

# EQ303-15 Work-Based Study (Non-Placement)

**20/21**

**Department**

Education Studies

**Level**

Undergraduate Level 3

**Module leader**

Juliet Raynsford

**Credit value**

15

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

Alternative offer for Work Based Placement

This module is to be offered to a student facing insurmountable obstacles to completing the standard Work-Based Placement module on the BA Education Studies.

[Module web page](#)

### Module aims

1. To explore the role of adults in services for children, young people and their families
2. To develop an awareness of the relationships between teaching and learning.
3. To investigate contemporary debates about services for children and their families
4. To develop a critical understanding of the role of reflective practice.
5. Relate research findings from published sources to policy and practice concerning children and families.

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

This module will provide students with the opportunity to develop their personal and professional skills relating to future career goals.

It will begin by exploring various characteristics of organisations providing services to children and their families. This will include investigating the structure of these organisations, policies and modes of work, professional roles and conduct. In addition, the role of reflection from both theoretical and practical angles will be examined.

The module will conclude with a focus on careers oriented tasks, including CV creation, mock interviews and job application guidance.

An extended literature review will be conducted by the student, looking in depth into an area (or contrasting areas) of setting practice.

## Learning outcomes

By the end of the module, students should be able to:

- develop an understanding of the role of adults in services for children, young people and their families.
- Demonstrate a critical understanding of role of reflective practice.
- Develop and demonstrate an awareness of relationships between teaching and learning.
- Critically assess contemporary debates about services for children and their families.
- Relate experiences and research findings to policy and practice concerning children and families in relation to placement.
- Develop skills relating to future career paths and employability.

## Indicative reading list

- Schon, D., 1995, *The Reflective Practitioner*. Aldershot, Arena
- Paige-Smaith, A. and Craft, A. (eds) 2011, *Developing reflective practice in the early years*. Buckingham, Open University Press.
- Reed, M. and Canning, N. (eds), 2010, *Reflective practice in the early years*. London, Sage.
- Smith, K., Clegg, S., Lawrence, E. and Todd, M.J., *The challenges of reflection: Students learning from work placements*. *Innovations in Education and Teaching International*. 44:2 (2007) pp 131-141

[View reading list on Talis Aspire](#)

## Subject specific skills

the underlying values, theories and concepts relevant to education

- the diversity of learners and the complexities of the education process
- the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process
- the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process
- constructively critique theories, practice and research in the area of education.
- reflect upon a range of psychological, sociological, health, historical and philosophical perspectives and consider how these underpin different understandings of babies and young children and childhood
- apply multiple perspectives to early childhood issues, recognising that early childhood studies involves a range of research methods, theories, evidence and applications
- integrate ideas and findings across the multiple perspectives in early childhood studies and recognise distinctive early childhood studies approaches to relevant issues
- evaluate competing positions in relation to the construction of babies and young children and childhood by different subjects, societal agents and time, place and culture
- constructively critique theories, practice and research in the area of child development
- demonstrate knowledge and awareness of the skills needed for different pedagogical approaches, including:

o the necessary depth and strength of relationships with individual children and children in groups, and the facilitation of the building of relationships with and between children

o the formation and promotion of mutually respectful relationships with families, colleagues, other professionals and communities

- critically explore, examine and evaluate the significance of the cultural, historical and contemporary features of various policies, institutions and agencies in regard to babies, young children and childhood
- plan for, and where appropriate implement, play and the curriculum, assessment, evaluation and improvement of creative learning opportunities, taking account of young children's health and emotional well-being
- lead, support and work collaboratively with others and demonstrate an understanding of working effectively in teams
- produce critical arguments for improvements to multi-agency and multi-professional practices for babies and young children
- use skills of observation and analysis in relation to aspects of the lives of babies and young children
- demonstrate a critical understanding of the interrelationships between political, economic, cultural and ideological contexts in the lives of children and their families and communities
- recognise and challenge inequalities in society, and embrace an anti-bias approach

## **Transferable skills**

- Active listening
- Analysis and decision making
- Attitudes and aptitudes for work

- ◦ Character/personality
- Cognitive flexibility
- Common sense
- Communication skills
- Complex problem solving
- Confidence
- Coordinating with others
- Creativity
- Critical thinking
- Emotional intelligence
- Initiative and also follow instructions
- Intellectual ability
- International cultural awareness
- Interpersonal and communication
- Judgement and decision making
- Knowledge of chosen job/career
- Literacy
- Management of learning
- Managing others/People Management
- Motivation, tenacity, commitment
- Negotiation
- Passion
- Personal development skills
- Persuading/influencing
- Planning and organisational skills
- Positive attitudes to work
- Problem solving
- Reasoning
- Self-management/resilience
- Stakeholder and organisational awareness
- Team working
- Using IT effectively

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## Study

### Study time

Type	Required
Lectures	7 sessions of 1 hour (5%)
Seminars	7 sessions of 1 hour (5%)
Tutorials	6 sessions of 1 hour (4%)
Private study	130 hours (87%)
Total	150 hours

## Private study description

Independent study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions, undertaking research using the library resources, follow-up reading work, working on individual and group projects, the completion of formative and summative assignments, revision

## Costs

No further costs have been identified for this module.

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## Assessment

You must pass all assessment components to pass the module.

### Assessment group A1

	Weighting	Study time
Essay	100%	

### Feedback on assessment

1.\tOral feedback in tutorials\r\n2.\tWritten feedback on assignment

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## Availability

## Courses

This module is Core optional for:

- Year 2 of UEQA-X35B Undergraduate Education Studies
- Year 2 of UEQA-X35C Undergraduate Education Studies (Intercalated Year)
- UIPA-XL38 Undergraduate Education Studies and Global Sustainable Development
  - Year 2 of XL38 Education Studies and Global Sustainable Development
  - Year 2 of XL38 Education Studies and Global Sustainable Development