



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Responsibilities, leadership and professional futures				
Module Code	UTTQG6-30-2	Level	2	Version	1.1
Owning Faculty	ACE	Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA Hons Early Childhood BA Hons Early Childhood Studies FdA Early Years				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites			Co- requisites		
Excluded Combinations			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 2013		Valid to	September 2018	

CAP Approval Date	2 May 2012 30 May 2013
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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. Understand the centrality of the child and their family, and understand the importance of working in partnership with children, parents, families and other agencies (Component B); 2. Identify and explore the roles and responsibilities of the key agencies involved with children and their families, (Component A & B); 3. Develop an understanding of key features of effective professional communication (Component B); 4. Understand the ethical issues and practical implications of information sharing (Component A & B) 5. Increase their awareness of a range of issues within the area of child protection including an understanding of the identification, support and monitoring process of children at risk (Component B); 6. Develop an understanding of key features of effective leadership in care/ educational settings (Component B);


	<p>7. Explore roles relating to working with and/or for children with reference to the student's own professional futures (Component B).</p> <p>8. Develop awareness of inter professional collaboration as a mean to include young children with additional support requirements (Comp A, B2,3)</p> <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <p>Work effectively in collaboration with others</p>
Syllabus Outline	<ul style="list-style-type: none"> • The systems surrounding a child - family, community, school and state and exploration of issues related to culture, gender, language, class and disability. • The rights of the child. • Listening to voices of the child and family and building respectful relationships with families and parents and carers; • Exploration of a range of professional roles. • Exploring working with other professionals across the children's workforce; strategies, good practices and current processes used to assess children's needs. • Personal reflection on experience of working in with others. • Information sharing protocols and practices across agencies and between professionals and families • Safeguarding and child protection issues including an understanding around concept of 'significant harm' and similar concepts in relation to an overall understanding of child development. • Leadership in care / educational settings • Professional futures and employability – exploring roles in the children's workforce.
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 at least 15 hours Work Related Learning relating to the learning outcomes of the module.</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 15 hours of work related learning in an appropriate setting/context. The form of this is likely to vary but will need to include interviewing and possibly shadowing professionals working with/for children and families.</p>
Teaching and Learning Methods	<p>Scheduled learning: This includes lectures, seminars, tutorials, workshops, presentations, guided study, online engagement and e-mail contact.</p> <p>Independent learning: There is an expectation that students engage in approximately 3 hours of independent learning for each hour of contact time on a module. This work includes hours engaged with essential reading, additional</p>

reading around areas of particular interest, assignment preparation and completion and review of feedback. The group presentation will involve students in working together to plan and prepare the presentation

Independent work-based learning: At least 15 hours of work related learning in an appropriate setting/context. The form of this is likely to vary but will need to include interviewing and possibly shadowing professionals working with/for children and families.

Key Information Sets Information

Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	213	15	300	

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	75%
Practical exam assessment percentage	25%
	100%

Reading Strategy*

Essential reading: Students are encouraged to read a wide range of articles concerning Interprofessional collaboration which are available electronically. There are several texts available which 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.

Further reading: All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

	<p>Access and skills: Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend the GDP sessions on selection of appropriate databases and search skills. 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>Abbot, L. and Langston, A. (2005) <i>Parents matter</i>. London:OUP</p> <p>Allen, G. (2011) <i>Early Intervention: The Next Steps</i>. London: Cabinet Office.</p> <p>Anning, A. & Ball, M. (2008) <i>Improving services for young children: from Sure Start to children's centres</i>. London: Sage</p> <p>Barbarin, O. & Wasik, B. (2009) <i>Handbook of Child Development and Early Education</i>. New York, The Guilford Press</p> <p>Byron T (2008) <i>Safer Children in a Digital World: The Report of the Byron Review</i> http://www.dcsf.gov.uk/byronreview/</p> <p>Children's Workforce Development Council. (2010) <i>The Common Core of Skills and Knowledge for the Children's Workforce</i>. Leeds: CWDC</p> <p>Clark A. & Moss P.(2005), <i>Spaces to Play: More listening to young children using the Mosaic approach</i>: National Children's Bureau Publications</p> <p>Crozier G., Reay D. & Vincent C (2005) <i>Activating Participation: Parent and Teachers working towards Partnership</i> Stoke on Trent: Trentham Books</p> <p>Department for Education (2012). <i>Statutory Framework for the Early Years Foundation Stage</i>. [Online] Available at https://www.education.gov.uk/publications</p> <p>Department for Education (2013) <i>More Great Childcare</i>, available at http://www.education.gov.uk/publications</p> <p>Department for Education and Skills DfES (2007) <i>National Standards for Leaders of Children's Centres</i> Nottingham: HM Government /DfES</p> <p>Gasper, M. (2010) <i>Multi-agency working in the early years – challenges and opportunities</i>. London: Sage</p> <p>HM Government (2010) <i>Working Together to Safeguard Children. A guide to Interagency Working to safeguard and Promote the Welfare of Children</i>. London, TSO.</p> <p>Moyles, J. (2006) <i>Effective Leadership and Management in the Early Years</i>. Berkshire: Open University Press, McGraw- Hill Publications</p> <p>Munro, E. (2011) <i>The Munro Review of Child Protection: Final Report - A Child-Centred System</i>. [Online] Available at http://www.education.gov.uk/munroreview</p> <p>Nutbrown, C. (2012) <i>Foundations for Quality: The Independent Review of Early Education and Childcare Qualifications</i>. Available online at http://www.education.gov.uk/nutbrownreview</p> <p>Rodd, J. (2005) <i>Leadership in Early Childhood</i> 3rd ed., Buckingham: Open University</p>

