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CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Critical Perspectives on the Early Years Foundation Stage					
Module Code	UTTGKV-30-M	Level	M	Version	1.1	
Owning Faculty	ACE	Field	Education Studies			
Contributes towards	PG Cert Early Years PG Dip Early Years MA Early Years					
UWE Credit Rating	30	ECTS Credit Rating		Module Type	Standard	
Pre-requisites			Co- requisites			
Excluded Combinations			Module Entry requirements			
Valid From	September 2014		Valid to	July 2020		

CAP Approval Date	20 May 2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will : • demonstrate extensive knowledge and critical understanding of the value of play as a process of learning, through exploration of a wide range of literature and current research (Component A); • have a critical understanding of the impact of theoretical concepts relating to language development and mathematical development on Early Years practice with particular reference to the Early Years Foundation Stage and its links to Key Stage 1 and Key Stage 2 in schools (Component A) • have a critical understanding of language and number acquisition as innate processes; (Component A) • demonstrate a critical understanding of the nature and significance of play in relation to children's social, educational and emotional needs and overall development (Component A); • demonstrate a clear and concise rationale for enhancing the environment and the quality of children's social interaction through children's experience of the EYFS (Component A); • collaborate and communicate effectively within a group, giving and receiving information and ideas, and developing appropriate professional relationships

	(Component A);
	• evaluate own strengths and weaknesses, being ready to challenge received opinion and develop own criteria and judgement (A);
Syllabus Outline	• Through placements, lectures and seminars students will explore and discuss different perceptions of the EYFS and the relationship of play to children's cognitive and social development in the early years, with specific reference to the development of language. Historic and alternative perspectives in different social, cultural and educational contexts will be explicated and analysed critically, whilst participants reflect upon the relationships and inter-relationships between concepts of "work" and "play". Students will look in detail at the 3 prime areas of the EYFS and also early mathematics.
Contact Hours	50 hours of scheduled learning which will include seminars and individual and small group tutorials
Teaching and Learning Methods	**Scheduled learning** includes lectures, seminars, tutorials, practical classes and workshops. **Independent learning** includes hours engaged with essential reading and preparation for seminars; assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly from the planned programme according to the needs of the group.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data

Number of credits for this module				30	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	50	250	0	300	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:				
Written exam assessment percentage			0%	
Coursework assessment percentage			100%	
Practical exam assessment percentage			0%	
			100%	

| Reading Strategy | It is essential that students read one of the many texts on the Early Years Foundation Stage, available through the Library or on-line. Key chapters from several will be available electronically via the Library's Digital Collections.

Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. It will be expected that assignment bibliographies and reference lists will reflect the range of reading carried out.

The development of literature searching skills is supported by the Library with additional support is available through UWEonline. This includes interactive tutorials on search skills and on the use of specific electronic library resources. |
|---|---|
| Indicative Reading List | *The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.*

Alexander, R. ed. (2009) Children their World, their Education; Final Report and Recommendations of the Primary Education Review. London: Routledge.

Blatchford, R. (2014) *The Restless School*. Woodbridge: John Catt Educational

Broadhead, P. (2004) *Early Years Play and Learning,* London: Routledge Falmer

Brodie, K. (2013) *Observation, Assessment and Planning in the EYs: Bringing it all Together*. Maidenhead: OU press

Bruce, T. (2011) 2nd Ed. *Developing Learning in Early Childhood,* London: Hodder & Stoughton

Fabian, H. and Mould, C. (2009) *Development and Learning for Very Young Children*. London: SAGE

Great Britain, Department for Education (2014). Statutory Framework for the Early Years Foundation Stage. [Online] Available at https://www.education.gov.uk/publications

Moyles, J., Payler, J. & Georgeson, J. (2014) *Early Years Foundations. Critical Issues.* 2nd ed. Maidenhead: Open University Press

Munro, E. (2011*) The Munro Review of Child Protection: Final Report - A Child-Centred System*. [Online] Available at http://www.education.gov.uk/munroreview |

Nutbrown, C. (2012) *Review of Early Education and Childcare Qualifications: Interim Report.*[Online] Available at http://www.education.gov.uk/publications

Nutbrown, C. (2012) Foundations for Quality, London: DfE

Tickell, C, (2011) The Early Years Foundation Stage, Nottingham,:DfE Publications

Part 3: Assessment

Assessment Strategy	
	Criteria for Assessment: **ALM** Conceptual Domain (Core) The assignment demonstrates that the student can organise and use coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories showing an ability to transform ideas in the process of developing an argument. **BLM** Literature Domain The assignment demonstrates that the student can reference an extensive range of relevant literature and utilise it in the development of analysis and discussion of ideas, including critical engagement with that literature. **CLM** Contextual Domain The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political, etc.) influencing the area of study and is able to critically engage with the contextual significance. **GLM Action Domain** The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, critically evaluating professional development needs and/or outcomes.

Identify final assessment component and element	**Element A**	
	A:	**B:**
% weighting between components A and B (Standard modules only)	**25%**	**75%**

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Presentation – 10 minutes per person on the theme of either early language or early mathematics. Assessment Criteria, ALM, BLM, GLM	100%

Component B **Description of each element**	**Element weighting** **(as % of component)**
Written Assignment of 4,500 words on the theme of either early language or early mathematics. This must be a different choice to	100%

the one taken in Component A.

Assessment Criteria: ALM, BLM, CLM, GLM

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Presentation – 10 minutes per person on the theme of either early language or early mathematics. Assessment Criteria: ALM, BLM, GLM	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
Written Assignment of 4,500 words on the theme of either early language or early mathematics. This must be a different choice to the one taken in Component A. Assessment Criteria: ALM, BLM, CLM, GLM	100%
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	