

UCAS code: X314

This handbook is published for students studying at University Centre Weston on the above programme and is available in a range of alternative formats on request.

Student Course Handbook

BA [Hons]

Early Years Education

University Centre Weston

in partnership with

Bath Spa University

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# Introduction

## Welcome

Welcome to the BA [Hons] Early Years Education degree. This course is offered in partnership between Bath Spa University and University Centre Weston (UCW). You are a registered student at Bath Spa University and UCW, and as such, have access to services on both sites.

## Purpose of Handbook

This handbook gives you essential background information that will be of help in your studies on the BA [Hons] Early Years Education programme. It provides links to the definitive sources wherever possible. The handbook can be accessed via your Minerva or Class OneNote.

Please note that the electronic version will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

For **module information** please see the respective Module Handbook.

# Course content

|  |  |
| --- | --- |
| Major, Joint, Minor or Specialised | Specialised |
| Delivered at | University Centre Weston |
| Faculty | Education Health and Lifestyle |
| Campus | Winter Gardens Knightstone Campus |
|  | |
| Final award | BA(Hons) Early Years Education |
| Intermediate awards available | Not applicable |
| UCAS code | X314 |
| Details of professional body accreditation | Not applicable |
| Relevant QAA Benchmark statements | Early Childhood Studies (2014) |
| Date specification last updated | September 2015 |

## Course Distinctiveness

**Why study for the BA Hons Early Years Education Degree?**

The role of professionals in early years was examined by Professor Cathy Nutbrown who indicated in her interim report (2012) that well trained practitioners with reliable qualifications are crucial to quality provision, but there is often insufficient time for students to study the theory underpinning practice. This degree will provide this background to prepare you for a successful contribution to the early years’ sector.

During the BA (Hons) Early Years Education programme you will build on skills developed during your Foundation degree (or equivalent qualification) such as reflective practice, action research, report-writing, portfolio development and presentation skills.

You will study innovative approaches to how young children engage in learning by:

* investigating how other international countries approach the early years curriculum;
* observing children in their own learning environment;
* gaining advanced research skills and techniques in preparation for a work-based project;
* developing project management skills through carrying out a work-based project relevant to the Early Years sector;
* understanding the principles of leadership and management and looking at effective ways of leading pedagogy;
* developing strategies to promote children’s literacy and numeracy skills in Early Years settings.

The programme has been designed to develop you as an independent and reflective learner able to critically reflect on your own work practice as a means of self-development as an Early Years practitioner. The programme has been developed to enhance your career potential and provides flexible learning opportunities.

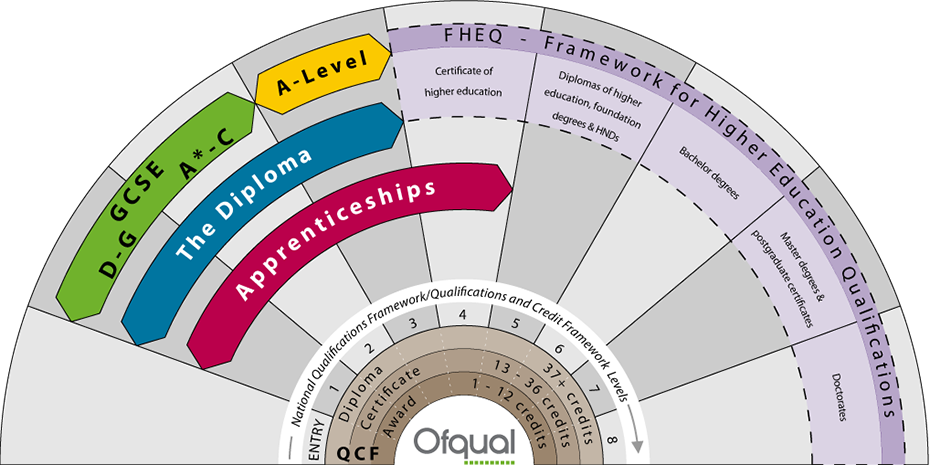
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Figure 1: Framework for Higher Education Qualifications

## Entry requirements

In addition to a foundation in Early Years or a related subject, it is a requirement of this course that you work for at least two days or twelve hours per week in an appropriate setting. This will give you the experience to reflect effectively as a professional as well as to gather data for your dissertation. You may be in paid work or a substantial placement, but as it comprises part of your learning experience the setting is subject to inspection and approval by UCW.

**Course Structure**

## Course Structure

| **Full time** | | | |
| --- | --- | --- | --- |
| **Level** | **Title** | **Credits** | **Code** |
| **6** | Education Dissertation | 40 | ED 6001 |
| **6** | Pedagogy, Culture and Society | 20 | ED 6503 |
| **6** | Symbolic Representation: Young Children Making Meaning | 20 | ED 6038 |
| **6** | International Perspectives of Early Childhood | 20 | ED 6034 |
| **6** | Leadership and Teamwork in Early Childhood | 20 | ED 6117 |

All HE programmes at UCW are delivered as a collection of modules, which build on each other to form a complete programme of study. Each module carries a credit rating, defining how much study time it takes to complete. Notionally, 1 credit equates to 10 hours study time (so 10 credits = 100 study hours). “Study hours” includes lectures, seminars, tutorials, group work, independent study and research – in fact, any time that contributes to your learning on the module.

### Link Tutor

Each programme has an identified link tutor from its validating partner University whose role it is to support the UCW team and students. The link tutor for your programme is:

|  |  |  |
| --- | --- | --- |
| Name | Email | Tel |
| Alyson Lewis | [a.lewis2@bathspa.ac.uk](mailto:a.lewis2@bathspa.ac.uk) | 01225 875878 |

# Course Aims

**The aims of the BA (Hons) Early Years Education programme are:**

1. To provide a stimulating programme which examines and questions the aims, values and outcomes of education in local and global contexts;

2. To explore the social, cultural, historical, political and economic contexts of education;

3. To enable students to interrogate educational processes, societal and organisational structures and their impact on individuals;

4. To equip students to understand the role, range and scope of educational research and enquiry;

5. To enable students to undertake educational research and enquiry;

6. To provide support for all students to maximise their participation, critical engagement and intellectual independence;

7. To develop knowledge & skills that enable progression to a range of employment or postgraduate study in related educational contexts;

8. To transform our students’ understanding of their role in social and educational change through an understanding of global issues and debates.

## Programme learning outcomes

**Programme Intended Learning Outcomes (ILOs)**

**A. Subject-specific Skills and Knowledge.**

|  |  |
| --- | --- |
|  | **On graduating our students will be able to demonstrate:**  **Level 6** |
| A1 | A critical understanding of a diverse range of perspectives on education and the complexities of educative processes; |
| A2 | Systematic knowledge of the diverse care and educational needs of babies and young children; |
| A3 | A critical understanding of the disputed nature of curricula and the contested nature of knowledge; |
| A4 | Detailed knowledge of contemporary and historical policies, provision and pedagogical approaches in relation to babies young children their families in the UK and internationally ; |
| A5 | Coherent understanding of the wider social, cultural, historical, political and economic contexts of education; |
| A6 | Critical understanding of the main methods of enquiry in educational research and an ability to apply methods to their own research; |
| A7 | Systematic understanding of the impact of inequalities in gender, race, class and disability on educational processes and outcomes. |
| A8 | Critical and coherent understanding of perspectives on early child development including those at the forefront of the discipline; |
| A9 | Detailed knowledge of multiprofessional leadership and management in early years provision as well as theoretical and statutory perspectives regarding children’s rights, health and well-being, child protection, safeguarding, disability, diversity and inclusion. |

**B. Cognitive and Intellectual Skills.**

|  |  |
| --- | --- |
|  | **On graduating our students will be able to demonstrate:**  **Level 6** |
| B1 | Skills to critically evaluate and apply concepts, competing positions, theories, research and issues of policy in relation to childhood, babies and young children; |
| B2 | Ability to identify and evaluate trustworthy primary and secondary sources to extend knowledge and understanding, and to apply the concept to their own research; |
| B3 | Ability to demonstrate a critical understanding of the importance of ethical collection, application and analysis of data, including numerical data, including in their own research; |
| B4 | Skills to process and synthesise data to create arguments using relevant specialist vocabulary and present these using academic conventions. |

**C. Skills for Life and Work.**

|  |  |
| --- | --- |
|  | **On graduating our students will be able to demonstrate:**  **Level 6** |
| C1 | Autonomous learning (including time management) that shows the exercise of initiative and personal responsibility and enables decision-making in complex and unpredictable contexts; |
| C2 | Team working skills necessary to flourish in the global workplace, with an ability both to work in and lead teams effectively; |
| C3 | Communication skills that ensure information, ideas, problems and solutions are communicated effectively and clearly to both specialist and non-specialist audiences; |
| C4 | IT skills and digital literacy that demonstrate core competences and are commensurate with an ability to work at the interface of creativity and new technologies. |

## Graduate attributes

|  |  |  |
| --- | --- | --- |
|  | Bath Spa Graduates… | In Early Years Education, we enable this… |
|  | Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams | By embedding employability within the Early Years programme, we develop your skills to flourish in the global and professional workplace. You are required to undertake at least one placement in a professional education setting and you are assessed against a range of employment focused criteria. Many optional modules also give you the opportunity to undertake further placements, both internationally and in the UK, and to gain additional professional accreditations. |
|  | Will be able to understand and manage complexity, diversity and change | We believe that education is about change and we will challenge you to change and develop your ideas, attitudes, skills and knowledge as part of this course. |
|  | Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners | We believe that education professions are creative ones – the Institute for Education strapline is, ‘Be creative, educate’. You will have a range of options to explore your own creativity and the creativity of learners. You will also take modules that encourage problem solving and give you opportunities to work across academic and professional disciplines. |
|  | Will be digitally literate: able to work at the interface of creativity and technology | We aim to build your existing skills as a ‘digital learner’ so that you can benefit from technology to its fullest extent. You become a confident user of digital technologies in your own learning by working extensively with Minerva (our virtual learning environment) on all of your modules. You will have the opportunity to choose modules that explore digital technologies and to develop creative work using technology as part of your assessments. |
|  | Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas | Education studies equips you to understand and engage with education issues here in the UK and internationally. From year one, our curriculum presents an international perspective on education issues and you can take optional modules that explore issues in international education in detail.  You will have the opportunity to participate in international placements and study visits associated with modules or to organise your own education focused international placement. There are also a number of opportunities to study abroad as part of the course, including on an Erasmus placement or a University exchange. |
|  | Will be creative thinkers, doers and makers | This course enables your knowledge and understanding of education, but it also gives you opportunities, through placements, study visits and creative assessments, to develop your practice and your professionalism. |
|  | Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy | The development of critical thinking skills are embedded in our curriculum from the first weeks of your year one core module, when you will be introduced to philosophical debates around the purposes of education. Your modules will encourage you consider issues from a range of perspectives and will develop your skills to express your ideas clearly in oral and written form. You will also develop skills to understand, critically assess and conduct educational research. |
|  | Will be ethically aware: prepared for citizenship in a local, national and global context | We believe that education is about change and we provide you with opportunities to develop your personal values and beliefs about education. You will rigorously examine and defend these values against a framework of ethical behaviours and will have the opportunity to consider the ethics of educational research and of working as a professional in education settings. |

**Exit requirements**

Postgraduate courses such as PGCE or EYTT require Math, English, and Science GCSE.

# Learning Environment

## Learning and Teaching Methods

UCW has a Learning and Teaching Strategy for Higher Education, which underpins our approach.

We intend that the learning programme should be both stimulating and demanding, and should lead you through progressive stages of development, towards increasingly complex and open-ended tasks, increasingly sophisticated application of intellectual/conceptual and personal (transferable) skills, and increasingly independent study.

A variety of learning methods will be used, which might include:

* Lectures
* Seminars
* Experiential learning
* Reflective learning
* Skills practice
* Group work and group discussions
* Workshops
* Fieldwork
* Supervised studio/lab-based activity
* Case studies
* Student presentations
* Information and communications technology (ICT) based activities
* Visiting speakers/expert practitioners will be used during the programme

University Centre Weston actively encourages the development of technology enhanced learning and you will find staff utilising new teaching methods to enhance your learning experience.

## Online course materials

The majority of the material and information you need will be available via the relevant Virtual Learning Environment (VLE) for your programme, which will be Minerva on the Bath Spa University website, Moodle and Microsoft Office 365 for any other support. Your tutors will explain how to use the VLE in more detail during induction.

Office365 is free to download for students from [www.office.com](http://www.office.com)

You will need to sign in using your UCW email address and select “Work or School Account” (not Personal Account) when presented with these options. Select “Install Office365” to download the applications. Office365 is compatible with most devices, including PCs, Macs, smart phones, iPads and tablets.

**Remember, the Office365 applications are free for students,** so don’t click on the “Buy Office365” button by mistake.

## Ethical Practice

Ethical practice is concerned with ensuring that all actions involving children could be considered as doing good. This includes doing no harm, making sure that informed consent is sought, and enabling the voice of the child to be heard.

It is therefore vital that all of your assignments and practice on this course demonstrate good ethical practice. This especially applies to work-based assignments where you will need to consider how your work might impact on others. All assignments involving a practical or research element need to be preceded by an ethical approval form that is approved by the module leader, and the gathering of information cannot begin until this form is approved.

Should a submitted assignment be deemed by the marker as showing an element of unethical practice, they will request the assignment be modified before dissemination, in order to remove the potential for harm. In certain assignments where ethics are a part of the requirement, it is possible to fail the assignment on grounds of poor ethical consideration.

**You must act according to good ethical practice at all times and ensure that when requested the ethical approval form is completed prior to the work.**

For further information on ethics, please see the Bath Spa University Ethical Guidance, appendix iii

## Work-based Learning

The BA (Hons) Early Years Education programme builds upon the work-based learning ethos already established on the Foundation degree in Early Years. You will be expected to use your work experience to inform discussions and reflect upon real-life examples of contemporary issues. In addition, it is very likely that your dissertation will require the gathering of raw data from the setting. Your research themes may be guided by a focus within the work place.

