Module Descriptor

Title	**Curriculum making-Policy & Practice in ELC**		
Session	2026/27	**Status**	
Code	BAEL08010	**SCQF Level**	**SCQF 8 8**
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	Education and Social Sciences		
Module Co-ordinator	S. Henderson-Bone		

Summary of Module

This module develops students' **knowledge and understanding of curriculum making, policy and practice** within Early Learning and Childcare (ELC), drawing on international research and socio-cultural perspectives.

Students will explore key themes that inform curriculum development in ELC, including personal, social and emotional development; communication, language and literacy; mathematics and numeracy; expressive arts and design; physical development; outdoor learning; scientific enquiry; digital learning; and understanding the social world.

The module introduces students to **key policy frameworks shaping ELC practice in Scotland**, while also considering international curricular approaches such as High Scope, Montessori, Reggio Emilia, Te Whāriki, Steiner Waldorf, and rights-based frameworks including the UNCRC. These perspectives will enable students to identify **strengths, challenges and areas of tension** within contemporary ELC curriculum, including debates around school readiness, formalisation of learning and accountability.

Through engagement with theory, policy and professional practice, students will develop the skills required to **evaluate curriculum implementation** and reflect on their own professional practice within Early Learning and Childcare settings.

Employability skills

The module content provides development of the following UWS graduate attributes and SDS meta skills: Critical thinking, Self-awareness, Teamworking

Contribution to UN Sustainability Goals

SDG 4 – Quality Education

SDG 10 – Reduced Inequalities

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) Mix of on campus and online	

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 research, theory and policy that inform curriculum development in Early Learning and Childcare in Scotland.
L2	Identify and explain key themes and tensions within Early Learning and Childcare curriculum and policy.
L3	Evaluate curriculum practice in Early Learning and Childcare settings, identifying strengths and challenges.
L4	Reflect on own professional practice and identify opportunities for development in relation to curriculum making.
L5	Communicate informed ideas and evaluations relating to curriculum, policy and practice in Early Learning and Childcare.

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 8** Knowledge and understanding of national and international influences on ELC curriculum. Awareness of research, policy frameworks and curriculum themes shaping practice.

[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

Practice: Applied Knowledge and Understanding	**SCQF 8** Ability to observe, evaluate and describe curriculum practice within ELC settings. Application of theory and policy to practice-based contexts.
Generic Cognitive skills	**SCQF 8** Analysis and evaluation of curriculum approaches and policy influences. Identification of strengths, challenges and areas for improvement.
Communication, ICT and Numeracy Skills	**SCQF 8** Communicate ideas clearly in written and oral forms. Use digital technologies to support learning, reflection and professional communication.
Autonomy, Accountability and Working with Others	**SCQF LEVEL 8** Work with increasing independence and responsibility within professional contexts. Reflect on own role and contribution to curriculum practice.

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. In line with current UWS learning and teaching principles, a 30-credit module includes 300 learning hours, normally including 48–60 contact hours. Learning and teaching strategies are designed to promote critical enquiry, reflexivity and the integration of theory, research and professional practice, consistent with SCQF Level 8 expectations. Learning and teaching approaches will include: - Lectures and critically dialogic seminars - Case-based and problem-based learning focused on complex practice scenarios - Workshops developing analytical and evaluative approaches to inclusive practice - Critical engagement with practitioner narratives and policy texts - Guided independent, collaborative and work-based learning

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	164
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: Carroll, M. and Wingrave, M. (2023) Childhood Practice: A reflective and evidence-based approach. Sage. Nutbrown, C. (2018) Early Childhood Educational Research: International Perspectives. 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:** The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments. Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner. It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or

completing online activities. The way the module is delivered—whether on campus, online, or in a blended format—will match how your programme is normally taught for your level of study. You will study Child Development and ELC in the same way that you are used to studying other level 8 modules on the BA Early Learning and Childcare Programme.

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. This module aligns with the Equality Act (2010) and the UWS Equality, Diversity and Human Rights Code. Inclusive learning and teaching approaches are embedded throughout the module, with reasonable adjustments made where appropriate to support student learning.
(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	**Please select Education**
Overall Assessment Results	☐ **Graded**
Module Eligible for Compensation	☒ **Yes** **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	A. Malik
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
Professional Portfolio (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**
Professional Portfolio	☒ Error! Bookmark not defined.	**X**☒	**X**☒	**X**☒	**X**☒	100%	36

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

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

Change Control

What	When	Who
Module outline LO'S, Indicative readings, assessment design	Feb 2026	Nancy Allan/ Lorraine Gilmour
Mod codes, MC and Moderator added	17/6/26	L.Gilmour
Module specific info added to Learning and Teaching , Attendance and Enagagement & Equality and Diversity sections	17/6/26	L.Gilmour
Timetabled and combined contact hours, and related LO's added to assessment	17/6/26	L.Gilmour