Module Descriptor

Title	GA Introduction to Early Childhood Philosophy & Practice		
Session	2025/26	**Status**	
Code	BAEL07003	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	L. Lindsay		

Summary of Module

This module focuses on developing students' knowledge of early childhood philosophy and practice, including significant influences in the development of policy and practice on early childhood and current trends in the early childhood curriculum. Students will: examine the concept of an early childhood philosophy; consider what is meant by an early years pedagogical model and related 'whole child concept'; explore child-centred, developmentally appropriate and inclusive practice. Students will consider the effects of the 'hidden curriculum' on the development of the young child.

Historical perspectives such as those of Froebel, Steiner, Montessori, Issacs and McMillan will be considered as well as contemporary ideas of Bruce, Sylva, Donaldson, Tough and Katz. Consideration will also be given to the development of some international early childhood curriculum programmes and initiatives such as HighScope, Te Whariki and Reggio Emilia.

The aims and objectives of current early childhood guidance frameworks including Realising the Ambition and Curriculum for Excellence will be investigated from the perspectives of both the learner and practitioner. Students will be given the opportunity to explore how policy, practice and strategies support the early childhood curriculum. Students will be directed to investigate resources available to support practitioners in their implementation of the curriculum.

The module enables students to develop the following UWS Graduate Attributes:

- Emotionally intelligent
- Knowledgeable
- Creative

The module contributes towards the following UN Sustainability Goals:

- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

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Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate knowledge and understanding of early childhood philosophy.
L2	Identify historical and contemporary perspectives that have influenced the development of early childhood philosophy.
L3	Describe the themes and characteristics of curriculum frameworks in early childhood.
L4	Demonstrate an understanding of curriculum policy, practice and strategies that support the early childhood curriculum.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 7** An awareness of childhood philosophy which influences practice. Understanding a range of core theories, principles and concept related to child development, curriculum and practice.
Practice: Applied Knowledge and Understanding	**SCQF 7** Carry out routine lines of enquiry, development and investigation, applying knowledge gained to practice within the workplace.
Generic Cognitive skills	**SCQF 7** Use and begin to evaluate a range of approaches to evidence based solutions.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Communication, ICT and Numeracy Skills	**SCQF 7** Present and evaluate arguments, information and ideas that relate to childhood philosophy, early childhood education and practice.
Autonomy, Accountability and Working with Others	**SCQF 7** Exercise autonomy and initiative in some activities at a professional level to promote children's experiences.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Work-based Learning	100
Independent Study	64
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Bruce, T. (2015) Early childhood education. 5th edn. London: Hodder Education. Dowling, M. (2014) Young children's personal, social and emotional development. London: SAGE
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** All fulltime students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Early Years
Moderator	L. Gilmour
External Examiner	S. Harris
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
A 3000-word essay exploring the influences on current early childhood curriculum frameworks. Students will describe what is meant by an Early Years pedagogical model.

Students will demonstrate knowledge of historical and contemporary perspectives, relating this to current policy and practice in the Early Years sector. (100%)
Assessment 2
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☒	☒	☒	☒	☐	100	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
Module descriptor annual update; change of module code and External Examiner; updated to include reference to SDGs and Graduate Attributes; Updated Attendance and Equality & Inclusion summary.	17/03/2025	L. Lindsay