



Module Specification

Debates in Early Childhood

Version: 2024-25, v2.0, 16 Jan 2024

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	3
Part 4: Assessment.....	4
Part 5: Contributes towards	5

Part 1: Information

Module title: Debates in Early Childhood

Module code: UTTGY3-15-3

Level: Level 6

For implementation from: 2024-25

UWE credit rating: 15

ECTS credit rating: 7.5

College: College of Health, Science & Society

School: CHSS School of Education and Childhood

Partner institutions: None

Field: Primary, Early Childhood and Education Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module will introduce students to a challenging agenda of questions and dilemmas which centres on children and childhood in contemporary contexts and which extends ideas relating to theories, policies and practices covered in the Early Childhood degree.

Features: Not applicable

Educational aims: Support students to understand the importance and potential impact of the contextual contexts of young children's lives.

Enable students to develop a critical understanding of the significance, and contested nature, of global perspectives, theories and values relating to early childhood and early years education.

Support students to be able to be critical users of research, and to understand philosophies, methods and ethical approaches, to researching with young children

Outline syllabus: This module will introduce students to a challenging agenda of questions and dilemmas which centres on early years education and childhood in contemporary contexts and which extends ideas relating to theories, policies and practices covered in the Early Years Educator modules.

Part 3: Teaching and learning methods

Teaching and learning methods: Lectures and seminars

The seminars will be designed to structure the students development towards delivering / leading a robust discussion underpinned by relevant theories and perspectives

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Identify, and critically examine, the contextual factors which influence debates in early childhood.

MO2 Critically evaluate a range of perspectives and values relating to debates in early childhood.

MO3 Critically analyse research evidence to provide an informed perspective on debates relating to early childhood.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/7264301D-D2CE-4168-B3E2-D6DD0C78545E.html) via the following link <https://rl.talis.com/3/uwe/lists/7264301D-D2CE-4168-B3E2-D6DD0C78545E.html>

Part 4: Assessment

Assessment strategy: Assessment will be 100% Presentation
Students will be given the opportunity to explore a debate from Early Childhood.
Students will present throughout the module and will receive formative feedback to feed forward to their assessed presentation.

Presentation to be 8 minutes plus additional time for questioning.

Assessment tasks:**Presentation (First Sit)**

Description: A presentation in the form of a professional conversation between students relating to a theme from the module.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Presentation (Resit)

Description: A presentation in the form of a professional conversation between students relating to a theme from the module.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Early Years Education {Top Up} [Frenchay] BA (Hons) 2024-25