



MODULE SPECIFICATION

Part 1: Information			
Module Title	Contextual Inquiry in the Early Years		
Module Code	UTLGVS-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 reflect on their own practice in the context of their own education experiences, with particular reference to their present setting role.</p> <p>Students will be given tools to reflect and engage with their practice and asked to evidence this on both their professional development and how this might impact on setting practice and children's outcomes within their sociocultural context.</p> <p>Tutor and peer support and flexibility in assessment will support students in developing a focus in their chosen area for study.</p> <p>Content will be provided and signposted and students will also be bringing their own experiences and reading to this.</p>	
Part 3: Assessment	
<p>The assessment will require students to investigate, in depth, an area of study relevant to their teaching and learning experience and context. This will be identified by the student and negotiated with a UWE tutor.</p> <p>Students will use theory, research and other expert input to inform their discussion, which will be enhanced by input from the voices of the children they teach.</p> <p>The presentation will involve students' critically analysing the key features and learning involved in their report.</p>	

Identify final timetabled piece of assessment (component and element)	A
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% weighting between components A and B (Standard modules only)		A:	B:
		25%	75%
First Sit			
Component A (Controlled conditions)		Element weighting	
Description of each element		(as % of component)	
Presentation (approximately 8 minutes)		100%	
Component B		Element weighting	
Description of each element		(as % of component)	
Report (approximately 3000 words in total)		100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions)		Element weighting	
Description of each element		(as % of component)	
Presentation (approximately 8 minutes)		100%	
Component B		Element weighting	
Description of each element		(as % of component)	
Report (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"> • Critically evaluate theories underpinning a range of best practice Early Years pedagogical approaches and frameworks, including the Early Years Foundation Stage, and identify how these could inform practice in their professional context. (A, B) • Critically engage with evidence-based approaches to planning, teaching and assessing learner progress in the Early Years practice. (A, B) • Analyse the educational impact of pedagogical choices made in practice and identify professional development needs emerging from this. (A) • Examine and analyse Early Years curriculum used in their professional context and how this is experienced by learner (A, B) • Critically reflect on the policy, cultural and social contexts of young children's lives in their own professional setting, and how this may be impacting their learning and educational experience (A). 		

Key Information Sets Information (KIS)	<u>Key Information Set - Module data</u>														
	Number of credits for this module				30										
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 style="text-align: center;">300</td> <td style="text-align: center;">60</td> <td style="text-align: center;">240</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table>					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" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">75%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">25%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </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%														
Resources List	<p><i>Electronic Reading List is available at:</i> https://rl.talis.com/3/uwe/lists/DFA4A59E-68A6-B384-DDB1-C1FC608B9016.html?lang=en-GB&login=1</p> <p><i>The readings below are indicative examples of further reading, or readings from the electronic list.</i></p> <ul style="list-style-type: none"> • 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. 														

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First Approval Date (and panel type)	19 th November 2019		
Revision ASQC Approval Date		Version	1