

SCHOOL OF EDUCATION AND SOCIAL WORK

Early Years Education MA 2023/24



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Welcome from the Head of School

It is a great pleasure to welcome you to the School of Education & Social Work at the University of Sussex. The School prides itself on the quality of the research and teaching that takes place in our two well-established departments, which share across all their activities a commitment to tackle the challenges of social inequality, and contribute to social justice at national, international and global levels. The School's research centres are vital hubs of activity, creating a focal point for collaborative work, knowledge exchange and shared learning, and we look forward to welcoming your participation in their activities whilst you study with us.

There are strong links between education and achievement later in life and teachers have an important role to play in ensuring that everyone attains their potential. The very high quality of our partnerships with East Sussex, Brighton and Hove, West Sussex and Portsmouth schools, academies, colleges and local authorities are very well established.

We pride ourselves too on the high quality of support we provide to our students. We're confident you'll find Sussex a stimulating and supportive environment for your professional learning and development; we are here to serve your needs, as well as those of the broader communities that we all engage with. We wish you all the very best for your time with us, and look forward to meeting you, and to hearing about your experiences, ideas and ambition.

Welcome to your School.

Professor Simon Thompson

Head of School of Education & Social Work

Welcome to Your Course

We are really delighted to have you here in the School of Education and Social Work. We hope that while you are with us you will learn new things, build on existing skills, encounter new ideas and experiences, and be inspired, energised and have fun. We are an inclusive and international School and welcome a diverse community of students and staff from all over the world. We are excited to have you here and we are really interested in your input and ideas. The course builds on the academic and professional expertise of the School of Education and Social Work in Early Years Education, and on collaborations with local partnership schools and settings who will host offer professional placements across the degree and make a leading contribution to governance, teaching and assessment.

The purpose of this handbook is to provide you with essential information about the course. This handbook tells you about the people who will teach you and the way the School of Education and Social Work is organised, so that you can find what you need and understand the School you are now part of. It tells you about your course, explains what you can expect from teaching, learning and assessment, and informs you about additional support for your studies. Please take some time to read the handbook thoroughly. It will help you find your way around in your first week and well beyond. Keep it handy for reference throughout your degree (and as a reminder of your time here when you graduate).

Information about examination and assessment regulations, including mitigating circumstances, can be found on the web pages of the University Academic Office:

<http://www.sussex.ac.uk/adqe/standards/examsandassessment>

We all hope that you will have an enjoyable and successful time at Sussex. We are responsive to suggestions and welcome your feedback. Please do not hesitate to discuss any questions or problems with the Course Leader or the tutors.

Research and Teaching in ESW

The School provides numerous opportunities for your learning and professional development in an environment which encourages intellectual engagement, reflection and debate. A wide range of courses is offered – from first degrees, certificates and diplomas, to Masters level qualifications, post-qualifying training for teachers and social workers, and professional doctorates and PhDs. Our teaching is informed by cutting-edge research on issues of significance in education, childhood and youth and social work and social care. Staff across the School are known for the quality of their teaching and research; locally, nationally and internationally.

In 2022, Ofsted judged the quality of early years education in the School to be outstanding. The most recent UK Research Excellence Framework (conducted in 2021) Sussex was judged 1st in the UK for our research impact in Education in [REF 2021](#) , 15th in the UK for [\(The Times and Sunday Times Good University Guide 2023\)](#).

Research in the School of Education and Social Work at Sussex is organised around research centres, including the cross-University *Centre for Innovation and Research in Childhood and Youth* (CIRCY) as well as the *Centre for Higher Education and Equity Research* (CHEER), the *Centre for International Education* (CIE), the *Centre for Teaching and Learning Research* (CTLR), the *Centre for Research in Adult Wellbeing*, and the *Centre for Social Work Innovation and Research*. The School is also a partner in the University's *Rudd Centre for Adoption Research and Practice*.

You can find out more about our research on childhood and youth via these links:

<http://www.sussex.ac.uk/esw/circy/>

<http://www.sussex.ac.uk/education/cheer/>

<http://www.sussex.ac.uk/education/cie/>

<http://www.sussex.ac.uk/education/ctlr/>

All the School research groupings host activities such as research seminars which you are very welcome to attend, and you could even write for our blog too. Look out for the Events pages on the website, or for posters in Essex House.

Key Contacts in the School of Education and Social Work




The School of Education and Social Work provides the institutional home for the MA in Early Years Education. The Course is situated within the Department of Education. The focus is upon the provision of an engaging academic and professionally focused degree drawing upon leading scholarship, research, practice and teaching. Further information about the School of Education and Social Work can be found on the website pages:

www.sussex.ac.uk/esw and full staff profiles can also be found at: www.sussex.ac.uk/esw

SCHOOL AND DEPARTMENT MANAGEMENT:

	Name and contact details
	Professor Simon Thompson, Head of the Department of Education Room 103, Essex House 01272 (87)2502 E-mail: S.J.Thompson@sussex.ac.uk
	Clare Stenning Head of Initial Teacher Education Essex House Email: C.L.Stenning@sussex.ac.uk

CORE TEACHING STAFF:

	Name and contact details
	<p>Mrs Deborah Brown</p> <p>MA in Early Years Education co-course leader</p> <p>Senior Lecturer in Early Years and Primary Education (Education)</p> <p>Room 134, Essex House</p> <p>E-mail: DJ.Brown@sussex.ac.uk</p>
	<p>Mrs Jacqueline Young</p> <p>MA in Early Years Education v</p> <p>Senior Lecturer in Early Years and Primary Education (Education)</p> <p>Room 138, Essex House</p> <p>E-mail: Jacqueline.Young@sussex.ac.uk</p>
	<p>Mrs Fliss Bull</p> <p>Lecturer in Early Years and Primary Education (Education)</p> <p>MA in Early Years Education tutor</p> <p>Module convenor for Exploring Professional Practice</p> <p>Email: fb290@sussex.ac.uk</p>

PROFESSIONAL SERVICES STAFF:

The Admin Office is located in Essex House Room 02 (ground floor)

If you have a query about any of the following, please contact Kathy King:

Disclosure and barring checks

ID cards

Timetables

Submissions

Attendance

Placements


Feedback on assessed work

If you are absent or away from university or placement for any reason you must email the course coordinator on MAEYTSadmin@sussex.ac.uk

KEY ADMINISTRATIVE CONTACTS:

Name and contact details	Role
Course Co-ordinator Room 02, Essex House Phone: 01273 873870	Course Co-ordinator for MA in Early Years Education provides Progress and Assessment support for postgraduate courses in the Department of Education. In addition to the MA in Early Years Education, she is responsible for the MA in Early Years Education with EYTS course.
Ana Pereira E-mail: A.Pereira@sussex.ac.uk Room 109, Essex House Phone: 01273 678255	School Administrator

OTHER KEY CONTACTS:

<p>Jo Tregenza</p>  <p>Email : J.Tregenza@susex.ac.uk</p>	<p>Director of Student Experience</p> <p>The DoSE provides oversight for all Engagement Monitoring activities, including seeing students face-to-face where there is cause for concern over engagement or support needs, and Chairing the School Student Progress Committee (SSPC). The DoSE is actively involved in the School Student Experience Group (SSEG) where student reps meet with faculty, has oversight of the Induction week activities, and recruits and selects Student Mentors. The DoSE is also responsible for contacting and supporting all students returning from a break in their studies, and manages the interaction between the Student Support Unit and the School with regards to Reasonable Adjustments.</p>
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Welfare and Advice

YOUR ACADEMIC ADVISOR/TUTOR

Academic Advising is an integral part of teaching and learning at Sussex. You will have a named advisor. An academic advisor's role is to support students' academic progress and offer guidance or to refer you to appropriate specialist professional services as necessary. You are strongly advised to meet your academic advisor regularly throughout your time at Sussex during their office hours or by appointment at other times.

YOUR MODULE CONVENORS AND TUTORS

Every module has a member of faculty as module convenor and it is their job to ensure that everything about the module – the teaching, the module documentation, supporting teaching materials, etc. – runs smoothly. If you've got a problem with a module in the first instance you should contact the module convenor and then your academic advisor or course leader, or the Director of Student Experience. Convenor, course leader and tutor names are listed on Sussex Direct and in your Module Guides and Canvas module sites.

YOUR DISSERTATION SUPERVISOR

Your dissertation supervisor will be allocated to you towards the end of the course. The dissertations supervisor may not be the same person as your academic advisor. The dissertation supervisor's role is to guide and advise you through your final dissertation, including providing feedback on up to 50% of a first draft of your final dissertation. They will also support you through your application for ethical clearance (a process you go through before you can conduct your own original research).

OFFICE HOURS

All teaching staff have weekly office hours during term time, usually 1 hour per week. These are times set aside for students to meet staff in their offices and discuss concerns or get advice. Office hours are published on staff members' office doors and on their web profiles. If you are having trouble finding a member of staff's office hours, contact the School Office. You can go and see any member of teaching staff in their office hour, including your module tutors and Academic advisors. You can also email staff to schedule an appointment outside of their office hours.

How We Contact You

EMAIL

You will also be given a **University of Sussex student email address**. Staff will use this University email address to communicate with you – for example, about tutorial times, or if you have any queries about teaching or assignments. They will **not** use your private email address, so you must check your University email regularly – otherwise you could miss important messages.

You should also use this email if you need to contact University staff – e.g., to get in touch with a lecturer, or notify absence. For information about getting online, see:

<http://www.sussex.ac.uk/students/induction/getonline>

KEEPING YOUR CONTACT DETAILS UP TO DATE

You are able to maintain your own contact details via Sussex Direct. It is very important that you keep your current term-time and ‘home’ addresses and telephone (including mobile) contact details up to date, and also provide a contact point for emergencies. Sometimes communications can be very urgent – either to you as part of a group (e.g. a public health problem) or an emergency that’s related to you individually. Check that you have provided accurate contact details before you leave for the summer vacation so that you can be sure to receive details of any resits you are required to do by the exam board.

PIGEONHOLES

All students in the School of Education and Social Work are given a pigeonhole on the **ground floor in Essex House (opposite Room 18)**. Departments such as the Library, Student Accounts, and Transport (for parking permits) will send correspondence to student pigeonholes so do remember to check your pigeonhole whenever you are on campus.

VIRTUAL LEARNING ENVIRONMENT

Students will be able to access their modules on the university’s virtual learning environment (VLE)– where whole course resources are shared and announcements are posted. These are accessed via the Study Direct portal which is found at: www.sussex.ac.uk/students or direct to the VLE (Canvas) at:

<https://canvas.sussex.ac.uk/> Important notices, news items, the reading list, teaching materials and support forums etc. will all be accessed from the VLE and so regular checking is required.

SUSSEX DIRECT

When you arrive, you will be registered to Sussex Direct, which is your personalised online gateway to university information. The system will provide you with your study timetable information, as well as help

you track your marks, assessment deadlines, exam timetable and attendance. Behind the scenes, Sussex Direct helps your tutors to support your studies. You will also be able to access your library account and personal information pages including - contact, financial, printing and course information.

Key Course and Module Information

CORE MODULES AND OPTIONS

You will take 180 credits over the year, made up of a mixture of core modules and options. Core modules are central to your degree. They give you a solid grounding in your chosen subject and prepare you to explore the topics that interest you most. Options are modules offered within the School in Semester 2 and are intended to broaden your horizons and tailor your course to your interests. Options can be chosen online via Sussex Direct and you will be notified when the options are open for you to register. You are only able to select one module as an option, so when making your choice we recommend that you speak to the convenors of modules that you are interested in so you can be sure to make the right choice for you. We also make available online written information about each option. The list of modules available may vary from year to year as faculty go on research leave, but there will always be a good range of options to choose from. If you change your mind about an option, contact the School Office to enquire whether moving options is possible.

Please note that the module information below is an indicative guide only. We continually review our curriculum and modules may change from year to year.

Module Type	Module Title	Module Code	Credits	When Taught
Core	<u>Exploring Professional Practice in Early Years Education</u>	16900X	30	Semester 1 and 2
Core	<u>Critical Reflection; Early Years Education</u>	16800X	30	Semester 1 only
Core	<u>Research in Early Years Education</u>	16200X	60	Semester 1 and 2

Core	<u>Reflecting on Professional Knowledge in Early Years</u>	16400X	30	Semester 2 only
Option	<u>Curriculum, Learning and Society</u>	803X3	30	Semester 2 only
Option	<u>Gender and Identities: Education, Citizenship and Youth</u>	812X3	30	Semester 2 only
Option	<u>Global Childhoods; Rights, Protection and Justice</u>	898L5	30	Semester 2 only
Option	<u>The Global Governance of Education and Conflict</u>	107X3	30	Semester 2 only
Option	<u>Refugees, Education and Development</u>	811X3	30	Semester 2 only

CRITERIA FOR THE AWARD OF PG DIPLOMA OR PG CERTIFICATE

Very occasionally, students are not able to accrue sufficient module credit to pass the full Masters degree. If this happens, it is possible for you to choose to graduate with either the recommendation of a Postgraduate Diploma in Early Years Education (PG Dip in Early Years Education) or a Postgraduate Certificate in Early Years Education (PG Cert in Early Years Education).

To achieve a PG Dip in Early Years Education, you will need to demonstrate that you have successfully completed 120 credits, including all modules with the exception of the Dissertation. To achieve a PG Cert in Early Years Education, you will need to demonstrate that you have passes in any of the modules listed for the PGDip, to a total of 60 credits.

The criteria for the award of a Merit or Distinction in the final MA Early Years Education are revised annually and candidates are advised to consult the Examination and Assessment Regulations Handbook: <https://www.sussex.ac.uk/adqe/standards/examsandassessment> for a full explanation of award regulations.

What is Distinctive about the MA in Early Years Education at Sussex?

At Sussex, we're proud of our innovative approaches to teaching and education courses. We've got a network of over 150 local secondary, primary and nursery schools working together with the University to provide work placements for our education students

Early Years learning primarily focuses on the following ideas:

- what constitutes 'quality' in Early Years education?
- equity, inclusion and justice for the pre-school child and the wider family
- ideas of communication, imagination, language and literacy, and provision for the bi/trilingual child
- understandings of early mathematical and phonic development
- discourses of nurture, care and attachment.

Alongside a theoretical and critical engagement with key thinkers and intellectual debates in Early Years education, we also provide practical expertise and high standard professional skills in early years teaching. Students gain hands-on experience on placement while also developing a reflective approach to their own practice.

What Can You Expect from Us?

- a high-quality learning environment supported by committed teaching and support staff
- an intellectually engaging degree course
- teaching which accords with best practice
- a coherent and clearly structured programme of study
- staff who help and support your learning experience
- placement experience in one of our partnership settings

STUDENT WELLBEING AND SUSSEX SPIRIT

Here at Sussex the core values and Sussex spirit will shape what we say and do. At all times, we will focus on the core values of kindness, integrity, inclusion, collaboration and courage to strive for excellence in everything we do.

The team of lecturers on the MA in Early Years Education regard wellbeing as one of the key course values. We are here to support you in relation to your wellbeing needs. We encourage you to prioritise your health and wellbeing as it makes such a difference not only to your student experience but also to academic success.

We want to support our students and each other to become critical thinkers and collaborative yet independent learners – individuals with a global and sustainable outlook, who make an active and positive contribution to society. At the same time, we are committed to working towards a supportive, accessible and inclusive environment. We value our diverse and international community, the pursuit and dissemination of knowledge and research with real impact. We strive to uphold the importance of the Sussex core values, the freedom of thought and expression, but also the significance of academic and personal integrity, equality and diversity, and mutual respect and consideration for the rights, safety and dignity of all. The core team of lecturers see our role as to work alongside you modelling these values, providing you with support and expertise, we want you to get the very best from your student experience.

We place great importance on the responsible behaviour of both our students and staff at Sussex. It is important for you, as a student, to have an idea of Sussex's core values and an understanding of the primary expectations of student members of the community.

What We Expect from You

Learning and Teaching is a partnership to which both learner and tutor contribute. This partnership is based upon trust and co-operation within a framework of responsibilities designed to foster a genuine learning environment. It assumes that the partners share in mutual respect expressed by punctuality, civility and the recognition of the needs of all involved.

ATTENDANCE

Attendance at seminars, tutorials and placement is compulsory and is monitored. If you are unable to attend you must let your tutor know and provide an explanation (beforehand, where possible). Poor attendance and engagement can put students at risk academically. The University monitors attendance and engagement in order to ensure students are successfully progressing, and to be supportive and anticipatory in its approach to carrying out its duty of care to all students. The University's policy is that all taught students should attend at least 80% of their classes.

ABSENCE FROM PLACEMENT

Placement settings will have their own procedures for reporting absences. It is very important to familiarise yourself with these and follow them. In addition, a 'Request for Absence' pro forma should be completed for any planned absence, and a 'Reason for Absence' pro forma for unplanned absence. Either should be submitted to both your setting and to your academic advisor. The number of days you are absent is recorded centrally. Excessive, illegitimate or poorly recorded absence may be detrimental to successful completion and graduation. Missed days from your placement may need to be made up during a placement period, and excessive absences may impact a reference to potential future employers.

SEMINAR, WORKSHOP AND TUTORIAL PREPARATION

Students are expected to be active participants in seminars and tutorials. Just turning up is not enough. You need to have done the specified reading, and/or any preparation tutors have set, in advance. You should try to contribute to seminars, as well as listening and responding to other people's contributions. The better prepared you and your fellow students are for each teaching session, the more you will get out of it and the more useful it will be. Being a student is a full-time job. As a rough guide, you should expect to put in 10 hours of study (including taught sessions and independent learning) for each 1 credit, so for a 30-credit module you can expect to spend 300 hours studying, attending class, and working on assessments.

DEADLINES

Being able to organise your time and plan ahead to meet deadlines is an important skill. All your assessments will have a strict deadline, which you can view on Sussex Direct. Unless otherwise specified on Sussex Direct, there is a 7-day lateness period associated with each assessment deadline. Submission after the deadline incurs a lateness penalty of up to 10%, and submission beyond 7 days late is not permitted. If you fail to submit your work within the lateness period, you will receive a mark of 0. If you are unable to meet a specific assessment deadline, you should make an Exceptional Circumstances claim via Sussex Direct. You can contact the Student Life Centre for help in making your claim. Tutors are not able to grant extensions to deadlines. If you have a disability, learning difficulty, or mental health condition that will make it difficult for you to meet deadlines on an ongoing basis, you should contact the Student Support Unit (<http://www.sussex.ac.uk/studentsupport/>) to arrange for adjustments to be made. You are advised to do this well before your assessments are due.

GROUP WORK

You will be working on your own and with others, and co-operation in group work is key. You can learn a lot from discussing your work with others, and by sharing resources, such as notes and reading material. In some modules, study group time is built into the module, in other cases students may be encouraged to set up their own study groups.

Teaching, Learning and Assessment

LOCATION

The School of Education and Social Work (ESW) is located in Essex House. The Education Department Office is located in Essex House 02 on the ground floor of the building.

University based teaching usually takes place on the Falmer campus.

Download a campus map: <https://www.sussex.ac.uk/about/campus/map>

Teaching rooms will be posted on the VLE at least 48 hours before any given session.

SEMINARS

A seminar consists of a group of students meeting for 1-2 hours with a module tutor to discuss some specific topic. Although it is led by a tutor, active participation by students is key to the group's learning. If you miss seminars you will soon fall behind with the module. For this reason, attendance is compulsory. If you miss a seminar you must contact your tutor. Group size can vary depending on what type of seminar it is, but our usual seminar size is between 20-30 students.

FLIPPED LEARNING

Often core or large modules will include flipped learning activities. Flipped learning activities may include Panopto record lectures, sway presentations and readings or video clips with associated directed tasks. It is a good idea to make time after engaging with flipped learning resources to go back over your notes and get them into order, so that they will be useful to you weeks or months later when you think about an essay or revise for an exam.

SUPERVISIONS AND TUTORIALS

Many modules, especially dissertation-related modules, include compulsory individual or small group tutorials where you will have the opportunity to discuss and review essay plans or group work with the module tutor. Meetings for such sessions are usually held in your supervisor or academic advisor's office. In addition, you can also book an extra appointment or use Office Hours to discuss or gain guidance on aspects of the module.

INDEPENDENT STUDY

Much of your study at university, will involve you working by yourself, whether it is reading, note taking and preparing for seminars, searching out material on the Internet and the library or engaging in a particular activity or engaging with questions suggested by your tutor. You may also be asked to engage in unsupervised group work, and developing skills in group work is an important part of the degree experience.

In total you will probably be spending at least a third of your working week in this way and in some ways, this is the most important part of your learning. Whilst this can initially seem daunting your tutor will map out for you what they would like you to do between sessions.

PLACEMENT

During your course you will be allocated an academic advisor or tutor who will support you in your studies over the year. You will engage in 16 days of placement (or virtual placement) over the course of the year. Academic advisors or tutors will visit you in your placement setting once during the year, usually in Semester 2, and in person if possible or virtually if Government guidance around Pandemic control measures prohibits in person visits. The purpose of these visits is to offer formative guidance you as you develop your placement portfolio and to observe you leading a small group activity with children. You will be given written feedback of your observation to add to module portfolios. The visits will be arranged in advance, to suit tutors and the student practitioner concerned. The placement setting be informed of forthcoming visits, with sufficient notice given.

Academic advisors will register with the setting office or reception, immediately on arrival in the setting. If there are any particular problems emerging about the placement or your conduct whilst on placement, the following courses of action are available:

further discussion between the Academic advisor, yourself and possibly the setting manager together to discuss how to move forward
termination of the placement

ASSESSMENTS

During your course, you will be required to complete contributory and non-contributory assessments. Non-contributory assessments do not count towards your degree but are designed to help you learn. Contributory assessments contribute to your mark for a module. Non-contributory assessments are submitted directly to your tutor and you may receive written or oral feedback from a tutor, or peer feedback from your classmates. Contributory assessments are submitted either electronically via Canvas, or in hard copy to the School Office. Check your Sussex Direct Assessment Timetable for details of where and when to submit each piece of work, and how many copies are required. General assessment criteria for your subject area are on each module's Canvas site. More specific criteria and requirements will also be in your Module Handbook or the associated Canvas site. The University produces an Examination and Assessment Regulations Handbook, which gives comprehensive information on matters relating to assessment, credit, progression, and how degrees are awarded. You can find the handbook online here:

<http://www.sussex.ac.uk/adqe/standards/examsandassessment>.

