss the matter with your Curriculum Head.

Comments or complaints can also be put forward through your course representatives.

Where informal methods have failed to resolve the problem, you can make a formal complaint through the College's Complaint Form, which is available at Reception on all College campuses and in outreach centres or through the Students' Association.

It's always good to hear about what you think we do well and we encourage you to use the Compliments Form available at Reception. Every compliment received will be passed on to the person or department it's about.

General placement information

Workplace Experience

This is a vital part of the coursework for the HNC. It offers a rich source experience, where students can link theory with practice. Its central place is reflected in the assessment structure and college teaching makes continual reference to placement work. The time given by placement staff is much valued and appreciated.

Placement Hours

Through discussion with students, placement staff will highlight expected attendance hours and outline routines for lunch and tea breaks.

Confidentiality

All students are required to behave responsibly during their placement. This includes observing college and workplace policies on confidentiality at all times. Students are required to change children's/adults' names or use initials only throughout their written work. Tutors work with students at the beginning of the course on the importance of confidentiality, leading to the signing of the confidentiality agreement, a copy of which is enclosed in this workplace pack.

Links with College

A tutor will visit placements to monitor student progress. Students are required to meet any reasonable requests by staff in the placement. If further clarification is needed, please contact a College Tutor.

During placement visits, tutors hope to see evidence of the student's work with children and to have a three way discussion between student, supervisor and tutor. An opportunity to see the supervisor and the student alone may also be appropriate.

During the three way meeting general progress will be discussed and opportunities for the student to carry out workplace projects and other written assignments will be identified.

Written Work

Students are expected to share their ongoing written work with the placement supervisors. Students may negotiate with supervisors to

discuss work on an identified day each week. Supervisors are encouraged to offer constructive comments/criticisms. This enables students to continually reflect upon their personal/professional development and assist college tutors in their continual evaluation of student progress. However it is the responsibility of college staff to formally assess the written work.

NB: Supervisors are asked to sign student's work for authentication purposes. This should take place prior to work being handed into college tutors.

Supervisors primarily assess student's practical competence. College staff are responsible for assessing student's written work. However, if supervisors are unhappy with the standard of written work, they should contact a College Tutor.

Appeals

All students have the right, as part of the College Policy, to appeal in situations where either college tutors or placement supervisors are not satisfied with their work. If placement supervisors have any concerns regarding a student's competence please contact the College Tutor.

Self Analysis Reports

Students are required to complete 3 self-analysis reports while on both placements. Copies of the Reports are enclosed at the end of this pack. Students will be responsible for completing the reports. Completion of these reports is to assist students in their continuing professional development. They should include a degree of personal reflection and self-evaluation. Supervisors are asked to sign the Reports for authentication purposes and are encouraged to add comments where appropriate. Supervisors are encouraged to use these reports as a tool for monitoring a student's progress. They can also offer a format for open discussions with students regarding their development.

Placement Reports

Students are responsible for giving report forms to placement supervisors. These should be completed at the end of the placement and openly discussed with the student. We would encourage supervisors to offer constructive feedback to students on an ongoing basis. This will assist students' personal and professional development.

CONFIDENTIALITY AGREEMENT FOR ADAM SMITH COLLEGE, FIFE, EARLY EDUCATION AND CHILDCARE STUDENTS AND THE TEACHING STAFF TEAM

We have identified a need for a contract with regard to confidentiality to help students and staff have as clear an idea as possible as to where students and staff can go for support and feedback with regard to personal development, workplace issues, assessment issues and professional issues.

Confidentiality Agreement

We have a need for a confidentiality agreement which should be signed by the student and the course tutor.

Class discussions

All class discussions about children and nursery placements will be held in confidence. During discussion of practice issues when mentioning the workplace, professional behaviour will be observed i.e. children's and staff's names should not be used and details about other nurseries should not be discussed in any workplaces.

Issues of a personal nature shared by students within the group should also remain confidential to the group.

The purpose of such discussions is to assist students in their professional development and to relate theory to practice.

Class Work and Assessment

Students should use fictitious names or initials when writing about children and staff from their workplace.

