Module Specification

Contextual Inquiry in the Early Years

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Part 1: Information

Module title: Contextual Inquiry in the Early Years

Module code: UTTH45-30-3

Level: Level 6

For implementation from: 2024-25

UWE credit rating: 30

ECTS credit rating: 15

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: Students will critically reflect on their own practice in the context of their own education experiences, with particular reference to their present setting role.

Features: This module is delivered online and will give teachers an opporunity to develop their Professional identity and achieve qualifications whilst working.
In this module students will focus on the context of their own professional development and choose an area to consider in depth to analyse.

Aspects of teamworking and leadership will be used to give validity to student choices.

Educational aims: The aim of this module is to give the student opportunity to continue to reflect on their own professional identity and development in their own particular context.
The assessment helps the student to focus on an area that is of particular relevance to their pedagogy and environment .

Outline syllabus: 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.

Tutor and peer support and flexibility in assessment will support students in developing a focus in their chosen area for study.

Content will be provided and signposted and students will also be bringing their own experiences and reading to this.

Part 3: Teaching and learning methods

Teaching and learning methods: Teaching and learning methods include recorded lectures, readings (theory, policy, research) practical tasks, reflections (in and on practice).
Students are in work and choose to work through each unit at their own time over the week. In addition there are regular 1:1 personal tutorials and synchronous discussion groups.

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

MO1 Critically engage with evidence-based approaches to planning, teaching and assessing learner progress in Early Years practice and recognise how these might inform practice.

MO2 Examine and analyse Early Years curricula in their professional context and how this is experienced by learners and shared with stakeholders.

MO3 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

MO4 Analyse the educational impact of pedagogical choices made in practice and identify professional development needs emerging from this.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 240 hours

Face-to-face learning = 60 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/modules/utlgvs-30-m.html

Part 4: Assessment

Assessment strategy: Task A - Reflection of practice with reference to pedagogical and learning theory. 12 mins. 25% weighting.

Task B - Written assignment. An in-depth critical discussion on an area of interest relevant to the student with specific reference to their international context. 3000 words. 75% weighting.

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.

Students will use theory, research and other expert input to inform their discussions, which will be enhanced by input from the voices of the children they teach.

These assessments are reflective pieces and so will need to be the students' own work based on their previously shared experiences.

They are designed to support the student in developing their professional identity and recognising how their study can impact on their pedagogical environment and future employability.

Students will be provided with opportunities for formative feedback and individual tutorial support from personal tutors on the programme.

Assessment tasks:

Reflective Piece (First Sit)
Description: A reflection of a teaching activity
Weighting: 25 %
Final assessment: No
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment (First Sit)
Description: An in-depth critical discussion on an area of interest relevant to the student (3000 words).
Weighting: 75 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Reflective Piece (Resit)
Description: Reflection of a teaching activity (12 mins)
Weighting: 25 %
Final assessment: No
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment (Resit)
Description: An indepth critical discussion on an area of interest relevant to the student (3000 words).
Weighting: 75 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

International Professional Graduate Certificate in Education Early Years [Distance] iProfGCE 2024-25