



Module Specification

Approaches for Addressing Emotional Barriers to Learning

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Part 1: Information

Module title: Approaches for Addressing Emotional Barriers to Learning

Module code: UTTGTB-30-3

Level: Level 6

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Primary, Early Childhood and Education Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: Transferable skills form part of the educational experience but will not be formally assessed include the following:

The ability to use the skills required for active listening

The ability to work effectively in collaboration with others

Enhanced their capacity to engage with discursive skills

Outline syllabus: An understanding of the concepts and skills associated with counselling and mentoring approaches.

Understanding of how emotional issues can act as barriers to learning.

Understand the use of 'holistic' counselling and mentoring approaches in a support setting and how to develop this appropriately

Engage in ways of learning about the child, young person or client through case study, recognising individual needs and cultural factors

Recognise the roles and responsibilities of other professionals in relation to provision of counselling for children, young people, client and families

Experience and role play practical aspects of supporting and mentoring skills, including active listening, paraphrasing, reflection of feeling, feedback, focusing, structuring, facilitative challenging, goal setting and assisting action

Engage in personal and professional reflection to enhance counselling and mentoring awareness

Discuss and clarify ethical issues and tensions around issues of confidentiality and maintaining boundaries in educational settings

Evaluate the role of counselling within the professional practice of a range of additional adults working within formal and informal educational settings

Explore some of the areas where counselling/mentoring approaches could be

beneficial in an educational setting, for reducing barriers to learning. Understand the ethical protocols required for such professional practice

Part 3: Teaching and learning methods

Teaching and learning methods: Contact time for this module will take the form of lectures, seminars, tutorials, workshops, presentations, directed study, online engagement and e-mail contact. The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.

Whole cohort events: 32.5 hours

Guided study (group and individual tasks, including online engagement): 13.5 hours

Work – related learning activities: 26 hours

Total contact scheduled hours: 72

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.

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.

Placement learning: This is an important aspect within this programme and includes on average 100 hours per 30 credit module. Participants are expected to be in the workplace throughout their study.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 An understanding of emotional barriers to learning

MO2 A critical understanding of various models of counselling and mentoring in an educational setting

MO3 Understand how to engage with children, young people or adults within a specific support role to reduce emotional barriers to learning

MO4 Capacity to analyse the issues relating to emotional support within a formal educational setting and awareness of the tensions that may arise around confidentiality and record keeping

MO5 The capability to adopt an ethical stance in relation to their practices, demonstrating sensitivity to maintenance of appropriate boundaries

MO6 The ability to make informed judgements

MO7 The ability to communicate effectively

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 128 hours

Placement = 100 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttgtb-30-3.html) via the following link <https://uwe.rl.talis.com/modules/uttgtb-30-3.html>

Part 4: Assessment

Assessment strategy: 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 adhered to within the Education Department as follows for level 3 :

A: Conceptual Domain

The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories.

B: Literature domain

The assignment demonstrates that the student can reference appropriate literature and utilise it in the development of analysis and discussion of ideas.

C: Contextual Domain

The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (eg personal, locational, historical, political etc) influencing the area of study.

E: Ethical Domain

The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study, showing sensitive engagement with an appropriate ethical framework for interpretation of ideas or for practice.

Formative Assessment

Students will be encouraged to maintain a reflective journal throughout this module to enhance their awareness of counselling practices, this will not be formally assessed though students will draw upon it in their directed tasks for Component B. Feedback on students' progress in their studies on this module will be provided during face to face meetings, via on line means, during seminars and in small group tutorials.

Summative Assessment

Assessment 1: a 6 minute presentation forms the controlled conditions aspect of this

module and will be held in-class during the time allocated for the module.

Assessment 2 will comprise of a portfolio of tasks developed within the module and appropriate to the needs of the learners in line with the learning outcomes for the module.

Assessment components:

Presentation (First Sit)

Description: Poster presentation (6 minutes) on a topic chosen from the learning outcomes of the module, to a tutor and group of peers. Students will be required to talk about their poster and there will be a further 2 minutes to answer questions from the tutor.

ASSESSMENT CRITERIA AL3, BL3

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO7

Portfolio (First Sit)

Description: Portfolio of directed tasks (3750 words)

ASSESSMENT CRITERIA AL3 , BL3, CL3, EL3

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Presentation (Resit)

Description: Poster presentation (6 minutes) on a topic chosen from the learning outcomes of the module, to a tutor and group of peers. Students will be required to talk about their poster and there will be a further 2 minutes to answer questions from the tutor.

ASSESSMENT CRITERIA AL3, BL3

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO7

Portfolio (Resit)

Description: Portfolio of directed tasks (3750 words)

ASSESSMENT CRITERIA AL3 , BL3, CL3, EL3

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Education in Professional Practice [Frenchay] BA (Hons) 2023-24