



Module Specification

Positive Interactions with Learners

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Part 1: Information

Module title: Positive Interactions with Learners

Module code: UTTGSX-30-1

Level: Level 4

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

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: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes.

Outline syllabus: 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.

Part 3: Teaching and learning methods

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. Scheduled sessions may vary slightly depending on the module choices you make.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Work-based learning: may include a practice placement, other placement, year abroad. This will be in an educational work based learning context.

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: 20 hours evidenced work in context

Hours in face to face contact with tutor: 45 hours with tutor in lectures, seminars and tutorials

E-Learning opportunities: 7 hours engaged in virtual learning conferences, engagement.

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

MO1 Have become familiar with theoretical frameworks for understanding behaviour and developing positive interactions learners

MO2 Develop strategies for helping learners to manage themselves socially and emotionally

MO3 Have considered strategies for managing disruptive behaviour

MO4 Have identified ways of supporting children, young people and/or vulnerable adults in relation to development of self esteem and self confidence

MO5 Be able to identify relevant theoretical, professional based sources and use these appropriately in study and/or professional practice

MO6 Be able to examine work-based or other relevant experiences

MO7 Be able to communicate effectively, including the capacity to communicate the processes and outcomes of their learning

MO8 Be able to work effectively in collaboration with others

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 128 hours

Placement = 100 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/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: 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.

Assessment Criteria:

AL1: Conceptual Domain (Core)

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.

CL1: Contextual Domain The assignment demonstrates that the student has an awareness of contextual factors (eg personal, locational, historical, political etc) influencing the area of study.

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.

Assessment components:

Presentation (First Sit)

Description: Completion of an 8 minute presentation to group and tutor to be tutor assessed with peer feedback.

Assessment Criteria: AL1, BL1, GL1 demonstrating evaluation of your work based context in relation to the learning outcomes of the module

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4, MO5, MO7, MO8

Report (First Sit)

Description: 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.

Weighting: 37 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO6, MO8

Reflective Piece (First Sit)

Description: 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

Weighting: 38 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO5, MO8

Presentation (Resit)

Description: Completion of an 8 minute presentation to group and tutor to be tutor assessed with peer feedback.

Assessment Criteria: AL1, BL1, GL1

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4, MO5, MO7, MO8

Report (Resit)

Description: 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

Weighting: 37 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO6, MO8

Reflective Piece - Component B (Resit)

Description: 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

Weighting: 38 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO5, MO8

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Educational Support [COBC] FdA 2023-24

Inclusive Practice [UCW] FdA 2023-24

Educational Support [Frenchay] FdA 2023-24