



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Emotionally Aware Teaching and Learning				
Module Code	UZSS15-30-2	Level	2	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Work-based Learning
Owning Faculty	Health and Applied Sciences	Field	Sociology		
Department	Health and Social Sciences	Module Type	Professional Practice		
Contributes towards	Foundation Degree in Therapeutic Work with Children and Young People				
Pre-requisites	None	Co-requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	September 2015	Valid to	September 2021		


<b>CAP Approval Date</b>	6 June 2015
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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"> <li>1. Understand how psycho-dynamically informed theoretical models can develop teaching and learning opportunities (component A, component B, elements 1 and 2)</li> <li>2. Engage more effectively in and critically evaluate relationships with children/young people and colleagues (component A ,component B, element 1)</li> <li>3. Critically analyse impact of the work on self, and of self on others (component B, elements 1 and 2 )</li> <li>4. Understand the effects of early life experiences on children and their influences on learning (component B, elements 1 and 2)</li> <li>5. Integrate their understanding in their practice (component A, component B, elements 1 and 2)</li> </ol>
Syllabus Outline	The module is designed to introduce teaching methods that meet the emotional needs of children and to develop practitioner's capacity for self and

	<p>critical reflection in a learning environment. The module will focus on:</p> <ul style="list-style-type: none"> <li>• The effect of early life experiences for children and how this informs their emotional needs</li> <li>• The role of nurture and relationships as key to meeting children's emotional needs</li> <li>• The role of child development to recognise children's states of mind and levels of need, to include the development of the brain</li> <li>• The use of attachment and psychodynamic theories to underpin the practitioners' work</li> <li>• The role of children and young people's behaviour as an unconscious communication of emotional need</li> <li>• The legal framework and parameters relevant to meeting the children and young people emotional needs</li> <li>• Strategies to support children in the learning environment</li> </ul>
<p>Contact Hours</p>	<p>Delivery pattern will be flexible and vary in line with the requirements of each cohort utilising this module. However, typically this will be a</p> <ul style="list-style-type: none"> <li>• Twenty class contact hours</li> <li>• 200 hours of work-based learning over the module.</li> <li>• 80 hours private study/reading.</li> </ul> <p>QAA guidance is available here  <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx</a></p>
<p>Teaching and Learning Methods</p>	<p>The module is typically provided through a series of 10 x 2hr seminars delivered over a six month period in conjunction with students undertaking work-based learning. Each seminar will include a 1hr taught session and a 1hr discussion based upon student observations or a tutor led discussion/paper.</p> <p>Students will also be expected to undertake self and peer-observations and use this learning in discussions with the student group. Students will be expected to use tutorials to support their development through the module.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</p> <p><b>Work Place learning:</b> students must be working in a classroom environment for at least 20hrs per week.</p> <p><b>Digital delivery:</b> the module will make use of BlackBoard and also the MBS internal document sharing facilities</p>
<p>Key Information Sets Information</p>	<p>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.</p> <p>Further detail on Key Information Sets and how the University is implementing its requirements can be found at  <a href="https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx">https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx</a> This also contains further guidance on how to complete the information requested below.</p>

A KIS is required for every undergraduate programme (including integrated Masters and foundation degrees) so please fill this section if this module will contribute to an undergraduate programme.

*Double click in the table and type over the number of hours – the table will total automatically. Please ensure that it totals correctly.*

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				
				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Practice	Allocated Hours
300	20	80	200	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	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy

Students will have full access to both the internal MBS library (which houses many specialist sources and archives) and the UWE library.

Students will be expected to access key recommended texts listed and to access the further reading. The student will be expected to purchase key texts as directed and to access further recommended reading provided as e-books and journals or as digitalised book chapters or journal articles, where free electronic access is not available. Such access will be provided via the library website and through Blackboard.

