



MODULE SPECIFICATION

Part 1: Information			
Module Title	Childhood and Educational Landscapes		
Module Code	UTTGNB-30-0	Level	0
For implementation from	Sept 2017		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	ACE	Field	PECES
Department	Education and Childhood		
Contributes towards	BA (Hons) Early Childhood		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>This module will support you in beginning to recognise the importance of the historical, social and political context of the experiences of childhood and education in the UK. Relationships between research, policy and practice will be considered critically, as will the value systems underpinning these.</p> <p>Teaching and learning methods Scheduled learning: This will include whole cohort lectures, seminars, module tutorials, directed tasks, technology-enhanced learning through online engagement and e-mail contact.</p> <p>Independent learning – There is an expectation that students engage in at least 2 hours of independent study for every hour of taught provision. This will include reading, directed tasks, working on personal skills and knowledge, preparation for and completion of assignments.</p> <p>Syllabus outline</p> <ul style="list-style-type: none"> • Historical perspectives of childhood and education • Social and political contexts and systems • Value systems • Politics – ideology, parties and systems • Relationships between theory, policy and practice • Debates in Education

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<ul style="list-style-type: none"> Analyzing different viewpoints 		
Part 3: Assessment		
<p>Assessment and feedback are an integral part of learning and teaching and we prepare and encourage students to formatively self and peer assess as well as providing staff-led assessment opportunities. This will enable students to gain insights into their strengths and areas for development and identify areas to prioritise in their independent study.</p> <p>The presentation and portfolio of tasks will be designed to provide a balance of demonstration of students' knowledge, skills and application in context. The portfolio of tasks will address each of the designated learning outcomes.</p> <p>In a group presentation, students will usually be given the same mark unless it can be identified that the contributions were not equal. Usually in groups of 2-3, individual contributions identified. Up to 6 minutes presentation time per student and an additional 2 minutes per student for tutor questions. Students will need to complete a declaration of their contribution to the collaborative assessment in advance of the presentation.</p>		
Identify final timetabled piece of assessment (component and element)	B	
% weighting between components A and B (Standard modules only)	A:	B:
	25	75
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Group Presentation (in-class)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. A portfolio of writing tasks (3750 words)	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Individual Presentation (timetabled)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. A portfolio of writing tasks (3750 words)	100%	
Part 4: Teaching and Learning Methods		
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> Demonstrate an understanding of the historical, social and political contexts for education(B) Describe a range of value systems (A&B) Recognise external influences on childhood and education in the UK.(A&B) 	

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4. Explore connections between theory, policy and practice. (A&B)

Key Information Sets Information (KIS)

Key Information Set - Module data				
<i>Number of credits for this module</i>				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300



Contact Hours

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

Written Exam: Unseen or open book written exam

Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)

Total Assessment

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	75%
Practical exam assessment percentage	25%
	100%

Reading List

Essential and recommended additional reading will be provided for each run of the module. Wherever possible, online texts will be used.

Kehily, M.J. (2013) *Understanding Childhood: a cross-disciplinary approach (2nd Ed)*, The Policy Press/Open University, Bristol

Bragg, S. & Kehily, M.J (2013) *Children and Young People's Cultural Worlds*, The Policy Press/Open University, Bristol

Bartlett, S. & Burton, D. (2016) *Introduction to Education Studies (4th Ed)*, Sage: London

Jackson, N. & Tansey, S.D. (2014) *Politics: The Basics (5th Ed)*, Routledge: Abingdon

Baldock, P., Fitzgerald, D., Kay, P (2009) *Understanding Early Years Policy*. London: Sage

Cunningham, H. (2006), *The Invention of Childhood*, BBC Books

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First CAP Approval Date	21 March 2017			
Revision CAP Approval Date		Version	1	RIA 12056