

# EQ103-15 Foundations for Learning: The Early Years

**23/24**

**Department**

Education Studies

**Level**

Undergraduate Level 1

**Module leader**

Emma Langley

**Credit value**

15

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

Experiences in the early years and at the start of the learning and development journey can have a lasting impact upon the individual. We consider what this means in terms of early childhood care and education.

[Module web page](#)

### Module aims

- To develop an understanding of the importance of early years for children's long-term outcomes.
- To explore how children develop in different domains (physical, cognitive, social, emotional, and language) and how these domains interlink.
- To study the influence of key microsystems (such as the family and the school) on children's learning and development.
- To critically consider the issue of poverty and how it impacts the lives of children and their families.
- To identify and interrogate national and international initiatives and research studies that

have focused on improving life chances of young children.

- To understand how child development is situated in, and influenced by, context and culture.

## **Outline syllabus**

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

- What is early childhood and why is it important?
- Early Childhood Education and Care (ECEC) policies and practice.
- The developing child (physical, cognitive, social, emotional, and language development).
- The role of culture and context (ecological systems theories).
- The home and the family.
- Early years settings and schooling.
- Poverty and social disadvantage.
- Early intervention.

## **Learning outcomes**

By the end of the module, students should be able to:

- Explain the impact of early experiences on children's long-term outcomes.
- Articulate how children develop holistically and in specific developmental domains (physical, cognitive, social, emotional, and language).
- Demonstrate an understanding of ecological systems theories and developmental theory (prenatal and through the early years).
- Assess the influence of key microsystems (such as the family and the school) on children's learning and development.
- Discuss the impact of poverty and social disadvantage on children's developmental outcomes and how the impact on children and families could be negated.
- Critically evaluate key national and international initiatives and research that has focused on improving life chances of young children.
- Analyse the interplay between research, initiatives, policy and practice relating to early childhood education and care.

## **Indicative reading list**

[View reading list on Talis Aspire](#)

## **Subject specific skills**

Students should demonstrate a critical understanding of -

- the underlying values, theories and concepts relevant to childhood and education
- reflect upon a range of psychological, sociological, health, historical and philosophical perspectives and consider how these underpin different understandings of babies and young children and childhood

- the diversity of learners and the complexities of the education process
- apply multiple perspectives to early childhood issues, recognising that early childhood studies involves a range of research methods, theories, evidence and applications
- integrate ideas and findings across the multiple perspectives in early childhood studies
- the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process
- the societal and organisational structures and purposes of educational systems, and the possible implications for young learners and the learning process
- demonstrate a critical understanding of the interrelationships between political, economic, cultural and ideological contexts in the lives of children and their families and communities
- constructively critique theories, practice and research in the area of child development and education

## Transferable skills

- Active listening • Communication skills • Confidence • Coordinating with others • Critical thinking • Interpersonal and communication skills • Judgement and decision making • Management of learning • Motivation, tenacity, commitment • Negotiation • Passion • Personal development skills • Planning and organisational skills • Team working

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## Study

### Study time

Type	Required	Optional
Lectures	15 sessions of 1 hour (10%)	
Seminars	15 sessions of 1 hour (10%)	
Tutorials	(0%)	2 sessions of 15 minutes
Private study	120 hours (80%)	
Total	150 hours	

### Private study description

Independent study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions, undertaking research using the library resources, follow-up reading work, working on individual and group projects, the completion of formative and summative assignments, revision

## Costs

No further costs have been identified for this module.

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## Assessment

You must pass all assessment components to pass the module.

### Assessment group A1

	Weighting	Study time
Report	100%	30 hours
The assessment will take the form of a report, 2000 words in length. Students will be required to choose a topic from the syllabus and write a report for an early childhood professional. The report structure will include: an introduction to the topic/background to the issue; theoretical perspectives; a critical review of the research evidence, and a conclusion with clear implications for practice.		

### Feedback on assessment

Individual feedback

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## Availability

### Courses

This module is Core for:

- Year 1 of UEQA-X35B Undergraduate Education Studies