




MODULE SPECIFICATION

Part 1: Information			
Module Title	Early Years Learning and Teaching		
Module Code	UTLGVR-30-M	Level	7
For implementation from	April 2020		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	Secondary Education and Lifelong Learning
Department	Education and Childhood		
Contributes towards	Post Graduate Certificate in Education International Early Years		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	As for programme entry		

Part 2: Description		
<p>Students will critically engage with a range of literature relating to a variety of contemporary best practice Early Years pedagogical approaches and frameworks used internationally, including the Early Years Foundation Stage, and their contexts, recognising their implications for learning and teaching. Students will critically explore and examine how teachers assess the learning needs of both individuals and groups and use this to plan appropriate teaching and learning activities that promote high expectations and progress for all learners. Students will evaluate the effectiveness of this work. Students will reflect upon and evaluate their own personal values, beliefs and experiences and consider the impact of these within their teaching role. Students will analyse and articulate a developed understanding of the purposes, forms and impact of Early Years Curricula. Through critical exploration and reflection, they will consider the ways in which policy, social and cultural contexts of education and those of young children's lives can influence their learning well-being and behaviours.</p>		
Part 3: Assessment		
The assessment will take the form of a presentation and a portfolio. The portfolio will include analysis of the inputs relating to learning and teaching.		
Identify final timetabled piece of assessment (component and element)		
		B
% weighting between components A and B (Standard modules only)		
		A: 25%
		B: 75%

First Sit											
Component A (Controlled conditions) Description of each element	Element weighting (as % of component)										
Presentation (approximately 8 minutes)	100%										
Component B Description of each element	Element weighting (as % of component)										
Portfolio (approximately 3000 words in total)	100%										
Resit (further attendance at taught classes is not required)											
Component A (controlled conditions) Description of each element	Element weighting (as % of component)										
Presentation (approximately 8 minutes)	100%										
Component B Description of each element	Element weighting (as % of component)										
Portfolio (approximately 3000 words in total)	100%										
Part 4: Learning Outcomes & KIS Data											
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Articulate a critical engagement with literature relating to a variety of contemporary, best practice international Early Years pedagogical approaches and frameworks, including the Early Years Foundation Stage, and their contexts, recognising their potential implications for learning and teaching in international contexts. (B) • Demonstrate a critical, evidence -based understanding of early learner development and how teachers can: assess learner needs for a group, taking into account individual needs, plan effective teaching and support which promotes high expectations and progress for all learners; and assess and evaluate the effectiveness of this work. (B) • Critically explore a range of philosophies of education and evidence of the potential impact of these on educational provision and the experiences of learners in different contexts. (B) • Evaluate their own personal values, beliefs and experiences and consider the implications of these in their roles as educators. (A) • Analyse and articulate a developed understanding of the purposes, forms and impact of Early Years Curriculum. (B) • Evidence a critical understanding of the ways in which the policy, cultural and social contexts of education and of young children’s lives can influence their learning, behaviours and well-being. (A) 										
Key Information Sets Information (KIS)	<p><u>Key Information Set - Module data</u></p> <p><i>Number of credits for this module</i> 30</p>										
Contact Hours	<table border="1"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>60</td> <td>240</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <div style="text-align: right;"></div>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	60	240	0	300
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours							
300	60	240	0	300							

Total Assessment	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test</p> <p>Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="644 434 1337 658"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>75%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>25%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		75%		Practical exam assessment percentage		25%					100%
Total assessment of the module:																					
Written exam assessment percentage		0%																			
Coursework assessment percentage		75%																			
Practical exam assessment percentage		25%																			
			100%																		
Resource List	<p><i>Electronic reading list is available at:</i> https://rl.talis.com/3/uwe/lists/C1678644-450F-3CE6-6A8D-E55318493013.html?lang=en-GB&login=1</p> <p><i>The readings below are indicative examples of possible further reading, and some from the given online reading list.</i></p> <ul style="list-style-type: none"> • Doherty , J and Hughes, M (2009) <i>Child Development, Theory and Practice 0-11</i>, England, Pearson Education, Limited. • Johnston, J and Nahmad-Williams, L (2009), <i>Early Childhood Studies</i>, England, Pearson Education, Limited. • Sambell, K , Gibson, M and Miller, S , (2010), <i>Studying Childhood and Early Childhood</i>, London, Sage, (2nd Edition) . • Palaiologou, I , (2012) <i>Child Observation; A Guide for Students of Early Childhood</i>, London, Sage (3rd Edition). • Reed, M and Canning, N , (2010) <i>Reflective Practice in the Early Years</i> , London , Sage . • Bruce, T, Louis , S and Mc Call G, (2015), <i> Observing Young Children</i>, London, Sage. • Stewart, N (2011), <i>How Children Learn; The Characteristics of Effective Early Learning</i>, London, The British Association for Early Childhood Education. • Hallet, E (2016) <i>Early Years Practice for Educators and Teachers</i>, London, Sage. • Andrews, M (2012) <i>Exploring Play for Early Childhood Studies</i> , London, Sage. • Nutbrown, C and Clough, P, (2013) <i>Inclusion in the Early Years</i>, London, Sage. 																				

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Revision ASQC Approval Date		Version	1	