



**ACADEMIC SERVICES**

Part 1: Basic Data					
Module Title	Classroom-based enquiry: Early Years Education				
Module Code	UTXGRD-30-M	Level	M	Version	2
Owning Faculty	ACE	Field	Education – Non Modular		
Contributes towards	PGCE Primary Early Years Initial Teacher Education				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	UTXGS7-30-3; UTXGRB-30-3; UTXGRA-30-M	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2012		Valid to	September 2018	

<b>CAP Approval Date</b>	04/05/12 30/05/13 02/06/2016
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Part 2: Learning and Teaching	
<b>Learning Outcomes</b>	<p>On successful completion of this module trainees will be able to demonstrate that they:</p> <ol style="list-style-type: none"> <li>1. Understand the importance to continuing improvements in teaching practice. design and outcomes for young children, of engagement with data, research, literature and other professional sources. (A&amp;B)</li> <li>2. Have a secure knowledge of the Creative Arts, Knowledge and Understanding of the world, Physical Development and PSED (EYFS) and Foundation subjects in the curriculum (KS1) and understand how to foster and maintain pupils' interest in the area/subjects, and address misunderstandings (A)</li> <li>3. Evaluate different models of learning relating to the acquisition of knowledge, or skills, and discrete teaching vs cross-curricular teaching (A)</li> <li>4. Understand the role of the subject leader and have a deep understanding of the specific pedagogical knowledge related to their specialist subject/area.(B)</li> <li>5. Know how to plan and conduct a small-scale enquiry in a systematic and independent way, using primary and secondary sources and appropriate ethical and methodological approaches; (B)</li> <li>6. Can articulate a rationale for how planned interventions in their teaching are informed by an understanding, underpinned by literature, of how young children learn; (B)</li> </ol>

	7. Know how to use local and national statistical data to evaluate the effectiveness of their teaching and plan and implement further interventions to support children's attainment; (B)
Syllabus Outline	<p>Areas of Learning (EYFS), curriculum, pedagogy and assessment</p> <p>Foundation subject knowledge and curriculum understanding</p> <p>Specialist subject and subject pedagogical knowledge</p> <p>Formative interrogation and use of data to improve young children's attainment</p> <p>Practitioner classroom-based research: methodologies and methods; ethics; theory and case studies of practice</p> <p>Evidence-based professional knowledge and professional learning communities</p> <p>Current national educational policy, curriculum and priority areas</p>
Contact Hours/Scheduled Hours	Contact time for this module will take the form of lectures, seminars, workshops, presentations, directed study and online engagement.
Teaching and Learning Methods	<p>Scheduled learning: This includes whole cohort lectures, seminars, module tutorials, structured school/setting placement-based work, subject knowledge workshops, , technology-enhanced learning through online engagement and e-mail contact.</p> <p>Independent learning: There is an expectation that trainees engage in additional independent study, including engaging with essential and further reading, working on personal subject knowledge, preparation for and completion of assignments.</p>
Reading Strategy	<p>All trainees will be encouraged to make full use of the print and electronic resources, available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Trainees will be presented with opportunities within the module to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>All <b>essential reading</b> will be indicated clearly, along with the method for accessing it, e.g. trainees may be expected to purchase a set text, and will be referred to other texts held in the library and texts that are available electronically. Further guidance will be available in the module handbook and via the module information on UWE online.</p> <p>If <b>further reading</b> is expected this will be indicated clearly. If specific texts are listed in subject-specific documentation, a clear indication will be given regarding how to access them and, if appropriate, trainees will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p> <p>Formal opportunities for trainees to develop their library and information skills will be provided within the induction period and by academic subject tutors. Additional support is available through the Library Services web pages including interactive tutorials on for example accessing electronic journal articles and referencing.</p>
Indicative Reading List	<p>Alexander. R. (2009) <i>Children, their World, their Education: final report and recommendations of the Cambridge Primary Review</i>, Abingdon: Routledge.</p> <p>Bolton, G. 3<sup>rd</sup> Edition (2010) <i>Reflective Practice, Writing and Professional Development</i>. London: Sage.</p> <p>Burton, D. and Bartlett, S. (2005) <i>Practitioner Research for Teachers</i>. London: Paul Chapman Publishing.</p> <p>Craft, A. (2010) <i>Creativity and Education Futures: learning in a digital age</i>, Stoke on</p>

