**University of the West of Scotland**

**Module Descriptor**

**Session: 2024/25**

| Title of Module: Children's Learning Pre-Birth to 6 | | | |
|---|---|---|---|
| Code: EDUC08001 | SCQF Level: 8 (Scottish Credit and Qualifications Framework) | Credit Points: 20 | ECTS: 10 (European Credit Transfer Scheme) |
| School: | School of Education and Social Sciences | | |
| Module Co-ordinator: | J. Ovington | | |
| **Summary of Module** | | | |
| The module commences with examination of the distinctive features of an early learning and childcare (ELC) curriculum for the 0-6 age range, identifying the roles and responsibilities of practitioners to support early learning and pedagogy using Developmentally Appropriate Practice (DAP) and the Reggio Emilia approach. Guidance and policy documents such as 'Realising the Ambition' and ACfE early level frameworks are investigated in relation to neuroscience, attachment theory, metacognition and socio-cultural theory, with a particular emphasis on playful pedagogies, enabling environments and empowering learners through child-centred practice. Analysis of case studies from childhood practice will allow the student to develop skills in using observations and documentation to plan, assess and progress the child's learning and development. Students will also develop skills in reflective practice and self-evaluation using 'How Good Is Our Early Learning and Childcare' and the 'Health and Social Care Standards' documents, with consideration of inclusive practice and anti-racist education priorities. | | | |

| **Module Delivery Method** | | | | | |
|---|---|---|---|---|---|
| Face-To-Face | Blended | Fully Online | HybridC | Hybrid 0 | Work-Based Learning |
| ☐ | ☒ | ☐ | ☐ | ☐ | ☐ |
| **See Guidance Note for details.** | | | | | |

| **Campus(es) for Module Delivery** | | | | | | | |
|---|---|---|---|---|---|---|---|
| The module will **normally** 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: |

| ☐ | ☒ | ☒ | ☒ | ☐ | ☐ | x |
|---|---|---|---|---|---|---|

| **Term(s) for Module Delivery** |
|---|
| (Provided viable student numbers permit). |

| Term 1 | ☒ | Term 2 | ☒ | Term 3 | ☒ |
|---|---|---|---|---|---|

| **Learning Outcomes: (maximum of 5 statements)** <br> **These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.** <br> At the end of this module the student will be able to: | |
|---|---|
| L1 | Acquire broad knowledge of the Scottish Government frameworks for children's learning and the resulting expected practice. |
| L2 | Investigate some aspects of professional practice by drawing on the key psychological and learning theories and principles. |
| L3 | Apply skills in observation and assessment to critically reflect on childhood practice. |
| L4 | Adopt an ethical approach to planning for child-centred learning, using principles of inclusivity and anti-racist educational practice. |
| L5 | Click or tap here to enter text. |

| **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 **8** <br><br> Broad knowledge of Scottish Government frameworks for children aged birth to six years, with detailed knowledge of assessment. <br><br> Broad knowledge of the theories of developmental psychology, with detailed knowledge of attachment, neuroscience and socio-cultural theories of learning. |
| Practice: Applied Knowledge and Understanding | SCQF Level **8** <br><br> Ethical observation of children (either in the workplace or through simulated observation) with the purpose of progressing children's learning and development. |
| Generic Cognitive skills | SCQF Level **8** <br><br> Synthesis of ideas through writing reflective reports. |

| Communication, ICT and Numeracy Skills | SCQF Level **8** Present data documenting children's learning using observation schedules and other means of displaying data. | |
|---|---|---|
| Autonomy, Accountability and Working with others | SCQF Level **8** Take a lead in progressing children's learning and responsibility for their assessment. | |
| **Pre-requisites:** | Before undertaking this module the student should have undertaken the following: | |
| | **Module Code:** | **Module Title:** |
| | **Other:** | HNC Early Education and Care or equivalent. \ |
| **Co-requisites** | **Module Code:** | **Module Title:** |

*Indicates that module descriptor is not published.

| **Learning and Teaching** |
|---|
| Use of VLE, Interactive Whiteboards, on-line tutor/student led discussions, individual and group tasks. Lectures, tutorials, student-led seminars, group-work, role-play, presentations, workshops, and problem based learning will be used to develop student learning. Formative and summative assessments will be used including such instruments as in-class debate and oral presentations, alongside the summative assessment. Student handbooks, and other detailed material made available to students, will give more specific information on the particular learning and teaching methodologies, and combinations of these methodologies, to be used for timetabled student sessions. This will clarify for students both their expectations for timetabled sessions, and their expectations for the overall balance of learning and teaching methodologies to be used during the module. Note: Students' learning activities will vary depending on their degree pathway. For students enrolled on the BA Childhood Studies programme, in-class practical learning will take place. For students enrolled on the BA Childhood Practice programme, work-based learning will take place. |
| **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** (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 | 35 |
| Independent Study | 129 |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| Choose an item. | |
| | Hours Total 200 |

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

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

Abbott, L., Moylett , H. (1997) *Working with the under 3s: Responding to children's needs*. Buckingham: Open University Press

Abbott, L. and Nutbrown, C (2001) *Experiencing Reggio Emilia: Implications for preschool practice*. Maidenhead: Open University Press.

Education Scotland (2016) *How Good is Our Early Learning and Childcare*, Livingston: Education Scotland.

Education Scotland (2020) *Realising the Ambition.* Livingston: Education Scotland.

Fabian, H. and Mould, C (2009) *Development and Learning for Very Young Children* London: Sage Publications

Fisher, J (2007) *Starting with the Child, (2nd ed).* Buckingham: Open University Press

Kinney, L., and Wharton, L. (2008) *An Encounter with Reggio Emilia: Making Learning Visible*. London: Routledge.

Learning and Teaching Scotland (2007) *Building the Curriculum 2: Active Learning in the Early Years*, Livingston: Scottish Executive.

Macblain, S. (2022). *Learning Theories for Early Years Practice (2nd Edition).* London: Sage.

Scottish Government (2017) *Health and Social Care Standards My support, my life*. Edinburgh: Scottish Government

Whalley. M (2007) *Involving Parents in their Children's Education (2nd Ed.).* London: Paul Chapman Publishing

Wood, E. and Attfield, J. (2006) *Play, Learning and the Early Childhood Curriculum (2nd. Ed.).* London, Thousand Oaks, New Delhi: Paul Chapman Publishing.

Please ensure the list is kept short and current.  Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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 full-time students (part-time and distant learning students should check with their programme leader for any queries) 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. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: https://www.uws.ac.uk/current-students/supporting-your-studies/your-rightsresponsibilities/regulatory-framework/

**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 the 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**

| | |
|---|---|
| **Divisional Programme Board** | Education |
| **Assessment Results (Pass/Fail)** | Yes ☐ No ☒ |
| **School Assessment Board** | Childhood Studies/Practice |
| **Moderator** | C. Gollek |
| **External Examiner** | J Shaik Mopidevi |
| **Accreditation Details** | e.g. ACCA Click or tap here to enter text. |
| **Changes/Version Number** | 3.06 |

| **Assessment: (also refer to Assessment Outcomes Grids below)** |
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| Formative assessment opportunities such as observations and practice completion of Grids are provided. Summative assignment is one portfolio of work submitted at the end of the module, comprising two parts.<br><br>PART A: A discursive essay investigating aspects of professional practice by drawing on the main learning theories and principles.<br>PART B: A reflective report displaying broad knowledge of the government frameworks for children's learning, and using this knowledge to critically reflect on practice within childhood settings.<br><br>Note: Part B will vary, depending on the student's degree pathway. For students enrolled on the BA Childhood Practice degree and currently in employment, the Part B assessment will consist of students undertaking observations of children's learning in their employment setting, which they will then critically reflect on. For students enrolled on the BA Childhood Studies degree, Part B will consist of a simulated practice assessment, involving case study observations that enable critical reflection on practice. |
| Assessment 1 – PART A: A discursive essay investigating aspects of professional practice by drawing on the main learning theories and principles.<br>PART B: A reflective report displaying broad knowledge of the government frameworks for children's learning, and using this knowledge to critically reflect on practice within childhood settings. |

(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 (See Guidance Note)**

| Component 1 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Learning Outcome (5) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
| Portfolio of written work | x | x | x | x | x | 100 | 0 |

| Component 2 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Learning Outcome (5) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
| | | | | | | | |

| Component 3 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Learning Outcome (5) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
| | | | | | | | |
| Combined Total for All Components | | | | | | 100% | 0 hours |

**Change Control:**

| What | When | Who |
|---|---|---|
| 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 |
| Module descriptor transfer following cyber incident | 08/02/24 | S Henderson-Bone |

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