



## **Module Specification**

### **Creating and Sustaining Positive Environments**

Version: 2025-26, v1.0, 27 Mar 2024

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## Part 1: Information

**Module title:** Creating and Sustaining Positive Environments

**Module code:** UTTH3G-30-2

**Level:** Level 5

**For implementation from:** 2025-26

**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:** This module will enable you to consider children's physical, social and emotional environments both indoors and outdoors. You will reflect on the important role played by the adult in creating and sustaining these, as well as considering some of the factors that can impact on children's engagement and enjoyment.

**Features:** Not applicable

**Educational aims:** To support students to understand the factors that can impact on children's physical, social and emotional environments.

To enable students to understand the important role played by the adult and how they can create and sustain positive environments in practice.

**Outline syllabus:** An understanding of the elements of children's physical, social and emotional environments both indoors and outdoors.

The important role played by the adult in creating and sustaining these.

Factors that can impact on children's engagement and enjoyment.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Scheduled learning may include lectures, seminars, tutorials, supervision, demonstration, practical classes and workshops.

Independent learning includes hours engaged with essential reading, study preparation, peer study and assignments.

Work based learning: students are expected to be in the workplace throughout this module thus able to draw on work based experiences to complete their assessments.

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

**MO1** Identify factors which enable learners' holistic development with reference to their physical, social and emotional environments.

**MO2** Draw on a range of theoretical research and policy sources to analyse positive learning environments.

**MO3** Reflect on the role of the adult in creating and sustaining a positive learning environment.

**MO4** Reflect on your emerging professional needs based on learning accrued from this module.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 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/utth3g-30-2.html) via the following link <https://uwe.rl.talis.com/modules/utth3g-30-2.html>

## **Part 4: Assessment**

**Assessment strategy:** The inclusive pedagogy will give students opportunity to take an active role in their learning. Use of knowledge exchange and peer learning will complement input from industry and academic expertise. This will reflect future employment environments.

The portfolio (5000 words) will include a range of tasks with direct reference to the module outcomes, based in professional practice and will explore the importance of positive learning environments. Content may include evidence of planning and delivery.

Formative assessment opportunities will be given to students throughout the module. This will be supported by activities within seminars.

**Assessment tasks:**

**Portfolio** (First Sit)

Description: Tasks based around the planning cycle and reflective practice (5000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Portfolio (Resit)**

Description: Tasks based around the planning cycle and reflective practice (5000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Inclusive Education [COBC] FdA 2024-25