TURNITIN

You are encouraged to use the internet-based text-matching service, Turnitin, prior to submitting your assessments. This may help you identify problems with your referencing. Turnitin is also used during the marking process as a means of checking the originality of submitted work. All assessments submitted electronically via e-submission are uploaded to the Turnitin database and an Originality Report will be made available to the marker. Further information can be found online here:

<http://www.sussex.ac.uk/tel/submission/students>

PRESENTATION FOR ALL WRITTEN WORK

Whether you are submitting electronically or in hard copy, all written work must be submitted in an appropriate format:

- all assignments must contain a front sheet available through your module Canvas site
- word processors must be used unless informed otherwise
- written work must be double-spaced, size 12 font and single sided
- spell checks must be carried out
- pages must be numbered
- your candidate number should appear in the header and footer of every page

WORD LENGTHS

You must ensure that your work complies with the stated word length for each assignment in line with University regulations:

<http://www.sussex.ac.uk/adqe/standards/examsandassessment>

FEEDBACK AND RETURN OF WORK

Feedback is an important part of your learning and you will be invited to discuss feedback with your academic advisors and to review your feedback over each year to identify areas of support and strengths.

Feedback is also ongoing and class discussions and tutorials will contribute to this. It is really important to get ongoing feedback on essays, presentations and projects is before you hand work in. You will receive written or electronic feedback commenting on the quality of the assignment providing pointers for future development and improvement. It is our policy to provide this feedback within fifteen working days of the final submission date, although exceptionally (e.g. in the event of staff illness) there may be small delays. You will be advised of any variation from this. The External Examiner will also review the process of feedback to students. You should also use tutorials with your academic advisor to discuss general progress and areas for development and improvement.

Submissions made to the School Office will be available for you to collect from the School Office soon after results are released; you will receive an email letting you know when they are ready to collect, and a reminder email if you have not collected your work before it is due to be destroyed.

REASONABLE ADJUSTMENTS AND ADDITIONAL SUPORT NEEDS

Students with a condition that could affect their academic studies – such as a disability or health condition or learning support need such as dyslexia or an autistic spectrum condition – may be entitled to additional support or adjustments to study arrangements. To find out more, contact the Student Life Centre or Student Support Unit.

www.sussex.ac.uk/students/essentials/studenthandbook

<http://www.sussex.ac.uk/studentlifecentre/>

<http://www.sussex.ac.uk/studentsupport/>

MARKING AND MODERATION

This course is committed to fairness, transparency and consistency in marking by ensuring that each piece of work assessed has clear, written criteria, which match the learning outcomes. All assessed work will be subject to internal moderation, which may include mark checking and cross-marking samples of work in line with University regulations:

<http://www.sussex.ac.uk/adqe/standards/examsandassessment>

University Session Programme

Each of these contexts and modules will be addressed through different sessions throughout the day in the following way.

Some sessions will focus on the professional knowledge associated with a key EY theme. These sessions are usually delivered by your University teachers but may, occasionally, be led by an outside speaker and will focus on practical strategies for supporting and developing practice in your setting.

Some sessions will enable you to expand and challenge your current practice/thinking through a wider discussion of academic literature. In these sessions there will be opportunities for debate, discussion, critique and for making links with your ongoing practice and with wider content across the course. These sessions will introduce you to more theoretical debates and different ways in which Early Years practice might be constructed through different academic lenses, whether these be cognitive, psychological, sociological or anthropological. It will also place practice in UK Early Years within wider global and international contexts of understanding and practice of Early Years. There will be an ongoing focus on the role of play and what this constitutes – where, when and why. Each theme is examined through a variety of teaching styles and resources, emphasising interactive activities and practical teaching strategies. These sessions will develop and consolidate generic Early Years teaching skills, such as session planning; questioning; large and small group teaching; and the organisation of the enabling and material environments.

Some sessions will focus on research and, in particular, on the conduct of your own empirical research. These sessions will be about developing your reading, your ideas and your skills as practitioner researchers. The input from these sessions will lead to the designing and executing of your own empirical research within your own setting, which you will capture in your MA dissertation towards the end of the year. The research sessions will cover different themes, such as what does it mean to ‘know’?; why research?; understanding/exploring different paradigms; considering ethical matters within Early Years research; designing your own research; executing your research ‘in the field’, including collecting data, analysing it and writing about it to represent your findings.

During your time on campus, space will also be made to address professional, pedagogic and practical issues that arise more immediately from experiences you may be having within your setting. This kind of session (or part of a session) will be led by a University-based tutor and may also contain some time built in to meet in a small group or one to one (face to face or online) with your curriculum tutor and/or the giving and receiving of information that guides you as you develop your portfolio of practice within your setting. It

will focus on the assessment requirements of the course and it will support you with timelines and deadlines for the completion of work for assessment. It will also certainly involve opportunities to discuss and reflect on your range of experiences in your different settings each week and to learn from one another through discussion and listening.

PLEASE be ready for teaching to start promptly at 9.00am, 11;10am, and 2:00pm on each teaching day.

Please inform your University-based Curriculum Tutor if you are going to be absent or late for either a University session or a placement day. If you are absent, you will be required to complete a 'reasons for absence form', which you will find on Canvas. Please ensure that these forms are returned to your University tutor.

The course programme has been designed to link the taught course at the University with tasks/teaching/care within your settings where you are based for your placement. The programme below details the teaching for two courses: the MA in Early Years Education and the MA in Early Years Education with EYTS.

Because we aim to build flexibility into the MA in Early Years Education programme, there may be changes to this document, which we will update throughout the year on Canvas.

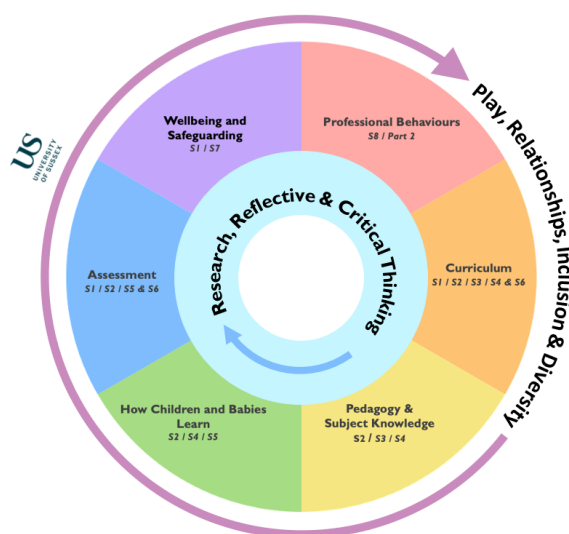
Please be aware of changes by consulting Canvas regularly and especially before your Tuesday University sessions. We aim to build in flexibility to allow us to respond to your needs.

NOTE: Should COVID-19 restrictions be reinstated, some sessions may be moved to online learning. Online sessions will take place where tutors have identified that face to face pedagogy doesn't best suit the learning required in the sessions. The mode of delivery will be signalled in the header for each day's teaching on your CANVAS site.

Course Programme

As part of your MA in Early Years Education, teaching will be delivered on Tuesdays during University term time (with the exception of reading weeks during state-maintained school half terms). During this time you will address Early Years themes through various modules and engagement with the different contexts and ideas of the practitioner/ professional; the critical reader; and the critical researcher. Below is a breakdown of the module structure for the course.

The following curriculum model forms the basis of our sequence of provision. It enables our trainees to understand how we use a spiral approach to our curriculum, returning to and building on themes.



The following table demonstrates how our own curriculum model and the teaching standards (EY version) overlap. At Sussex, we do not promote the approach of developing teaching standards as isolated items but believe they cut across themes.

Sussex Curriculum Strands		EY Teachers' Standards
<ul style="list-style-type: none"> • Inclusion • Research, Reflection and Critical Thinking • Relationships • Play 	Professional Practices	S2, S8 and Part 2
	Assessment	S1, S2, S5 and S6
	Curriculum	S1, S2, S3, S4 and S6
	How Children and Babies Learn	S2, S4 and S5
	Pedagogy and Subject Knowledge	S2 and S3
	Wellbeing and Safeguarding	S1 and S7

Each of these themes will be addressed through different sessions throughout the day in the following way.

Some sessions will focus on the professional knowledge associated with a key EYTS theme. These sessions are usually delivered by your university teachers but may, occasionally, be led by an outside speaker and will focus on practical strategies for supporting and developing practice in your setting.

Some sessions will enable you to expand and challenge your current practice/thinking through a wider discussion of academic literature. In these sessions there will opportunities for debate, discussion, critique and for making links with your ongoing practice and with wider content across the course. These sessions will introduce you to more theoretical debates and different ways in which Early Years practice might be constructed through different academic lenses, whether these be cognitive, psychological, sociological or anthropological. It will also place practice in UK Early Years within wider global and international contexts of understanding and practice of Early Years. There will be an ongoing focus on the role of play and what this constitutes – where, when and why. Each theme is examined through a variety of teaching styles and resources, emphasising interactive activities and practical teaching strategies. These sessions will develop and consolidate generic Early Years teaching skills, such as session planning; questioning; large and small group teaching; and the organisation of the enabling and material environments.

Some sessions will focus on research and, in particular, on the conduct of your own empirical research. These sessions will be about developing your reading, your ideas and your skills as practitioner researchers. The input from these sessions will lead to the designing and executing of your own empirical research within your own setting, which you will capture in your MA dissertation towards the end of the year.

During your time on campus, space will also be made to address professional, pedagogic and practical issues that arise more immediately from experiences you may be having within your setting. This kind of session (or part of a session) will be led by a university-based tutor and may also contain some time built in to meet in a small group or one to one (face to face or online) with your curriculum tutor and/or the giving and receiving of information that guides you as you develop your portfolio of practice within your setting. It will focus on the assessment requirements of the course, and it will support you with timelines and deadlines for the completion of work for assessment. It will also certainly involve opportunities to discuss and reflect on your range of experiences in your different settings each week and to learn from one another through discussion and listening.

PLEASE be ready for teaching to start promptly at 9.00am, 11:10am and 2:00pm on each teaching day.

Please inform our University-based Curriculum Tutor if you are going to be absent or late for either a University session or a placement day. If you are absent, you will be required to complete a ‘reasons for absence form’, which you will find on Canvas. Please ensure that these forms are returned to your university tutor.

The course programme has been designed to link the taught course at the University with reflections made within your placement settings where you are based for one day a week after a settling in period.

Please be aware of changes by consulting Canvas regularly and especially before your Tuesday University sessions. We aim to build in flexibility to allow us to respond to your needs as practitioners/researchers.

Equality, Diversity and Inclusion – your feedback is welcome

The Early Years Education with EYTS MA welcomes and values the diversity of our students. We endeavour to make the course an inclusive space to think learn and endeavour to embed this notion in our workshops, resources, reading list and communications.

If you have any specific needs, questions or suggestions relating to the course, including needs, questions and suggestions around identity, disabilities, mental or physical health, please get in touch with the Course Lead and your tutor to talk about these so we can work together to make any necessary adjustments as possible. We are always learning, so if you experience any aspect of the Early Years Education with EYTS as inaccessible, please also get in touch with us.

