Module Specification

Early Years Learning and Teaching

Version: 2025-26, v3.0, Approved

Contents

Part 1: Information

Module title: Early Years Learning and Teaching

Module code: UTLGVR-30-M

Level: Level 7

For implementation from: 2025-26

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Education and Childhood

Partner institutions: None

Field: Secondary Education and Lifelong Learning

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module explores ideas, theories, approaches and practices in early years education. It also explores curriculum and the impact of the contexts of learning.

Features: This module is delivered online and will give teachers an opportunity to develop their Professional identity and achieve qualifications whilst working. In this module students will continue to consider their own professional development but will do this in more depth in their own context as they choose an area to consider in

depth to analyse. Aspects of teamworking and leadership will be used to give validity to student choices and future employability.

This module is available as CPD.

Educational aims: Students will critically engage with a range of literature relating to a variety of contemporary best practice Early Years pedagogical approaches and frameworks used internationally, including the Early Years Foundation Stage, and their contexts, recognising their implications for learning and teaching. The aim is to support students in developing their professional identity and providing a framework for professional development.

Outline syllabus: Students will critically explore and examine how teachers assess the learning needs of both individuals and groups and use this to plan appropriate teaching and learning activities that promote high expectations and progress for all learners. Students will evaluate the effectiveness of this work. Students will reflect upon and evaluate their own personal values, beliefs and experiences and consider the impact of these within their teaching role. Students will analyse and articulate a developed understanding of the purposes, forms and impact of Early Years Curricula.

Part 3: Teaching and learning methods

Teaching and learning methods: Teaching and learning methods include recorded lectures, readings (theory, policy, research) practical tasks, reflections (in and on practice). Students are in work and choose to work through each unit at their own time over the week. In addition there are regular 1:1 personal tutorials and synchronous discussion groups.

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

> **MO1** Articulate a critical engagement with policy and literature relating to a variety of contemporary Early Years pedagogical approaches and frameworks, including the English curriculum and their implications for practice.

MO2 Evaluate personal values, beliefs and experiences and consider the implications of these in their roles as educators.

MO3 Evidence a critical understanding of the ways in which the policy, cultural and social contexts of education and of young children's lives can influence their learning, behaviours and well-being.

MO4 Demonstrate an understanding of early learner development and how teachers can plan and assess effective teaching which promotes high expectations and progress for all learners.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 240 hours

Face-to-face learning = 60 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/modules/utlgvr-30-m.html

Part 4: Assessment

Assessment strategy: The assessment will take the form of a reflective piece based on a teaching activity, supporting students to identify and reflect on their skills , attributes and competencies and a written piece where students can demonstrate the key theory underpinning their practice in their context.

Task A: Reflection of teaching activity – annotated student classroom practice. Reflections linked to theory on a chosen theme such as behaviour management or assessment (Primary Source Exercise). 12 minutes. 25% weighting.

Task B: Written assignment on personal educational philosophy with discussions of related pedagogy in the classroom. 3000 words. 75% weighting.

Students will be able to share their ideas through tasks, tutorials and discussion groups to develop a confidence in the requirements of the assessment.

Specific recorded materials are given to students so that they are clear about assessment expectations. Students are provided with formative support and individual tutorials.

Assessment tasks:

Primary Source Exercise (First Sit)

Description: Reflection on a teaching activity (12 min task)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

Written Assignment (First Sit)

Description: Written Assignment (3000 words in total)

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Primary Source Exercise (Resit)

Description: Reflection of a teaching activity (12 mins)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

Written Assignment (Resit)

Description: Written Assignment (3000 words in total)

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

International Post Graduate Certificate in Education Early Years [Distance] iPGCE 2025-26

International Professional Graduate Certificate in Education Early Years [Distance] iProfGCE 2025-26