






### MODULE SPECIFICATION

Part 1: Information			
<b>Module Title</b>	Reflective Practice		
<b>Module Code</b>	UTTGD-30-2	<b>Level</b>	2
<b>For implementation from</b>	September 2019		
<b>UWE Credit Rating</b>	30	<b>ECTS Credit Rating</b>	15
<b>Faculty</b>	Arts, Creative Industries and Education	<b>Field</b>	Primary Early Childhood and Education Studies
<b>Department</b>	Education and Childhood		
<b>Contributes towards</b>	BA (Hons) Early Childhood		
<b>Module type:</b>	Standard		
<b>Pre-requisites</b>	None		
<b>Excluded Combinations</b>	None		
<b>Co- requisites</b>	None		
<b>Module Entry requirements</b>	None		

Part 2: Description		
<p>The module will support students developing ability to observe, identify and reflect on specific areas of interest from practice with reference to Early Childhood. Students can explore spaces of childhood and use these different experiences to recognise themes arising from their earlier studies. They will use further reading to develop their understanding of these.</p> <p>Individual tutors will allow for bespoke support.</p>		
Part 3: Assessment		
<p>Students will be able to explore a range of Early Childhood focused environments, according to their pathway choices, through practice. They will identify an area of interest such as 'Enabling Environments' or 'Social Justice in Early Years' and carry out a literature review based on their area of interest.</p> <p>They will share their understanding of their chosen subject in a presentation that will demonstrate explicit links between theory and practice.</p>		
Identify final timetabled piece of assessment (component and element)	B	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	75%	25%

First Sit																															
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)																														
1. Literature review	100%																														
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)																														
1.Presentation	100%																														
<b>Resit (further attendance at taught classes is not required)</b>																															
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1.Presentation	100%																														
<b>Part 4: Learning Outcomes &amp; KIS Data</b>																															
<b>Learning Outcomes</b>	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Reflect on their own role within early childhood spaces. B</li> <li>2. Recognise and investigate implications of contrasting Early Years policy and practice that can be discerned within current national, regional and local discourses. A</li> <li>3. Take responsibility for own learning through critical analysis and reflection. A&amp;B</li> <li>4. Identify and problematise complex issues regarding Early Years experiences and evaluate these through reference to relevant knowledge and understanding. A&amp;B</li> </ol>																														
<b>Key Information Sets Information (KIS)</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center; border: 2px solid black;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">20</td> <td style="text-align: center;">175</td> <td style="text-align: center;">105</td> <td style="text-align: center;">300</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;"></td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	20	175	105	300					
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<b>Contact Hours</b>	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>																														

<b>Total Assessment</b>	Total assessment of the module:			
	Written exam assessment percentage			0%
	Coursework assessment percentage			75%
	Practical exam assessment percentage			25%
				100%
<b>Reading List</b>	<p>The Reading List will include:</p> <p>Young, M. F. D. (2008) Bringing knowledge back in : from social constructivism to social realism in the sociology of education London: Routledge/ Falmer Press</p> <p>Clark A. &amp; Moss P.(2005), <i>Spaces to Play: More listening to young children using the Mosaic approach</i>: National Children’s Bureau Publications</p> <p>Pollard,A. Reflective Teaching: evidence-informed professional Practice. London, Continuum.</p> <p>Students will be asked to help construct the reading list to reflect their interests as part of teaching and learning activities.</p> <p>Specialised recommendations such as the following will be started in the list – but then developed.</p> <p>Crozier G., Reay D. &amp; Vincent C (2005) Activating Participation: Parent and Teachers working towards Partnership Stoke on Trent: Trentham Books</p>			

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<b>First Approval Date (PER Panel)</b>	27 <sup>th</sup> March 2019			
<b>Revision ASQC Approval Date</b>		<b>Version</b>	1	<a href="#">Link to Workspace</a>