Key: Sessions mapped to curriculum

Pedagogy and Subject Knowledge	How Babies and Children Learn	Wellbeing and Safeguarding	Assessment	Professional behaviours	Curriculum
<ul style="list-style-type: none"> Inclusion Research Reflection and Critical Thinking Relationships Play 					

Text in black – teaching for both MA in Early Years Education and MA in Early Years Education with EYTS

Text in blue – teaching for MA in Early Years Education only

Text in green – teaching for MA in Early Years Education with EYTS only

Induction: Welcome Week
TUESDAY 26th September – Course focus

Time	What - Campus
9.00 – 10:50am	Welcome to your course and to ESW Essex House Room 19
10:50– 11:20	BREAK
11:20 – 12:45 am	Developing a scrapbook approach Essex House Room 19
1-2pm	LUNCH
2-4pm	Preparing for online and blended learning: Finding your way around Canvas Ashdown House Room G4 (Computer cluster)

Wednesday 27th September – Course Focus

Time	What - Campus
9:30 – 11.30am <u>Please note later start</u>	Introduction to Early Years Foundation Stage – Part 1 Essex House Room 19
11.30—12.00 am	BREAK
12.00am – 1pm	Introduction to the UK Early Years Teacher Standards Essex House Room 19
1-2pm	LUNCH
2-4pm	Safeguarding and Child Protection Ashdown House Room G4 (Computer cluster)

Thursday 28th September – Course Focus

Time	What -Campus
9:00 – 10:50am	Introduction to Early Years Foundation Stage – Part 2 Essex House Room 19
10.50-11: 20 am	BREAK
11:20 am – 12.45	Transitioning from Graduate to Postgraduate Essex House Room 19
1pm-2pm	Cross department welcome to all international students Essex House Room 19 Home students – Library tour or explore campus
1-2pm	LUNCH
2pm -4pm	Bag full of Worries Essex House Room 19

Semester 1 teaching

wc 02-Oct-23 (wk 1 Semester 1)		wc 09-Oct-23 (wk 2 Semester 1)	
<u>Introduction to Critical Reflection – the first assignment</u> with Fliss Bull in Essex House 19		<u>Theories/Pedagogies Presentation</u> with Deborah Brown in Essex House 19	
<p>KEY READING: Read through example essays from Canvas. In this session, we will look at the expectations of the first assignment and explore some tools and techniques to get you writing.</p> <p>Module 16800X</p>		<p>In this session, we will make our presentations to one another, allowing enough time for peer group and tutor feedback.</p> <p>Longer session: 9:00-11.30 am</p> <p>Module 16800X, 16100X and 16900X</p>	
<u>Learning Theories and Pedagogies</u> with Deborah Brown in Pevensey 1, 1B4		<u>Placement modules</u> with Fliss Bull in Essex House 19	
<p>(Task set and time for planning/researching for groups).</p> <p>In this session, we will break into groups to research familiar nursery theories and pedagogies within the UK today. We will focus on: Montessori; Steiner; Reggio Emilia; Froebel; Pikler and Te Whāriki. We will think about the ideas of ‘childhood’ and ‘Early Years education’ implicit within each theory/pedagogy.</p> <p>In small groups, we will conduct library searches of relevant materials and begin to put together a 15-minute group presentation, in which each person in the group will speak. We will agree roles and tasks and begin /planning for the session.</p> <p>Modules 16200X, 16100X and 16900X</p>		<p>Feedback on flipped learning - ‘Child Psychology Lecture 1’ with Robin Banerjee</p> <p>Shorter session: 11:50-13:00am</p> <p>Modules 16100X and 16900X</p>	
<u>Placement modules:</u>		<u>Library Induction</u> with Fliss Bull and Library staff in Pevensey 1, 1B4	
<p><u>MA EYE with EYTS</u> with Deborah Brown</p> <p>Flipped Learning: ‘Safeguarding’</p> <p>‘Using the Week by Week Guide’. What is in the mentor meeting guidance section and how can we use it to support our learning?</p> <p>‘An introduction to the University planning proformas’</p> <p>What is a spiral curriculum and scaffolding and how do the university planning performs support your planning?</p> <p>Module 16100X or</p> <p><u>MA EY Ed with Fliss Bull</u></p> <p>Flipped Learning: ‘Safeguarding’.</p> <p>An introduction to the expectations of the MA EY Ed placement module, spiral curriculums and scaffolding.</p> <p>Module 16900X</p>		<p>This session will include:</p> <p>An introduction to the online library</p> <p>Smart searching for the best results</p> <p>Finding items with Library Search</p> <p>Using the resources on your Subject Guides</p> <p>Referencing through the Skills Hub</p> <p>Further support</p> <p>Module 16200X and 16800X</p>	

wc 16-Oct-23 (wk 3 Semester 1)	wc 23-Oct-23 (wk 4 Semester 1)
<p><u>Reading Critically with Fliss Bull in Essex House 19</u></p> <p>KEY READING (we will analyse these readings in the session):</p> <p>Lyle, S., 2008. Dialogic teaching: Discussing theoretical contexts and reviewing evidence from classroom practice. <i>Language and education</i>, 22(3), pp.222-240.</p> <p>and</p> <p>Hedges, H. and Cooper, M., 2016. Inquiring minds: theorizing children's interests. <i>Journal of Curriculum Studies</i>, 48(3), pp.303-322.</p> <p>In this session we will define 'criticality' and identify its characteristics in a literature review. We will use peer review and discussion to deepen understanding of how to write a good literature review and identify the difference between discourse analysis and critical analysis.</p> <p>Module 16200X and 16800X</p>	<p><u>Directed Study Time</u> For students studying on the MA in Early Years Education with EYTS.</p> <p>Or</p> <p><u>Small Group Tutorials</u> for students studying on the MA in Early Years Education</p> <p>Refer to canvas for self-study activities for all students this week</p>
<p><u>What is a literature review? with Fliss Bull in Essex House 19</u></p> <p>KEY READING: Thomas, G., 2017. <i>How to do your research project: A guide for students</i>. Sage. Chapter 3 pp. 58-89.</p> <p>In this session we will consider what a literature review is and what processes are involved in constructing a literature review in your assignments.</p> <p>Module 16200X and 16800X</p>	
<p><u>Watering Growing Shoots (Observation, Record Keeping and Assessment) with Deborah Brown in Essex House 19</u></p> <p>KEY READINGS: Palaiologou, I. (4th Ed) (2021) <i>The Early Years Foundation Stage</i>; Chap. 9 ; Observations: recording and analysis, assessment pp. 137-153 and and Chapter 10 Assessment pp. 154-155</p> <p>The session will cover the statutory requirements for assessment in the EYFS and explore observational and assessment techniques and principles commonly used in Early Years settings.</p> <p>Modules 16400X and 16100X and 16900X</p>	

wc 30-Oct-23 (wk 5 Semester 1)		wc 06-Nov-23 (wk 6 Semester 1)	
<u>First Aid Awareness Training with Deborah Brown in Essex House 19</u>		<u>Research Design Frames with Deborah Brown in Essex House 19</u>	
<p>Graduate Route EYTS and Academic Masters' students only for this session. Details TBC, please check Canvas.</p> <p>Employment Route EYTS – self study time to work on Critical Reflection essay.</p>		<p>KEY READING: Thomas, G., 2017. <i>How to do your research project: A guide for students</i>. Sage. Chapter 6 pp. 138-196.</p> <p>ADDITIONAL READING: Clark, A., 2001. How to listen to very young children: The mosaic approach. <i>Child Care in Practice</i>, 7(4), pp.333-341.</p> <p>Bergold, J. and Thomas, S., 2012. Participatory research methods: A methodological approach in motion. <i>Historical Social Research/Historische Sozialforschung</i>, pp.191-222.</p> <p>In this session we will look at the differences between design frames and what each approach does and doesn't provide.</p> <p>Module 16200X</p>	
<u>Lighting the Fire (An Introduction to Phonics) with, Deborah Brown and Fliss Bull in Essex House 19</u>		<u>Making Time to Talk with Fliss Bull in Essex House 19</u>	
<p>"To learn to read is to light a fire; every syllable that is spelled out is a spark." – Victor Hugo, <i>Les Miserables</i></p> <p>KEY READING: Palaiologou, I. (Ed) (2021) <i>The Early Years Foundation Stage</i>, Chap. 16, Literacy, pp. 253-269.</p> <p>This session will split into three groups. You will be allocated a group the week before the session.</p> <p>Modules 16800X, 16100X and 16900</p>		<p>"The most important thing in communication is hearing what isn't said." – Peter Drucker</p> <p>KEY READING: Palaiologou, I. (Ed) (2021) <i>The Early Years Foundation Stage</i>, Chap. 13 Communication, pp. 209-223 .</p> <p>ADDITIONAL READING: https://webarchive.nationalarchives.gov.uk/ukgwa/20110811042340/http://teachingandlearningresources.org.uk/collection/12796</p> <p>The session will begin with a brief overview of theories around language acquisition and development, then focus on practical tips for you to use to support and develop communication in your setting. Support for children with English as an Additional Language will also be discussed.</p> <p>Modules 16800X, 16100X and 16900X</p>	
<u>Placement modules:</u>		<u>Placement modules:</u>	
<p>14:00 -15:00 <u>Safeguarding in the Early Years</u> with guest speaker Kate Fleming and Fliss Bull in Essex House 19</p> <p>15:00-16:00 <u>Phonics Audits and Tracked Children</u> with Deborah Brown</p> <p><u>Placement Expectations with Fliss Bull</u> Module 16100X and 16900X</p>		<p><u>The PPR report and preparing for first visit with Deborah Brown</u> Module 16100X</p> <p><u>Placement and Portfolio Support with Fliss Bull</u> Module 16900X</p> <p>EPP Placement starts this week</p>	

wc 13-Nov-23 (wk 7 Semester 1)	wc 20-Nov-23 (wk 8 Semester 1)
<u>Small picture, big picture and narrative approaches</u> with Deborah Brown in Essex House 19	<u>Tools for Gathering Data</u> (an overview) with Fliss Bull in Essex House 19
<p>In this session we will explore the different levels around which research can be framed and how these inter-relate. We will focus attention on the importance of the researcher's perspective and choices and provide insights into the links between conceptual and methodological approach – with opportunities to explore ideas about these in relation to own proposed research focus and context. Key reading will be available on the VLE.</p> <p>Module 16200X</p>	<p>KEY READING: Thomas, G., 2017. <i>How to do your research project: A guide for students</i>. Sage. Chapter 7 pp. 199-241.</p> <p>In this session we will look at the differences between observation, interviewing, and the use of reflective diaries, including the advantages and disadvantages of each approach.</p> <p>Module 16200X</p>
<u>Active Maths</u> with Fliss Bull in Essex House 19	<u>Supporting Play - Understanding the World</u> with Deborah Brown in Essex House 19
<p>KEY READINGS: Palaiologou, I. (Ed) (2021) <i>The Early Years Foundation Stage</i>; Chap. 17; Mathematics pp. 270-283.</p> <p>KEY READING: C. Skinner and J. Stevens, (2012), <i>Foundations Of Mathematics – An active approach to number, shape and measures in the Early Years</i>, Featherstone, chap. 1 and 2, pp. 7-40.</p> <p>Modules 16800X, 16100X and 16900X</p>	<p>Complete Flipped learning on SST before the session.</p> <p>“You can discover more about a person in an hour of play than in a year of conversation.” – Richard Lingard</p> <p>KEY READING: Palaiologou, I. (Ed) (2021) <i>The Early Years Foundation Stage</i>, Chap. 7 Play, pp. 112–125</p> <p>ADDITIONAL READING: http://www.atl.org.uk/Images/Playing%20to%20learn%20%20-%20Feb%202012.pdf</p> <p>The session will begin with a brief overview of theories around learning through play, then focus on practical tips for you to use to support play in your settings.</p> <p>Modules 16800X, 16100X and 16900X</p>
<u>Placement modules:</u>	<u>Placement modules:</u>
<p>Baby room practice with guest speaker Kate Fleming and Fliss, followed by reps meeting.</p> <p>Modules 16100X and 16900X</p>	<p>Introduction to Makaton with guest speaker and Deborah Brown in Jubilee 115</p> <p>Sharing evidence bundles with Deborah Brown</p> <p>Placement and portfolio support with Fliss Bull</p> <p>Modules 16100X and 16900X</p>

