




MODULE SPECIFICATION

Part 1: Information			
Module Title	Positive Interactions with Learners		
Module Code	UTTGSX-30-1	Level	1
For implementation from	September 2019		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	Primary Early Childhood and Education Studies
Department	Education and Childhood		
Contributes towards	FdA Educational Support (CoBC) FdA Inclusive Practice (Weston)		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>The content of the module will be drawn from the following:</p> <ul style="list-style-type: none"> 1. identify frameworks for understanding behaviour and developing a positive learning environment (Comp A,B); 2. identify strategies to enable learners to develop socially and emotionally (Comp A,B); 3. recognise ways of supporting children, young people and/or vulnerable adults in relation to development of self-esteem and self-confidence (Comp A); 4. be able to identify relevant theoretical, professional based sources and use these appropriately in study and/or professional practice (Comp A,B2); 5. be able to examine work-based or other relevant experiences (Comp B1);
Part 3: Assessment
<p>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.</p> <p>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.</p> <ul style="list-style-type: none"> Assessment Criteria used by the Department of Education can be found in the Appendices of the programme specification

<ul style="list-style-type: none"> 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. <p>Component A The 8 minute presentation will be to the group and tutor and will be tutor assessed with peer feedback, demonstrating evaluation of your work based context in relation to the learning outcomes of the module.</p> <p>Component B This component comprises of 2 elements</p> <ol style="list-style-type: none"> Written evaluative report on approaches your organisation takes to support learners to manage themselves socially and emotionally (1875 words) A written reflective and evaluative commentary on the personal and professional learning accrued through completion of this module (1875 words) <p>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. C: Contextual Domain The assignment demonstrates that the student has an awareness of contextual factors (e.g. 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</p>		
Identify final timetabled piece of assessment (component and element)	Component B, Element 2	
% weighting between components A and B (Standard modules only)	A:	B:
	25%	75%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Presentation 8 minutes Assessment Criteria: AL1, BL1, GL1	100%	
Component B Description of each element	Element weighting	
1. Written evaluative report (1875 words). Assessment Criteria AL1, BL1, CL1, GL1	50%	
2. An 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	
1. Presentation 8 minutes Assessment Criteria: AL1, BL1, GL1	100%	

Component B Description of each element	Element weighting																									
1. Written evaluative report (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.																										
Part 4: Learning Outcomes & KIS Data																										
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. identify frameworks for understanding behaviour and developing a positive learning environment (Comp A,B); 2. identify strategies to enable learners to develop socially and emotionally (Comp A,B); 3. recognise ways of supporting children, young people and/or vulnerable adults in relation to development of self-esteem and self-confidence (Comp A); 4. be able to identify relevant theoretical, professional based sources and use these appropriately in study and/or professional practice (Comp A,B2); 5. be able to examine work-based or other relevant experiences (Comp B1); <p>Transferable skills: In addition the educational experience may explore, develop, and practise but not formally assessed.</p> <ol style="list-style-type: none"> 1. Be able to communicate effectively, including the capacity to communicate the processes and outcomes of their learning; 2. Be able to work effectively in collaboration with others. 																									
Key Information Sets Information (KIS)	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which a requirement is 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.</p> <table border="1" data-bbox="539 1556 1437 1912" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: left;"><u>Key Information Set - Module data</u></th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="text-align: center; border: 2px solid black;">30</td> </tr> <tr> <td style="text-align: center;">Hours to be allocated</td> <td style="text-align: center;">Scheduled learning and teaching study hours</td> <td style="text-align: center;">Independent study hours</td> <td style="text-align: center;">Placement study hours</td> <td style="text-align: center;">Allocated Hours</td> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">128</td> <td style="text-align: center;">100</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p>	<u>Key Information Set - Module data</u>					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	128	100	300
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Contact Hours																										

Total Assessment	<p>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</p> <p>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:</p> <table border="1" data-bbox="652 427 1326 658"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>75%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>25%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		75%		Practical exam assessment percentage		25%					100%
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Reading List	<p>Additional digital materials are made available through Blackboard. <i>Further information and guidance on reading lists and digitisation are available at https://intranet.uwe.ac.uk/tasks-guides/Collection/using-readinglists</i></p> <p>Ayres H et al (2000) <i>Perspectives on Behaviour</i>: London, David Fulton</p> <p>Bloom S & Sreedhar S Y (2008) <i>The Model of Trauma-Informed Organizational Change</i> in Reclaiming Children And Youth volume 17, number 3 www.reclaiming.com2008 Braithwaite & H. Strang (eds.),(2001) <i>Restorative Justice and Civil Society</i>, Cambridge University Press</p> <p>Broadhead P(2009): Conflict resolution and children’s behaviour: observing and understanding social and cooperative play in early years educational settings, <i>Early Years: An International Journal of Research and Development</i>, 29:2, 105-118</p> <p>Cowie, H. & Wallace, P. (2000) <i>Peer Support in Action</i> London: Sage Publications Rogers, B (2007) <i>Behaviour management: a whole-school approach</i> London: Paul Chapman</p> <p>Ellis S & Tod J (2009) <i>Behaviour for Learning: proactive approaches to behaviour management</i> London David Fulton / Routledge</p> <p>Geddes H (2006) <i>Attachment in the Classroom – the links between children’s early experience, emotional well-being and performance in school</i> London: Worth Publishing</p> <p>Liebmann M (2007) <i>Restorative justice: how it works</i> London: Jessica Kingsley Publishers</p> <p>Plummer D M (2008) <i>Anger management games for children</i> London : Jessica Kingsley</p>																				

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First CAP Approval Date	30th May 2018			
Revision SUVP Approval Date	1 st March 2019	Version	2	Link to module profile CAR ID4816