You will be visited twice in the year by a course tutor. There will be no formal observation, but it is expected that you take time to engage in a professional discussion in relation to your workplace.

**Work-based mentor**

During your studies on this programme you will need a mentor. The role of the mentor is to provide advice and support and should be sufficiently senior or qualified to fulfil their role. A manager or senior colleague is ideal.

The responsibilities of the work-based mentor are:

* to provide professional support and guidance in early years practice to the student.
* Advise and support good ethical practice throughout the course
* to support the student in keeping up-to-date with professional developments such as local and national initiatives that may impact upon the work of an Early Years practitioner;
* to help to identify and arrange for appropriate work-based support, including resources and materials especially relating to the needs of the dissertation;
* to provide advice to the student on career development

**Dissertation support**

You will be allocated a Dissertation Supervisor from the programme team following completion of your research proposal few. You will work with that supervisor on an individual basis throughout the duration of your research project. The Dissertation Supervisor’s role is to provide guidance and support for the Research Dissertation, ED6001. Tutorials will be arranged with your Supervisor on your college-based day. The Dissertation Supervisor will mark your dissertation proposal, and in addition will approve and sign off the ethical consideration form before you commence research. The dissertation research proposal will need to be approved together with an action plan and signed off by your Supervisor.

Further information on project support and supervision is provided in your module handbook for ED6001 Research Dissertation.

# How Quality is assured

## Quality monitoring and evaluation

The programme you are studying was approved by Bath Spa University. As part of the approval process it was assured that

* the content of the programme met national benchmark requirements;
* the programme met any professional/statutory body requirements; and
* the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This was done through a process of programme approval which involves consulting academic experts including subject specialists from other institutions and industry.

### How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

* external examiner reports (considering quality and standards);
* statistical information (considering issues such as the pass rate); and
* student feedback including the National Student Survey (NSS).

Drawing on this, and other, information programme teams undertake an annual monitoring process, in accordance with the University's quality policy.

Once every six years an in-depth review of the subject area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### The role of the Programme Committee

This course has a Programme Committee comprising all relevant teaching staff, student representatives and others who make a contribution towards its effective operation (e.g. library/technician staff). The Programme Committee has responsibilities for the quality of the programme and plays a critical role in the University's quality assurance procedures.

## External Examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

* To ensure the standard of the programme; and
* To ensure fairness and equity.

The external examiner for your programme:

|  |  |  |
| --- | --- | --- |
| Name (including prefix e.g. Dr.) | Role in institution | Name of institution |
| Mrs | Jane Dorian | Cardiff Metropolitan University |

As part of their role, external examiners complete an annual report for the University commenting on the learning, teaching and assessment standards of the modules and the programme overall. The report will highlight areas of good practice and identify areas for development, as well as provide assurance that your programme is of an equable standard to similar HE provision nationally.

External examiner reports, and the University’s response, are shared with students. They are normally discussed at Staff/Student Liaison Committees and made available online, via Moodle.

## External references

The following methods are used for gaining the views of other interested parties:

* Feedback from former students;
* Employers;
* Discussions with local settings
* Meetings with North Somerset early years’ team
* Attendance at the Early Childhood Studies Degree Network meetings

# 6. Module Descriptors

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Module code | ED6001 | | | | |
| Module title | Education Dissertation | | | | |
| Subject field | Education | | | | |
| Pathway(s) | Early Years Education | | | | |
| Level \* |  |  | 6 | |  |
| UK credits | 40 | | | | |
| ECTS credits | 20 | | | | |
| Core or Compulsory or Optional | Core | | | | |
| Acceptable for | None | | | | |
| Excluded combinations | None | | | | |
| Class contact time: total hours | 15 | | | | |
| Independent study time: total hours | 375 | | | | |
| Duration of the module | 26 weeks | | | | |
| Main campus location | Winter Gardens Knightstone Campus | | | | |
| Programme Leader | Mark Wilkins | | | | |
| Additional costs involved |  | | | | |
| Brief description and aims of module  The dissertation is an opportunity to carry out a detailed academic study in the field of education. It is a chance to build on the skills you have already acquired through your work in the core modules at levels 4 and 5. You might choose a topic which is related to your career choice, or is a subject which you are very interested in, or is an area which you have already done some work on and which you would like to develop further. The exact format will depend on the type of study you choose to do. It is often a small-scale empirical enquiry, with a critical analysis of background literature, on a selected topic or an in-depth study of literature and published research on a selected topic. You are expected to work independently with the support of a lecture series and associated resources, and with the advice of a dissertation supervisor. You will be expected to research your topic thoroughly and produce a 9000 word dissertation at the end. | | | | | |
| Outline syllabus  The dissertation is founded on independent learning and the utilisation of skills acquired at levels 4 and 5. The work is supported by lectures and help from a supervisor. The syllabus includes:  Introduction to the dissertation process:  Choosing a topic  Research design: shaping the study  Ethical considerations  Using electronic sources  Advanced library skills  Critical evaluation of internet sources  Writing a review of literature  Case study research skills  Data analysis  Getting the writing done | | | | | |
| Teaching and learning activities  The module is organised with two essential elements:  1. A lecture series providing support to key aspects of conducting educational research (framing study in terms of theory and methodology, engagement with research literature, development of focused research questions, application of research methods, data analysis, ethical considerations, writing a dissertation)  2. Support from an assigned supervisor who will provide advice and guidance at each stage of the research process  Teaching and learning is supported by the VLE, key readings and lecture resources. Learning from examples of successful Research Proposals and Dissertations are provided including through liaison with the Library services who curate a sample of BSU Education dissertations and are available for assistance with conducting literature reviews. | | | | | |
| Intended learning outcomes  By successful completion of the module, students will be able to:  1. Prepare a coherent report of an investigation of an educational issue  2. Develop knowledge and understanding of a defined area at the forefront of current understanding  3. Devise and use systematic enquiry methods to carry out the investigation and give an analysis of the methods in relation to their appropriateness for the investigation  4. Display sustained understanding of and engagement with ethical concerns in educational research  5. Gain a detailed understanding of the chosen topic by analysing data from the investigation.  6. Synthesise and critically evaluate arguments, assumptions and data from a variety of sources  7. Formulate an argument and justify personal viewpoints using a variety of evidence so as to extend current understanding  8. Confidently initiate and manage own learning, making decisions about own work and working to deadlines. | | | | *How assessed*  All through S1 | |
| Assessment and feedback  *Formative exercises and tasks:*  F1. Research Proposal:  This will be 1000 words plus an ethics form. A research proposal is a clear and concise statement of intent. It specifies what you will do and how you will do it. It should be succinct and give a clear sense of the structure of your research work. You will be provided with an indicative formative grade (A, B, C, D) which will reflect the formative assessment of the feasibility of the proposed research, scoping of research literature, consideration of methodology, methods and ethics, and a proposed timeline for the research. | | | |  | |
| *Summative assessments:*  S1. Submit a 9,000 word dissertation which reports the purpose, process, outcomes and findings of your research. | | | | Weighting%  100% | |
| Learning resources  The key resources for this module are University Library print and electronic resources and Minerva.  Required and additional readings are clearly indicated on Minerva next to each week’s topic and are always available electronically. Lecture slides and podcasts are also available on Minerva.  Essential Reading (Ebook)  Newby, P. (2014) *Research methods for education*. [electronic resource]. [online]. Harlow, England ; New York : Pearson Education Ltd., [2014].  Other available Ebooks (BSU Online)  Aubrey, C. (2000*) Early childhood educational research.* [electronic resource] : issues in methodology and ethics. London : Routledge Falmer.  Bassey, M. (1999) *Case study research in educational settings*. [electronic resource]. *Doing qualitative research in educational settings.* Buckingham : Open University Press.  Biesta, G., Allan, J. and Edwards, R. (2013) *Making a difference in theory. [electronic resource] : the theory question in education and the education question in theory*. Theorizing education. London : Routledge.  Bray, M., Adamson, B. and Mason, M. (2007) *Comparative education research. [electronic resource] : approaches and methods. CERC studies in comparative education:* 19. Hong Kong : Comparative Education Research Centre, Dordrecht : Springer.  Brundrett, M. (2013) Education 3-13. [electronic resource] : *40 years of research on primary, elementary and early years education. Education heritage series*. London : Routledge.  Cohen, L., Manion, L. and Morrison, K. (2007) *Research methods in education.* [electronic resource].  Creswell, J.W. (2014) *Educational research. [electronic resource] : planning, conducting, and evaluating quantitative and qualitative research. Pearson custom library*. Harlow, Essex : Pearson.  Crossley, M. and Watson, K. (2003) *Comparative and international research in education. [electronic resource] : globalisation, context and differences*. London : New York : RoutledgeFalmer.  Fenwick, T.J. and Edwards, R. (2012) *Researching education through actor-network theory. [electronic resource]. Educational philosophy and theory special issue book series.* Chichester : Wiley-Blackwell.  Hamilton, L. and Corbett-Whittier, C. (2013) *Using case study in education research. [electronic resource]. Research methods in educatio*n. Los Angeles : SAGE.  Hedegaard, M. and Fleer, M. (2008) *Studying children. [electronic resource] : a cultural-historical approach.* Maidenhead : Open University Press.  Hitchcock, D.H. and Hughes, D. (1995) *Research and the teacher : a qualitative introduction to school-based research*. [electronic resource]. London ; New York : Routledge.  Jarvis, P. (2012) *Research in the early years. [electronic resource] : a step-by-step guide*. Harlow : Pearson.  McMillan, J.H. and Schumacher, S. (2014) *Research in education. [electronic resource] : evidence-based inquiry.* Harlow, Essex : Pearson.  Newby, P. (2014) *Research methods for education. [electronic resource].* Harlow, England ; New York : Pearson Education Ltd.  O’Donoghue, T.A. (2007) *Planning your qualitative research project. [electronic resource] : an introduction to interpretivist research in education.* London ; New York : Routledge.  Porter, J. and Lacey, P. (2005) *Researching learning difficulties : a guide for practitioners. [electronic resource].* London : P.C.P. ; Thousand Oaks, CA : SAGE Publications.  Pring, R. (2005) *Philosophy of education : aims, theory, common sense and research*. [electronic resource] London : Continuum.  Tight, M. (2012) *Researching higher education.* [electronic resource]. Maidenhead : Open University Press.  Other Available Books (BSU Library)  Biggs, I. 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(2010) *Educational research and inquiry : qualitative and quantitative approaches*. London : Continuum.  Haydon, G. and Haydon, G. (2006) *Values in education. Continuum studies in research in education*. London : Continuum.  Heath, C., Hindmarsh, J. and Luff, P. (2010) *Video in qualitative research : analysing social interaction in everyday life. Introducing qualitative methods*. London : SAGE.  Johnson, B. and Christensen, L.B. (2014) *Educational research : quantitative, qualitative, and mixed approaches.* Los Angeles : SAGE.  MacNaughton, G. (2005) *Doing Foucault in early childhood studies : applying poststructural ideas. Contesting early childhood series.* London : Routledge.  MacNaughton, G., Rolfe, S.A. and Siraj-Blatchford, I. (2010) *Doing early childhood research : international perspectives on theory & practice.* Maidenhead : McGraw-Hill Open University Press.  McNamee, M.J. and Bridges, D. (2002) *The ethics of educational research*. Oxford : Blackwell.  Silverman, D. (2011a) *Doing qualitative research : a practical handbook*. London : SAGE.  Silverman, D. (2011b) *Qualitative research : issues of theory, method and practice*. Los Angeles, [Calif.] ; London : SAGE.  Strike, K.A. (1989) *Liberal justice and the Marxist critique of education : a study of conflicting research programs. Philosophy of education research library*. New York ; London : Routledge.  Journals  British Journal of Educational Studies  http://eds.b.ebscohost.com/eds/detail/detail?sid=ce3ae2ba-b78c-4a06-8ed8-9221d706352c%40sessionmgr111&vid=0&hid=108&bdata=JkF1dGhUeXBlPWlwLHNoaWImc2l0ZT1lZHMtbGl2ZQ%3d%3d#AN=edp664496&db=edspub  British Educational Research Journal http://ezproxy.bathspa.ac.uk:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=edspub&AN=edp1808574&site=eds-live  British journal of special education http://ezproxy.bathspa.ac.uk:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=edspub&AN=edp12135&site=eds-live  Education 3-13 http://ezproxy.bathspa.ac.uk:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=edspub&AN=edp182096&site=eds-live  International Journal of Qualitative Methods http://ezproxy.bathspa.ac.uk:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=edspub&AN=edp126117&site=eds-live  Journal for critical education policy studies http://ezproxy.bathspa.ac.uk:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=edspub&AN=edp140929&site=eds-live  Oxford Review of Education http://ezproxy.bathspa.ac.uk:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=edspub&AN=edp54394&site=eds-live  Research in Education http://ezproxy.bathspa.ac.uk:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,shib&db=edspub&AN=edp60456&site=eds-live | | | | | |
| Preparatory work  Students are encouraged to identify a range of problems in educational theory, policy practice or understanding which they would be interested in exploring.  They are asked to reflect on the content of modules they have previously taken which their problems are linked with.  An online questionnaire is completed and on the basis of this, and wherever possible, students are matched with a supervisor who will be able to assist them in the exploration of their identified problems. | | | | | |

