MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Comparative Early Childhood Policy and Provision					
Module Code	UTTGQ7-30-2		Level	2	Version	1
Owning Faculty	ACE		Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA Hons Early Childhood BA Hons Early Childhood Studies					
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
Valid From	September 2012		Valid to	September 2018		

CAP Approval Date	
	2nd May 2012

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Discuss how policy for Early Childhood Education and Care (ECEC) arises from socio- political debates: locally, nationally, internationally (Component A,B); 2. Identify and compare discourses of childhood underpinning diverse early childhood provision (Component B); 3. Compare and contrast contemporary early childhood curricula (Component B); 4. Explore conceptions of quality in relation to contrasting examples of early childhood curricula (Component A,B); 5. Analyse and represent empirical work related to Early Childhood Education and Care (ECEC) (Component A); 6. Use a range of sources of information critically (Component A,B) 7. Communicate ideas and research findings effectively and fluently by written, oral and visual means (Component A,B). In addition the educational experience may explore, develop, and practise but not

	<u>formally discretely assess</u> the following: 8. undertake self-directed study and project management in order to meet desired objectives.

Syllabus Outline	
	• Discourses of childhood e.g. protection, poverty, participation
	
	• Constructions of childhood: from objects to rights bearing persons
	
	• International/National/local infrastructures for policy development/implementation
	
	• Policy processes: influences, debates, narratives
	
	• Policy actors: government, local authorities, third sector, practitioners
	
	• Identification of interviewee(s), interview techniques
	
	• Review OECD Starting Strong reports; I (2001), II (2006) and Starting Strong III, (2011) A Quality Toolbox for Early Childhood Education and Care
	
	• Recent and current national early years curricula and inspection frameworks
	
	• Comparative international Early Childhood curricula including;
	    o Te Whariki
	    o Reggio Emilia
	    o HighScope/Tools of the Mind,
	
	• International, national, local tools for assessing quality in early childhood education and care

Contact Hours/Scheduled Hours	Contact time for this module will take the form of lectures, seminars, tutorials, presentations, directed study, online engagement and e-mail contact. The following structure represents a typical delivery; the precise delivery pattern will vary from year to year. **Whole cohort events**: 22 hours **Smaller group events** (seminars, tutorials, workshops, presentations):39 hours **Guided study** (group and individual tasks, including online engagement): 11 hours
Teaching and Learning Methods	**Scheduled learning:** This includes lectures, seminars, tutorials, workshops, presentations, directed study, online engagement and e-mail contact. **Independent learning:** There is an expectation that students engage in approximately 2 hours of independent learning for each hour of contact time on a module. This work includes hours engaged with essential reading, additional reading around areas of particular interest, assignment preparation and completion and review of feedback.
Reading Strategy*	**Essential reading:** Students are encouraged to buy at least one text for this module or to ensure that they have access to the core text in collaboration with one or more course colleagues. The key texts will be listed in the module handbook and a copy of each is provided in the Library. Where texts are available as e-books, these will be available on the library website. **Further reading:** All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal

| | titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

Access and skills: Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend the GDP sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.

Indicative reading list: The list included as part of the module specification provides an indication of the type and level of texts which students might be expected to refer to as part of the work on this module. Current advice on additional reading will be found in the module handbook and on Blackboard. |
|---|---|
| **Indicative Reading List** | Baldock, P., Fitzgerald, D., Kay,P (2009) *Understanding Early Years Policy* . London:Sage

Bodrova, E. & Leong, D.J. (2006) *Tools of the Mind: the Vygotskian approach to Early Childhood Education.* Allyn and Bacon

Dahlberg, G., Moss, P. & Pence, A. (2007) *Beyond Quality in Early Childhood Education and Care: Languages of Evaluation (2nd Edition)* Abingdon: Routledge

Eisenstadt, N (2011) *Providing a Sure Start: How Government Discovered Early Childhood.* Bristol: Policy Press

Kinney, L. & Wharton, P. (2008) *An Encounter with Reggio Emilia: Children's Early Learning made Visible* Abingdon: Routledge

Lee, W., Mitchell, L., Soutar, B. & Carr, M. (2012) *Understanding the Te Whariki Approach: Early Years Education in Practice Abingdon:* Routledge

Melhuish, E. & Petrogiannis, K. (eds) (2006) *Early Childhood Care & Education: International Perspectives* Abingdon: Routledge

OECD (2001), Starting Strong (I)
OECD (2006), Starting Strong (II)
OECD (2011), Starting Strong (III)

Papatheodorou, T. (2012) *Debates on Early Childhood Policies and Practices: Global snapshots of pedagogical thinking and encounters* Abingdon: Routledge |

Part 3: Assessment	
Assessment Strategy	The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University

of West of England and relevant professional bodies.

There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development.

Further details of the University requirements for Assessment and Assessment Feedback can be found in F6 of Academic Regulations 2011-2012.

Identify final assessment component and element	Component B	
	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)

Component A
      Presentation of data gathered from interview relating to policy implementation.
      Usually in pairs, up to 6 minutes presentation time per student and an additional 2 minutes per student for questions.
 	
 For a group/paired presentation students will normally be given a group mark
 	
 Students can refer to notes but should not read from a prewritten script
 	
 Criteria for assessment: AL2, CL2
 	
      AL2   The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.
 	
      CL2   The assignment demonstrates that the student can differentiate contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.
	100%

Component B **Description of each element**	**Element weighting** (as % of component)

Component B
      3750 word essay contrasting at least two contemporary curricula for young children where one is EYFS (2012). Essay to address the evaluation of quality in contrasting contexts.
 	
 Criteria for assessment: AL2, BL2, CL2
      AL2   The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.
 	
      BL2   The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.
 	
      CL2   The assignment demonstrates that the student can differentiate contextual factors (e.g. personal, locational, historical, political etc)
	100%

influencing the area of study.	

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**

Component A
    Individual presentation of data gathered from interview relating to policy implementation.
    Up to 6 minutes presentation time and an additional 2 minutes for questions.
 	
For a group/paired presentation students will normally be given a group mark
 	
Students can refer to notes but should not read from a prewritten script
 	
Criteria for assessment: AL2, CL2
	100%

Component B FINAL **Description of each element**	**Element weighting** **(as % of component)**
Component B 3750 word essay contrasting at least two contemporary curricula for young children where one is EYFS (2012). Essay to address the evaluation of quality in contrasting contexts. Criteria for assessment: AL2, BL2, CL2	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.