

Childhood, Education and Society

ECCE4001 – Who Am I? – Exploring Professional Identity – Scheme of Learning (SoL)

- **Academic skills** (critical reading, analysis, referencing, writing)
- **Digital / AI skills** (ethical use of tools, digital platforms, information management)
- **Employability / transferrable skills** (communication, teamwork, decision-making, professional judgement)

N.B. SoL is divided into 3, or 6 hour Themes to allow flexibility depending on where full and half days fall in the timetable. Where a Theme is suggested 6 hours this can be split as required by your individual timetable. The exception is Week 3 where all three Themes are 4 hours

Sessions	Lectures / Seminars / Workshops	Additional Online Engagement / Key Readings
Week 1 – Theme 1 (3 hours) Introduction to Module	• Icebreaker/Get to Know Group • Theme 1 Slides ○ Module Information ○ ● AI acknowledgement for slides ○ Assessment Intro (show/share link to PDP) ○ Intro to Professional Identity	● Guided Study (asynchronous) - Finding & Using Information Unit 1: Identifying Information & Unit 2: Searching for Information Finding and Using Information Digital Services University of Wales Trinity Saint David ● Guided Study – Professional Values watch videos and post thoughts on Forum¹ Every kid needs a champion Rita Pierson TED Top 10 "Must Do's" for Professionals Working with Children and Young People - Panopto Videos for Assessment Guidance, Assessment frontpage & formatting and merging document (in progress)

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Week 1 – Theme 2 (3 hours) Principles of Professional Practice	• Theme 2 Slides ◦ Core principles of professionalism (ethics, accountability, values) • ● Guided Study 1 (in session) Jargon Busting • ● Guided Study 2 (in session) – Standards in Professional Practice plus Handout 1 based on Ellidge et al (reading list)	Ellidge, D., Arnold, J., Duncan, M. and Shepherd, D. (2023) 'Professional Practice and Work-Based Learning' in Barnard, A., Calabria, V. and Griffiths, L. (eds) (2023) <i>Key themes in health and social care: a companion to learning</i>. Second edition. London; Routledge. Available at: Professional Practice and Work-Based Learning 8 v2 Key Themes in ● Guided Study 3 (asynchronous) Identifying Principles in Practice plus Case Study

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Week 1 – Theme 3 (6 hours) Reflective Practice – Theory & Models (N.B. This Theme has more hours to allow for embedding of Models and longer support for in session guided study activities)	• Theme 3 Slides ○ What is Reflection ○ Why do we need it ○ Using internet sources ○ Models of Reflection ○ Reflective Writing • ● Guided Study 1 (in session) researching definitions of reflective practice • ● Guided Study 2 (in session) using internet sources	Students can complete Units 3 & 4 of the Infoskills session n (they should have done Units 1&2 in Theme 1) as part of their independent learning Finding and Using Information Digital Services University of Wales Trinity Saint David Asynchronous Activity - Write & submit a short reflective piece in the Relevant Forum thread for peer review and feedback
Week 2 – Theme 4 (3 hours) Developing Academic Skills - Referencing	• Theme 4 Slides ○ What is Referencing ○ Reasons for Referencing ○ Referencing Styles ○ Harvard Referencing style • ● Guided Study 1 (in session) – Referencing a textbook, Journal article and website plus handout with the examples	N.B. Module lead to send out pre-Theme activity ● Info skills online course Referencing Tile: Referencing Library Infoskills Home Potential Immersive Room activity. Referencing Quiz in Tile on Moodle

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Week 2 – Theme 5 (6 hours) Critical Thinking and Professional Practice N>B. This has been given 6 hours on account of the number of slides and the in session Guided Study activities	- Theme 5 Slides - What is critical thinking? - Critical Thinking and Professional Practice - Critical Thinking and Reflective - Critical Thinking for your Studies ● Guided Study 1 (in session) Jargon busting • ● ● Guided Study 2 (in session) small group evaluation of an online resource	● Asynchronous Activity (or in session if there is time) – Students should use their notes and the 5 Ws handout to evaluate a source of their own choosing. If in session they can give verbal feedback if asynchronous then the post in Forum thread.
Week 2 – Theme 6 (3 hours) Safe and Ethical Use of AI	- Theme 6 Slides - What is Generative AI? - Gen AI in Education (practitioner focus) - Gen AI in HE (student focus) - Gen AI in Assessment ● Guided Study (in session) UWTSD AI in Assessment Guidance	Pre-Theme Activity – AI for Students ● LinkedIn Learning Accessed via DigiCentre od UWTSD Artificial Intelligence for Students - DigiCentre University of Wales Trinity Saint David ● Asynchronous Activity – Stdudents should complete the Infoskills Session on line Tile: Generative AI Library Infoskills Home

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Week 3 – Theme 7 (4 hours) Building Professional Knowledge – Linking Theory to Practice	• Theme 7 Slides ○ What is Professional Knowledge? ○ Key Theories an Introduction ○ Professional Organisations • ● Guided Study 1 (in session) Key Theories further research N.B. There are some suggestions in the Tutor Notes in PowerPoint. This is likely to be a lengthy activity. • ● Guided Study 2 (in session) Researching a Professional Organisation	
Week 3 – Theme 8 (4 hours) Developing Your Professional Profile	• Theme 8 Slides ○ Professional Profile and Professional Identity ○ What is a Professional Profile? ○ Why is it Important? ○ What should be included? ○ Professional Profiles and Social Media • ● Guided Study 1 (in session) Evaluating a Professional Profile plus handout of example profile	● Guided Study 2: Developing Your Professional Profile

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Week 3 – Theme 9 (4 hours) Personal Development Planning	• Theme 9 Slides ○ Personal Development Planning ○ Continuous Professional Development (CPD) ○ Membership of a Professional Body ○ Your Personal Plan • ● Guided Study 1 (in session) – My Planning So Far • ● Guided Study 2 (in session) – Benefits of personal development planning.	
Week 4 – Assessment & Tutorials	• Theme 10 Slides ▪ Module Consolidation (no new material) Individual or small-group tutorials • Assessment support and clarification • No lectures or new content delivered	• Independent study • Completion and submission of assessment