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| Module code | | ED6503 | | | | | |
| Module title | | Pedagogy, Culture and Society | | | | | |
| Subject field | | Education | | | | | |
| Pathway(s) | | Early Years Education | | | | | |
| Level | |  |  | 6 | | |  |
| UK credits | | 20 | | | | | |
| ECTS credits | | 10 | | | | | |
| Core or Compulsory or Optional | | Compulsory for Early Years Award | | | | | |
| Acceptable for | | None | | | | | |
| Excluded combinations | | None | | | | | |
| Class contact time: total hours | | 39 | | | | | |
| Independent study time: total hours | | 161 | | | | | |
| Duration of the module | | 26 weeks | | | | | |
| Main campus location | | Winter Gardens Knightstone Campus | | | | | |
| Module Leader | | Mark Wilkins | | | | | |
| Additional costs involved | | None | | | | | |
| Brief description and aims of module  The aim of this module is to enable you to reflect on and gain a critical understanding of some of the issues that impact contemporary society, and consider how these issues provide the context in which you work. You will need to demonstrate how you can develop a pedagogy that reflects the social landscape and will be given the opportunity to respond to change. Issues may include technological, cultural, environmental and political discourses | | | | | | | |
| Outline syllabus  Drawing upon previous study and work experience within the early years sector, you will develop a reflective and critical understanding of the impact of change within some of the following areas;  • Digital technology  • Education  • Gender  • Health  • Globalisation  • Diversity and equality  • Policy issues  • Plus others  You will then learn how a reflective pedagogy can respond to change through provision and curricular design, and develop your own attributes as reflective practitioners by critical exploration of contemporary issues.  The learning methods for this module will consist of formal lectures, group seminars and discussions, exploration of media such as the internet, and guest speakers. Also you will be expected to undertake independent study to enhance their understanding of the content of the module. | | | | | | | |
| Teaching and learning activities  There will be 13x 3hr sessions in the module. Each seminar will be a balance of tutor input, student centred discussion, group activity and reflection. Discussion which will develop your understanding of themes relevant to the assessments will be an integral part of each session.  Key reading material for each session will support your engagement in discussion of key ideas and theory which will enhance the quality of your learning outcomes.  Prior to formal assignments an assignment guidance session will be included in the schedule, in which students will work together to develop ideas and approaches to the assignment. | | | | | | | |
| Intended learning outcomes (drawn from the 2015 QAA Benchmark)  *By successful completion of the module, you will be able to demonstrate:*   1. A critical understanding of issues shaping contemporary society, and how these issues are communicated 2. An in-depth knowledge and understanding of how current issues impact on educational systems 3. The ability to analyse influences on curriculum and pedagogy 4. The ability to critically reflect on your own and others' value systems 5. The ability to use your knowledge and understanding critically to locate and justify a personal position in relation to the subject 6. The abilty to use new knowledge to influence changes in practice | | | | | | *How assessed*  S1/S2  S2  S2  S1/2  S1/S2  S1 | |
| Assessment and feedback  Students will be given formative tutor and peer feedback on informal group presentations and discussion feedback, which will encapsulate critical analysis of key concepts as the module progresses. This will support understanding of progress against the stated skills or knowledge outcomes.  *Formative exercises and tasks:*  F1 Group seminars that enable the student to evidence reading and critical thinking | | | | | |  | |
| *Summative assessments:*  S1 A poster (equivalent to 1500 words)  S2 An essay (3500 words) | | | | | | Weighting%  30  70 | |
| **Learning resources**  ***University Library print, electronic resources and Minerva:***  **Key texts**  Anning, A., Cullen, J. & Fleer, M. (2009) *Early Childhood Education: society and culture*. London: Sage  Browne, N. (2003) *Gender equity in the early years.* Maidenhead: Open University Press  Murphy, P., Hall, K. and Soler, J. (2008) *Pedagogy and Practice Culture and Identities.* London: Sage  Montgomery, H (2013*) Local childhoods, global issues.* Bristol: Policy Press  Bragg, S. and Kehily, S-J. (2013) *Children and young people's cultural worlds.* Bristol: Policy Press  Pugh, G. and Duffy, B. (2013) *Contemporary Issues in the Early Years.* 6th ed. London: Sage  Rogers, S. (2011) *Rethinking Play and Pedagogy in Early Childhood Education.* Abingdon: Routledge  Wright, H. (2014) *The* *Child in Society*. London: Sage  ***Journals***  *Contemporary Issues in Early Childhood*  *Pedagogy, Culture and Society*  *Globalisation Societies and Education*  *Gender and Education*  *Oxford Review of Education*  *Race Ethnicity and Education*  *Education 3-13*  *Early Years: Journal of International Research & Development* | | | | | | | |
| Preparatory work  This module explores contemporary issues, so students can prepare for studies by reading sources such as The Guardian, <http://www.spiked-online.com>, and following changes in government policy through Early Years Educator and Nursery World Magazines. | | | | | | | |
| Module code | ED6117 | | | | | | |
| Module title | Leadership and Teamwork in Early Childhood Settings. | | | | | | |
| Subject field | Education | | | | | | |
| Pathway(s) | Early Years Education | | | | | | |
| Level | 6 | | | | | | |
| UK credits | 20 | | | | | | |
| ECTS credits | 10 | | | | | | |
| Core or Compulsory or Optional | Compulsory for Early Years Award | | | | | | |
| Acceptable for | None | | | | | | |
| Excluded combinations | None | | | | | | |
| Class contact time: total hours | 39 | | | | | | |
| Independent study time: total hours | 161 | | | | | | |
| Duration of the module | 26 weeks | | | | | | |
| Main campus location | Winter Gardens Knightstone Campus | | | | | | |
| Module Leader | Susan Score | | | | | | |
| Additional costs involved | DBS may be required | | | | | | |
| Brief description and aims of module  This module introduces you to the principle and theories of leadership as they apply to early childhood settings. You will explore contested understandings of quality in relation to early childhood provision together competing political and social agendas. You will be introduced to the concept of ethical leadership. This will include themes relating to setting purpose, the construction of the practitioner and the image of the child.  This module enables you to explore effective ways of leading a pedagogical team with an emphasis on relationship, collaboration and reflection, communication skills, supporting effective communities of practice and developing others.  In this module you will develop an understanding of the setting as embedded in its particular context. You will explore approaches to working with parents/carers, the wider community and the implications of this for leadership of multi-professional teams.  You will have the opportunity to reflect, analyse and share your own experiences and responses to leadership issues. The module will provide you with underpinning knowledge and understanding that will constructively support the way in which you work with others. | | | | | | | |
| Outline syllabus  Main contexts, theories and ideas   * Pedagogical leadership of settings * Leadership of early childhood settings as an ethical enterprise * Principles and theories of leadership as they apply to early childhood leadership * Early childhood settings as embedded in communities and the implications for leadership * Effective leadership of change and the relevance of setting culture * The contested nature of ‘quality’ * Developing others * Working in partnership with families and a multi-professional team   Learning is facilitated by 3 hour seminars in alternate weeks. Tutor generated course materials will be provided on Minerva and discussed in conjunction with key readings in the sessions.  Visiting speakers will add a further dimension of reflection and analysis of current leadership practice. | | | | | | | |
| Teaching and learning activities  There will be 13x 3hr sessions in the module. Each seminar will be a balance of tutor input, student centred discussion, group activity and reflection. Discussion which will develop understanding of themes relevant to the assessments will be an integral part of each session.  Key reading material for each session will support engagement in discussion of key ideas and theory which will enhance the quality of learning outcomes.  There will be opportunities for critical reflection and analysis relating to leadership, teamwork and collaboration and for students to share and discuss their knowledge and understanding and experiences of practice with others on the programme.  Prior to formal assignments an assignment guidance session will be included in the schedule, in which students will work together to develop ideas and approaches to the assignment. | | | | | | | |
| Intended learning outcomes  *By successful completion of the module, you will be able to demonstrate:*   1. A critical understanding of theories and principles of leadership and their relevance and application to Early Years professional practice 2. Knowledge and understanding of leading partnerships which include practitioners, families and a wider group of professionals, in order to meet agreed objectives. 3. A systematic understanding of the spectrum of approaches necessary to establish and sustain a culture of cooperative and collaborative working between colleagues, parents, carers and communities. 4. The ability to devise and sustain arguments relating to a leader’s ability to influence and shape policies and practice and share collective responsibility for implementation of change and development of professional practice. 5. The ability to critically evaluate the ambiguous and contested concept of quality and the implications of this for leaders of early childhood settings 6. Knowledge and understanding of the challenges and tensions involved in leadership of early childhood settings as an ethical enterprise | | | | | *How assessed*  S1, S2  S1, S2  S1, S2  S1  S2  S2 | | |
| Assessment and feedback  *Formative exercises and tasks:*  Students will be given formative tutor and peer feedback on informal group presentations and discussion feedback, which will encapsulate critical analysis of key concepts as the module progresses. This will support understanding of progress against the stated skills or knowledge outcomes. | | | | |  | | |
| *Summative assessments:*  S1. Individual presentation (2,500 word equivalent)  S2. Essay (2,500 words) | | | | | Weighting%  50%  50% | | |
| Learning resources  *Key texts*  Aubrey, C. (2011) *Leading and Managing in the Early Years (2nd Ed),* London, Sage Publications  Ebbeck and Waniganayake (2003) *Early Childhood Professionals: Leading Today and Tomorrow*. Elsevier: MacLennan & Petty  Miller, M. & Cable, C. (2011) *Professionalization, Leadership and Management in the Early Years*. London: Sage  Dahlberg, G. Moss, P. and Pence, A. (2007) *Beyond Quality in Early Childhood Education and Care: Languages of Evaluation (2nd Ed), London: Falmer Press.*  Pugh, G. (Ed) (2009) *Contemporary Issues in the Early Years,* London: Paul Chapman Publishing.  Rodd, J. (2013) *Leadership in the Early Years*. (4th Ed), Maidenhead: Open University Press.  Rose, J. & Rogers, J. (2012) *The Role of the Adult in Early Childhood Settings,* Milton Keynes, Open University Press  Whalley, M. (2008) *Leading Practice in Early Years Settings*. Exeter. Learning Matters Ltd  *Key web-based and electronic resources*   * links to resources and reading material posted on Minerva   *Specialist resources:*   * European Early Childhood Education Research Journal * International Journal of Early Years Education * Early Years: An International Journal of Research and Development * Early Childhood Research Quarterly | | | | | | | |
| Preparatory work  Reflect on your own experiences of leaders in a work context. What attributes did they have? | | | | | | | |