	<p style="text-align: center;">Press</p> <p>Siraj-Blatchford, I., Clarke, K. and Needham, M. (2007) <i>The Team Around the Child: Multi-Agency Working in the Early Years</i>. Stoke-on-Trent: Trentham Books.</p> <p>Siraj-Blatchford, I. and Manni L., (2007) <i>Effective Leadership in the Early Years Sector</i>, The ELEYS Study London: Institute of Education, University London</p> <p>Tickell, C. (2011) <i>The Early Years: Foundations for Health, Life and Learning: An Independent Report on the Early Years Foundation Stage to Her Majesty's Government</i>. [Online] Available at http://www.education.gov.uk</p> <p>Websites: <i>South West Child Protection Procedures</i>. (2007) www.swcpp.org.uk/ www.education.gov.uk/schools/pupilsupport/pastoralcare/childprotection Children and Young People Now www.ncb.org.uk</p>
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Part 3: Assessment

Assessment Strategy	<p>The module learning outcomes will be assessed through a group presentation and a written portfolio of tasks.</p> <p>The assessment tasks will be assessed against the following Department of Education assessment criteria:</p> <p>A: Conceptual Domain (Core) – L2 The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.</p> <p>B: Literature Domain – L2 The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.</p> <p>G: Action Domain L2 The assignment demonstrates that the student can articulate 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	Component B1
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% weighting between components A and B (Standard modules only)	A: 25	B: 75
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First Sit

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
<p>Group presentation on issues relating to interprofessional collaboration.</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>For a group/paired presentation students will normally be given a group mark Students can refer to notes but should not read from a prewritten script</p> <p>Assessment Criteria : AL2 BL2, GL2</p>	100%
Component B FINAL Description of each element	Element weighting

<p>Portfolio of directed tasks as follows:</p> <p><u>Task 1:</u></p> <p>An essay on leadership in care/educational settings. Title to be agreed with tutor. (1500 words)</p> <p>Assessment Criteria : AL2 BL2 GL2</p>	40%
<p><u>Task 2:</u></p> <p>An essay reflecting on the significance and processes of working in partnership with families and carers to support young children. (1500 words)</p> <p>Assessment Criteria : AL2 BL2 GL2</p>	40%
<p><u>Task 3:</u></p> <p>Using your visit/s to settings/workplaces and interview/s with relevant professionals, and with reference to your reading, write a short reflective account of the significance and challenges of one professional role which you would be interested in pursuing. Write a professional development plan indicating steps you can take towards this. (750 words)</p> <p>Assessment Criteria : AL2 BL2 GL2</p> <p>In order to use visit observations and interview material as part of this work, students will need consent from the professional/s and the setting/organisation, and from parents/carers and children if appropriate, and approval from their tutor.</p> <p>Your Work-related learning record of at least 15 hours should be included in the submission for this task.</p>	20%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
<p>Individual presentation on issues relating to interprofessional collaboration.</p> <p>Up to 6 minutes presentation time and an additional 2 minutes for questions.</p> <p>Assessment Criteria : Assessment Criteria : AL2 BL2, GL2</p>	100%
Component B1 FINAL Description of each element	Element weighting (as % of component)
<p>Portfolio of directed tasks as follows:</p> <p><u>Task 1:</u></p> <p>An essay on leadership in care/educational settings. Title to be agreed with tutor. (1500 words)</p> <p>Assessment Criteria : AL2 BL2 GL2</p>	40%
<p><u>Task 2:</u></p> <p>An essay reflecting on the significance and processes of working in partnership with families and carers to support young children. (1500 words)</p> <p>Assessment Criteria : AL2 BL2 GL2</p>	40%

<p><u>Task 3</u></p> <p>Using your visit/s to settings/workplaces and interview/s with relevant professionals, and with reference to your reading, write a short reflective account of the significance and challenges of one professional role which you would be interested in pursuing. Write a professional development plan indicating steps you can take towards this. (750 words)</p> <p>Assessment Criteria : AL2 BL2 GL2</p> <p>In order to use visit observations and interview material as part of this work, students will need consent from the professional/s and the setting/organisation, and from parents/carers and children if appropriate, and approval from their tutor.</p> <p>Your Work-related learning record of at least 15 hours should be included in the submission for this task.</p>	<p>20%</p>
<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>	