MODULE SPECIFICATION PROFORMA

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PRIFYSGOL GLYNDŴR WRECSAM
GLYNDŴR UNIVERSITY WREXHAM

MODULE SPECIFICATION FORM

Module Title: Skills for the Workplace	Level: 5	Credit Value: 20

Module code:EDC508	Semester(s) in which to be offered:	1/2	With effect from:	Sept, 2010

Existing/New: New	Title of module being replaced (if any):	EDC 203 – Theory into Practice (Placement)

Originating Subject: Education and Childhood Studies	Module Leader:	Karen Southern

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

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

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

Module Aims:

To raise students' awareness and understanding of skills required within/for/by the workplace, whilst offering 'experience' opportunities to observe and practise these within related settings. **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. Identify and analyse skills needed to work within children, young people and families;
2. Examine and practise specific communication strategies and interpersonal skills;
3. Engage in 'professional' dialogue to identify, measure and reflect upon own skills for the workplace;
4. Critically analyse intrinsic and extrinsic motivation within the workplace;
5. Investigate and critically discuss how teams/groups work within settings and how this 'functioning' impacts upon provision;
6. Appraise the development and use of curriculum vitae and engage with career planning.

Transferable/Key Skills and other attributes:
- Communication
- Team work/work with others
- Confidentiality
- Select, organise and evaluate data
- Career planning

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

1. *'Professional Portfolio and Dialogue' – Compiling PDP and action plan; self reflections; issues of motivation; observations from placement linked to theory; completed CV*

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Word count or equivalent if appropriate
1	All	Portfolio and Professional Dialogue	100%	3,000 words and 10 minute discussion

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Learning and Teaching Strategies:

Delivery will be facilitated via lectures, seminars, placement practice, group work, group and individual tutorials, feedback and discussion. Students will be given 'hands on' practical tasks to undertake to further enhance confidence, self-reflection, communication/presentation skills and career planning. Links will also be made with the level 5 career event/conference.

Syllabus outline:

- Reflective practice and self-evaluation
- Communication and interpersonal skills

- Skills to work with people

- Group functioning and team work – roles and responsibilities e.g. Handy and Tuckman

- Motivation theories – including Herzberg

- Jobs and applying for work/further studies – e.g. advertisements; person specifications; personal statements; compiling CVs

- Being a practitioner/professional – what does this mean?

- Interview skills

- Introduction to management and leadership

- Change and conflict

Bibliography

Essential reading:

Bolton, G. (2010), *Reflective Practice: Writing and Professional Development.* Third Edition. London: SAGE.

Bush, T., Bell, L. and Middlewood, D. (eds) (2010), *The Principles of Educational Leadership and Management.* Second Edition. London: Sage Publications.

Miller, L. and Cable, C. (eds) (2008), *Professionalism in the Early Years.* London: Hodder Education.

Miller, L. and Cable, C. (eds) (2010), *Professionalization, Leadership and Management in the Early Years.* London: Sage Publications.

Prever, M. (2010), *Counselling and Supporting Children and Young People: A Person-Centred Approach.* London: Sage Publications Ltd.

Other indicative reading:

Baldock, P. Fitzgerald, D. and Kay, J. (2005), *Understanding Early Years Policy.* London: Paul Chapman Publishing.

Geldard, K. and Geldard, D. (2010), *Counselling Adolescents: The Proactive Approach for Young People.* London: Sage Publications Ltd.

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

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

Reed, M. and Canning, N. (eds) (2009), *Reflective Practice in the Early Years.* London: Sage Publications.

Whalley, M.E. (2008), *Leading Practice in Early Years Settings*. Exeter: Learning Matters.