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| Module code | ED6038 | | | | |
| Module title | Symbolic Representation: Young Children Making Meaning | | | | |
| Subject field | Education | | | | |
| Pathway(s) | Early Years Education | | | | |
| Level |  |  | 6 | |  |
| UK credits | 20 | | | | |
| ECTS credits | 10 | | | | |
| Core or Compulsory or Optional | Compulsory for Early Years Award | | | | |
| Acceptable for | None | | | | |
| Excluded combinations | None | | | | |
| Class contact time: total hours | 39 | | | | |
| Independent study time: total hours | 161 | | | | |
| Duration of the module | 26 weeks | | | | |
| Main campus location | University Campus Weston | | | | |
| Module Leader | Susan Score | | | | |
| Additional costs involved | DBS may be required | | | | |
| Brief description and aims of module  This module explores children making meaning as a social construct as they find ways to make their voices heard. You will explore symbolic representation as a fundamental feature of children’s meaning-making endeavours, with a particular focus on literacy development and learning in children from birth to eight. Definitions of literacy will be examined within the context of ideas of cultural capital and the power relationships within society. As part of the module, you will observe children in familiar environments engaging in literacy and problem solving activities. You will use theoretical models of language and literacy, as well as scientific, multimodal and mathematical learning to examine themes, and to reflect on your observations and practical experience.  Links will be made throughout the module between different forms of communication, strategies for making meaning, and the development of the ‘conventional’ written forms in social contexts. You will be supported throughout this module in developing an analytical and critical approach to evaluating resources which promote and encourage children to represent their own ideas and meanings, informed by social, cultural, political and educational perspectives.  Assessment is made up of two elements: assignment 1 is a critical analysis of a research paper, while assignment 2 requires you to carry out a case study. The focus of your study may be a setting, a child or children in a setting, which might be a home environment or an educational setting. If you are carrying out research in an educational setting, you would need to ensure that you have DBS clearance before beginning to gather data. You will be given time in the schedule to carry out field work for the case study, guidance for this will be built into the seminar sessions. | | | | | |
| Outline syllabus  You will explore and develop a number of different perspectives in this module, including   * Different understandings of literacy, with a particular focus on the child’s voice * Political and economic perspectives and socio-cultural contexts * Cultural capital and power relationships * Multi modal representation and making meaning * Affective dimensions of communicating * Ways of thinking * Curricula, pedagogy and educational approaches for young children * Language development and problem solving * Children’s rights, identities, equity and agency * Observation as a tool to support an understanding of children’s development and dispositions. | | | | | |
| Teaching and learning activities  Seminars will be made up of lectures; workshops; observational visits to settings; directed activities; critical review of observations with peers; individual support and tutorials; reading and reflection.  A range of research from peer-reviewed journal articles will be studied for the presentation, the first assessment item early in this module. This will help you to develop the underpinning knowledge and understanding needed for the second assignment, the case study. You will work with a partner for your presentation, and will develop your understanding in a supportive environment with both tutor and peer support.  Guidance on methodology and observations will be given throughout, which will help you to structure your case study for the second assignment. | | | | | |
| Intended learning outcomes  By successful completion of the module, you will be able to demonstrate:   1. A critical understanding of the theory and practical implications of the concept of symbolic representation, and what this means to children in different socio-cultural contexts and in a rapidly changing multi-media world. 2. Explore and evaluate a variety of strategies to promote early literacy and problem solving in young children in a variety of settings 3. Conceive, plan and implement a case study project that has clear and defined aims and objectives 4. Draw upon a range of theoretical perspectives to support your analysis of how young children develop literacy and make meaning 5. Evaluate the impact of gender, ethnicity and class on children’s experience and learning 6. Engage critically with the wider economic political and socio-cultural contexts of education | | | | *How assessed*  S1  S1  S2  S2  S2  S2  S2 | |
| Assessment and feedback  *Formative exercises and tasks:*  F1. Group presentations of research papers for assignment 1, with verbal feedback from your tutor and your peers  F2. Presentation of your case study plan to the group and to your tutor | | | |  | |
| *Summative assessments:*  S1. Critical Analysis (1,500 words)  S2. Case Study (3,500 words) | | | | Weighting%  30%  70% | |
| **Learning resources**  ***University Library print, electronic resources and Minerva:***  **Key texts**  Curruthers, E. and Worthington, M. (2011*) Understanding Children’s Mathematical Graphics: Beginnings in Play*. Maidenhead: OUP.  Dyson, A. H. (2013) *Rewriting the Basics: Literacy learning in Children’s Cultures*. New York: Teacher’s College Press.  Freire, P. (1996) *Pedagogy of the Oppressed*. London: Penguin.  Kelly, C. (2010) *Hidden Worlds; Young Children learning Literacy in Multicultural Context*. Stoke: Trentham Books.  Kress, G. (1997) *Before Writing: Rethinking the Paths to Literacy*. London: Routledge  Pahl, K. (1999) *Transformations: Meaning Making in Nursery Education. Staffordshire*: Trentham Books Ltd.  Key web-based and electronic resources, including books and journals  European Early Childhood Education Research Association Journal  International Journal of Early Years Education  Journal of Early Childhood Literacy  Children’s Mathematics Network - <http://www.childrens-mathematics.net/login.htm>  National Literacy Trust - <http://www.literacytrust.org.uk/>  United Kingdom Literacy Association (UKLA) - [www.ukla.org](http://www.ukla.org) | | | | | |
| Preparatory work  You may wish to read a key text in preparation for this module:  Kress, G. (1997) *Before Writing: Rethinking the Paths to Literacy*. London: Routledge  This book is available as an e-book in the BSU library | | | | | |

