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STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Comparative Early Childhood Policy and Provision					
Module Code	UTTGQ7-30-2		Level	2	Version	2
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No	
Owning Faculty	Arts, Creative Industries and Education		Field	Primary, Early Childhood and Education Studies		
Department	Education and Childhood		Module Type	Standard		
Contributes towards	BA Hons Early Childhood (UK and Villa College route)					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
First CAP Approval Date	2nd May 2012		Valid from	September 2012		
Revision CAP Approval Date	July 2016 May 2017		Revised with effect from	September 2016		

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 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 (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 formally discretely assess 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. • 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 Contact hours and patterns of delivery for Villa route may vary.
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.
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	72	228	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	75%	
Practical exam assessment percentage	25%	
	100%	

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 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 module learning outcomes will be assessed through a group presentation and a written assignment. The assessment tasks will be assessed against the following Department of Education and Childhood assessment criteria: **A: Conceptual Domain (Core)** AL2 The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study. **B: Literature Domain** BL2 The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task. **C: Contextual Domain** CL2 The assignment demonstrates that the student can differentiate contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.

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.
 	
Students can refer to notes but should not read from a prewritten script
 	
Criteria for assessment: AL2, CL2,BL2
	100%

Component B **Description of each element**	**Element weighting** **(as % of component)**
Component B Essay (3750 words)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%

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.
 	
Students can refer to notes but should not read from a prewritten script
 	
Criteria for assessment: AL2, CL2, BL2
	100%

Component B FINAL **Description of each element**	**Element weighting** **(as % of component)**
Component B Essay (3750 words) 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 a **RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.