



Module Specification

Curriculum, Pedagogy and Practice (Early Years 0-5)

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Part 1: Information

Module title: Curriculum, Pedagogy and Practice (Early Years 0-5)

Module code: UTTGYM-30-M

Level: Level 7

For implementation from: 2024-25

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: 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: Within this module, students will be asked to explore all areas of learning within the Early Years Foundation Stage (EYFS). They will consider not only what children's learning and development might look like in this area but also to evaluate the role that adults, environment, play and relationships might play within these. This module will support a deeper understanding of the EYFS in conjunction with early childhood development to consider how adaptive practices can create inspiring educational programmes for all children.

Features: Not applicable

Educational aims: Develop trainees' critical, evidence-based understanding of theories and practices in the Early Years, and to understand the importance of the use of research evidence to support professional development and practice.

Trainees are encouraged to question concepts and theoretical perspectives and interrogate the assumptions underpinning both theory and research outcomes.

To provide a critical overview of early child development and the EYFS. This includes a working knowledge of the statutory framework and in addition, how to translate this policy into practice.

To provide opportunities for the study and evaluation of adaptive practices in order to observe, assess and plan for effective teaching and learning opportunities through play opportunities and building trusting relationships.

To develop trainees' understanding and development of skills needed to create educational programmes and lead practice in early years settings. This prioritises ensuring that all children are given the opportunity to thrive inclusive of their backgrounds, cultures, abilities, beliefs and experiences.

To provide opportunities for self-reflection, considering own value systems, practices and professional development.

Outline syllabus: Theories, pedagogies and practices of learning and teaching in EY,

Critique and use of research evidence

Areas of learning within the EYFS

Implications for educational programmes - with specific reference to play, cognitive development, attachment and wellbeing

Adaptive practices/meeting the needs of all children

Early learning and development

Systematic synthetic phonics & early reading

Marginalised groups

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning involves input from university tutors and expert colleagues within early years and school settings, and includes lectures, seminars, tutorials, practical classes, workshops and online engagement. Independent learning includes essential and extended reading, preparation for seminars, and assignment preparation and completion.

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

MO1 Demonstrate a critical understanding of theories, concepts and practices of early years teaching in all areas of development (EYFS).

MO2 Evidence a critical and applied understanding of early learning and development, diverse needs, adaptive practices to support children to thrive, and key features of inclusive curricula and culture.

MO3 Critically evaluate theories, research and evidence-based practices in the EY, including understanding the value of play as a process of learning, and in relation to children's social, educational and emotional needs, and overall development.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 0

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

Part 4: Assessment

Assessment strategy: The portfolio assessment enables trainees to demonstrate their emerging knowledge and understanding across the range of elements which comprise the module. This will include tasks relating to theories and concepts relating to early learning and development, and to phase-specific pedagogy. Students will be asked to collect evidence within this portfolio that they have met the teacher's standards (Early Years). The portfolio of evidence will then be used to underpin each student's VIVA in the practice module at the end of the academic year to outline their reflective practice journey through the programme.

Assessment tasks:

Portfolio (First Sit)

Description: Tasks relating to phase-specific pedagogy

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Portfolio (Resit)

Description: Tasks related to phase-specific pedagogy.

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 Years with Early Years Teacher Status [Frenchay] PGCE 2024-25