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| Module code | ED6034 | |
| Module title | International Perspectives of Early Childhood | |
| Subject field | Education | |
| Pathway(s) | Early Years Education | |
| Level | 6 | |
| UK credits | 20 | |
| ECTS credits | 10 | |
| Core or Compulsory or Optional | Compulsory for Early Years Award | |
| Acceptable for | None | |
| Excluded combinations | None | |
| Class contact time: total hours | 39 | |
| Independent study time: total hours | 161 | |
| Duration of the module | 26 weeks | |
| Main campus location | University Campus Weston | |
| Module Leader | Mark Wilkins | |
| Additional costs involved | Optional fieldtrip expenses | |
| **Brief description and aims of module**  This module introduces you to a number of international early childhood pedagogies including Te Whariki, Reggio Emilia, Nordic approaches amongst others, which have influenced practice in early childhood education and care. During the module you will identify and analyse similarities and distinctive qualities and their influences on current early years practice in England.  This module provides you with an opportunity to examine the contested nature of childhood, and scrutinise political influences on Early Childhood policy and practice, including issues of citizenship and democracy in early education. Early Childhood Education globally will be explored from a socio-cultural and cultural-historical perspective with a particular focus on the impact of a dominant western discourse and issues relating to education for sustainable development.  This module will enable you to reflect upon the relationship of culture and pedagogy and the influences upon this relationship. This will result in you applying similar lenses to pedagogy and practice in your own country.  There may also be an opportunity to visit early years’ settings as part of an optional residential field trip. | | |
| Outline syllabus  During this module students will explore and analyse the following key concepts and arguments:   * the contested nature of the image of the child in society and the influence of this on the particular pedagogic approach * Social, historical, political and cultural influences on the image of the child and the relationship between these and the pedagogical approach * social pedagogy and childrearing practices * The underpinning values of the curricula approach * approaches to learning, teaching and assessing * the desirability and utility of assessment strategies for young children * the role of the adult * the role of play * How the underpinning philosophy is made visible in the practice * The political dimension of early childhood education and care * The impact and implications of a dominant western discourse on developing pedagogies in the majority world * Issues relating to education for sustainable development and culturally sensitive pedagogies   Learning is facilitated by 3 hour seminars in alternate weeks. Tutor generated course materials will be provided on Minerva and discussed in conjunction with key readings in the sessions. | | |
| Teaching and learning activities  There will be 13x 3hr sessions in the module. Each seminar will be a balance of tutor input, student centred discussion, group activity and reflection. Discussion which will develop your understanding of themes relevant to the assessments will be an integral part of each session.  Key reading material for each session will support your engagement in discussion of key ideas and theory which will enhance the quality of your learning outcomes.  Prior to formal assignments an assignment guidance session will be included in the schedule, in which students will work together to develop ideas and approaches to the assignment. | | |
| Intended learning outcomes  *By successful completion of the module, you will be able to demonstrate:*  Students will develop knowledge and a systematic understanding of key aspects of international approaches to early childhood education:   1. The role of historical, political, social and cultural influences in shaping educational practices 2. Critical evaluation of theoretical and ideological assumptions underlying different approaches to education 3. Synthesising and critically evaluating arguments, assumptions, abstract concepts from a variety of sources/early years practices 4. Devising and sustaining critical arguments and justifying personal viewpoints using a variety of evidence and drawing on published work 5. The complexity and contested nature of the societal and organisational structures and purposes of early childhood education and care 6. The complexity of the interaction between learning and local and global contexts and the extent to which these impact on education for sustainable development | | *How assessed*  S1, S2  S1, S2  S1, S2  S1, S2  S1, S2  S2 |
| Assessment and feedback  *Formative exercises and tasks:*  Students will be given formative tutor and peer feedback on informal group presentations and discussion feedback, which will encapsulate critical analysis of key concepts as the module progresses. This will support understanding of progress against the stated skills or knowledge outcomes. | |  |
| *Summative assessments:*  S1. Critical analysis (2,500 words)  S2. Essay (2,500 words) | | Weighting  50%  50% |
| Learning resources  *Key texts*  Dahlberg, G., Moss, P and Pence, A. (2007) (2nd edn) *Beyond Quality in Early Education and Care*. Oxon: Routledge  Dahlberg, G., Moss, P. (2005) *Ethics and Politics in Early Childhood Education*. Abingdon, Routledge and Falmer  Edwards, D., Gandini, L. and Forman, G. (1998) *The Hundred Languages of Children.* London: Ablex Publishing corporation.  Einarsdottir, Johanna and Wagner, Judith. T (2006) *Nordic Childhoods and Early Education: Philosophy, Research, Policy and Practice in Denmark, Finland, Iceland, Norway and Sweden. Connecticut USA*, Information Age Publishing  Georgesson, J. and Payler, J. (2013) *International Perspectives on Early Childhood Education and Care*. Maidenhead: Open University Press  Gilbert, L., Rose, J., Palmer, S. and Fuller, M. (2013) *Active engagement, emotional impact and changes in practice arising from a residential field trip, International Journal of Early Years Education*, 20.1, 22-38  Rose, J., Fuller, M., Palmer, S & Gilbert, L (2011) *‘Transformative empowerment: stimulating transformations in practice’*, LATHE, 5, 56-72  Siegfriedsen, W. (2012) *Understanding the Danish Forest School Approach Abingdon*, Fulton  Sommer, D., Samuelsson, I., Hundeide, K. (2010) *Child Perspectives and Children’s Perspectives in Theory and Practice,* London, Springer  Key web-based and electronic resources –   * links to resources and reading material posted on Minerva, Office 365, Class OneNote.   Key journals   * European Early Childhood Education Research Journal * International Journal of Early Years Education * Early Years: An International Journal of Research and Development * Early Childhood Research Quarterly | | |
| Preparatory work  Students who have experience of early childhood pedagogies both here and internationally might reflect on and analyse key aspects of these practices for sharing in the sessions. | | |

