Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION PROFORMA

Module Title:	Behaviour and Individual Differences	**Level**:	4	**Credit Value**:	20

Module code:	EDC431	**Is this a new module?**	Yes	**Code of module being replaced**:	NA

Cost Centre(s):	GAEC	**JACS3 code**:	X310

With effect from:	September 2018

School:	Social & Life Sciences	**Module Leader:**	Kelly Smith

Scheduled learning and teaching hours	48 hrs
Guided independent study	128 hrs
Placement	24 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Childhood, Education and Welfare	✓	☐
	☐	☐
	☐	☐

Pre-requisites
None

Module Aims
This module aims to provide students with the knowledge and understanding of behaviour and individual differences. It will help students to develop their understanding of inclusive practice in regards to behaviour and individual differences, alongside, examining the influences, strategies and interventions that will support children's behaviour in practice.

Intended Learning Outcomes
Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Identify and recognise key understandings of behaviour and individual differences of children in society.	KS3	KS4
		KS5	KS6
		KS9	
2	Explore the environment influences on children's behaviour and individual differences.	KS3	KS4
		KS5	KS9
3	Evaluate children's voice and agency in relation to participation and provision.	KS1	KS4
		KS5	KS6
		KS10	
4	Examine the strategies and influences used to support children's behaviour and individual needs.	KS1	KS3
		KS4	KS8
		KS6	KS10
Transferable skills and other attributes			

- Effective Communication
- Time Management
- Organisational Skills
- Personal and professional reflection
- Application of theory to practice
- Independent learning
- Problem solving
- Effective writing skills
- Analyse concepts, theories and issues of policy in relation to practice
- Evaluation
- Critical thinking

Derogations

None

Assessment:

This module will be assessed through an online discussion, where students will prepare information, provide a summary and then hold a discussion.

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	Assessed Online Discussion	100%		3000

Learning and Teaching Strategies:

Students access the course through a virtual learning environment (Moodle). Each module follows the same structure to enable consistency and involves students in a process of learning new content, discussing content to deepen understanding and reviewing knowledge before moving to the next session. The students are introduced to content through a variety of means designed to enhance access for students with additional learning needs. This could include reading (with audio where possible), watching videos (with transcripts where possible), screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Resource finder.

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and a work-based portfolio. 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, 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.

This module may also be delivered using blended learning, whereby aspects of the course may be taught in the classroom (i.e. Saturday Study Day) in combination with online learning.

Syllabus outline:

The syllabus outline has been presented as a 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 as 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:

- How do we recognise and understand behaviour of children in society?
- How do we recognise and understand Individual differences of children in society?
- What are the environmental influences of behaviour and individual differences?
- Do we recognise the child's voice and agency in practice? How?
- How do we encourage participation from children with behaviour and individual differences?
- What provision is in place for behavioural and individual differences?
- What strategies are implemented to support behaviour and individual differences?
- What influences are there in regards to behaviour in practice?
- How are we encouraging inclusive practice within the setting in relation to behaviour and individual differences?

Bibliography:

Essential reading

Brown, Z. (2016), *Inclusive Education: Perspectives on Pedagogy, Policy and Practice (The Routledge Education Studies Series)*. Oxon: Routledge.

Gillies, V. (2016), *Pushed to the Edge: Inclusion and Behaviour Support in Schools*. Bristol: Policy Press.

Other indicative reading

Knowles, G. (2017), *Supporting Inclusive Practice*. Third Edition. Oxon: Routledge.

Lever, C. (2014), Understanding Challenging Behaviour in Inclusive Classrooms. Hoboken: Taylor and Francis.

Liasidou, A. (2015), *Inclusive Education and the Issue of Change: Theory, Policy and Pedagogy (Policy and Practice in the Classroom*). Hampshire: Palgrave Macmillan.

Lindon, J. (2012), *Understanding Children's Behaviour: 0-11 Years: Linking Theory and Practice (LTP)*. London: Hodder Education.

Rix, J. (2010), Equality, Participation and Inclusion. Second Edition. London: Routledge.

Relevant Websites
Gov.UK - Managing Challenging Behaviour
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/339074/Managing_Challenging_Behaviour_Final-U.pdf

Gov.UK – Behaviour and Discipline in Schools
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/339074/Managing_Challenging_Behaviour_Final-U.pdf

Gov.Wales – Inclusion and Pupil Support
http://gov.wales/docs/dcells/publications/160318-inclusion-and-pupil-support-en.pdf

Gov.Wales – Practical Approaches to Behaviour Management in the Classroom
http://learning.gov.wales/docs/learningwales/publications/140822-behaviour-management-handbook-for-primary-schools-en.pdf

Journals:
Childhood
Childhoods Today
Children and Society
Education 3-13
International Journal of Education Childhood Education Research
International Journal of Play