wc 27-Nov-23 (wk 9 Semester 1)		wc 04-Dec-23 (wk10 Semester 1)		
<u>Physical Development (PK)</u> with Fliss Bull in Essex House 19		<u>Caring for babies and children</u> with Deborah Brown in Essex House 19		
<p>Complete flipped learning on Schemas before the session.</p> <p>In this session we consider the physical development milestones in early years children. The session will cover practical ways to support physical development and how to spot, understand and respond to concerns regarding physical development.</p> <p>KEY READINGS: Palaiologou, I. (Ed) (2016) <i>The Early Years Foundation Stage</i>; Chap. 24 Physical Development, pp. 439-454.</p> <p>Modules 16800X, 16100X and 16900X</p>		<p>In this session we will reflect upon the practical challenges Early Years practitioners face when meeting the needs of babies and toddlers in nursery settings. We will look at the key person approach and consider how babies and toddlers' needs, abilities and interests change rapidly as they grow and develop in the first two years and what impact this has on planning and provision.</p> <p>KEY READINGS: Palaiologou, I. (Ed) (2016) <i>The Early Years Foundation Stage</i>; Chap. 15 and 19, Children's Health and Wellbeing and Personal, Social and Emotional Development, pp. 280-293 and pp. 345-365.</p> <p>Modules 16800X, 16100X and 16900X</p>		
<u>Creative Methods in Qualitative Research</u> with Deborah Brown		<u>Action Research</u> with Tamzin Nobes in Essex House 19		
<p>Pre-reading and a more detailed breakdown of this session will be available on Canvas</p> <p>Module 16200X</p>		<p>Pre-reading and a more detailed breakdown of this session will be available on Canvas</p> <p>Module 16200X</p>		
<u>Assignment support</u>		<u>Critical discourses in education</u> with Fliss Bull		
<p>Sign up for tutorial support for your critical reflection assignment either in this slot or at some point this week</p> <p>Module 16800X</p>		<p>In this session, we will look at theoretical frameworks in education and how they can support our research and understanding of broader educational contexts.</p> <p>Key reading will be available on the VLE. Modules 16800X, 16100X and 16900X</p>		

wc 11-Dec-23 (wk 11 Semester 1)			wc 18-Dec-2023
	PSED – self regulation and behaviour management with Deborah Brown in Essex House 19		<p><u>For students studying on the MA in Early Years Education with EYTS</u></p> <p>· wc 18-Dec-23 and 25-Dec-23: Christmas break.</p> <p>wc 01-Jan-24: Main placement restarts on Tuesday, Enhancing Placement begins Thursday 4th January 2024 (See course structure on p.6 and p.7 for the details of placement pattern).</p> <p>Check Canvas for assignment deadlines.</p> <p><u>For students studying on the MA in Early Years Education</u></p> <p>Winter break. Teaching for Semester 2 starts again on Tuesday 30th January 2024.</p> <p>Check Canvas for assignment deadlines.</p>
<p>KEY READING: Carol Aubrey & Karen Ward (2013) Early years practitioners' views on early personal, social and emotional development, Emotional and Behavioural Difficulties, 18:4, 435-447.</p> <p>In this session we will consider PSED as a prime area of learning for early years children.</p> <p>We will look at practical ways to support PSED, self-regulation and behaviour management, returning to the key person system and reflecting on your experiences so far.</p> <p>Modules 16800X, 16300X and 16900X</p>			
Placement modules:			
<u>Expectations of the Enhancing placement with Deborah Brown</u>			
Enhancing Placement details to be issued this week.			
Module 16100X			
Or			
<u>Placement and portfolio support with Fliss Bull</u>			
<u>Critical Reflection Workshop</u>			
Time to work on your critical reflection assignments in a supportive atmosphere.			
Module 16800X			

Semester 2 teaching

wc 29-Jan-24 (wk 1 Semester 2)	wc 05-Feb-24 (wk 2 Semester 2)
<u>Opening the Senses – Expressive Arts and Design (EAD) with Jacqueline Young</u>	<u>Making Music with Jacqueline Young</u>
<p>Modules 16800X, 16300X and 16900X</p> <p>“This world is but a canvas to our imagination” – Henry David Thoreau</p> <p>KEY READINGS: Palaiologou, I. (Ed) (2016) <i>The Early Years Foundation Stage</i>; Chap. 25; Expressive Arts and Design pp. 455-468.</p> <p>The session will place the importance of EAD into context and then provide practical hands-on EAD ideas for use in your setting.</p> <p>Modules 16800X, 16300X and 16900X</p>	<p>Check Canvas for digital links to pre session activities.</p>
<u>Introduction to your Dissertation with Jacqueline Young</u>	<u>Research Methods – Formulating Questions with Jacqueline Young</u>
<p>In this session we will ‘walk through’ your dissertation from its inception to its completion so that you have a sense of what is required of you at each stage.</p> <p>Module 16200X</p>	<p>KEY READING: Clough & Nutbrown (2012) (3rd ed.) <i>A Student’s Guide To Methodology</i>, SAGE, pp. 41-48.</p> <p>KEY READING: Thomas, G. (2017) (3rd ed.) <i>How To Do Your Research Project</i>, Sage, London. Chapter 1 pp.2-26 and Chapter 4 pp. 92-101</p> <p>We will think about the significance of the research question. We will think about what is required of a research question to shape a piece of research and begin to apply this to our own contexts. What are we interested in researching? Can we apply the ‘Goldilocks’ and generate a ‘Russian doll principle’? (Clough & Nutbrown, p.43)</p> <p>Module 16200X</p>
<u>Placement modules:</u>	<u>Inclusion and Adaptive teaching – Looking back, looking forward with Deborah Brown and guest speaker</u>
<p><u>The Enhancing placement with Deborah Brown</u></p> <p>Module 16300X</p> <p>Or</p> <p><u>Placement and portfolio support with Fliss Bull</u></p> <p>16900X</p>	<p>Key reading and session details will be available on the VLE. Session content to reflect requirements of students</p> <p>Modules 16800X, 16300X and 16900X</p> <p>Setting group presentations</p>

Wc 12-Feb-24 (wk 3 Semester 2)	wc 19-Feb-24 (wk 4 Semester 2)
<p><u>Directed Study Time</u> For students studying on the MA in Early Years Education with EYTS.</p> <p>Or</p> <p><u>Small Group Tutorials</u> for students studying on the MA in Early Years Education.</p> <p><u>Self study topics</u></p> <ul style="list-style-type: none"> • Anti racist practice • Preparing for your group presentations 	<p><u>Group Presentations</u> with Jacqueline Young</p>
	<p>9:00 – 11.45 (longer session)</p> <p>Autism Spectrum Disorder (ASD)</p> <p>Attachment Theory and Attachment Disorder</p> <p>Supporting Migrant Children</p> <p>Emotion Coaching</p> <p>Cognitive Load Theory and Early Years Education</p> <p>Decolonising the Early Years Curriculum</p> <p>Metacognitive Strategies in the Early Years</p> <p>Attention Deficit Hyperactivity Disorder (ADHD)</p> <p>Modules 16800X, 16300X and 16900X</p>
	<p><u>Dissertation Support</u> with Jacqueline Young</p>
	<p>12.00-13.00 (Shorter session)</p> <p>Check Canvas for digital links to pre session activities.</p> <p>Module 16300X and Module 16900X</p>
	<p><u>Understanding the RPK Assignment and how to use feedback from the first assignment to support ongoing work</u> with Deborah Brown in Ashdown House G4 Computer cluster</p>
	<p>Check Canvas for digital links to pre session activities.</p>

wc 26-Feb-24 (wk 5 Semester 2)		wc 04-March-24 (wk 6 Semester 2)	
<u>An Introduction to your Dissertation Presentation</u> with Jacqueline Young		<u>Phonics, narrative and storytelling</u> with Jacqueline Young	
<p>In this session we will go through the expectations of the dissertation presentation in June that constitutes 25% of the marks for this module.</p> <p>Module 16200X</p>		<p>KEY READING:</p> <p>Heppner, D.H., 2016. 'Then what happened?' Studying emergent literacy in the narrative play of preschool children. <i>Language and Education</i>, 30(5), pp.459-477.</p> <p>In this session we will look at how exposure to story and engagement with narrative enhance the language and literacy development of young children.</p> <p>Modules 16800X, 16300X and 16900X</p>	
<u>Placement Support</u>		<u>The Creative Curriculum and Cross Curricular Learning</u> with Jacqueline Young	
<p><u>Placement support</u> with Deborah Brown</p> <p>.</p> <p>Or</p> <p><u>Placement and portfolio support</u> with Fliss Bull</p>		<p>KEY READING: Selkrig, M., & Keamy, K. (2017). Creative pedagogy: A case for teachers' creative learning being at the centre. <i>Teaching Education</i>, 28(3), 317-332.</p> <p>We will look at definitions of creativity, models for how creativity might be taught and how the 'creative curriculum' is being interpreted in schools and settings in the UK and internationally, a with a focus on 'UTW – Past and Present' and cross curricular mathematics.</p> <p>Modules 16800X, 16300X and 16900X</p>	
<u>Research Supervisions:</u> with dissertation supervisors		<u>Working with Parents and UTW</u> with Deborah Brown	
<p>This session is in lieu of a supervision with your dissertation supervisor at some point this week, to discuss your research plans.</p> <p>Module 16200X</p>		<p>KEY READING:</p> <p>Palaiologou, I. (Ed) (2021) <i>The Early Years Foundation Stage: Chap. 21, Partnerships</i> pp. 329-341</p> <p>In the session we will consider all your experiences and ideas. We will look at what practitioners can do to support, build and maintain effective partnerships with parents with a focus on UTW 'People and Communities'.</p> <p>Modules 16800X, 16300X and 16900X</p>	

wc 11-Mar-24 (wk 7 Semester 2)		wc 18-Mar-24 (wk 8 Semester 2)	
<u>Research ethics</u> with Jacqueline Young		<u>Leadership</u> with Deborah Brown	
<p>Check Canvas for digital links to pre session activities.</p> <p>Module 16200X</p>		<p>KEY READING: Palaiologou, I. (Ed) (2021) The Early Years Foundation Stage: Chap. 25 Leadership pp. 387-399</p> <p>In this session we will look at leadership models and how these can support your ongoing professional development.</p> <p>Modules 16800X, 16300X and 16900X</p>	
<u>Power Dynamics in Qualitative Research</u> with Gill Emmerson		<u>Draft Dissertation presentation workshops</u> with Jacqueline Young, Deborah Brown and Fliss Bull	
<p>In this session, we will consider power dynamics and approaches for collecting your data for your own research, OR as an aspect of it.</p> <p>Pre-reading and a more detailed breakdown of this session will be available on Canvas.</p> <p>Module 16200X</p>		<p>In these sessions we will break into groups and present our initial research design ideas to the group for formative and supportive feedback, in preparation for putting together draft</p>	
Placement Support			
<p><u>Placement Module Support</u> with Deborah Brown</p> <p>Module 16300X</p> <p>Or</p> <p><u>Placement and portfolio support</u> with Fliss Bull</p> <p>Module 16900X</p> <p>And reps meeting</p>			