# 7. Appendices

## Appendix 1 – Sample Assessment Report Form



**Marking criteria and feedback for ED6503 – Pedagogy, Culture and Society**

**Part 1**: To be completed by the student and submitted with each piece of assessed work**.**

|  |  |
| --- | --- |
| Student Number: | Module Code: ED6503 - 20 |
| Assessment Type: Poster | Word Count: N/A |
| Course/Marking Tutor: Mark Wilkins | Date of Submission: 22nd May 2018 |

*In submitting this assignment, I am confirming that I have read and understood the regulations for assessment, and I am aware of the seriousness with which the University regards unfair practice.*

**Part 2:** Your assignment has been assessed against the following criteria:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | | **F <40%** | **D, 40-49%** | **C, 50-59%** | **B, 60-69%** | | **A, 70-79%** | **A+ 80+%** |
| A critical understanding of issues shaping contemporary society, and how these issues are communicated. | |  |  |  |  | |  |  |
| The ability to critically reflect on your own and others' value systems. | |  |  |  |  | |  |  |
| The ability to use your knowledge and understanding critically to locate and justify a personal position in relation to the subject. | |  |  |  |  | |  |  |
| The ability to use new knowledge to influence changes in practice. | |  |  |  |  | |  |  |
| Visual characteristics and impact of poster. | |  |  |  |  | |  |  |
| Academic English and references. | |  |  |  |  | |  |  |
| **General feedback** | | | | | | | | |
| **Strengths** | | | | | | | | |
| **Points for development** | | | | | | | | |
| **Date:** | **Marker name: Mark Wilkins** | | | | | **Mark:** | | |
| **Moderator name:** | | | | |

**All marks are provisional until agreed at the end of year exam board.**

**Appendix ii: Marking Criteria**

**A Guide to Assessment Criteria**

**The following assessment criteria have been adopted by the University for all module assessment items in the Undergraduate Modular Scheme. They will be amplified and/or refined by more specific criteria, which will be set out in your module/ programme documentation.**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Indicative** | **Criterion** |
|  | Mark Range |  |
| **A** | **80-100** | An outstanding first.  Work of outstandingly high quality and originality. |
| **77 –79** | An excellent first.  Work, which fulfils all the criteria of the A, grade, but at an exceptional standard for the Level concerned. Substantial originality and insight, very few minor limitations. |
| **74 – 76 A** | A good first  Work of distinguished quality, which is based on extensive research and/or strong technical and creative competence. Clear and logical organisation; consistent scheme of references, used entirely appropriately. An authoritative grasp of concepts, methodology and content appropriate to the subject/discipline and to the assessment task will be demonstrated. There is clear evidence of originality and insight and an ability to sustain an argument and/or solve discipline-related problems, based on critical analysis and/or evaluation. The ability to synthesise material effectively and the potential for skilled innovation in thinking and practice will be evident. |
| **70 -73** | A first.  The qualities of an A grade but with more limitations. Work of very good quality which displays most, but not all, of the A grade characteristics for the Level concerned. |
| **B** | **67 – 69** | A high upper second  Work, which clearly fulfils all the criteria of the B grade for the Level concerned, but shows greater insight and/or originality. |
| **64 - 66** | A good upper second  Work of good quality, which is based on a wide range of properly referenced sources and/or creative input, demonstrating a sound and above average Level of understanding of concepts, methodology and content appropriate to the subject/discipline and to the assessment task. There is clear evidence of critical judgement in selecting, ordering and analysing content to construct a sound argument based on responses which reveal occasional insight and/or originality. Ability to solve discipline-related problems will be effectively and consistently demonstrated. Draws on an appropriate range of properly referenced sources |
| **60 – 63** | An upper second  Work of good quality, which contains most, but not all, of the B grade characteristics for the Level concerned |
| **C** | **57 – 59** | A high lower second  Work, which clearly fulfils all the criteria of the C grade for the Level concerned, but shows a greater degree of critical analysis and/or insight |
| **54 – 56** | A good lower second  Work of sound quality which is based on satisfactorily referenced sources and/or creative input and which demonstrates a grasp of relevant material and key concepts, together with ability to structure and organise arguments or materials effectively. The work may be rather standard, but will be mostly accurate, clearly communicated and provide some evidence of ability to engage in critical analysis and/or evaluation. There will be no serious omissions or irrelevancies. In dealing with solutions to technical problems, appropriate methods will be chosen. Coherent organisation in general with effective use of references and acknowledgement of sources. |
| **50 – 53** | A lower second  Work of sound quality, which contains most, but not all, of the C grade characteristics for the Level concerned. |
| **D** | **47 – 49** | A high third  Work of a satisfactory standard demonstrating a reasonable Level of understanding, and competent organisation, but lacking sufficient analysis and independence to warrant a C grade at the Level concerned. |
| **44 – 46** | A good third  Work of satisfactory quality, which covers the basic subject matter adequately and is appropriately organised and presented, but which is primarily descriptive or derivative rather than analytical or creative. Study may be limited and narrowly focussed. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material or techniques, and/or in communication or other relevant key skills, so that the work may be flawed by some errors, omissions or irrelevancies. There will be some evidence of appropriate research and ability to construct an argument, but it may be narrowly focused. In dealing with solutions to technical problems, established and appropriate methods will generally be chosen, but these may be applied uncritically |
| **40 – 43** | A third  Work of bare pass standard demonstrating some familiarity with relevant subject matter and application of relevant academic capabilities, but only just meeting threshold standards in research, analysis, organisation, focus or other skills essential to the assessment task, and/or with significant errors or omissions. |
| **F** | **30 – 39** | A fail Work which indicates some evidence of engagement with the subject material and learning process, but which is essentially misinterpreted, misdirected, misunderstood or poorly organised and sketchy or otherwise just failing to meet threshold standards at the Level concerned. |
| **20-29** | A clear fail  Work which indicates little engagement with the subject material and learning process; which contains substantial errors or irrelevancies; which shows minimal evidence of planning and hardly any use of references and acknowledgement of sources; which clearly fails to meet threshold standards at the Level concerned |
| **10-19** | A bad fail Work of poor quality, which is based on only minimal effort and/or contains little of relevance. It will offer hardly any evidence of familiarity with subject materials or skills appropriate to the discipline or task at the Level concerned. |
| **1-9** | A very poor fail Some work submitted, but containing virtually nothing of any relevance, depth or merit. |
| **0** | Nothing submitted, and extension not agreed before due date; or work containing nothing of any relevance or merit. |
| **UP** | **0** | Work failed due to unfair practice. |