



University of the
West of England

CORPORATE AND ACADEMIC SERVICES




MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Working with all children and exploring special educational needs (with experience in Early Years settings) | | | | |
| Module Code | UTTGPV-30-1 | Level | 1 | Version | 1.2 |
| Owning Faculty | ACE | Field | Primary, Early Childhood and Education Studies | | |
| Contributes towards | FdA Early Years BA Hons Early Childhood | | | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | Module Type | Standard |
| Pre-requisites | None | | Co- requisites | None | |
| Excluded Combinations | None | | Module Entry requirements | A successful CRB/DBS check confirmed by Admissions. Students must be fit to work in an EY setting (self-certification) | |
| Valid From | September 2012 | | Valid to | September 2018 | |

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| CAP Approval Date | 2 May 2012 30 May 2013 20 May 2014 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Understand expectations for supporting young children's care and wellbeing and reflect on the nature of children's rights and children's voices in practice (Component A & B); 2. Appreciate the importance of working ethically, inclusively and in partnership with children and families (Comp A); 3. Begin to understand the issues and processes relating to safeguarding children (Component A); 4. Understand and reflect on principles and issues involved in facilitating and supporting young children's learning and make observations of, and where appropriate with, young children (Component B); 5. Explore the curricula for children aged 0-8 with reference to children's |

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| | <p>learning, and to learning differences (Component B)</p> <ol style="list-style-type: none"> 6. Examine constructions of 'normal' development and issues relating to the labelling of children. (Component B); 7. Explore issues relating to identification of developmental and learning differences and show an awareness of a range of approaches for supporting children with additional needs (Component B). <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <p>Locate and use effectively a good range of learning resources, including ICT, across a given context.</p> |
| Syllabus Outline | <ul style="list-style-type: none"> • Work Related Learning and professional practice • Supporting children's care and wellbeing • Children's rights and voices. Listening to children. • Introduction to safeguarding • Facilitating and supporting play/learning • Observing and record keeping • Inclusive practice - working with children and their families in different circumstances and from different cultures • Sharing/reflecting on practical experience from working with children and families in early years settings • Constructions of normal development • Identification of developmental and learning differences • Strategies for supporting children with additional needs. |
| Contact Hours/Scheduled Hours | <p>Contact time for this module will take the form of lectures, seminars, tutorials, workshops, presentations, directed study, online engagement and e-mail contact, as well as 50 hours Work Related Learning in an early years setting.</p> <p>The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.</p> <p>Whole cohort events: 22 hours</p> <p>Smaller group events (seminars, tutorials, workshops, presentations):39 hours</p> <p>Guided study (group and individual tasks, including online engagement): 11 hours</p> <p>Work-related learning - At least 50 contact hours work related learning in an Early Years setting. At least half of this time must consist of days of at least 5 hours contact time with children, and includes the beginning or end of each session.</p> |
| Teaching and Learning Methods | <p>Scheduled learning: This includes lectures, seminars, tutorials, workshops, presentations, directed study, online engagement and e-mail contact.</p> <p>Independent learning: There is an expectation that students engage in approximately 2 hours of independent learning for each hour of contact time on a module. This work includes hours engaged with essential reading, additional reading around areas of particular interest, assignment preparation and completion and review of feedback.</p> <p>Independent work-based learning: At least 50 contact hours work related learning in an Early Years setting. At least half of this time must consist of days of at least 5 hours contact time with children, and includes the beginning or end of each session.</p> |