Assessments completed by students which may include evidence of personal development or exploration of personal issues will only be shared with a member of staff other than the class lecturer during moderation procedures i.e. the checking of lecturers' marking. This other lecturer is not likely to be the course tutor but will definitely be one of the child-care team. The work may also be scrutinised by an external verifier i.e. an SQA representative from outside the college with whom students will not normally come into contact.

Workplace Issues

Information shared with a member of college staff by a workplace supervisor or assessor will be shared with the rest of the team as appropriate.

Student Support

Students can go to their course tutor for support of a learning, placement or personal nature. Anything shared with the course tutor

or any other lecturer can be shared with other members of the team as appropriate. However, this would be discussed with the student beforehand. All teaching staff may need to know if a student is experiencing difficulty but they do not necessarily need to know the exact nature of the difficulty. Students should be supported in letting appropriate members of staff know if they are struggling for whatever reason.

In addition students are reminded that they have access to the Student Support Service.

Staff Support

When staff need support with issues relating to the course or students they can go to their Curriculum Head/Dept Manager.

Team Members

Cath Cunningham - Department Manager for Childcare and Learning Difficulties

St. Brycedale Campus

Shirley Burns	HNC Curriculum Head
Christine Stewart	NC Curriculum Head
Drew McCanney	Lecturer
Ann Dunstan	HNC (ASN) Curriculum Head
Sheila Blyth	Workplace Co-ordinator (both campuses)

Stenton Campus

Susan Thomson	HNC Curriculum Head
June Miller	NC Curriculum Head
Joan Paterno	Lecturer
Maria Scott	Lecturer

Summary of placement requirements for HCEEC students

HNC students are required to carry out a series of tasks within their placements.

The college has integrated the *Working in an Early Education and Childcare Setting*, with *Curriculum and Assessment in an Early Years Setting* and two age range units from the four units *Working with Children (0-3) (3-5) (5-8) (8-12)*.

The assessment comprises:

- an essay on providing a quality curriculum
- curricular reports
- a child study.

All this work has to relate to the Curriculum for Excellence.

Students also have to complete 4 self reflection tasks over their two placements and to attend planning meetings, etc. These will be indicated on the assessment form.

To complete *Graded Unit 1* the students have to complete a piece of action research within placements, choosing a topic, from a list provided by college, which fits into the teacher's planning. The students have to relate their research to the mandatory units in their group award. The *Graded Unit* is time sensitive and students are given submission dates which are mandatory.

For the unit *Promoting Language, Literacy and Numeracy* the placement component comprises setting up a story sack of a traditional tale and using this with the pupils.

In the *Understanding and Supporting Children's Behaviour* unit the students have to do 4 observations of children (2 in a formal setting and 2 in an informal) and refer to the school's behaviour management policy.

For the unit *Children and Young People's Rights: Provision, Protection and Participation* students have to write about children's participation including how it is supported in their placement e.g. pupil council etc. They also have to write a 500 word report discussing the child protection policies in the placement and relate them to current legislation.

Students may choose to analyse a set case study as part of their *Children and Young People with Additional Support Needs* unit. However they may choose to identify a child in their placement and compile a report based on observation/ a case study of the child, if the teacher deems this suitable.

All student work should be signed by their supervisor for verification purposes.

WORKPLACE EXPERIENCE - TASKS

Students are expected to complete a number of tasks while on placement. These tasks relate to the HNC Units: Working in an Early Education and Child Care Setting, Curriculum and Assessment in an Early Education and Child Care Setting, Working with Children 5-8 and 3-5 (Early Years Officers only) or 8-12 (Pre-teachers only).

TASK 1 – Curriculum Essay (Primary/Nursery Placement)

Write an essay of between 1250 – 1500 words explaining how the curriculum supports a quality learning environment.

The essay should be completed by early December.

TASK 2 - Curricular Experiences (Nursery/Primary Placement Infant Class)

Students will contribute to the ongoing development of each curricular area.

Students will provide 3-6 experiences

- A curricular report will be completed for each experience (please refer to enclosed guidance notes for layout).
- One experience must be freely chosen and directed by the children. Also one must be spontaneous.
- Reports to be completed by January.

TASK 3 - Carry out a Child Study (Nursery/Toddler Placement) OR (Primary Placement Upper School)- pre-teachers only

- Student to carry out an observational study of a child (please refer to guidance notes for assistance).
- Through ongoing observations, student will provide a curricular programme to meet chosen child's developmental needs.
- Final report to be completed by June.

WORKPLACE ASSESSMENT

TASK 1

GUIDANCE NOTES

CURRICULAR ESSAY

The essay should be

- Be well structured and written in appropriate format
- Be coherent
- Be clearly referenced
- Contain an accurately compiled bibliography

The essay should cover the following points

- What is a curriculum and what is its purpose?
- Describe the content of three chosen curricula
- Discuss the content of a chosen curriculum
- Explain the role of curriculum in planning for children's development and learning
- References and bibliography

The essay to be completed by the beginning of December

TASK 2

GUIDANCE NOTES

CURRICULAR REPORTS

Points to be covered

1 Plan

Describe what you are going to provide and why.

- How does it relate to theories of how children learn/develop?
 - ❖ relate to on-going curriculum
 - ❖ based on observation?
 - ❖ consultation with children?
- How are you going to carry out the experience, bearing in mind team work and time management issues.
- Consultation with staff
- What do you hope to achieve? Intended Role of Adult.

2 Implementation

Describe the experience. Should be viewed as a story of the experience, not just a summary. Real children should feature throughout (adhering to confidentiality).

3 Evaluation

Evaluate your experience in relation to your plan. To achieve this, refer back to your plan and discuss to what extent it was achieved.

Your discussion should focus on the following:

- How the experience developed and what the children learned
- Role of adult, in particular in what ways did you create a nurturing and stimulating environment
- Feedback to and from supervisor
- Evaluate own performance
- How contributed to curriculum/team work

4 Next steps

- Discuss how you did/might extend your experience.

Range to cover

Need to show evidence in your write-ups that you have been involved in the following. Must cover a minimum of six.

- Planning Session x 2
- Team Meeting x 1
- Meeting with supervisor x 1
- Use of specific resources
- Outdoor environment
- Production of resources
- Purchasing small items to facilitate activities
- Assessment of safety

WORKPLACE ASSESSMENT

TASK 3

GUIDANCE NOTES

CARRY OUT AN OBSERVATIONAL STUDY OF A CHILD

- 1 After discussion with placement staff, select a child whom you want to observe with the objective of planning a curricular programme to meet the child's needs. If deemed appropriate, seek parental permission.
- 2 Confidentiality must be maintained at all times.
- 3 Consultation with placement staff should take place throughout your placement.
- 4 Spend a few days collecting naturalistic observations of your child in the classroom, during P.E. and in the playground. Evaluate these observations. What are they telling you in relation to the child's learning and developmental needs.
- 5 You are now ready to implement various observational methods and techniques.

You must cover the following methods and techniques:

- Technology (if appropriate)
- Time Sample
- Frequency Sample
- Duration Sample
- Checklist
- Interventionist
- Non-interventionist

- 6 For each observation, describe the method/technique, outline your role the timescale involved and the reasons for choosing your method/technique.
- 7 Evaluate your observations. What are they telling you in relation to the child's learning and developmental needs.
- 8 Based on your evaluations identify the developmental needs of the child and plan a curricular programme to meet these needs.
- 9 Your curricular programme will include 3-6 plans, each outlining the experiences you intend to provide for your child.

- 10 As you carry out your methods/techniques, spontaneous experiences may be appropriate.
- 11 Implement your plans.
- 12 Evaluate your curricular programme.
- 13 Refer to guidance notes outlining the layout for curricular experience write-ups.

WORKPLACE ASSESSMENT - TASK 3 GUIDANCE NOTES

CARRY OUT AN OBSERVATIONAL STUDY OF A CHILD LAYOUT FOR 6 CURRICULAR EXPERIENCES

WRITE-UPS

- 1 Plan
 - Describe what you are going to provide and explain why
 - Discuss how your experiences relate to your observations/evaluations
 - Highlight how your experience will assist your child's development
 - Did consultation with the child take place?
 - How does your experience relate to theories of how children learn/develop?