	wc 15-April-24 (wk 9 Semester 2)
<u>For students studying on the MA in Early Years Education with EYTS</u>	<u>Trialling Your Own Research Method</u> with Jacqueline Young
<p>wc 25- Mar-24, 01-April-24, 08 -April-24 Easter break is 2 weeks only. Different LEA have different 2 week shut down periods. When your school or setting is not closed in the holidays you are expected to be in placement.</p> <p><u>For students studying on the MA in Early Years Education</u></p> <p>Spring break: wc 25- Mar-24, 01-April-24, 08 -April-24</p> <p>Teaching for Semester 2 starts again on Tuesday 16th April 2024</p>	<p>In this session you will have the opportunity to trial an interview technique. You will have the opportunity to break into pairs and to ask each other a range of questions coming back together again afterwards to discuss what happened.</p> <p>Ensure that you come to this session with a recording device or recording app on a SMART phone or iPad or laptop.</p> <p>Module 16200X</p>
	<u>RPK</u>
	<p><u>Getting ready for RPK</u> with Deborah Brown Module 16800X Or <u>Getting ready for RPK</u> with Fliss Bull Module 16800X</p>
	<u>Ethics review Meetings</u>
	<p>Individual supervisions with your supervisors to go through your ethics applications, and time to work on your RPK submissions.</p> <p>Module 16200X</p>

wc 22-April-24 (wk10 Semester 2)		wc 29-April-24 (wk11 Semester 2)	
<u>Visit to Bee In The Woods Forest School Pre-School</u>		<u>How to approach job applications/interviews and placement target support with Jacqueline Young</u>	
Module 16200X Field trip to fully outdoor nursery setting. Preparation, prior reading and trip details will be available on Canvas.		We will spend the first hour of the session talking about job applications and interviews, and the second part of the session will focus on supporting areas of practice that you have been set as targets, or areas of practice where you feel you'd like some additional support/input. Modules 16800X, 16300X and 16900X	
		<u>Data Analysis - introductory ideas and approaches with Jacqueline Young</u>	
		<p>KEY READING: Thomas, G. (2013) (2nd ed.) <i>How To Do Your Research Project</i>, Sage, London, Chap 8. pp. 235-244.</p> <p>Cohen, L., Manion, L. & Morrison, K. (2011) (7th ed.) <i>Research Methods in Education</i>, Routledge, London, Chap. 28, pp.537-558.</p> <p>In this session you will be introduced to ideas of qualitative data analysis that spring from your action research. This will be an introductory session to enable each practitioner/researcher to develop his or her own data analysis approaches to present as part of their dissertation assessment on 26 June 2017. Further references for data analysis will be provided and opportunities for exploring these will be made available in the 'dissertation doctoral surgeries'</p> <p>Module 16200X</p>	
PP2 and EPP Support		<u>RPK preparation</u>	
<u>Placement Module Support with Deborah Brown</u> Module 16300X Or <u>EPP portfolio support with Fliss Bull</u> Module 16900X And reps meeting		Time to work on your RPK assignments and see tutors if support required.	

Taught Course Assessment Details

EXPLORING PROFESSIONAL PRACTICE IN EARLY YEARS EDUCATION (16900X)

Assessment Mode: Portfolio.

Credit Weighting: 30 Level 6 credits.

Assessed by: University Tutors. Moderated by University Tutors.

Expected Submission Deadline: Please see your personalised Sussex Direct student page (direct.sussex.ac.uk).

In this module, students will be given the opportunity to explore their understanding and knowledge of early years professional practice in a setting and/or classroom context. Students will attend a placement in an early years setting for 16 days (over two Semesters. Should it not be possible to attend placement due to COVID 19 pandemic restriction, virtual placement activities will be offered in place of attendance in a setting.

The module will include a phased introduction to working with early years children to support planning and learning. During your placement there will be opportunities to observe experienced practitioners in early years settings and/or schools. You will be allocated a university tutor to oversee your placement experience. Your tutor will visit your placement setting once in Semester 2 to observe you interacting with children in the setting and to provide you with written and oral feedback on your progress. Over the duration of your placement you will be asked to build a portfolio of your observations and reflect on what you have seen, linking your observations of practice to scholarship and your university sessions on early years teaching pedagogy and practice. Specific detailed guidance on the structure of your portfolio will be disseminated by tutors later in the course.

Assessment outcomes:

LO1	Knowledge and understanding of appropriate subject, curriculum and pedagogy, as well as teaching and learning methodology appropriate to learners and settings within a specific age phase.
LO2	A broad range of practical teaching and learning skills, and ability to apply methods and techniques they have learnt to initiate learning opportunities, assess their impact and evaluate their effectiveness.
LO3	An ability to manage their own learning and work collaboratively with peers, teachers and other educational professionals

LO4	Effective communication skills shared with a range of professional and academic audiences (including tutors, peers, pupil's parents, school governors and local community representatives) both orally and in writing with clarity, focus and coherence.
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CRITICAL REFLECTION: EARLY YEARS EDUCATION (16800X)

Assessment Mode: Essay

Credit Weighting: 30 Level 7 (Masters) credits.

Length: 4500 words

Assessed by: University Tutors. Moderated by University Tutors.

Expected Submission Deadline: Please see your personalised Sussex Direct student page (direct.sussex.ac.uk).

This module inducts you into practical and academic approaches to critical reflection. Crucially it draws upon each student's prior experiences alongside a familiarisation with academic literature to identify a key area of practitioner-researcher interest. The assignment task will therefore consist:

1. 1500 introduction including a discussion of practitioner-researcher identity formulated through reflections on prior (educational) experiences which lead to an identification of an area of research interest
2. 3000 word literature review connected to the area of interest

Guidance provided to students:

The first part of this assignment will be a reflective account of your recollections and thoughts about the experiences that you think have shaped and informed your ideas of 'education', especially Early Years education. You can consider 'education' as broadly as you wish. As well as description, your assignment should include reflective analysis of your experiences and your thoughts on the people, places, materials, etc., that you think now shape your thoughts and memories to inform your current ideas of Early Years education.

You may wish to comment on any areas within Early Years education that interest you especially, suggesting your thoughts on why you have these particular interests. One of the objectives of this assignment is to help you to begin to identify interest areas within Early Years education that you might want to develop into your final dissertation.

The focus of the second part of the assignment is on extending your knowledge of the area of the 'Early Years Education' that you identified in the first section as an area of interest: it gives you the opportunity to gain a deeper knowledge of the topic through reading scholarly literature to reflect on your practice, in the light of your enhanced interest, knowledge or understanding.

Assessment Outcomes:

LO1	A critical understanding and an ability to evaluate learning gained in personal and professional education contexts, drawing on wider conceptual frameworks, and identifying areas for further development and inquiry in complex professional situations
LO2	A capacity to appraise current literature relating to their specified area of education.
LO3	A capacity to engage in critical reflection on practice.
LO4	Ability to structure an argument with conclusions in clear, coherent writing or oral presentation and to use appropriate conventions in citation and referencing.

REFLECTING ON PROFESSIONAL KNOWLEDGE (16400X)

Assessment Mode: Oral presentation with portfolio

Credit Weighting: 30 Level 7 (Masters) credits.

Length: N/A

Assessed by: University Tutors. Moderated by University Tutors, Mentors and Professional Tutors

Expected Submission Deadline: Please see your personalised Sussex Direct student page (direct.sussex.ac.uk).

This assessment is conducted through the review of a portfolio and a professional dialogue which demonstrates your professional knowledge, understanding, criticality and skills developed during the course. The portfolio will be presented through a series of professional dialogues. Please note that the professional dialogues are digitally recorded for moderation purposes.

The purpose of this assessment is to demonstrate the range, depth and progression of professional knowledge acquired over your whole year and your maturity as a reflective learner. This will be demonstrated primarily through two professional dialogues.

In the first is the pedagogic dialogue you are expected to demonstrate an ability to draw on scholarship and pedagogic theory to critique and discuss an example of one learning event you were involved in during placement on the course, that you considered to be successful.

In the second dialogue you are expected to demonstrate your understanding of how early years teachers and teaching environments support children to develop. Drawing on experiences during your placement module, you will discuss and analyse the impact that teaching methods (your own or those of practitioners you observed) , or your placement setting environment have had over a period of time on an individual child or group of children's development.

Assessment Outcomes

LO1	Knowledge and understanding of appropriate subject, curriculum and pedagogy, as well as teaching and learning methodology appropriate to learners and schools within a specific age phase; policy, professional and research literature related to the teaching and learning of their subject area/phase; know and understand the processes and complexities of learners needs and development in different contexts
LO2	Intellectual Skills: ability to exercise initiative in personal and professional responsibility; awareness of own continuing professional development needs within teaching, and the independent learning ability to identify ways of fulfilling those needs
LO3	Practical Skills: a broad range of practical teaching and learning skills, applicable within the classroom and in schools and settings generally relating explicitly to any current statutory requirements (e.g. Professional Standards for EYTS); effective communication skills shared with a range of professional and academic audiences (including tutors, peers, pupils' parents, school governors and local community)

RESEARCH IN EARLY YEARS EDUCATION (16200X)

Assessment Mode: Oral presentation supported with up to 2,000 words of notes, plus a 10,000 word dissertation.

Credit Weighting: 60 Level 7 credits.

Assessed by: University Tutors. Moderated by University Tutors.

Expected Submission Deadline: Please see your personalised Sussex Direct student page (direct.sussex.ac.uk).

Guidance provided to students: This module requires you to design, conduct, evaluate and report on an empirical study (10,000 words), typically conducted in your placement setting. It enables you to synthesise and apply all the learning achieved over the entire course. The module requires a highly specialist focus on an individual area of Early Years education, showing deep subject-specific and research knowledge, understanding and skills, in addition to professional learning.

You are required to develop a systematic and rigorous approach to the entire research process, working in a highly independent way, supported by small-group and individual supervision by a specialist tutor in your research field. The module includes designing an empirical study with appropriate research questions, conducting an ethical review and conducting the data-collection, data-analysis and evaluation at the required

level, producing findings and recommendations for practice that could inform other professionals' understanding in this area of education.

This assignment is split in to two components: an oral presentation of your research methodology and research methods and a full submission of your 10,000 word dissertation.

You will be required to present your oral presentation in June. You will be provided with written feedback in the form of three strengths and three areas for development. This part of the assignment will carry 25% of the marks for the overall assignment whilst supporting your progression on to final submission of your full dissertation.

Tutors will provide four supervision sessions of up to an hour in total. Supervision can cover any aspect of the dissertation or dissertation preparation. However, please note that the dissertation is an independent study and is – in part – a demonstration of the way in which you are able to use the skills you have learnt from the course and apply this to working independently.

Specific detailed guidance on the structure of your research dissertation will be disseminated by tutors later in the course.

Assessment criteria:

LO1	A critical understanding, informed by current scholarship and developments in the field, of issues, processes and problems in an area of Early Years education, and a capacity to relate it to complex professional situations
LO2	A systematic knowledge and understanding of a substantive area of Early Years education
LO3	A capacity to critically appraise current literature relating to their specified area of Early Years education
LO4	A capacity to reflect on, critically review and evaluate empirical data and methodological approaches in their specified area of Early Years education
LO5	Originality in the application of research methods in order to generate understanding of how knowledge is created

Please note: Assessment details for module options are available in the module handbook for the option you select.

