



Module Specification

Working with all Children

Version: 2024-25, v2.0, 23 May 2024

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Part 1: Information

Module title: Working with all Children

Module code: UTTGU6-30-1

Level: Level 4

For implementation from: 2024-25

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Education and Childhood

Partner institutions: None

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: During this module students will explore professional practice through work-related experience in early childhood settings.

Features: Not applicable

Educational aims: The overarching intention of the module is to give students an understanding of how to work ethical and inclusively with children and their families as an early years professional. Students will be able to put theory into practice on

their work-related learning and reflect upon an action plan for their future development.

Please see learning outcomes for further detail.

Outline syllabus: 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.

Part 3: Teaching and learning methods

Teaching and learning methods: The Early Childhood programme views teaching and learning as an active and collaborative process and highly values the student voice as central to this. Teaching sessions will include a range of activities such as lectures, group discussions, small group projects, reading analysis and design and production. Students who attend regularly and engage in the required reading and activities, both in the sessions and independently, will develop a deeper understanding of the module topics and debates.

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

MO1 Articulate knowledge and understanding of the key principles and processes of working ethically and inclusively with children and their families.

MO2 Reflect on key strategies for supporting children with additional needs in partnership with them and their families.

MO3 Consider the issues and processes relating to safeguarding and child protection.

MO4 Reflect on your own developing skills and knowledge as an early years professional, with reference to your understanding of the purpose and value of observations.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 205 hours

Placement = 50 hours

Face-to-face learning = 45 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/uttgu6-30-1.html) via the following link <https://uwe.rl.talis.com/modules/uttgu6-30-1.html>

Part 4: Assessment

Assessment strategy: The assessment this module will enable the students to engage with the principles of early childhood professional practice.

The module will include two summative assessments: Assessment 1 will be a 1500 word essay weighted at 40% and Assessment 2 is a 2500 word portfolio weighted at 60%. The essay will enable students to reflect on observations of children to support the development of skills in how to facilitate all children's learning. The portfolio 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. In addition they will have the opportunity articulate their knowledge and understanding of key principles and processes of working ethically, inclusively and in partnership with children and families.

There will also be formative assessment opportunities to scaffold learning and prepare for assessments, for example students will take part in case study activities in sessions and receive developmental feedback.

Assessment tasks:

Written Assignment (First Sit)

Description: Written assignment, 1500 words

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2

Portfolio (First Sit)

Description: Reflective portfolio 2500 words

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3, MO4

Written Assignment (Resit)

Description: Written assessment, 1500 words

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2

Portfolio (Resit)

Description: Reflective Portfolio, 2500 words.

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Early Childhood [Frenchay] BA (Hons) 2024-25

Primary Education (ITE) [Villa] BA (Hons) 2024-25

Early Childhood {Foundation}[Frenchay] BA (Hons) 2023-24

Early Childhood [Villa] BA (Hons) 2024-25