



## **Module Specification**

### **Critical Perspectives on the Early Years Foundation Stage**

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## Part 1: Information

**Module title:** Critical Perspectives on the Early Years Foundation Stage

**Module code:** UTTGKV-30-M

**Level:** Level 7

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Arts Creative Industries & Education

**Department:** ACE Dept of Education and Childhood

**Partner institutions:** None

**Delivery locations:** Not in use for Modules

**Field:** Primary, Early Childhood and Education Studies

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** See Learning Outcomes.

**Outline syllabus:** 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 interrelationships between concepts of "work" and "play". Students will look in detail at the 3 prime areas of the EYFS and also early mathematics.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Scheduled learning includes lectures, seminars, tutorials, practical classes and workshops. Scheduled sessions may vary slightly from the planned programme according to the needs of the group.

Independent learning includes hours engaged with essential reading and preparation for seminars; assignment preparation and completion etc.

Contact Hours 50 hours of scheduled learning which will include seminars and individual and small group tutorials.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** 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

**MO2** 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

**MO3** Have a critical understanding of language and number acquisition as innate processes

**MO4** Demonstrate a critical understanding of the nature and significance of play in relation to children's social, educational and emotional needs and overall development

**MO5** 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

**MO6** Collaborate and communicate effectively within a group, giving and receiving information and ideas, and developing appropriate professional relationships

**MO7** Evaluate own strengths and weaknesses, being ready to challenge received opinion and develop own criteria and judgement

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 250 hours

Face-to-face learning = 50 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttgkv-30-m.html) via the following link <https://uwe.rl.talis.com/modules/uttgkv-30-m.html>

## **Part 4: 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.

**Assessment components:****Presentation (First Sit)**

Description: Presentation – 10 minutes per person on the theme of either early language or early mathematics.

Assessment Criteria, ALM, BLM, GLM

Weighting: 25 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

**Written Assignment (First Sit)**

Description: 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

Weighting: 75 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

**Presentation (Resit)**

Description: Presentation – 10 minutes per person on the theme of either early language or early mathematics.

Assessment Criteria: ALM, BLM, GLM

Weighting: 25 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

**Written Assignment (Resit)**

Description: 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

Weighting: 75 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

**Part 5: Contributes towards**

This module contributes towards the following programmes of study: