Module Descriptor

Title	Curriculum making		
Session	2026/27	**Status**	new module
Code	CHPS08001	**SCQF Level**	8
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Education and Social Sciences**		
Module Co-ordinator	Dean Armstrong		

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 the 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.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☒	☐	

[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

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Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☒ Other (specify) New College Lanarkshire; West College Scotland	

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** Demonstrate knowledge and understanding of national and international influences on ELC curriculum. Awareness of research, policy frameworks and curriculum themes shaping practice.
Practice: Applied Knowledge and Understanding	**SCQF 8** Apply knowledge of theory and policy to practice-based contexts by observing, evaluating and describing curriculum practice within early years settings.
Generic Cognitive skills	**SCQF 8** Apply critical analysis and evaluation of curricular approaches and policy influences. The ability to identify areas of strength, challenge and improvement.
Communication, ICT and Numeracy Skills	**SCQF 8** Communicate complex ideas clearly in written and oral forms. Use of digital technologies to support learning, reflection and professional communication.

Autonomy, Accountability and Working with Others	**SCQF 8** Exercise autonomy with increasing independence and responsibility within professional practice contexts. Demonstrate an awareness of reflecting on one's own role and contribution to curriculum practice.

Prerequisites	**Module Code**	**Module Title**
	Other Relevant study at level 8 or related field	
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	48
Work-based Learning	150
Independent Study	102
n/a	NA
n/a	NA
n/a	NA
TOTAL	300

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.

SSSC (2024) Codes of Practice. Scottish Social Services Council.

SSSC (2015) The Standard for Childhood Practice Revised. Scottish Social Services Council.

(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:** 80%

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	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	**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	C Gollek
External Examiner	tbc
Accreditation Details	SSSC
Module Appears in CPD catalogue	☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Work-based portfolio

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**
Portfolio	☒	☒	☒	☒	☒	100%	48

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%	48

Change Control

What	**When**	**Who**
New module	February 26	D Armstrong
update following ILQR Feedback	July 26	D Armstrong