All students are encouraged to read widely using the library catalogue, a variety of remote access bibliographic and full text databases and Internet resources are available. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated

	<p>annually. Assignment reference lists are expected to reflect the range of reading carried out.</p> <p>Students are expected to be able to identify and retrieve appropriate reading. Support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</p>
Indicative Reading List	<p>Use will be made of the most current editions of the following sources: Most of these sources will also be provided on-site.</p> <ul style="list-style-type: none"> <li>• Bennathan, M., &amp; Boxall, M. (2013). <i>Effective intervention in primary schools: Nurture groups</i>. London: Routledge.</li> <li>• Bombèr, L. M. (2007). <i>Inside I'm hurting: practical strategies for supporting children with attachment difficulties in schools</i>. London: Worth.</li> <li>• Dann, R. (2011) Look out! 'Looked after'! Look here! Supporting 'looked after' and adopted children in the primary classroom, <i>Education 3-13: International Journal of Primary, Elementary and Early Years Education</i>, 39:5, 455-465</li> <li>• Geddes, H. (2006). <i>Attachment in the Classroom</i>. London: Worth.</li> <li>• Greenhalgh, P. (2002). <i>Emotional growth and learning</i>. London: Routledge.</li> <li>• Rawlings, A. (2008). <i>Studying Early Years: A Guide To Work-Based Learning: A Guide to Work-Based Learning</i>. McGraw-Hill International.</li> <li>• Salmon, G., &amp; Dover, J. (2007). <i>Reaching and Teaching Through Educational Psychotherapy: A Case Study Approach</i>. London: John Wiley &amp; Sons.</li> <li>• Salzberger-Wittenberg, I., &amp; Henry, G. (1993). <i>The emotional experience of learning and teaching</i>. London: Karnac Books.</li> <li>• Wellington, B. &amp; Austen, P. (1996) Orientations to Reflective Practice . <i>Educational Research</i>, 38(3).</li> <li>• Wilson, P., Atkinson, M., Hornby, G., Thompson, M., Cooper, M., Hooper, C. M., &amp; Southall, A. (2002). <i>Young minds in our schools-a guide for teachers and others working in schools</i>. London: Young Minds.</li> <li>• Youell, B. (2006). <i>The learning relationship: Psychoanalytic thinking in education</i>. London: Karnac Books.</li> </ul>

<b>Part 3: Assessment</b>	
Assessment Strategy	<p><b>Formative assessment:</b> Students will be required to maintain a formative reflective journal which they will use to inform a case study developed throughout the duration of the course. This should focus on a chosen child in a classroom environment and lead to the creation and presentation of :-</p> <ol style="list-style-type: none"> <li>1. <b>Poster:</b> Create and present a poster to share with other students evidencing (i) impact of early experiences (ii) identifying needs (iii) understanding (iv) how is provision being adapted and (v) evaluation (This maps to learning outcomes 1,2,3,4 and 5).</li> </ol> <p>This format has been chosen to support students to identify their learning and disseminate their learning to peers.</p>

	<p><b>2.</b> In addition, students are required to produce a 2000 word <b>Summary</b> of the impact of their learning on practice with the identified child based on the reflective journal (This maps to learning outcomes 1,3,4, and 5)</p> <p>The written summary will support students will require students to look reflectively at their own practice and consider the impact of children’s learning.</p> <p><b>3. Observation:</b> In addition, students will be observed in their professional practice by an approved observer and member of the teaching team who will use an agreed pro-forma against which to assess practice. (This maps on to learning outcomes 1, 2, and 5 and is assessed via pass/fail criteria).</p> <p>The Observation will provide students with the opportunity to demonstrate that learning had been integrated into practice</p>

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A: P/F	B: <u>100%</u>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
Observation of practice by recognised observer. This will be based on a pre-set pro-forma	Pass/fail	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Mid-term poster and presentation of approximately 15 minutes	40%	
2. 2,000 word summary of the impact of their learning on practice	60%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
Observation of practice by approved observer. This will be based on a pre-set pro-forma	Pass/fail	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1.1,500 word summary of case study	40%	

2. 2,000 word summary of the impact of their learning on practice	60%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	