MODULE SPECIFICATION FORM

Module Title: Relationships in Practice	Level: 5	Credit Value: 20

Module code: ECS507	Cost Centre: GAEC	JACS2 code: X310

Semester(s) in which to be offered: 2	With effect from: September 2013

Office use only: To be completed by AQSU:	Date approved: September 2013 Date revised: - Version no: 1

Existing/New: New	Title of module being replaced (if any):

Originating Academic area:	Childhood and Family Studies	Module Leader:	David Lane

Module duration (total hours)	200	Status: core/option/elective (identify programme where appropriate):	
Scheduled learning & teaching hours	30		Core
Work-based Learning	30		
Independent study	140		

Percentage taught by Subjects other than originating Subject (please name other Subjects):

Programme(s) in which to be offered:	Pre-requisites per programme (between levels): None
FdA Childhood Studies: Families and Young Children	

Module Aims

This module aims to enable practitioners to explore the nature and significance of relationships in childhood practice. This will include examining the representation of parent/practitioner partnerships, child/practitioner relationships and the significance of peer relationships.

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

1) Examine the nature of relationships as they apply to early childhood practice.

2) Evaluate the key features of parent/practitioner partnerships in relation to legislation, policy and practice.

3) Analyse the impact of the child/practitioner relationship on child development and the practitioner's role.

4) Explore the significance of peer relationships to early childhood practice.

Key Academic skills:

Demonstrate academic writing conventions, including use of supporting evidence and Harvard referencing

Transferable/Key Skills and other attributes:

- Effective Communication
- Time management
- Organisational skills
- Personal and professional reflection to enhance practice
- Independent learning
- Monitoring and evaluation
- Observation
- Critical thinking
- Analyse concepts, theories and issues of policy in relation to practice.

Assessment:

1) Critical analysis and reflection – Critically analyse and reflect on the significance of relationships to early childhood practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4,5	Essay	100%		4,000

Learning and Teaching Strategies:

This module is delivered through e-learning/blended learning

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and work-based tasks. Each module will consist of sessions whereby the students are introduced to appropriate content through reading, watching videos, screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, live chat sessions, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

Syllabus outline:

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

1) What is the nature of relationships
2) How are parent/practitioner relationships represented?
3) What are the key elements of child/practitioner relationships?
4) How do we recognise the significance of peer relationships?

In exploring these questions the module will consider:

- Key relationships – underpinning principles and values
- Effective key relationships and roles – Children, Parents, Practitioners and Colleagues
- The principle of Working in Partnership with Parents – benefits, opportunities and Challenges
- Facilitating children's development, learning and well-being – role of effective partnership working in meeting the needs of children
- Child-centred communication – relating and responding appropriately to children

- Children's rights and how they are represented in workplace policies and procedures
- Exploration of the importance of early childhood peer relationships, particularly in relation to a child's social and emotional development
- Children's interaction with each other and facilitating workplace environments
- Development of a child's identity and individuality in relation to their peers

Bibliography

Books marked with an * are currently available for students to access via Athens

Essential reading:

Rose, J. and Rogers, S. (2012), *The Role of the Adults in Early Years Settings*. Maidenhead: Open University Press

Hobart, C. and Frankel, J. (2009), *A practical guide to working with parents*. Second edition. Cheltenham: Nelson Thornes*

Buchan, T. (2013), *The Social Child*. London: Routledge

Other indicative reading:

Brooker, L. (2008) *Supporting Transitions in the Early Years*. Maidenhead: Open University Press

Department for Children, Schools and Families (2010), *Support for All, the families and relationships Green Paper.* London: The Stationary Office (TSO)

Digman, C. and Soan, S. (2008), *Working with Parents: a guide for educational professionals.* London:Sage

Elfer, P., Goldschmeid, E. and Selleck, D. (2011), *Key Persons in Early Years*. London: Routledge

Goldschmied, E. and Jackson, S. (2004) *People Under Three – Young Children in Day Care* London: Routledge

Kernan, M. and Singer, E. (2010), *Peer Relationships in Early Childhood, Education and Care.* London: Routledge

National Scientific Council on the Developing Child. (2004), *Young children develop in an environment of relationships.* Working Paper No. 1. Retrieved from http://www.developingchild.net

Miller, S. (2010), *Supporting Parents: Improving Outcomes for Children, Families and Communities*. Maidenhead: Open University Press

Trodd, L. (2012), *Transitions in the Early Years: working with children and families*. London: Sage*

Websites

www.childrenssociety.org

UNCRC - http://www.unicef.org

Journals

Childhood – A journal of Global Child Research
European Early Childhood Education Research Journal
Educational Research
Early Years - An International Research Journal
Education 3-13
International Journal of the Sociology of the Family
Journal of Early Childhood Research
Journal of Social Policy