



## **Module Specification**

### **The Development of Reasoning**

Version: 2025-26, v4.0, Approved

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## Part 1: Information

**Module title:** The Development of Reasoning

**Module code:** UTTGUJ-15-3

**Level:** Level 6

**For implementation from:** 2025-26

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**College:** College of Health, Science & Society

**School:** CHSS School of Education and Childhood

**Partner institutions:** School for Higher and Professional Education

**Field:** Primary, Early Childhood and Education Studies

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module will explore the key perspectives and theories that surround, develop and promote children's development of reasoning skills. Key to the discussion are the psychological, socio-cultural and neuroscientific arguments around cognitive and emotional development pertaining to social competence.

**Features:** Not applicable

**Educational aims:** This module seeks to give students an overview of the ways in which children develop their social and reasoning skills. The module introduces key perspectives for consideration and asks the students to explore the interrelationships between them in enabling communication, empathy and social and academic competence.

**Outline syllabus:** Develop students' understanding of key perspectives such as Theory of Mind, Narrative Practice and Narrative Competence, along with neurological and innate perspectives leading to the development of children's reasoning skills.

Develop students' understanding of the ways in which these perspectives and limitations to the development of reasoning and thinking skills can act as barriers to students social, emotional and academic competence.

Support students in developing an understanding of the role of the practitioner and own personal development needs towards promoting equity and social justice.

Support students to analyse the significance of the learning environment in supporting teaching, learning, assessment and communication.

This will also support their other work in Y3 and practice engagement through a reflection of ontological and epistemological positioning, the role of the adult and implications for practice.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Lectures, seminars and tutorials will employ a range of pedagogical principles that forefront flipped and reflective learning, inquiry and co-construction of knowledge and understanding. Pre-tasks and sessions will include use of current technology.

Support around critical thinking and analytical skills will be embedded throughout.

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

**MO1** Examine current accounts of the physical, emotional and cognitive development of the human brain.

**MO2** Give a critical account of babies' and young children's reasoning and their developing capabilities for communicating their understanding and ideas.

**MO3** Critically discuss the role of the adult and implications for own practice in providing equitable and supportive environments that facilitate the development of reasoning in all children.

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttgui-15-3.html) via the following link <https://uwe.rl.talis.com/modules/uttgui-15-3.html>

## **Part 4: Assessment**

**Assessment strategy:** 100% Presentation

Assessment will take the form of a 10 minute presentation where students will have the opportunity to demonstrate their analysis of an observed interaction of their choice, using theoretical understanding, and evidencing links they are able to make between theory and practice. Students can choose the areas on which they focus in their presentation to allow flexibility in content engagement, which will support students in developing their specialist knowledge.

Use of regular in-class formative assessment and feedback will build student confidence, assessment literacy and academic integrity.

**Assessment tasks:**

**Presentation (First Sit)**

Description: Individual 10 minute presentation

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Presentation (Resit)**

Description: Individual 10 minute presentation

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Early Childhood [Frenchay] BA (Hons) 2023-24

Early Childhood {EYTS} [Frenchay] - Withdrawn BA (Hons) 2023-24

Early Childhood [SHAPE] BA (Hons) 2025-26

Early Years Education {Top Up} [Frenchay] BA (Hons) 2025-26

Early Childhood {Foundation}[Frenchay] BA (Hons) 2022-23

Early Childhood [Villa] - Withdrawn BA (Hons) 2023-24