

# University of the West of Scotland

## Module Descriptor

Session: 2023/ 2024

<b>Title of Module: Introduction to Early Childhood Philosophy &amp; Practice</b>			
<b>Code: EDUC 07038</b>	<b>SCQF Level: 7 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education		
<b>Module Co-ordinator:</b>	L Lindsay		
<b>Summary of Module</b>			
<p>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.</p> <p>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 High/scope, Te Whariki and Reggio Emilia.</p> <p>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.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Campus(es) for Module Delivery</b>
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The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
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.

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 Level 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 Level 7 Carry out routine lines of enquiry, development and investigation, applying knowledge gained to practice within the workplace.
Generic Cognitive skills	SCQF Level 7

	Use and begin to evaluate a range of approaches to evidence based solutions.	
Communication, ICT and Numeracy Skills	SCQF Level 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 Level 7 Exercise autonomy and initiative in some activities at a professional level to promote children's experiences.	
<b>Pre-requisites:</b>	Before undertaking this module, the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36
Work Based Learning/Placement	100
Independent Study	64
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Bruce, T. (2015) *Early childhood education*. 5<sup>th</sup> 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:

It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study.

### **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](#).

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

(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

<b>Divisional Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Early Years
<b>Moderator</b>	L Gilmour
<b>External Examiner</b>	I.Birnie
<b>Accreditation Details</b>	None
<b>Changes/Version Number</b>	

#### Assessment: (also refer to Assessment Outcomes Grids below)

Formative assessment opportunities will be provided through written, discussion and workshop activities throughout the course of the module. Digitally enabled, efficient and effective formative feedback will provide students with guidance on how to gauge and inform progress, including peer-assessment.

#### Assessment 1

A 2000-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%)

(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.)

## Assessment Outcome Grids

<b>Component 1</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Essay	✓	✓	✓	✓	100	0
<b>Combined Total for All Components</b>					<b>100%</b>	<b>0 hours</b>

### Change Control:

<b>What</b>	<b>When</b>	<b>Who</b>
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

**Version Number: MD Template 1 (2023-24)**