

Module code: MOD010736	Version: 1 Date Amended: 24/Jan/2025
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1. Module Title
Communication Matters

2a. Module Leader
Ceri Morgan

2b. School
School of Education

2c. Faculty
Faculty of Arts, Humanities, Education and Social Sciences

3a. Level
5

3b. Module Type
Standard (fine graded)

4a. Credits
30

4b. Study Hours
300

5. Restrictions			
Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:			

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

In this module, you will explore the importance of communication in Early Childhood settings, looking at ways to promote meaningful interactions and connections with babies, toddlers and young children as well as with adults.

From the perspective of the child, you will gain an in-depth understanding of the many ways children communicate with their peers and with the adults around them, whether through their spoken language or languages, or through gesture and other non-verbal means of expression. You will explore how children's speech, language and communication development underpin other areas of learning in early childhood, as well as how these are intrinsically linked to children's social and emotional wellbeing. You will learn about approaches to supporting children from diverse backgrounds, including nurturing the development of their multicultural and multilingual identities.

From the perspective of the adult, you will consider the role of the Early Years professional in supporting children's language development, taking a multifaceted, holistic view of children's communication. You will also evaluate and reflect on strategies for suitable and effective communication with colleagues and wider professionals in the workplace, and for building effective partnerships with families. You will explore a range of transferable communication skills, including active listening and advocacy, as routes to understanding different perspectives and ensuring the wellbeing of all children and adults in our settings, including ourselves.

Content from this module aligns with the Sustainable Development Goals (SDGs), including SDG 4 – Quality Education; SDG 10 – Reduced Inequalities; and SDG 16 – Peace, Justice, and Strong Institutions.

6b. Outline Content

Key themes covered in this module include:

- Children's language development
- Verbal, non-verbal and multimodal communication
- Identifying and supporting speech, language and communication needs
- Multilingualism
- English as an Additional Language
- Child voice
- Active listening
- Effective partnerships with parents and families
- Communicating with colleagues and wider professionals
- The importance of parents and/or caregivers and the home learning environment in infants and young children's development and learning.

6c. Key Texts/Literature

The reading list to support this module is available at: <https://readinglists.aru.ac.uk/>

6d. Specialist Learning Resources
N/A

7. Learning Outcomes (threshold standards)		
No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Demonstrate a detailed understanding of the ways children (0-8) communicate with peers and adults
2	Knowledge and Understanding	Critically reflect on research and policies around communication within Early Years
3	Intellectual, practical, affective and transferrable skills	Engage critically with practical approaches to supporting children's communication
4	Intellectual, practical, affective and transferrable skills	Design strategies which are sensitive and responsive to the dynamics of professional communication in Early Years settings

8a. Module Occurrence to which this MDF Refers				
Year	Occurrence	Period	Location	Mode of Delivery
2026/7	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	12	1-4	Lectures 1 hour per week or equivalent.
Other teacher managed learning	24	1-4	Seminars, tutorial support, mixed media and activities/tasks via online learning community.
Student managed learning	264	1-4	Students are expected to identify study, reading and learning time over the 12-week trimester and up to the submission deadline.
TOTAL:	300		

9. Assessment for the above Module Occurrence

The assessment for some modules includes a presentation (see below for details on how this particular module is assessed). We recognise that presenting, especially to a large group, can cause significant anxiety or distress for some students. If this may affect you, please contact your Module Leader or the Disability and Neurodiversity Service as early as possible. We will work with you to consider appropriate reasonable adjustments. Depending on your individual needs, these might include, for example, presenting to a smaller group or presenting only to a member of academic staff.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-4	100 (%)	Fine Grade	30 (%)

4000 words Patchwork Text

In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*).

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above
- (b) pass any pass/fail elements

[* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]