GENERIC MARKING CRITERIA

Each assignment is assessed against specific Masters level learning outcomes (see above).

In addition, the quality of the submission is awarded a level against a generic M level Marking Criteria set out below.

Each Master's level module assignment must achieve its own published learning outcomes to be awarded a pass. Where a mark and grade (as opposed to Pass/Fail) are awarded, the following generic level descriptors should be used to support the judgement. In so doing, the assessor should recognise that not all the criteria listed may be relevant to the assignment and that a 'best fit' approach should be taken.

Masters Level Pass with Distinction (70-100) The assignment is most accurately described by elements of this category:	An excellent level of up-to-date knowledge and a deep understanding A sophisticated ability to: apply knowledge across contexts; critically evaluate or reflect on literature/ evidence/ policy/ practice/experience A sophisticated and insightful ability to design, conduct and evaluate an enquiry or problem-solving activity A work of distinctive professional or academic value which makes a significant contribution to advancing learning and/or solving problems An original argument with well substantiated conclusions Very clearly written and easily readable, with consistently correct use of language and academic convention
Masters Level Pass with Merit (60-69) The assignment is most accurately described by elements of this category:	A good level of relevant, up-to-date knowledge and understanding A good ability to: apply knowledge across contexts; critically evaluate or reflect on literature/ evidence/ policy/ practice/experience A good ability to design, conduct and evaluate an enquiry or problem-solving activity A good argument made with a number of reasoned and substantiated conclusions Consistently well written, good use of language and academic convention

<p>Masters Level Pass (50-59)</p> <p>The assignment is most accurately described by elements of this category:</p>	<p>An acceptable level of relevant knowledge and understanding</p> <p>An ability to: apply knowledge across contexts; critically evaluate or reflect on literature/ evidence/ policy/ practice/experience</p> <p>An ability to design, conduct and evaluate an enquiry or problem-solving activity</p> <p>An argument made with some reasoned conclusions</p> <p>Generally well written with a small number of errors in spelling punctuation, grammar or in using academic conventions</p>
<p>Fail (0-49)</p> <p>The assignment is most accurately described by elements of this category:</p>	<p>Little or no knowledge or understanding</p> <p>An inability to: apply knowledge across contexts; critically evaluate or reflect on literature/ evidence/ policy/ practice/experience</p> <p>An inability to design or carry out an enquiry or solve problems</p> <p>An incoherent argument and lack of reasoned conclusions</p> <p>Consistently weak spelling punctuation, grammar and inadequate application of academic convention</p>

Course Regulations

Course regulations, including those relating to Awards and Classification, are listed in the Examination and Assessment Regulations Handbook: <http://www.sussex.ac.uk/adqe/standards/examsandassessment>

COMPLAINTS AND APPEALS

We hope you have an amazing experience at Sussex, but if something goes wrong and you need to make a complaint then the University's Complaints and Appeals procedures can be found here:

<https://www.sussex.ac.uk/ogs/complaintsappeals>

THE PUBLIC INTEREST DISCLOSURE POLICY AND RAISING CONCERNS PROCESS

The Public Interest Disclosure Policy and Raising Concerns process exists for any complaints about the course or the university that relate to serious public interest concerns (for instance fraud, bribery, criminal activity, damage to the environment and serious threats to health and safety. See

<http://www.sussex.ac.uk/ogs/policies/goodconduct/raisingconcerns> and

<http://www.sussex.ac.uk/ogs/policies/goodconduct/raisingconcerns/raising-concerns-form> for more details.

EXTERNAL EXAMINER

The External Examiner will play a pivotal role in course evaluation. His/her review of, and feedback on, student learning, progression and the curriculum is central to the monitoring and evaluation process. The External Examiner is approved and appointed by the University.

ANNUAL COURSE REVIEW (ACR) AND REVIEW REPORT

The Annual Monitoring and Review report will be written by the Course Leader, informed by information from: Module reviews; Course Reviews; Report from Admissions Tutor; Minutes of the Course Management Committee.

Academic Integrity and Misconduct

Plagiarism, collusion, and cheating in exams are all forms of academic misconduct which the University takes very seriously. You must avoid committing academic misconduct either intentionally or unintentionally – the best way to avoid academic misconduct is to know what academic misconduct is, to know how to avoid it, and to start working on your assessments in good time, so you can avoid accidentally slipping up.

REFERENCING

Within the School, we expect all student work to be properly referenced. This is one of the key requirements for University level work, and you will lose marks if you do not follow an approved method of referencing and citation. Further information can be found online: <http://www.sussex.ac.uk/skillshub/writing>

AVOIDING PLAGIARISM

Any direct copying without quotation marks or unacknowledged extended paraphrasing from *any* source is plagiarism. To copy sentences, phrases or even striking expressions without acknowledgement of the source (either by inadequate citation or failure to indicate verbatim quotations), is plagiarism; to paraphrase without acknowledgement is likewise plagiarism. Where such copying or paraphrase has occurred the mere mention of the source in the bibliography shall not be deemed sufficient acknowledgement; each such instance must be referred specifically to its source.

AVOIDING COLLUSION

Collusion is the preparation or production of work for assessment jointly with another person or persons unless explicitly permitted by the examiners. An act of collusion is understood to encompass those who actively assist others as well as those who derive benefit from others. Where joint preparation is permitted by the examiners but joint production is not, the submitted work must be produced solely by the candidate making the submission. Where joint production or joint preparation and production of work for assessment are specifically permitted, this must be published in the appropriate module documentation.’ The University’s Skills Hub guide to study skills gives advice on writing well, including hints and tips on how to avoid making serious mistakes.

Visit <http://www.sussex.ac.uk/skillshub/writing> and make use of the resources there. You will also find helpful guides to referencing properly and improving your critical writing skills.

Referencing and Reference Lists

Your assignments should be properly referenced and should always include a reference list (a full list of all the articles, chapters, books, and other sources that you refer to). Referencing is a very important aspect of presenting academic assessments and you will receive help in referencing correctly at an early stage in the course. Careful referencing demonstrates how you are able to support your *own* ideas and arguments by using the work of other authors. It also enables the reader to follow up the essay by reading the sources cited. Correct referencing ensures that where you draw on a published source, or quote directly, you will not be exposed to a charge of plagiarism.

The following should *always* be referenced with precise details about author, date, title, place of publication and page number, rather than just author and date:

Figures, visual aids, percentages and statistical data used to support an argument (whether expressed as diagrams, tables, maps etc.)

Direct quotations.

Close paraphrasing/rephrasing of someone else's words.

Potentially controversial judgements, views or interpretations.

Arguments and counter-arguments that are central to your own interpretation or argument.

There are a number of different ways of referencing and giving bibliographies. Many essays written in the humanities use the older system of superscript numbers – ‘to which Raymond Williams refers⁽³⁾’ or ‘to which Raymond Williams refers (3)’ – but this can lead to the laborious repetition of author, title and so on within each note at the end of the essay. We would therefore *strongly* recommend the **Harvard System (British Standard)**. There are excellent guidelines on referencing on the Sussex Skills Hub site:

<http://www.sussex.ac.uk/skillshub/index.php?id=379>

REFERENCING IN THE TEXT

The main rules of the Harvard System for references in the text are as follows:

If you have referred to an author's work, then give the surname and date of publication, all in brackets. For example:

England does not have a written legal constitution or explicit family policy (Hantrais, 2004).

If you quote directly from the work, give the author's surname, date of publication and the page reference(s), all in brackets again. For example:

"Reference to rights remains little related to precise ways in which these rights are guaranteed" (Barbe, 2006, p102).

OR

Barbe (2006, p102) argues that "Reference to rights remains little related to precise ways in which these rights are guaranteed".

If you have repeated a quotation from another author that your author has used – a quote from F. R. Leavis in a book by Raymond Williams, for example – then only reference your direct source – i.e. where **you** found the information you are referencing. For example:

(Leavis 1918, cited in Williams 1972, 101)

If your author has published two or more articles or books in the same year and you have used each of these, then use 'a', 'b' to distinguish between the references: (Williams 1972a) or (Williams 1972b).

If you have two authors with the same surname, you need to add the initials to the appropriate references: (Smith, B. 1987) or (Smith, J. 1991). **This is the only time when you include initials in the reference in the body of the essay.**

REFERENCING IN THE REFERENCE LIST

Your reference list at the end of the essay should list each of your sources in alphabetical order by author's surname. It must include only the sources referred to in your essay. A reference list is different from a bibliography, that lists all sources read that influenced the production of a piece of work, whether it is referred to directly or not. On this course we use reference lists not bibliographies at the end of a piece of assessed work. **Different kinds of publications are referenced in different ways:**

A reference to an authored book should be given by each Author's surname, initials, then (date), then Title of Book, (either underline or use italics and all main words in capitals), then place of publication and publisher. For example:

Wrigley, E.A. (1987) *People, Cities and Wealth*. Oxford: Basil Blackwell.

A reference to an edited book should be given by Editor's surname, initials, then say "ed" (short for editor, in brackets), then (date), Title of Book, (underlined or italic, all main words in capitals), place of publication, publisher. For example:

Samson, R. (ed). (1990) *The Social Archaeology of Houses*. Edinburgh: Edinburgh University Press.

A reference to a contributed chapter in an edited book should be given by Chapter Author, initials, date, 'Title of chapter' (note, only first word starts with a capital here), in Title of Book (underlined or in italics, all main words in capitals) (ed) initials and name of editor(s) (note that the initials come in front of the editor's name, here only), place of publication, publishers. For example:

Oakley A. and Oakley R. (1979) Sexism in official statistics. In J. Irvine, I. Miles and J. Evans (eds.) *Demystifying Social Statistics*. London: Pluto Press.

A reference to a journal article should be given by Author's surname, initials, date, 'Title of article' (note, only first word starts with a capital here), Title of Journal (underlined or in italics), volume number, (issue number), page numbers of article. For example:

Wicks, R. (1989) Photography as representational art, *The British Journal of Aesthetics*, 29 (1), 1-9.

If you access material on a website, you should also list the reference to the website where you found it. This can be done in two ways, depending what kind of web resource you have accessed.

For an online article, reference as normal, but include the URL (website link) and the date you accessed it (because websites can change). For example, if the text says:

Boddy's (2013) review for the Care Inquiry found ...

The reference list contains the following:

Boddy, J. (2013) *Understanding permanence for looked after children: A review of research for the Care Inquiry*. London: The Care Inquiry. Accessed 12 January 2014:
<http://www.nuffieldfoundation.org/sites/default/files/files/Understanding%20Permanence%20for%20LAC.pdf>

If you are referencing a website, then give the title of the website/source in the text itself, and put the details in the bibliography or in a footnote. For example, if the text says:

The website of the organisation Childline provides a range of resources for children concerned about family relationships.

The reference list or footnote contains the following:

Childline website accessed 14 May 2013:

<http://www.childline.org.uk/Explore/HomeFamilies/Pages/FamilyRelationships.aspx>

You will encounter other forms of referencing conventions, sometimes with minor differences from the above, but the important thing is to adopt a consistent convention – so you use the same style for all the references in your bibliography, and you keep using it so that you become familiar with it.

As you are reading, make sure you notice the ways in which other authors reference, and look at the bibliography (sometimes just called ‘References’) to see how references are set out.

If you have any doubts, seek guidance from your academic advisor and make use of the information and exercises on the Library and Skills Hub websites (details above).

