




CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	The Voice of the Learner				
Module Code	UTTGSY-30-1	Level	1	Version	1
Owning Faculty	ACE	Field			
Contributes towards	FDA EDUCATIONAL SUPPORT FDA EARLY YEARS FDA INCLUSIVE PRACTICE				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	NA		Co- requisites	NA	
Excluded Combinations	NA		Module Entry requirements		
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	30 th 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. 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. Use data drawn from learners to reconceptualise the organisation and delivery of the curriculum; (Components A and B) 4. Communicate effectively with all learners; (Components A and B) 5. Plan and execute a small scale enquiry in a systematic manner making effective use of guidance given; (Components A and B) 6. Take responsibility for own learning beginning to accommodate new principles and understandings; 7. Communicate effectively in a manner appropriate to the area of study and report on procedures in a clear manner; 8. Identify key elements of problems, suggesting appropriate methods for their solution. (Components A and B)
Syllabus Outline	<p><i>Participants will explore range of issues including the following:</i></p> <ol style="list-style-type: none"> 1. Relevant policies and practices related to the UN Convention on the Rights of the Child (1989) UN Convention of Human Rights and the achievement

	<p>agenda</p> <ol style="list-style-type: none"> 2. Various modes of assessment including self assessment 3. Children's, young people and vulnerable adults participation in educational settings 4. The significance of learner centred approaches to curriculum organisation 5. Developing inclusive practices in educational settings 6. Introduction to participatory research methods and consideration of ethical issues when engaging children, young people and vulnerable adults in enquiry 																				
Contact Hours	<p>Contact time for modules on the Foundation Degrees reflects the acknowledgement of the work-based learning that is taking place for all students on such programmes. They will be engaged in a minimum of 15 hours per week in a paid or voluntary capacity in an educational context . This commitment is required of all participants. There may also be virtual learning opportunities offered to students which can be calculated as part of the stated contact time The total of time expected for each 30 credit module is 72 hours . For this module it is calculated as follows:</p> <table border="1" data-bbox="400 763 1329 1061"> <thead> <tr> <th data-bbox="400 763 651 898">Work related learning Activities</th> <th data-bbox="651 763 1007 898">Hours in face to face contact with tutor</th> <th data-bbox="1007 763 1329 898">E-Learning opportunities</th> </tr> </thead> <tbody> <tr> <td data-bbox="400 898 651 1061">29 hours evidenced work in context</td> <td data-bbox="651 898 1007 1061">33 hours with tutor in lectures, seminars and tutorials</td> <td data-bbox="1007 898 1329 1061">10 hours engaged in virtual learning conferences, engagement</td> </tr> </tbody> </table>	Work related learning Activities	Hours in face to face contact with tutor	E-Learning opportunities	29 hours evidenced work in context	33 hours with tutor in lectures, seminars and tutorials	10 hours engaged in virtual learning conferences, engagement														
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Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. Virtual learning for one hour each week</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>Work based learning: students are expected to be in the workplace throughout this module thus able to draw on work based experiences to complete their assessments. This is a minimum of 15 hours each week and focus for this module will require on average 2 hours per week.</p>																				
Key Information Sets Information	<table border="1" data-bbox="459 1635 1366 2024"> <thead> <tr> <th colspan="5" data-bbox="459 1635 1366 1682">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4" data-bbox="459 1682 1086 1760"><i>Number of credits for this module</i></td> <td data-bbox="1086 1682 1366 1760" style="text-align: center;">30</td> </tr> <tr> <th data-bbox="459 1760 596 1951">Hours to be allocated</th> <th data-bbox="596 1760 759 1951">Scheduled learning and teaching study hours</th> <th data-bbox="759 1760 927 1951">Independent study hours</th> <th data-bbox="927 1760 1086 1951">Placement study hours</th> <th data-bbox="1086 1760 1230 1951">Allocated Hours</th> </tr> <tr> <td data-bbox="459 1951 596 1995" style="text-align: center;">300</td> <td data-bbox="596 1951 759 1995" style="text-align: center;">72</td> <td data-bbox="759 1951 927 1995" style="text-align: center;">128</td> <td data-bbox="927 1951 1086 1995" style="text-align: center;">100</td> <td data-bbox="1086 1951 1230 1995" style="text-align: center;">300</td> </tr> </tbody> </table> <div style="text-align: right; margin-top: 5px;"></div>	Key Information Set - Module data					<i>Number of credits for this module</i>				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	128	100	300
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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 buy at least one text for this module or to ensure that they have access to the core text 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.

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.

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.

Indicative Reading List

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

	<p>James A, Jenks C & Prout A (1998) <i>Theorizing Childhood</i> Oxford: Polity Press</p> <p>Lewis A & Lindsey G (eds) (2000) <i>Researching Children's Perspectives</i> Buckingham: Open University Press</p> <p>Macbeath J, Demetriou H, Rudduck J & Myers K (2003) <i>Consulting Pupils – a Toolkit for Teachers</i> Cambridge: Pearson Publishing</p> <p>Rudduck J & Flutter J (2003) <i>How to Improve Your School: listening to pupils</i> London: Continuum Press</p> <p>Torrance H & Pryor J (1998) <i>Investigating Formative Assessment</i> London: Routledge</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>Assessment Criteria</p> <p>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.</p> <p>B: Literature Domain: The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.</p> <p>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.</p> <p>E: Ethical Domain The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study.</p> <p>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.</p>
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Identify final assessment component and element	Component B	
% 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	
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) FINAL 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
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. 1. A reflective account of the intervention and the enquiry process, drawing on directed tasks and summarising the educational outcomes (3,500 words) FINAL 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.	