- 2 Implementation

Describe the experience. This should be a story of the experience. Focus mainly on your selected child.

- 3 Evaluation

Evaluate your experience. Refer back to your plan and discuss to what extent it was achieved.

You should focus on the following:

- how the experience developed and what the child learned
- in what ways did the experience assist child's development
- to what extent was the experience a success

Additional points to cover:

- 1 At the end of your child study, add the following points explaining the need to:
 - record observations
 - observe children on several occasions
 - observe children in different situations
- 2 Describe and discuss the purpose of a range of assessment techniques excluding observations. Focus on who uses them, how they are used and why they are used.
- 3 Identify individuals with whom you would share assessment information concerning a child. Explain how you would do this and why it is important.

This study should be completed by the first week of June.

WORKPLACE ASSESSMENT

WORKING IN AN EARLY EDUCATION AND CHILD CARE SETTING

DF4Y 34 – EVIDENCE REQUIREMENTS

OUTCOME 4

SELF-ANALYSIS REPORTS

For both placements you are required to complete a number of self-analysis reports. These reports are an important part of your personal and professional development. To successfully complete your HNC you must demonstrate the ability to progress from an analytical observer to a competent practitioner. In order to achieve this, you must be able to evaluate and critically reflect upon your practice.

You will complete 2 reports for both placements – one at the beginning and one at the end. These reports will be signed by your supervisor. They should be seen as an opportunity to review your continuing development as a practitioner.

WORKPLACE ASSESSMENT

WORKING IN AN EARLY EDUCATION AND CHILD CARE SETTING

DF4Y 34 – EVIDENCE REQUIREMENTS

OUTCOME 4

First Placement Initial Self-Analysis Report

Reflect upon your settling-in process. In doing this, describe your placement context, how you found your role and your initial interactions with both staff and children.

Student's signature: _____

Supervisor's signature: _____

Additional Comments

WORKING IN AN EARLY EDUCATION AND CHILD CARE SETTING

DF4Y 34 – EVIDENCE REQUIREMENTS

OUTCOME 4

First Placement End of Placement Self-Analysis Report

Reflect upon your continuing development in your placement. Focusing on the areas below, critically evaluate your overall performance while on placement. Also, in your final comments, highlight what you feel have been your most valuable learning experiences.

- your interaction and communication with both staff and children
- your involvement in the development of a learning environment
e.g. observations
planning/implementing experiences
- involvement in teamwork
- time management skills

Student's signature: _____

Supervisor's signature: _____

Additional Comments

WORKPLACE ASSESSMENT

WORKING IN AN EARLY EDUCATION AND CHILD CARE SETTING

DF4Y 34 – EVIDENCE REQUIREMENTS

OUTCOME 4

Second Placement Initial Self-Analysis Report

Reflect upon your settling-in process. In doing this, describe your placement context, how you found your role and your initial interactions with both staff and children.

Student's signature: _____

Supervisor's signature: _____

Additional Comments

WORKING IN AN EARLY EDUCATION AND CHILD CARE SETTING

DF4Y 34 – EVIDENCE REQUIREMENTS

OUTCOME 4

Second Placement End of Placement Self-Analysis Report

Reflect upon your continuing development in your placement. Focusing on the areas below, critically evaluate your overall performance while on placement. Also, in your final comments, highlight what you feel have been your most valuable learning experiences.

- your interaction and communication with both staff and children
- your involvement in the development of a learning environment
 - e.g. observations
 - planning/implementing experiences
- involvement in teamwork
- time management skills

Student's signature: _____

Supervisor's signature: _____

Additional Comments

ADAM SMITH COLLEGE INSPIRING LEARNING

CHILD CARE STUDENT/PLACEMENT AGREEMENT

Student's Name.....

Placement Provider:

Hours of Work:

Placement Days:

Placement Dates: Start Date: Finish Date:

On commencing the placement, this agreement will be discussed between the placement representative and the student who will be required to sign it as evidence that they agree to the placement conditions. It should also ensure that all documentation has been passed on to supervisor.

