MODULE SPECIFICATION

Part 1: Information			
Module Title	Emerging Languages and Identities		
Module Code	UTTGUH-30-3	**Level**	3
For implementation from	September 2019		
UWE Credit Rating	30	**ECTS Credit Rating**	15
Faculty	Arts, Creative industries and Education	**Field**	Primary Early Childhood and Education Studies
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
This module will introduce students to theoretical perspectives and research studies examining the development of communication, languages and identities from pre-conception onwards. This includes the dynamic processes by which children's identities develop through close relationships with others including peers, siblings, and adult carers. Students will cover aspects of languages and identities as reflected in theories, policies and practices in a range of contexts both global and local.

Part 3: Assessment
In both components students are asked to define an issue or question of relevance to young children's developing languages and identities which can be explored using theories and ideas encountered in the module. Students are also encouraged to reflect on their own practice. Presentation is an important professional skill and a group presentation provides opportunities for collaboration and joint reflection and builds on skills developed in previous modules. In the group presentations students will normally be allocated a group mark. Where evidence of differential understanding is apparent separate marks within the same group may be allocated. Where students choose to develop work begun in component A in component B verbal and written feedback on the presentation constitutes formative assessment. Discussions in seminars and tutorials also provide ongoing formative assessment on students' developing ideas.

Identify final timetabled piece of assessment (component and element)	B	
	A:	**B:**
% weighting between components A and B (Standard modules only)	**25**	**75**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Presentation (usually in groups of 2-3)	100
Component B **Description of each element**	**Element weighting** (as % of component)
1. Essay	100

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. An individual presentation	100
Component B **Description of each element**	**Element weighting** (as % of component)
1. Essay	100

Part 4: Learning Outcomes & KIS Data	
Learning Outcomes	On successful completion of this module students will be able to: 1. Critically engage with a range of theories of languages and identity development. 2. Demonstrate critical understanding of the social processes and contextual factors affecting the development of identities. 3. Demonstrate awareness of processes of language development in multilingual environments and implications for practice. 4. Evaluate the significance of relationships for the development of languages and identities with reference to relevant theories such as attunement, attachment, intersubjectivity, socio-cultural theory.

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| Key Information Sets Information (KIS) | **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	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 of the module:			
Written exam assessment percentage			0%
Coursework assessment percentage			75%
Practical exam assessment percentage			25%
			100%

Total Assessment

Reading List

Eke, R., Butcher, H., Lee, M. (2009) *Whose childhood is it?* London: Continuum

Siraj-Blatchford, I. (2000) *Supporting identity diversity and language in the early years* Maidenhead: OUP

Woodhead, M. (1998) *Cultural worlds of early childhood* Maidenhead: OUP

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Revision ASQC Approval Date		**Version**	1	*Link to Workspace*