






MODULE SPECIFICATION

Part 1: Information			
Module Title	Working with all Children		
Module Code	UTTGU6-30-1	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	BA (Hons) Early Childhood		
Module type:	Standard		
Pre-requisites	N/A		
Excluded Combinations	N/A		
Co- requisites	N/A		
Module Entry requirements	N/A		

Part 2: Description
<p>During this module students will explore professional practice through minimum of 50 work-related hours of experience in early childhood settings. Students will have the opportunity to develop observational skills and use these to provide safe and stimulating environments for children. Links are made to all other year 1 modules to support an understanding of the relationship between theory and practice. Students will engage with education and welfare aspects of early childhood environments including safeguarding and ethical practice.</p>
Part 3: Assessment
<p>The portfolio in this module will enable the students to engage with the principles of early childhood professional practice. The elements of this will support students to begin to develop and reflect upon their own professional identity which provides the basis for further reflection over the course of the programme. The flexibility within the portfolio tasks will allow for students to focus on the wider professional, research or enterprise pathways in the programme. The explicit links to their own practice will enable this to meet controlled conditions.</p> <p>Portfolio example:</p> <p>Element 1: Reflective accounts linking key themes from learning objectives and work related learning</p> <p>Element 2: An observation by practitioner in the setting of students working with children; reflection on the observed activity; reflection on the value of being observed and getting feedback</p>

Identify final timetabled piece of assessment (component and element)	A																																								
% weighting between components A and B (Standard modules only)	A:		B:																																						
	100																																								
First Sit																																									
Component A (controlled conditions) Description of each element				Element weighting (as % of component)																																					
1. Portfolio				100																																					
Component B Description of each element				Element weighting (as % of component)																																					
N/A																																									
Resit (further attendance at taught classes is not required)																																									
Component A (controlled conditions) Description of each element				Element weighting (as % of component)																																					
1. Portfolio				100																																					
Component B Description of each element				Element weighting (as % of component)																																					
N/A																																									
Part 4: Learning Outcomes & KIS Data																																									
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Articulate knowledge and understanding of key principles and processes of working ethically, inclusively and in partnership with children and families. 2. Consider the issues and processes relating to safeguarding and child protection and identify strategies for promoting health, well-being, safety and nurturing care. 3. Reflect on principles and issues involved in facilitating young children's learning and make observations of young children's learning. 4. Identify key strategies for engaging children with additional needs. 																																								
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="6"><u>Key Information Set - Module data</u></th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="text-align: center;">30</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <th></th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">22</td> <td style="text-align: center;">228</td> <td style="text-align: center;">50</td> <td style="text-align: center;">300</td> <td style="text-align: center;"></td> </tr> </tbody> </table>					<u>Key Information Set - Module data</u>												<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	22	228	50	300	
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Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam</p>																																								

Total Assessment	Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test											
	Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)											
	Total assessment of the module:											
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 75%;">Written exam assessment percentage</td> <td style="width: 25%; text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>				Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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	100%											
Reading List	<ul style="list-style-type: none"> • Bladock, P. (2010) <i>Understanding cultural diversity in the early years</i>. London: Sage • Brotherton, G., Davies, H. & McGillivray, G. (eds) (2010) <i>Working with children, young people and families</i>. London: Sage • Devereux, J. & Miller, L. (2003) <i>Working with children in the early years</i>. London: David Fulton • Ermisch, J. & Murphy, M. (2006) Changing household and family structures and complex living arrangements. <i>ESRC Seminar series: mapping the public policy landscape</i>. ESRC • Frederickson N and Cline T (2009) (2nd ed) <i>Special Educational Needs, Inclusion and Diversity</i> • Roberts-Holmes, G. (2011) <i>Doing your early years research project</i>. London: Sage 											

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First Approval Date (and panel type)	27 th March 2019			
Revision ASQC Approval Date		Version	1	Link to Workspace
	15 th January 2020		2	Link to Workspace