Attendance / Timekeeping / Practice

- As a student, you must make every effort to attend placement on the appointed days.
- All unavoidable absences must be notified to the placement before 8:45 am.
- In the case of hospital appointments, cards must be shown to placement staff and every effort should be made to get routine dental/ medical / legal appointments outwith school hours.
- Booking holidays in term time is not acceptable.
- Placement attendance records must be given to placement supervisors to sign weekly. It is the responsibility of the student to give them to the placement supervisor.
- Students are expected to arrive at placement at least 15 minutes before the children arrive and to stay until at least 15 minutes after the children leave unless otherwise negotiated and stated on the placement agreement.
- Students should discuss the next day's activities with the supervisor and prepare as necessary.
- Students should be aware of daily and weekly plans and prepare and contribute accordingly.

Demonstrating a committed attitude towards placement is vital for success on the course. Unauthorised and unnotified absences may result in the placement being withdrawn.

Assessments

- The student must inform the placement supervisor of all placement-related assignments as they are issued.
- There must be regular consultation with your supervisor and other relevant team members in relation to the planning, implementing and evaluating of Tasks.
- All placement-based assessments must be shared with the supervisor on a regular basis.
- Supervisors will sign assignments as an authentication procedure. Some settings may require students to submit completed assignments to the supervisor in good time prior to college submission.
- Placement tasks dates for submission can be found in the placement handbook.

Clothes, Appearance and Behaviour

- As a student working alongside placement staff, you are a role model for children. This includes verbal and non-verbal language and your general appearance.
- Most placements will find body piercing, tattoos, low-rise trousers, crop tops and low-cut tops inappropriate.
- Students should seek guidance from the placement on dress code.

Confidentiality

The use of mobile phones, including sending and receiving messages by text, is not allowed within the school.

Placement Supervisor Handbook

- All students must give a copy of the supervisor's handbook to their placement supervisor when they start their placement. This includes dates for tasks to be submitted. This should be done prior to signing this form.
- Failure to meet any of these conditions will mean that the college will be contacted by placement staff and this may result in withdrawal of the placement.

Please Note: The person signing this form should also be the person signing any tasks/reports.

Placement Representative's Signature:	
Supervisor Name and Class (Print)	
Date:	
Student's Signature:	
Date:	

CANDIDATE FOLIO

Working in an Early Education and Childcare Setting – DF4Y 34

Candidate Name:	
-----------------	--

Assessment Task 2 – Outcome 1

Observation No:	
Date:	
Time Started:	
Time Ended:	
First Name of child being Observed:	
Age of child in years and months:	

Description of immediate environment:
Aims/objectives of the observation:
Learning or play opportunity:
Observation technique used:
Reason for choice of technique:

The Observation

Evaluation of Observation

Evaluate the learning styles/play behaviours recorded in your observation in relation to the child's development and a relevant curriculum/playwork theory

Evaluate your role in the activity

The above candidate has accurately observed and recorded the children's behaviour at this setting.

Workplace Supervisor/mentor signature:	
Lecturer/Tutor Signature:	
Candidate Signature:	
Date:	

END OF PLACEMENT REPORT: PLACEMENT 1

To be returned by Monday 10th January 2011

Please comment on the following areas:

PUNCTUALITY AND RESPONSIBILITY

RELATIONSHIP WITH STAFF

RELATIONSHIP WITH CHILDREN

CONTROL OF CHILDREN

INTEREST IN WORK

COMMUNICATION WITH STAFF/TEAM WORK

COMMUNICATION WITH CHILDREN

OTHER COMMENTS

--	--	--	--

Supervisor's signature		Date	
Student's signature		Date	

END OF PLACEMENT REPORT: PLACEMENT 2

To be returned by Monday 6th June 2011

Please comment on the following areas:

PUNCTUALITY AND RESPONSIBILITY

RELATIONSHIP WITH STAFF

RELATIONSHIP WITH CHILDREN

CONTROL OF CHILDREN

INTEREST IN WORK

COMMUNICATION WITH STAFF/TEAM WORK

COMMUNICATION WITH CHILDREN

OTHER COMMENTS

--	--	--	--

Supervisor's signature		Date	
Student's signature		Date	