



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Personal, professional and inter professional responsibilities in the Early Years				
Module Code	UTTQQ6-30-2	Level	2	Version	1
Owning Faculty	ACE	Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA Hons Early Childhood BA Hons Early Childhood Studies				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
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. Identify and explore the roles and responsibilities of the key agencies involved with children and their families, including consideration of their own professional futures. (COMP A /B) 2. Understand the centrality of the child and their family, and understand the importance of working in partnership with children, parents, families and other agencies. (COMP B) 3. Understand the ethical issues and practical implications of information sharing (COMP B) 4. Reflect on and develop understanding of personal communicative competence within effective inter professional working practice (COMP A) 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 (COMP B) 6. Work effectively in collaboration with others (COMP A)
Syllabus Outline	<ol style="list-style-type: none"> 1. Introduction to Interprofessional collaboration / multi agency working practices 2. Working with other professionals across the children's workforce, exploring strategies and good practices and current processes used to assess children's needs. 3. Personal reflection on experience of inter professional collaboration; 4. Personal communicative competence 5. Building relationships with families and parents and carers; 6. Listening to voices of the child and family;

	<p>7. Safeguarding and child protection issues;</p> <p>8. Information sharing protocols and practices across agencies and between professionals and families</p> <p>9. The rights of the child.</p> <p>10. Understanding around concept of 'significant harm' and similar concepts in relation to their overall understanding of child development.</p> <p>11. The systems surrounding a child - family, community, school and state and exploration of issues related to culture, gender, language, class and disability.</p> <p>12. Professional futures and employability – exploring roles in the children’s workforce.</p>
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.</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>
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 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</p>
Reading Strategy*	<p>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.</p> <p>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> <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>Gasper, M. (2010) Multi-agency working in the early years – challenges and opportunities. London: Sage</p> <p>Anning, A. & Ball, M. (2008) Improving services for young children: from Sure Start to children's centres. London: Sage</p>

	<p>Byron T (2008) Safer Children in a Digital World: The Report of the Byron Review http://www.dcsf.gov.uk/byronreview/</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>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>Websites:</p> <p><i>South West Child Protection Procedures</i>. (2007) www.swcpp.org.uk/</p> <p>www.education.gov.uk/schools/pupilsupport/pastoralcare/childprotection</p> <p>Children and Young People Now www.ncb.org.uk</p>
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Part 3: Assessment

<p>Assessment Strategy</p>	<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>Further details of the University requirements for Assessment and Assessment Feedback can be found in F6 of Academic Regulations 2011-2012.</p> <p>Students will engage in a collaborative group presentation reflecting their communicative competence and addressing strategies for inter professional working practices. This is the aspect of controlled conditions and will take place in class Group presentations will be given individual feedback and grades in relation to each contribution to the presentation</p> <p>They will also reflect upon such practices drawing on reading and research alongside professional reflection on their work related learning experiences within the programme to date</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:	B:
	25%	75%

First Sit

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
<p>Group Presentation outlining benefits and challenges of inter professional collaboration in supporting children in the early years.</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 CL2</p> <p>A: Conceptual Domain (Core) – L2 The assignment demonstrates that the</p>	<p>100%</p>

<p>student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.</p> <p>C: Contextual Domain – L2 The assignment demonstrates that the student can differentiate contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.</p>	
<p>Component B1 FINAL Description of each element</p>	<p>Element weighting</p>
<p>Portfolio of directed tasks as follows:</p> <p><u>Task 1:</u></p> <p>A report on professional responsibilities towards children in their early years to include the process of safeguarding and child protection (2000 words)</p> <p>Assessment Criteria : AL2 BL2 GL2</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>	<p>60%</p>
<p><u>Task 2:</u></p> <p>Reflect on processes of working in partnership with families and carers, including reflection on work related learning and drawing upon research and literature in the field (1750 words)</p> <p>Assessment Criteria : AL2 BL2 GL2</p>	<p>40%</p>

<p>Resit (further attendance at taught classes is not required)</p>	
<p>Component A (controlled conditions) Description of each element</p>	<p>Element weighting (as % of component)</p>
<p>Individual presentation outlining benefits and challenges of inter professional collaboration in supporting children in their early years.</p> <p>Up to 6 minutes presentation time and an additional 2 minutes for questions.</p> <p>Assessment Criteria : AL2 CL2</p>	<p>100%</p>
<p>Component B1 FINAL Description of each element</p>	<p>Element weighting (as % of component)</p>

<p>Portfolio of directed tasks as follows:</p> <p><u>Task 1:</u></p> <p>A report on professional responsibilities towards children in their early years to include the process of safeguarding and child protection (2000 words)</p> <p>Assessment Criteria : AL2 BL2 GL2</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>	<p>60%</p>
<p><u>Task 2:</u></p> <p>Reflect on processes of working in partnership with families and carers, including reflection on work related learning and drawing upon research and literature in the field (1750 words)</p> <p>Assessment Criteria : AL2 BL2 GL2</p>	<p>40%</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>	