	<p>Trent: Trentham.</p> <p>Ghaye, T. (2011) <i>Teaching and Learning through reflective practice</i>. Abingdon: Routledge.</p> <p>Koshy, V. (2005) <i>Action Research for Improving Practice: A Practical Guide</i>. London: Paul Chapman Publishing.</p> <p>Male, B. (2012) <i>The Primary Curriculum Design Handbook: Preparing our Children for the 21<sup>st</sup> Century</i>. London: Continuum</p> <p>Mcgill, C. N'Guessan, T. Rosen, M eds (2007) <i>Exploring Creative Learning</i>, Stoke on Trent: Trentham.</p> <p>Mukerji, P and Albon, D (2010) <i>Research Methods in Early Childhood: An Introductory Guide</i>. London: Sage</p> <p>Poulson, L and Wallace, M (2004) <i>Learning to Read Critically in Teaching and Learning</i>. London: Sage</p> <p>Ridley, D. (2008) <b><i>The Literature Review: A Step-by-Step Guide for Students</i></b>, London: Sage.</p> <p>Roger, R. (2012) 3<sup>rd</sup> Edition <i>Planning an Appropriate Curriculum in the Early Years: A guide for early years practitioners and leaders, students and parents</i>, London: Taylor Francis</p> <p>Sewell, K. (ed) (2008) <i>Doing Your PGCE at M-Level: A Guide For Students</i>. London: Sage.</p> <p>Wragg, T. (2011) <i>An Introduction to Classroom Observation (Classic Edition)</i>, Abingdon: Routledge.</p>
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<b>Part 3: Assessment</b>	
Assessment Strategy	<p>The module will be assessed in two components. The first component focuses on trainees understanding of the Creative Arts, Knowledge and Understanding of the world, Physical Development and PSED (EYFS) and Foundation subjects in the curriculum (KS1) and the relationship with cross curricula teaching and learning. Different models of cross curricula learning are to be explored, as will subject integrity and pedagogical approaches to learning.</p> <p>Part two of the assessment for this module will explore trainees understanding of policy, practice and issues within a specialist area. Trainees will be required to engage in and evaluate a small-scale enquiry with this focus.</p> <p>All students must have completed a UWE Application for ethical review of research involving human participants form (adapted for the Department of Education and Childhood) and had this approved and signed off by their supervisor <i>before</i> beginning their research. If the supervisor has any concerns which cannot be resolved with the tutee then the ethical review will be passed to the Module Leader and then potentially to the Faculty Research Ethics Committee to consider. Any subsequent changes to the project need to appear as amendments to the Ethical Review form and re-submitted to the Supervisor for approval and re-signing. The completed Ethical</p>

	Review form must be included in the assignment submission.
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Identify final assessment component and element	<b>Component B</b>	
% weighting between components A and B (Standard modules only)	A:	B:
	P/F	P/F
<b>First Sit</b>		
Component A Description of each element	Element weighting (as % of component)	
Presentation 10 minutes	Pass/Fail	
Component B Description of each element	Element weighting (as % of component)	
Written evaluation (3750 words)	Pass/Fail	

<b>Resit (further attendance at taught classes is not required)</b>		
Component A Description of each element	Element weighting (as % of component)	
Presentation 10 minutes	Pass/Fail	
Component B Description of each element	Element weighting (as % of component)	
Written evaluation (3750 words)	Pass/Fail	

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.

**FOR OFFICE USE ONLY**

First CAP Approval Date	04/05/12			
Revision CAP Approval Date	31/05/2017	Version	2	<a href="#">RIA 12350</a>