

# EQ213-15 Professional Identity and Skills

**23/24**

**Department**

Education Studies

**Level**

Undergraduate Level 2

**Module leader**

Juliet Raynsford

**Credit value**

15

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

---

## Description

### Introductory description

This module does not require you to undertake a work-based placement. However, it will still give you the opportunity to consider your professional skills and career aspirations. In taught sessions you will explore the professional characteristics of organisations who work with children, young people and their families in an educational capacity. This will include investigating the staffing and leadership structures of example organisations, their policies, their modes of work, professional roles and conduct. In addition, the role of reflective practice in professional development will be examined from both theoretical and practical angles. The module will focus on careers oriented tasks, including CV creation, mock interviews and job application guidance.

[Module web page](#)

### Module aims

1. To investigate the practicalities of working with adults, young people and children in professional settings.
2. To explore the role of professionals in services and organisations whose focus is working with children, young people or adults

3. To relate the workplace experience to personal and professional development
4. To investigate the role of reflection in the improvement and development of places of work, leadership structures and in the recognition and promotion of best practice
5. To connect personal roles to wider debates relating to childhood, education and society
6. To develop professional skills relating to future career paths and employability skills.

## **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.

In taught sessions you will explore the professional characteristics of organisations who work with children, young people and their families in an educational capacity. This will include investigating the staffing and leadership structures of example organisations, their policies, their modes of work, professional roles and conduct. In addition, the role of reflective practice in professional development will be examined from both theoretical and practical angles. The module will focus on careers oriented tasks, including CV creation, mock interviews and job application guidance.

## **Learning outcomes**

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

- Consider the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making
- Develop existing skills and acquire new knowledge and competences that will enable students to take significant responsibility within organisations
- Through engaging in reflective practice, demonstrate an understanding of the limits of their own knowledge and how this influences their analyses and interpretations
- Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences (e.g. to peers; to colleagues; to prospective employers)
- Critically evaluate the appropriateness of different approaches to solving problems in institutions that work with children, young people and families

## **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.
- 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 with parents, carers and other professionals
- 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
- reflect upon the ethics of studying babies and young children and their families and communities
- - 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

## Study

### Study time

Type	Required
Lectures	10 sessions of 1 hour (7%)
Seminars	10 sessions of 2 hours (13%)
Total	150 hours

<b>Type</b>	<b>Required</b>
Private study	85 hours (57%)
Assessment	35 hours (23%)
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.

---

### **Assessment**

You do not need to pass all assessment components to pass the module.

#### **Assessment group A1**

	<b>Weighting</b>	<b>Study time</b>
Essay-based assignment	75%	25 hours
In this essay-based assignment, students will be permitted to engage in personal reflection based upon their own experiences and ideas, alongside a critical engagement with appropriate academic and policy literature.		
Individual Presentation	25%	10 hours
In this presentation, students will make reference to the work experience they have encountered. They are encouraged to make reference to the big and small steps they need to take to progress with their career planning and the development of their employability skills.		

### **Feedback on assessment**

Cohort-level exam feedback; individual feedback on presentation style and content.

---

### **Availability**

#### **Anti-requisite modules**

If you take this module, you cannot also take:

- EQ205-15 Professional Identity and Skills: Work-Based Placement

## **Courses**

This module is Core optional for:

- Year 2 of UEQA-X35B Undergraduate Education Studies

This module is Core option list B for:

- Year 2 of UEQA-X35B Undergraduate Education Studies