



MODULE SPECIFICATION

Part 1: Information			
Module Title	Reflective Practice		
Module Code	UTTGD-30-2	Level	2
For implementation from	September 2020		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	Primary Early Childhood and Education Studies
Department	Education and Childhood		
Contributes towards	BA (Hons) Early Childhood		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	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>A distance learning option is available for this module.</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 reflective report 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)	A: 75%	B: 25%
First Sit		
Component A (controlled conditions)	Element weighting	

Description of each element	(as % of component)																								
1. Literature review	100%																								
Component B Description of each element	Element weighting (as % of component)																								
1. Reflective Report	100%																								
Resit (further attendance at taught classes is not required)																									
Component A (controlled conditions) Description of each element	Element weighting (as % of component)																								
1. Literature review	100%																								
Component B Description of each element	Element weighting (as % of component)																								
1. Reflective Report	100%																								
Part 4: Learning Outcomes & KIS Data																									
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Reflect on their own role within early childhood spaces. B 2. Recognise and investigate implications of contrasting Early Childhood policy and practice that can be discerned within current global, national, regional and local discourses. A 3. Take responsibility for own learning through critical analysis and reflection. A&B 4. Identify and problematise complex issues regarding Early Childhood experiences and evaluate these through reference to relevant knowledge and understanding. A&B 																								
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="6">Key Information Set - Module data</th> </tr> <tr> <td colspan="5">Number of credits for this module</td> <td>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> <th></th> </tr> </thead> <tbody> <tr> <td>300</td> <td>50</td> <td>175</td> <td>75</td> <td>300</td> <td style="text-align: center;">✔</td> </tr> </tbody> </table>	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	175	75	300	✔
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Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>																								
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Reading List	<p>The Reading List will include:</p> <p>Young, M. F. D. (2008) <i>Bringing knowledge back in : from social constructivism to social realism in the sociology of education</i> London: Routledge/ Falmer Press</p> <p>Clark A. & 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. <i>Reflective Teaching: evidence-informed professional Practice</i>. 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. & Vincent C (2005) <i>Activating Participation: Parent and Teachers working towards Partnership</i> Stoke on Trent: Trentham Books</p>
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First Approval Date (PER Panel)	27 th March 2019			
Revision ASQC Approval Date		Version	1	Link to Workspace
	15 th January 2020		2	Link to Workspace