

MODULE SPECIFICATION PROFORMA

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PRIFYSGOL GLYNDŴR WRECSAM
GLYNDŴR UNIVERSITY WREXHAM

MODULE SPECIFICATION FORM

Module Title: Observation and Assessment in Practice	Level: 4	Credit Value: 20
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Module code:EDC409 (if known)	Semester(s) in which to be offered: 1/2	With effect from: Sept, 2010
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Existing/New: New	Title of module being replaced (if any):	EDC 103 – Introduction to Learning Theories EDC 134 – Observing Child Development
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Originating Subject: Education and Childhood Studies	Module Leader: Karen Southern
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Module duration (contact hours/directed/directed/private study):	60 hrs (contact) 60 hrs (directed) 80 hrs (private)	Status: core/option/elective (identify programme where appropriate): Core
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Percentage taught by Subjects other than originating Subject (please name other Subjects):	N/A
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Programme(s) in which to be offered: BA (Hons) Education and Childhood Studies BA (Hons) Families and Childhood Studies	Pre-requisites per programme (between levels): None	Co-requisites per programme (within a level): None
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Module Aims:

To develop awareness and understanding of how children learn and develop, whilst evaluating the role of the practitioner, observation, assessment and planning processes. Placement opportunities will be used to link theory to practice. **All participants will have current enhanced CRB/ISA status.**

Expected Learning Outcomes

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

Knowledge and Understanding:

1. Acknowledge a range of theoretical perspectives and a range of factors in relation to children's learning and development;
2. Identify, discuss and justify observation techniques which could be used when working with children, young people and families;
3. Undertake and evaluate observations within the work/placement setting;
4. Evaluate the need for and effectiveness of reporting to other professionals, parents and carers;
5. Investigate the role of the practitioner/adult in the observation and assessment process;
6. Evaluate and reflect upon their own skills, drawing together strategies for future development.

Transferable/Key Skills and other attributes:

- Communication verbally and in writing;
- Observation skills;
- Time management and management of own learning;
- Self appraisal/reflection and evaluation;
- Working with others;
- Making links between theory and practice;
- ICT skills.

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***

1. Portfolio containing:

- *theory behind role/use/choice of observation;*
- *a minimum of 3 completed and evaluated observations – linked to theory;*
- *ethics and frameworks for sharing information with others;*
- *self-reflection and evaluation.*

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Word count or equivalent if appropriate
1	All	Portfolio	100%	c4,000

Learning and Teaching Strategies:

Delivery will be facilitated via lectures, seminars, group work, placement opportunities, group and individual tutorials, feedback and discussion. Students will be given 'hands on' practical tasks linked to observations of individuals, groups and the environment, to undertake and evaluate to enhance confidence, use of observation/assessment, links to learning and

developmental theory, adult/practitioner roles.

Syllabus outline:

- The ability to observe and record a range of situations, environments and behaviours is an essential skill for any practitioner working with children, young people and families. Routine observation and assessment is vital to detect and diagnose a range of issues. It is good practice to carry out observation and assessment in order to check that activities and strategies being used are having beneficial effects.
- The main factors of physical, social, cognitive, linguistic and emotional skills will be examined and their inter-relationship in the development of children and young people.
- Theories relating to child development will be discussed and common stages through which children progress will be identified.
- Discussion of the process of learning – behaviourist; cognitive; constructivist; humanistic.
- Key government documentation/policies (e.g. 'Play/Active Learning. Overview for 3 to 7 - year olds' (DCELLS, 2008); 'Observing Children' (DCELLS, 2008).
- Discussion of the process of learning – behaviourist; cognitive; constructivist; humanistic.
- Factors that influence learning and development (nature/nurture).
- Introduction to and discussion of a range of observation techniques – how/when/ where/ why these could be used.
- Opportunities for observing and recording via 'prepared' and 'real' situations and within settings and relating these findings to module content will be provided.
- The practitioner's role within the observation/assessment process will be explored, including issues of participation; objectivity; subjectivity; recording; ethics; confidentiality; data protection and communication of findings.

Bibliography

Essential reading:

Doherty, J. and Hughes, M. (2009), *Child Development: Theory and Practice 0 – 11*. Harlow: Pearson Longman.

Fabian, H. and Mould, C. (eds) (2009), *Development and Learning for Very Young Children*. London: Sage.

Hobart, C. and Frankel, J. (2004), *A Practical Guide to Child Observation and Assessment*. Third Edition. Cheltenham: Nelson Thornes.

Lindon, J. (2005), *Understanding Child Development- Linking Theory to Practice*. London: Hodder Arnold.

Lindon, J. (2007), *Understanding Children and Young People – Development from 5-15 years*. London: Hodder Arnold.

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

Riddall-Leech, S. (2005), *How to Observe Children*. Oxford: Heinemann.

Robinson, M. (2008), *Child Development 0 – 8: A Journey through the Early Years*. Maidenhead: McGraw Hill/Open University Press.

Sharman, C., Cross, W. and Vennis, D. (2007), *Observing Children and Young People*. Fourth Edition. London: Continuum.

Other indicative reading:

Boyd, D. and Bee, H. (2009), *Lifespan Development*. Boston: Pearson/Allyn and Bacon.

Department for Education and Skills (2005), *An Overview of Cross Government Guidance. Every Child Matters Change for Children*. London: Her Majesty's Government.

Department for Education and Skills (2007), *Practice Guidance for the Learning, Development and Care for Children from Birth to Five*. Annesley: DfES Publications.

Department for Children, Education, Lifelong Learning and Skills, (2008), *Framework for Children's Learning for 3 to 7-year-olds in Wales*. Cardiff: Welsh Assembly Government.

Department for Children, Education, Lifelong Learning and Skills (2008), *Observing Children*. Cardiff: Welsh Assembly Government.

Department for Children, Education, Lifelong Learning and Skills, (2008), *Learning and Teaching Pedagogy*. Cardiff: Welsh Assembly Government.

Department for Children, Education, Lifelong Learning and Skills (2008), *Play/Active Learning. Overview for 3 to 7 - year - olds*. Cardiff: Welsh Assembly Government.

Department for Children, Schools and Families (2009), *The National Strategies Early Years. Learning, Playing and Interacting. Good Practice in the Early Years Foundation Stage*. Annesley: DCSF Publications.

Robinson, M. (2008), *Child Development 0 – 8: A Journey through the Early Years*. Maidenhead: McGraw Hill/Open University Press.

Useful web-sites:

<http://wales.gov.uk/topics/educationandskills/curriculumassessment/arevisedcurriculumforwales/foundationphase/?lang=en>

<http://nationalstrategies.standards.dcsf.gov.uk/earlyyears>

<http://www.dcsf.gov.uk/everychildmatters/>