



MODULE SPECIFICATION

Part 1: Information			
Module Title	Leadership and Professional Futures		
Module Code	UTTGU-15-2	Level	2
For implementation from	September 2019		
UWE Credit Rating	15	ECTS Credit Rating	7.5
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	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>This module will introduce a practical knowledge and understanding of working as part of a professional team and of aspects of leadership responsibilities. There will be opportunities to reflect on personal skills and values towards the development of a personal professional pathway. A distance learning option is available for this module.</p>
Part 3: Assessment
<p>The portfolio assessment will reflect the teaching foci of the module, leadership, Inter-professional collaboration and ethical and professional practice. Students will be required to submit assessments that demonstrate engagement within each of these areas. This will take the form of a reflective blog with entries on professional futures, response to safeguarding case study, and reflection on WRL interviews with someone in a chosen educare role on the role in multi-agency working. Safeguarding training will form a compulsory element. A choice of specific interests within the portfolio will support students in developing a reflective understanding of their professional identity that will build on learning from previous modules and support their practice in their chosen field. The requirement for students to present work relating to themselves and their experiences means this meets controlled conditions.</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	<ol style="list-style-type: none"> 1. Develop an understanding of key features of effective leadership when working with young children in a multi-disciplinary team. 2. Identify and explore the roles and responsibilities of relevant agencies. 3. Develop an understanding of key features of effective professional communication. 4. Understand the ethical issues and practical implications of information sharing and child protection issues 5. Explore roles relating to working with reference to the student's own professional futures. 																												
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5"><u>Key Information Set - Module data</u></th> </tr> <tr> <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;">15</td> </tr> <tr> <td>Hours to be allocated</td> <td>Scheduled learning and teaching study hours</td> <td>Independent study hours</td> <td>Placement study hours</td> <td>Allocated Hours</td> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table>				<u>Key Information Set - Module data</u>										<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
<u>Key Information Set - Module data</u>																													
<i>Number of credits for this module</i>				15																									
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																									
150	36	114	0	150																									
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 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)</p>																												

Total Assessment	Total assessment of the module:							
	Written exam assessment percentage				0%			
	Coursework assessment percentage				100%			
	Practical exam assessment percentage				0%			
					100%			
Reading List	<p>Will include:</p> <p>Gasper, M. (2010) <i>Multi-agency working in the early years – challenges and opportunities</i>. London: Sage</p> <p>HM Government (2010) <i>Working Together to Safeguard Children. A guide to Interagency Working to safeguard and Promote the Welfare of Children</i>. London, TSO.</p> <p>Moyles, J. (2006) <i>Effective Leadership and Management in the Early Years</i>. Berkshire: Open University Press, McGraw- Hill Publications</p> <p>Munro, E. (2011) <i>The Munro Review of Child Protection: Final Report - A Child-Centred System</i>. [Online] Available at http://www.education.gov.uk/munroreview</p> <p>Nutbrown, C. (2012) <i>Foundations for Quality: The Independent Review of Early Education and Childcare Qualifications</i>. Available online at http://www.education.gov.uk/nutbrownreview</p> <p>Rodd, J. (2005) <i>Leadership in Early Childhood</i> 3rd ed., Buckingham: Open University Press</p> <p>Siraj-Blatchford, I., Clarke, K. and Needham, M. (2007) <i>The Team Around the Child: Multi-Agency Working in the Early Years</i>. Stoke-on-Trent: Trentham Books.</p>							

FOR OFFICE USE ONLY

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