CHECKLIST FOR ALL ASSIGNMENTS

(<https://student.sussex.ac.uk/assessment/submission>)

- ✓ **Have you attached a front sheet to the assignment?**
- ✓ **Are the assessment criteria for assignment length, presentation and referencing met?**
- ✓ **Is the work word-processed and double-spaced?**
- ✓ **Has the whole assignment been proof read, with grammar, punctuation and spelling checked?**
- ✓ **Are the pages numbered?**
- ✓ **If you are writing about real people or places (e.g. in a placement diary) have you checked for confidentiality/anonymity?**
- ✓ **Are references for all sources cited properly supplied in the required format?**
- ✓ **Is the Candidate Number on each cover sheet and on each page of the assignment?**
- ✓ **Have you made sure that your name is not on the assignment?**
- ✓ **If you are submitting electronically have you followed the guidelines on:**

(<https://student.sussex.ac.uk/assessment/submission>)

Equality and Diversity

The University of Sussex is committed to promoting equality and diversity, providing an inclusive and supportive environment for all.

For more advice and information go to: www.sussex.ac.uk/equalities

The aim is to promote diversity and equality for students and staff and value the contributions made by individuals and groups of people from diverse cultural, ethnic, socio-economic and distinctive backgrounds and promote an environment free of harassment and bullying on any grounds.

If you experience any harassment on grounds of gender, sexual orientation, race, religion, nationality, age, disability or part time status contact:

Student Life Centre

www.sussex.ac.uk/studentlifecentre

OR

Student Union

www.sussexstudent.com

For information on support for disability or any other long term conditions, including reasonable adjustments, Disability Support Allowance, and additional study support, please contact the Student Support Unit:

www.sussex.ac.uk/studentsupport

Support from Central Services

A wide range of support services are available at Sussex, to help you gain the best experience of University that you can.

STUDENT LIFE CENTRE

The Student Life Centre plays a key role in ensuring that Sussex is a supportive and empowering environment for students. Its aim is to provide information, guidance, referrals and resources to enhance student transition to and progress through the University. More details can be found at:

<http://www.sussex.ac.uk/studentlifecentre/> The Student Life Centre is on the ground floor of Bramber House, and is open from 9.00am – 5.00pm every weekday. You can drop in to see them, call 01273 876767, email studentlifecentre@sussex.ac.uk or make an appointment via Sussex Direct. Just go onto your Sussex Direct site, click on your ‘Study’ tab and then on Student Life and Student Life Centre - you can select the advisor you wish to see at a time that suits you. An appointment with a Student Life Advisor offers you a confidential and supportive space to discuss your situation, and to help you consider ways forward.

Amongst the many issues the Student Life Centre can help you with are:

- Personal concerns affecting study progress or well-being
- Funding and finance including scholarships, bursaries and hardship funds
- Sources of help to improve academic performance – identifying obstacles to learning
- Understanding university systems and regulations in relation to assessment, services, complaints, conduct, and discipline
- Progression, intermission and withdrawal processes
- Discussion and support
- Referrals to other professional services on campus
- Exceptional circumstances help

If you don’t know who to talk to or who to ask – start at the Student Life Centre. The Student Life Centre also provide a proactive service and you may be contacted directly while you are a student here as they may wish to offer you particular support. This may be in response to concern from your School about your attendance, participation or engagement with your course.

STUDENT SUPPORT UNIT (SSU)

The Student Support Unit is a team of specialist advisors who work with students who may need support at the university due to a long term condition, including: long term health conditions or disability, dyslexia, dyspraxia or other specific learning difficulty and autistic spectrum conditions. They may also be able to help with short term conditions that could affect your assessments or exams.

The Student Support Unit can provide advice and information, and may be able to arrange dedicated support for your needs. They can also arrange to assess needs when appropriate (e.g. for dyslexia). Please refer to their web pages for more information on the support they provide.

The Student Support Unit is based on the ground floor of Bramber House. For information can be found at: <https://www.sussex.ac.uk/studentsupport/>

SKILLS HUB AT SUSSEX

The skills hub is an online resource designed to help you in your studies. On these pages you can find guidance on a wide range of study skill, including reading and organisation, revision and exams, academic writing and assessment. The skills hub also offers workshops you can sign up for. Check the web link below for more details:

<http://www.sussex.ac.uk/skillshub/>

SUPPORT FOR INTERNATIONAL STUDENTS

The student hub (<https://student.sussex.ac.uk/international/>) has a dedicated page to support international students to make the most out of student life at Sussex. Advice on the page ranges from advice on visas, to advice on living and working in the UK and how to open a UK bank account.

The Centre for Language Studies (<http://www.sussex.ac.uk/languages/english/elas>) also offers a range of support for students who speak English as an additional language.

UNIVERSITY LIBRARY

The Library (<http://www.sussex.ac.uk/library/>) is open 24/7 during term time, and is an ideal place to study. Through the Library you can access a wealth of books, journal articles, and other resources key to your studies. You can also request books and articles that the Library does not stock through interlibrary loans.

The Library has individual and group study spaces, silent study areas, printing and photocopying facilities, a family friendly study space, and a café. Library tours run throughout Welcome Week, and you are advised to get to know the Library as soon as you can, either through a tour or just by popping in.

Specific reading lists will also be available on the library website. The indicative reading list for Early Years in Education can be found through a link on your Canvas site for the course.

The module handbooks and canvas will also offer guidance on readings in preparation for seminars or lectures.

IT AND COMPUTER SERVICES

IT services (<http://www.sussex.ac.uk/its/>) provide support for your IT needs and information about:

- Getting online (<https://student.sussex.ac.uk/new-students/when-you-arrive/get-online>)
- Sussex email
- Sussex mobile
- Computer facilities on campus

Making Your Voice Heard

STUDENT REPS

The Student Representative Scheme is run jointly by the Students' Union (USSU) and the University in liaison with Schools and Departments. Student reps provide an essential link between students, the University and the Students' Union. Each year the student body in the School will elect their reps. Reps play a particularly valuable role at key Department, School and University meetings where changes to courses and modules are being planned and significant issues for the future are being debated. Being a Rep gives you the opportunity to help shape the School's agenda, enhance learning and the overall experience of students in our School. Being a rep also looks quite impressive on a CV. Think about nominating yourself or a fellow student, and once elected use your reps if you have ideas for improving things, or criticisms about your course of the school. Further information on the student representation can be found at <https://www.sussexstudent.com/student-reps/>

MODULE EVALUATION

At the end of each module students will be asked to complete a module evaluation questionnaire. This will ask you to comment on the quality of all aspects of the teaching, learning and assessment of the module. These reports will be analysed by the convenor of the module and they will then go to the Course Leader. This information can then be used by staff members to inform the development of the Course. This material will make an important contribution to the Course Annual Monitoring and Review Report, which is a quality assurance requirement of the university.

Beyond Your Course

THE CAREERS AND EMPLOYABILITY CENTRE

All your experience at University counts. The Careers and Employability Centre, located on the ground floor of the Library, can work with you from the first moment you arrive on campus to enable you to develop your skills, confidence, find your sense of purpose and learn about the new career improvisation approaches that will enable you to be successful in the workplace. They can also help you get involved with volunteer work and community projects, and to develop your employability skills. You will find details about all the services they offer from part-time jobs and work-insight opportunities, careers review to workshops and events at: www.sussex.ac.uk/careers or call in to the main Library to find out more.

BEING A STUDENT AMBASSADOR

Many departments at Sussex, including Widening Participation and Student Recruitment, recruit student ambassadors every year. Student ambassadors are current Sussex students who are paid to work at open days and recruitment and outreach events, both on campus and at local schools and colleges. These opportunities are usually advertised via the student web pages.

THE STUDENT UNION

There are lots of opportunities to get involved in clubs, societies and the political processes of USSU. For more information, visit <https://www.sussexstudent.com/>

Term Dates 2023/24

	Arrivals Weekend	Sat 23 Sep to Sun 24 Sep 2023
	Autumn term begins	Mon 25 Sep 2023
	Welcome Week	Mon 25 Sep to Fri 29 Sep 2023
Semester One	Semester One begins	Mon 2 Oct 2023
	Teaching begins	Mon 2 Oct 2023
	Teaching ends	Fri 15 Dec 2023
	Autumn term ends	Fri 15 Dec 2023
	Winter vacation	Sat 16 Dec 2023 to Sun 7 Jan 2024
	Spring term begins	Mon 8 Jan 2024
	Semester one assessment period begins	Mon 8 Jan 2024
	Semester one assessment period ends	Sat 20 Jan 2024
	Semester One ends	Sat 20 Jan 2024
	Intersemester week	Mon 22 Jan to Fri 26 Jan 2024
	Winter graduation	Mon 22 to Fri 26 January 2024
Semester Two	Semester Two begins	Mon 29 Jan 2024
	Teaching begins	Mon 29 Jan 2024
	Spring term ends	Fri 22 March 2024
	Spring vacation	Sat 23 March to Sun 14 April 2024
	Summer term begins	Mon 15 April 2024
	Teaching resumes	Mon 15 April 2024

	Resit assessment period for online distance learning modules	Mon 22 April (10am) to Tue 7 May (10am) 2024
	Teaching ends	Fri 3 May 2024
	Revision week	Mon 6 May to Fri 10 May 2024
	Semester two assessment period begins	Mon 13 May 2024
	Semester two assessment period ends	Sat 1 June 2024
	Summer term ends	Sat 1 June 2024
Semester Two ends	Sat 1 June 2024	
	Summer vacation	Sun 2 June 2024 to TBC
	Summer graduation	Mon 22 to Fri 26 July 2024
	Resit assessment period (all modules)	Mon 12 to Sat 24 August 2024*
	Resit assessment period for online distance learning modules	Mon 19 Aug (10am) to Mon 2 Sep (10am) 2024

*Take Away Papers (TAPs) may be set in the early part of the following week.

Minimum service days 2023-24

Christmas break	Fri 22 Dec 2023	Minimum service day
	Sat 23 Dec 2023	
	Sun 24 Dec 2023	Christmas Eve
	Mon 25 Dec 2023	Christmas Day
	Tues 26 Dec 2023	Boxing Day
	Wed 27 Dec 2023	Minimum service day

	Thurs 28 Dec 2023	Minimum service day
	Fri 29 Dec 2023	Minimum service day
	Sat 30 Dec 2023	
	Sun 31 Dec 2023	New Year's Eve
	Mon 1 Jan 2024	New Year's Day
Easter break	Thurs 28 March 2024	Minimum service day
	Fri 29 March 2024	Good Friday bank holiday
	Sat 30 March 2024	Easter weekend
	Sun 31 March 2024	Easter weekend
	Mon 1 April 2024	Easter Monday bank holiday
	Tues 2 April 2024	Minimum service day
	Mon 6 May 2024	Early May bank holiday
	Mon 27 May 2024	Spring bank holiday
	Mon 26 Aug 2024	Summer bank holiday

Further information about term dates can be found on the University website:

<https://www.sussex.ac.uk/about/term-dates>

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www.facebook.com/sussexdeptofed

This handbook is for advice and guidance only and is not a substitute for the formal statements and requirements of the Charter, Statutes, Ordinances, Regulations and procedures of the University. In case of any conflict these formal statements and requirements take precedence over the handbook.

Every effort has been made to ensure the accuracy of the information contained in the handbook, as at 1 Sept 2023. The University can, however, take no responsibility for errors or omissions, or for arrangements made by third parties. It reserves the right to change the information given at any time.
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