MODULE SPECIFICATION

Part 1: Information			
Module Title	The Voice of the Learner		
Module Code	UTTGSY-30-1	Level	1
For implementation from	September 2019		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	Primary Early Childhood and Education Studies
Department	Education and Childhood		
Contributes towards	FdA Educational Support (CoBC) FdA Inclusive Practice (Weston)		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
Participants will explore range of issues including the following: - Relevant policies and practices related to the UN Convention on the Rights of the Child (1989) UN Convention of Human Rights and the achievement agenda   - Various modes of assessment including self-assessment   - Children's, young people and vulnerable adults participation in educational settings   - The significance of learner centred approaches to curriculum organisation   - Developing inclusive practices in educational settings   - Introduction to participatory research methods and consideration of ethical issues when engaging children, young people and vulnerable adults in enquiry

Part 3: Assessment

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.

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.

Assessment Criteria
A:Conceptual Domain (Core)
The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.
B: Literature Domain: The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.
D: Research Domain 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.
E: Ethical Domain The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study.
G: Action Domain 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.

Identify final timetabled piece of assessment (component and element)	**Component B**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**25%**	**75%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. A presentation (8 minutes) about the proposed actions and enquiry processes to explore the voice of the learner in educational contexts **Assessment Criteria** AL1, BL1, DL1, EL1	100%
Component B **Description of each element**	**Element weighting**
1. A reflective account of the intervention and the enquiry process, drawing on directed tasks and summarising the educational outcomes (3,500 words) **Assessment Criteria** AL1, BL1, DL1, EL1, GL1	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. A presentation (8 minutes) about the proposed actions and enquiry processes to explore the voice of the learner in educational contexts **Assessment Criteria** AL1, BL1, DL1, EL1	100%
Component B **Description of each element**	**Element weighting**
1. A reflective account of the intervention and the enquiry process, drawing on directed tasks and summarising the educational outcomes (3,500 words) **Assessment Criteria** AL1, BL1, DL1, EL1, GL1	100%

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.

Part 4: Learning Outcomes & KIS Data	
Learning Outcomes	On successful completion of this module students will be able to: 1. Reflect on the significance of legislation and policy guidance in relation to the rights of the child / young person in educational settings; (Components A and B) 2. Draw on learners' self-assessments to understand the nature of their participation in the learning process; (Components A and B) 3. Draw on experience from practice to reconceptualise the organisation and delivery of the curriculum to promote the voice of the learner; (Components A and B) 4. Plan and execute a small scale enquiry in a systematic manner; (Components A and B) 5. Engage with learner voice to identify potential barriers to learning, suggesting possible solutions. (Components A and B) 6. Recognise the value of respect for the learner voice (Components A and B) Transferable skills: In addition the educational experience may explore, develop, and practise but are not formally assessed. • Take responsibility for own learning beginning to accommodate new principles and understandings; • Communicate effectively in a manner appropriate to the area of study and report on procedures in a clear manner;
Key Information Sets Information (KIS)	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which a requirement is 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.

Key Information Set - Module data

Number of credits for this module				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	128	100	300	✓

Contact Hours

Total Assessment	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 List	Additional digital materials are made available through Blackboard.

Further information and guidance on reading lists and digitisation are available at
https://intranet.uwe.ac.uk/tasks-guides/Collection/using-readinglists

Broadfoot P (2001) "Empowerment or Performativity, assessment policy in the late 20th century" in PHILLIPS R & FURLONG J (eds) Education , Reform and the State London: Routledge Falmer

Caton, S. & Kagnan, C. (2007) 'Comparing transition expectations of young people with moderate learning disabilities with other vulnerable youth and with their non-disabled counterparts', Disability & Society, vol. 22, no. 5, 473-488

Davie R & Gallaway D (eds) (1996) *Listening to Children in Education* London: Fulton

Greene, S. and Hogan, D., eds. (2014) *Researching Children's Experience. Approaches and Methods*, London: Sage Publications Ltd.

Harcourt, D., Perry, B. and Waller, T. eds. (2011) *Researching Young Children's Perspectives: Debating the ethics and dilemmas of educational research with children*, Abingdon: Routledge UN (1989) UN Convention on the Rights of the Child
HMSO (2004) Children Act

Holden C & Clough N (1998) *Children as Citizens: education for participation* London: Jessica Kingsley

James A, Jenks C & Prout A (1998) *Theorizing Childhood* Oxford: Polity Press
Lewis A & Lindsey G (eds) (2000) *Researching Children's Perspectives* Buckingham: Open University Press

Macbeath J, Demetriou H, Rudduck J & Myers K (2003) Consulting Pupils – a Toolkit for Teachers Cambridge: Pearson Publishing

Rudduck J & Flutter J (2003) How to Improve Your School: listening to pupils London: Continuum Press

Torrance H & Pryor J (1998) Investigating Formative Assessment London: Routledge

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