| Key Information Sets Information | <table border="1"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <th></th> </tr> </thead> <tbody> <tr> <td>300</td> <td>72</td> <td>128</td> <td>100</td> <td>300</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <table border="1"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>75%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>25%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table> | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | | 300 | 72 | 128 | 100 | 300 |  | | | | | | | | | | | | | | | | | | | Total assessment of the module: | | Written exam assessment percentage | 0% | Coursework assessment percentage | 75% | Practical exam assessment percentage | 25% | | 100% |
|--------------------------------------|--|---|---|-------------------------|---|-----------------|--|-----|----|-----|-----|-----|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---------------------------------|--|------------------------------------|----|----------------------------------|-----|--------------------------------------|-----|--|------|
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| | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Strategy* | <p>Essential reading: Students are encouraged to buy at least two texts for this module or to ensure that they have access to the core texts in collaboration with one or more course colleagues. The key texts will be listed in the module handbook and a copy of each is provided in the Library. Where texts are available as e-books, these will be available on the library website.</p> <p>Further reading: Further reading is necessary for this module, and students are encouraged to explore a variety of texts and sources around a range of issues. Many resources can be accessed online. A current list of texts is given in the module guide and revised annually.</p> <p>Access and skills: Formal opportunities for students to develop their library and information skills are provided within the induction period and the GDP. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.</p> <p>Indicative reading list: The list included as part of the module specification provides an indication of the type and level of texts which students might be expected to refer to as part of the work on this module. Current advice on additional reading will be found in the module handbook and on Blackboard.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Indicative Reading List | <p>Brotherton, G., Davies, H. & McGillivray, G. (eds) (2010) Working with children, young people and families. London:Sage</p> <p>Roberts-Holmes, G. (2011) Doing your early years research project. London:Sage</p> <p>Bladock, P. (2010) Understanding cultural diversity in the early years. London:Sage</p> <p>Devereux, J. & Miller, L. (2003) Working with children in the early years. London:David Fulton</p> <p>Ermisch, J. & Murphy, M. (2006) Changing household and family structures and complex living arrangements. ESRC Seminar series: mapping the public policy landscape. ESRC</p> <p>Frederickson N and Cline T (2009) (2nd ed) Special Educational Needs, Inclusion and Diversity</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>Gerhardt, S. (2004) <i>Why Love Matters. How Affection shapes a baby's brain.</i> London:Routledge</p> <p>Hughes, A. & Read, V. (2012) <i>Building positive relationships with parents of young children.</i> Oxon: Routledge</p> <p>Knowles, G. (2009) <i>Ensuring every child matters.</i> London:Sage</p> <p>Macnaughton, G. & Hughes, P. (2011) <i>Parents and professionals in early childhood settings.</i> Maidenhead:McGraw Hill</p> <p>Nutbrown, C. & Clough, P. (2006) <i>Inclusion in the early years.</i> London:Sage</p> <p>Nutbrown, C. & Page, J. (2008) <i>Working with babies and children from birth to three.</i> London:Sage</p> <p>Papatheodorou, T. & Luff, P. (2011) <i>Child observation for learning and research.</i> Harlow:Pearson</p> <p>Powell J & Uppal E (2012) <i>Safeguarding Babies and Young Children.</i> Maidenhead. OU Press</p> <p>Pugh, G. & Duffy, B. (eds) (2010) <i>Contemporary issues in the early years.</i> 5th edition. London:Sage</p> <p>Reed, M. & Canning, N. (eds) (2010) <i>Reflective practice in the early years.</i> London:Sage</p> <p>Siaj-Blatchford, I. & Clarke, P. (2000) <i>Supporting Identity, diversity and language in the early years.</i> OUP.</p> |
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| Part 3: Assessment | |
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| Assessment Strategy | <p>The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant professional bodies.</p> <p>There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development.</p> <p>A: Conceptual Domain (Core) - L1 The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.</p> <p>B: Literature Domain - The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.</p> <p>E: Ethical Domain - L1 The assignment demonstrates that the student has an awareness of ethical issues associated with the area of study.</p> <p>G: Action Domain L1: The assignment demonstrates that the student has awareness of a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.</p> |

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| Identify final assessment component and element | COMP B 2 |
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| % weighting between components A and B (Standard modules only) | A: | B: |
|---|-------------------|-----|
| | 25% | 75% |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting | |
| <p>Group presentation on issues relating to working ethically and respectfully with children and with the families and practitioners who support them. Title to be agreed with tutor.</p> <p>Usually in groups of 2-3, individual contributions identified, up to 6 minutes presentation time per student and an additional 2 minutes per student for questions.</p> <p>In order to use interview material and observations as part of this work, students will need consent from the practitioner/s and the setting, and from parents/carers and children if appropriate, and approval from their tutor.</p> <p>Assessment criteria: AL1, BL1, EL1</p> | 100% | |
| Component B FINAL Description of each element | Element weighting | |
| <p>A portfolio comprising 2 tasks.</p> <p>Task 1: An essay on an issue relating to children with additional needs, title to be agreed with tutor. (1750 words)</p> <p>Assessment Criteria: AL1, BL1 and GL1</p> | 50% | |
| <p>Task 2: A discussion on an aspect of children's learning, making reference to the curriculum relevant to the student's WRL, and drawing on observations from the student's WRL, and on literature.(2000 words)</p> <p>In order to use observations as part of this work the student will need consent from the setting, parents/carers and children as appropriate, and approval from their tutor.</p> <p>In order to pass the module, a record of Work Related Learning days undertaken must be submitted with the same hand-in deadline as component B, task 2.</p> <p>Assessment criteria: AL1, BL1 EL1, GL1</p> | 50% | |

| Resit (further attendance at taught classes is not required) | | |
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| Component A (controlled conditions) Description of each element | Element weighting | |
| <p>Individual presentation on issues relating to working ethically and respectfully with children and with the families and practitioners who support them. Title to be agreed with tutor.</p> <p>Up to 6 minutes presentation time and an additional 2 minutes for questions.</p> <p>In order to use interview material and observations as part of this work, students will need consent from the practitioner/s and the setting, and from parents/carers and children if appropriate, and approval from their tutor.</p> <p>Assessment criteria: AL1, BL1, EL1</p> | 100% | |
| Component B FINAL | Element weighting | |

| Description of each element | |
|--|-----|
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| <p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p> | |