University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Critical Perspectives on the Early Years Foundation Stage					
Module Code	UTTGKV-30-M		Level	M	Version	1.1
Owning Faculty	ACE		Field	Education Studies		
Contributes towards	PG Cert Early Years PG Dip Early Years MA Early Years					
UWE Credit Rating	30	ECTS Credit Rating		Module Type	Project	
Pre-requisites			Co- requisites			
Excluded Combinations			Module Entry requirements			
Valid From	September 2014		Valid to	July 2020		

CAP Approval Date	20 May 2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will : • be able to demonstrate extensive knowledge and critical understanding of the value of play as a process of learning, through exploration of a wide range of literature and current research (Component A); • have a critical understanding of the impact of theoretical concepts relating to language development and mathematical development on Early Years practice; (Component A), with particular reference to the Early Years Foundation Stage and its links to Key Stage 1 and Key Stage 2 in schools • have a critical understanding of language and number acquisition as innate processes; (Component A) • be able to demonstrate a critical understanding about the nature and significance of play in relation to children's social, educational and emotional needs and overall

	development (Component A);
	• be able to demonstrate a clear and concise justification for enhancing the environment and the quality of children's social interaction through children's experience of the EYFS (Component A);
	• be able to collaborate within a group, giving and receiving information and ideas, and develop appropriate professional relationships, especially with staff and parents in placement settings(Component A);
	• be able to evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement (A);
	• be able to communicate effectively and report on procedures in a clear manner including the capacity to communicate the processes and outcomes of their learning (A);
Syllabus Outline	• Through placements, lectures and seminars students will explore and discuss different perceptions of the EYFS and the relationship of play to children's cognitive and social development in the early years, with specific reference to the development of language. Historic and alternative perspectives in different social, cultural and educational contexts will be explicated and analysed critically, whilst participants reflect upon the relationships and inter-relationships between concepts of "work" and "play".
Contact Hours	**Module Resource, 72 bundles** Supervision on placement @ 1 hour per student (x20) 20 Lectures 2 Seminars including on-line training in Food Hygiene and Child Protection, plus Paediatric First Aid 30 + Tutorials @ 1 hour per student 20
Teaching and Learning Methods	• The module will be taught through a combination of placement activity (approximately 180 hours of student time); Lectures, seminars and tutorials (52 student hours); and portfolio building (68 student hours). • In addition to the taught lectures and seminars which cover a range of information about the EYFS, on-line tuition and certification will cover Child Protection and Food Hygiene, while a two-day face to face course on Paediatric First Aid will be provided. On placement, students will be visited by their EYTS Mentor who will observe them teaching and give feedback such that students can write a report on to what extent they are making progress. **Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. **Independent learning** includes hours engaged with essential reading, case study

	preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make. **Placement learning**: may include a practice placement, other placement, year abroad.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

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	72	48	180	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy	It is essential that students read one of the many texts on the Early Years Foundation Stage, available through the Library or on-line. Key chapters from several will be available electronically via the Library's Digital Collections. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. It will be expected that assignment bibliographies and reference lists will reflect the range of reading carried out.

	The development of literature searching skills is supported by the Library with additional support is available through UWEonline. This includes interactive tutorials on search skills and on the use of specific electronic library resources.
Indicative Reading List	*The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.* BROADHEAD, P. (2004) *Early Years Play and Learning,* London: RoutledgeFalmer BRUCE, T. (2011) 2nd Ed. *Developing Learning in Early Childhood,* London: Hodder & Stoughton BRUCE, T. (2012) *Early Childhood Practice,* London: Sage BRUNER, J. S., JOLLY, A. and SYLVA, K. (1976) *Play- Its role in Development and Evolution,* Buckingham: OU Press DEPARTMENT FOR EDUCATION (2012) *The Early Years Foundation Stage,* Nottingham: DfE Publications DUNCAN, M. C. ET AL (EDS) (1998) *Diversions and Divergences in Fields of Play* ,London: JAI Press FORBES R (2004) *Beginning to Play,* Maidenhead: Open University Press MACINTYRE, C, (2001) *Enhancing Learning through Play,* London: David Fulton NUTBROWN, C. (1994) *Threads of Thinking,* London: PCP NUTBROWN, K. (2012) Foundations for Quality, London: DfE SCARLETT WG, NAUDEAU S, SALONIUS-PASTERNAK D, & PONTE I (2005) *Children's Play* London: Sage Publication TICKELL, C, (2011) The Early Years Foundation Stage, Nottingham,:DfE Publications

Part 3: Assessment

Assessment Strategy	
	The summative assessment for this module is through the completion of a

portfolio. This permits students to assemble information based upon their placement practice and to discuss this in the light of relevant theory and policy.

The contents of the portfolio are negotiated with the course tutor and assembly of the portfolio is undertaken under the supervision of the student's EYTS Mentor. The portfolio is equivalent to 5,000 words.

Formative assessment is provided by EYTS Mentors who will observe practice on placement and give feedback to students.

Criteria for Assessment:

ALM Conceptual Domain (Core)
The assignment demonstrates that the student can organise and use coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories showing an ability to transform ideas in the process of developing an argument.

BLM Literature Domain
The assignment demonstrates that the student can reference an extensive range of relevant literature and utilise it in the development of analysis and discussion of ideas, including critical engagement with that literature.

CLM Contextual Domain
The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political, etc.) influencing the area of study and is able to critically engage with the contextual significance.

GLM Action Domain
The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, critically evaluating professional development needs and/or outcomes.

Identify final assessment component and element	Element A		
		A:	**B**:
% weighting between components A and B (Standard modules only)		**100**	
First Sit			
Component A (controlled conditions) **Description of each element**		**Element weighting** **(as % of component)**	
1. Compilation of a portfolio of directed and negotiated tasks under the supervision of a tutor, amounting to 5,000 words. 2. Assessment Criteria ALM, BLM, CLM, GLM		100	
2.(etc)			
Component B **Description of each element**		**Element weighting** **(as % of component)**	
1.			
2.(etc)			

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Compilation of a portfolio of directed and negotiated tasks under the supervision of a tutor, amounting to 5,000 words. Assessment Criteria ALM, BLM, CLM, GLM	100
2.(etc)	
Component B **Description of each element**	**Element weighting** **(as % of component)**
1.	
2.(etc)	
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	