



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Working with children: research and practice				
Module Code	UTTGPV-30-1	Level	1	Version	1
Owning Faculty	ACE	Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA Hons Early Childhood				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	A successful CRB check confirmed by the faculty academic registrar Students must be fit to work in an EY setting (self-certification)	
Valid From	September 2012		Valid to	September 2018	

CAP Approval Date	2 nd May 2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Appreciate the importance of working in partnership with families in an inclusive manner, and recognise the potential barriers to doing so successfully (Comp A & B); 2. Show an awareness of the range of professionals working with children and families (Comp A & B); 3. Understand the importance of ethical practice when working and conducting research with children and families (Comp A & B); 4. Reflect on the nature of children's rights and children's voices in practice (Comp A & B); 5. Begin to understand the issues and processes relating to safeguarding children (Comp A & B); 6. Be able to reflect on practical experience working with children and families (Comp A & B);

	<p>7. Understand social research methods in the context of research with children (Comp B);</p> <p>8. Design and implement an empirical research project negotiated with the tutor based on experience of working with children (Comp B).</p> <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"> • Exploring family as a site of learning • Working with children and their families in different circumstances and from different cultures • Inclusive practice, removing barriers to children’s and families’ participation • Professionals who work with families • Children's rights in practice • Safeguarding children, in theory and in practice • Listening to children • Planning and conducting an empirical piece of research with children • Ethics in practice and research • Work Related Learning and professional practice • Sharing practical experience from working with children and families in early years settings
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>
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</p>

	<p>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>Hughes, A. & Read, V. (2012) Building positive relationships with parents of young children. Oxon: Routledge</p> <p>Knowles, G. (2009) Ensuring every child matters. London:Sage</p> <p>Macnaughton, G. & Hughes, P. (2011) Parents and professionals in early childhood settings. Maidenhead:McGraw Hill</p> <p>Nutbrown, C. & Clough, P. (2006) Inclusion in the early years. London:Sage</p> <p>Nutbrown, C. & Page, J. (2008) Working with babies and children from birth to three. London:Sage</p> <p>Papatheodorou, T. & Luff, P. (2011) Child observation for learning and research. Harlow:Pearson</p> <p>Pugh, G. & Duffy, B. (eds) (2010) Contemporary issues in the early years. 5th edition. London:Sage</p> <p>Reed, M. & Canning, N. (eds) (2010) Reflective practice in the early years. London:Sage</p>

Part 3: Assessment	
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</p>

	<p>throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development.</p> <p>Component A will have an outcome graded as PASS/FAIL</p> <p>Further details of the University requirements for Assessment and Assessment Feedback can be found in F6 of Academic Regulations 2011-2012</p>
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Identify final assessment component and element	COMP B 2	
% weighting between components A and B (Standard modules only)	A:	B:
	25%	75%
First Sit		
Component A (controlled conditions)	Element weighting	
Description of each element		
<p>Individual presentation considering 'How can you work ethically in practice and in research?'. Up to 6 minutes presentation time and an additional 2 minutes for questions</p> <p>Assessment criteria: AL1, EL1, GL1</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>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>	100%	
Component B FINAL	Element weighting	
Description of each element		
<p>A portfolio comprising 2 tasks.</p> <p>Task 1: A written reflective report upon inclusive practice with children and families.(up to 1500 words)</p>	30%	
<p>Task 2: Report of a small scale research project conducted as part of the Work Related Learning experience, up to 2500 words on a topic to be approved with the module tutor</p> <p>In order to undertake research with children the student will need approval from their tutor regarding ethics.</p> <p>In order to pass the module, a record of Work Related Learning days undertaken must be attached to the front of this work.</p> <p><u>Assessment criteria:</u> AL1, DL1, EL1, GL1</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>D: Research Domain - L1 The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded</p> <p>E: Ethical Domain - L1 The assignment demonstrates that the student has an</p>	70%	

<p>awareness of ethical issues associated with the area of study. 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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Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
<p>Individual presentation considering 'How can you work ethically in practice and in research?'. Up to 6 minutes presentation time and an additional 2 minutes for questions</p> <p>Assessment criteria: AL1, EL1, GL1</p>	100%
Component B FINAL Description of each element	Element weighting
<p>A portfolio comprising 2 tasks.</p> <p>Task 1: A written reflective report upon inclusive practice with children and families.(up to 1500 words)</p>	30%
<p>Task 2: Report of a small scale research project conducted as part of the Work Related Learning experience, up to 2500 words on a topic to be approved with the module tutor.</p> <p>In order to undertake research with children the student will need approval from their tutor regarding ethics.</p> <p>In order to pass the module, a record of Work Related Learning days undertaken must be attached to the front of this work.</p> <p>Assessment criteria: AL1, DL1, EL1, GL1</p>	70%
<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>	