

MODULE SPECIFICATION PROFORMA

Module Title: Skills for the Workplace	Level: 5	Credit Value: 20
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Module Code: EDC508	Cost Centre: GAEC	JACS3 Code: X300
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Trimester(s) in which to be offered: 1/2	With effect from: September 2017
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Office use only: To be completed by AQSU:	Date approved: June 2017 Date revised: Version no: 2
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Existing/New: Existing	Title of module being replaced (if any):
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Originating School: School of Social and Life Sciences	Module Leader: Louise Jones
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Module duration (total hours) 200	Status: core/option/elective (identify programme where appropriate): Core – BA (Hons) Families and Childhood Studies Core – BA (Hons) Education and Childhood Studies
Scheduled learning & teaching hours 40	
Independent study hours 140	
Placement hours 20	

Programme(s) in which to be offered: BA (Hons) Families and Childhood Studies BA (Hons) Education and Childhood Studies	Pre-requisites per programme (between levels): None
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Module Aims: To raise awareness and understanding of the skills required within the child, family and education workforce and potential career pathways available.

Intended Learning Outcomes:
At the end of this module, using academic writing conventions, including Harvard referencing, students will be able to:

1. Critically appraise factors that influence the ethos of a child/family setting.
2. Discuss how individuals and teams impact upon the functioning of child/family settings.
3. Appraise theoretical models of team work, leadership, motivation and reflective practice.
4. Reflect on the range of careers available to, and skills required by, the child/family practitioner.

Key skills for employability () covered by this module:*

1. Written, oral and media communication skills (*)
2. Leadership, team working and networking skills (*)
3. Opportunity, creativity and problem solving skills (*)
4. Information technology skills and digital literacy (*)
5. Information management skills (*)
6. Research skills (*)
7. Intercultural and sustainability skills
8. Career management skills (*)
9. Learning to learn (managing personal/professional development, self-management) (*)
10. Numeracy

Assessment:

Portfolio including observations that link theory to practice and self-reflection, examining: the skills required to work with children, young people and families; factors that influence the ethos of a setting; how individuals and teams impact upon the functioning of settings; theoretical models of team work, leadership, reflective practice and motivation and; the range of career opportunities available.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Word count (or equivalent if appropriate)
1	1,2,3,4	Portfolio	100%	4,000

Learning and Teaching Strategies:

Sessions will comprise of the presentation of information, case studies, group work, practical activities, external speakers, review of DVD material and peer discussion. Students will be expected to make full use of the University's library and VLE to enhance their study.

Syllabus Outline:

- Factors influencing the ethos of settings
- Communication and interpersonal skills (e.g. listening; developing partnerships)
- Being a practitioner/professional – what does this mean?
- Group functioning and team work – roles and responsibilities (e.g. Belbin and Tuckman)
- Motivation theories (e.g. Maslow; McGregor; Herzberg)
- Leadership and management (e.g. Lewin, Lippett and White)
- Change and conflict
- Theoretical models of reflective practice (e.g. Schon, Peters, Kolb, Gibbs, Dewey)
- Reflective practice and self-evaluation
- Career pathways

Bibliography

Essential reading:

Curtis, W., Ward, S., Sharp, J. and Hankin, L. (eds) (2014), *Education Studies: An Issues Based Approach*. Third Edition. London: Sage.

Daly, M., Byers, E. and Taylor, W. (2009), *Early Years Management in Practice*. Second Edition. Essex: Heinemann.

Johnston, J. and Nahmad-Williams, L. (2009), *Early Childhood Studies*. Essex: Pearson Education Limited.

Macleod-Brudenell, I. and Kay, J. (eds) (2008), *Advanced Early Years*. Second Edition. Oxford: Heinemann.

Other indicative reading:

Jones, P., Moss, D., Tomlinson, P. and Welch, S. (eds) (2008), *Childhood: Services and Provision for Children*. Essex: Pearson Education Limited.

Mukherji, P. and Dryden, L. (eds) (2014), *Foundations of Early Childhood: Principles and Practice*. London: Sage.

Nutbrown, C. (2011), *Key Concepts in Early Childhood Education and Care*. Second Edition. London: Sage Publications.

Pugh, G. and Duffy, B. (eds) (2014), *Contemporary Issues in the Early Years*. Sixth Edition. London: Sage.

Journals:

Early Years: Journal of International Research and Development
European Early Childhood Education Research Journal
Journal of Early Childhood Research

Web-sites:

Care Council for Wales
Day Care Trust
Department for Education
UNICEF
Welsh Government