![University of the West of England, BRISTOL — UWE logo]

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	POSITIVE INTERACTIONS WITH LEARNERS				
Module Code	UTTGSX-30-1		Level	1	Version	1
Owning Faculty	ACE		Field	PRIMARY AND EARLY YEARS	
Contributes towards	FDA EDUCATIONAL SUPPORT FDA INCLUSIVE PRACTICE FDA EARLY YEARS				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard,
Pre-requisites	NA		Co- requisites	NA	
Excluded Combinations	NA		Module Entry requirements		
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	30th May 2013

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. have become familiar with theoretical frameworks for understanding behaviour and developing positive interactions learners(Comp A,B); 2. develop strategies for helping learners to manage themselves socially and emotionally (Comp A,B); 3. have considered strategies for managing disruptive behaviour (Comp B1/2); 4. have identified ways of supporting children, young people and/or vulnerable adults in relation to development of self esteem and self confidence (Comp A); 5. be able to identify relevant theoretical, professional based sources and use these appropriately in study and/or professional practice (Comp A,B2); 6. be able to examine work-based or other relevant experiences (Comp B1); 7. be able to communicate effectively, including the capacity to communicate the processes and outcomes of their learning (Comp A); 8. be able to work effectively in collaboration with others.
Syllabus Outline	The content of the module will be drawn from the following: • Understanding of the factors needed to develop positive interactions with learners through building effective relationships

	• Exploration into theories of social and emotional development • An examination and review of theories relating to behaviour management • An analysis of the needs and main areas of anxiety in children, young people and/or vulnerable adults • Understand the value of effective relationships and the impact of a lack of effective attachment in the early years • Analysis of models for personal development to address issues of self esteem and self concept and strategies to enhance self confidence • Workshop in developing the skills of conflict resolution and anger management through good personal relationships • Workshop to enhance Interpersonal skills, communication skills and skills in counselling for working with children, young people and / or vulnerable adults • The role of schools and/or educational organisations in promoting a positive ethos that will support children, young people and vulnerable adults • Examination of positive feedback and reward systems • Effective techniques for the management of disruptive behaviour • Exploration into range of different approaches e.g. Transactional Analysis
Contact Hours	Contact time for modules on the Foundation Degrees reflects the acknowledgement of the work-based learning that is taking place for all students on such programmes. They will be engaged in a minimum of 15 hours per week in a paid or voluntary capacity in an educational context . This commitment is required of all participants. There may also be virtual learning opportunities offered to students which can be calculated as part of the stated contact time The total of time expected for each 30 credit module is 72 hours . For this module it is calculated as follows:

Work related learning Activities	Hours in face to face contact with tutor	E-Learning opportunities
20 hours evidenced work in context	45 hours with tutor in lectures, seminars and tutorials	7 hours engaged in virtual learning conferences, engagement

Teaching and Learning Methods	**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make. **Work-based learning**: may include a practice placement, other placement, year abroad. This will be in an educational work based learning context

Key Information Sets Information	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.

Key Information Set - Module data					
Number of credits for this module				30	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	128	100	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		75%
Practical exam assessment percentage		25%
		100%

| Reading Strategy | **Essential reading:** Students are encouraged to buy at least one text for this module or to ensure that they have access to the core text in collaboration with one or more course colleagues. The key texts will be listed in the module handbook and a copy of each is provided in the Library. Where texts are available as e-books, these will be available on the library website.

Further reading: Further reading is necessary for this module, and students are encouraged to explore a variety of texts and sources around a range of issues. Many resources can be accessed online. A current list of texts is given in the module guide and revised annually.

Access and skills: Formal opportunities for students to develop their library and information skills are provided within the induction period and the GDP. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating |
|---|---|

Indicative Reading List	Ayres H et al (2000) *Perspectives on Behaviour*: London, David Fulton
	Bloom S & Sreedhar S Y (2008) *The Model of Trauma-Informed Organizational Change* in Reclaiming Children And Youth volume 17, number 3 www.reclaiming.com2008 Braithwaite & H. Strang (eds.),(2001) *Restorative Justice and Civil Society,* Cambridge University Press
	Broadhead P(2009): Conflict resolution and children's behaviour: observing and understanding social and cooperative play in early years educational settings, Early Years: An International Journal of Research and Development, 29:2, 105-118
	Cowie, H. & Wallace, P. (2000) *Peer Support in Action* London: Sage Publications Rogers, B (2007) *Behaviour management: a whole-school approach* London: Paul Chapman
	Ellis S & Tod J (2009) *Behaviour for Learning: proactive approaches to behaviour management* London David Fulton / Routledge
	Geddes H (2006) *Attachment in the Classroom – the links between children's early experience, emotional well-being and performance in school* London: Worth Publishing
	Liebmann M (2007) *Restorative justice: how it works* London: Jessica Kingsley Publishers
	Plummer D M (2008) *Anger management games for children* London : Jessica Kingsley

Part 3: Assessment

Assessment Strategy	The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant professional bodies.
	There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development.
	• Assessment Criteria used by the Department of Education can be found in the Appendices of the programme specification
	• Assessment for this module will encourage participants to reflect upon their own practice in the workplace and encourage them to evaluate any learning and professional development that may have taken place throughout this module

Identify final assessment component and element	**Component B, Element 2**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**25**	**75**

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting**

Completion of an 8 minute presentation to group and tutor to be tutor assessed with peer feedback, demonstrating evaluation of your work based context in relation to the learning outcomes of the module **Assessment Criteria:** **AL1 Conceptual Domain**: the assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study. **BL1: Literature Domain:** The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task. **GL1: Action Domain** The assignment demonstrates that the student has awareness of a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.	100%
Component B **Description of each element**	**Element weighting**
1.Written evaluative report on approaches your organisation takes to support learners to manage themselves socially and emotionally (1875 words). Assessment Criteria **AL1, BL1, CL1, GL1**	50%
2.A written reflective and evaluative commentary on the personal and professional learning accrued through completion of this module (1875 words) Assessment Criteria AL1, BL1, GL1	50%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
Completion of an 8 minute presentation to group and tutor to be tutor assessed with peer feedback. **Assessment Criteria:** **AL1, BL1, GL1**	100%
Component B **Description of each element**	**Element weighting**
1.Written evaluative report on approaches your organisation takes to support learners to manage themselves socially and emotionally (1875 words) Assessment Criteria **AL1, BL1, CL1, GL1**	50%
2.A written reflective and evaluative commentary on the personal and professional learning accrued through completion of this module (1875 words) Assessment Criteria AL1, BL1, GL1	50%
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	