



MODULE SPECIFICATION

Part 1: Information			
Module Title	Children's Rights, Well-Being and Health		
Module Code	UTTGU5-30-1	Level	1
For implementation from	September 2019		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	ACE	Field	Primary Early Childhood and Education Studies
Department	Education and Childhood		
Contributes towards	BA (Hons) Early Childhood		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description						
<p>During this module students will be introduced to the development and significance of children rights and will explore how they link to children's health and well-being. It will examine how children experience their rights in global contexts including the experiences of vulnerable groups, such as refugees and asylum seekers. In addition, the contemporary experiences of children will be explored with a particular focus on digital technology and the portrayal of children in the media.</p>						
Part 3: Assessment						
<p>The assessments for this module build on the academic expectations in semester 1. The group presentation will assess core learning outcomes but will also develop collaborative working skills and encourage peer learning and support (and develop students' assessment literacy). The essay will provide students with opportunities to develop their academic writing and support them in exploring the implications of the research pathway. Assessed module content will link to other Year 1 modules to make strong and explicit links between theory and practice with opportunity for personal reflection.</p>						
Identify final timetabled piece of assessment (component and element)		B				
% weighting between components A and B (Standard modules only)		<table border="1"> <thead> <tr> <th>A:</th> <th>B:</th> </tr> </thead> <tbody> <tr> <td>25%</td> <td>75%</td> </tr> </tbody> </table>	A:	B:	25%	75%
A:	B:					
25%	75%					
First Sit						

Component A (controlled conditions) Description of each element		Element weighting (as % of component)																										
1. Group presentation		100%																										
Component B Description of each element		Element weighting (as % of component)																										
1. Essay		100%																										
Resit (further attendance at taught classes is not required)																												
Component A (controlled conditions) Description of each element		Element weighting (as % of component)																										
1. Presentation		100%																										
Component B Description of each element		Element weighting (as % of component)																										
1. Essay		100%																										
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. Demonstrate an understanding of the development of children's rights and the potential impact on children's lives A&B 2. Explore contrasting environments and experiences for children's developing health, well-being and education A&B 3. Reflect on the role of the adult in supporting and promoting children's health and well-being B 4. Explore the impact of digital technology on all children's lives A 5. Explore issues relating to the identification of children with additional needs and show an awareness of a range of approaches for supporting these children B 																											
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5"><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></td> <td></td> <td></td> <td></td> <td style="text-align: center; border: 2px solid black;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table>			<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	228	0	300
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Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test</p>																											

Total Assessment	Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)			
	Total assessment of the module:			
	Written exam assessment percentage			0%
	Coursework assessment percentage			75%
Practical exam assessment percentage			25%	
			100%	
Reading List	<ul style="list-style-type: none"> • Manning-Morton, J (2014) (ed) <i>Exploring Well-being in the Early Years</i>. Maidenhead: McGraw-Hill • Rose, J., Gilbert, L. & Richards, V (2016) <i>Health and Well-being in Early Childhood</i>. London: SAGE 			

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First Approval Date (and panel type)	27 th March 2019			
Revision ASQC Approval Date		Version	1	Link to Workspace