

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

Title of Module: Communication in Early Years			
Code: EDUC08005	SCQF Level: 8	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	R McGill		
Summary of Module			
<p>The module develops knowledge of approaches to develop children’s communication and literacy. Concepts relating to communication i.e. body language, cultural differences, non-verbal communication and factors influencing effective communication will be explored. Students will consider communication through expressive arts: The Hundred Languages of Children. Workshops examining resources and children’s work in the expressive arts (drama, dance, music and visual arts).</p> <p>Students will be introduced to linguistic terms and be able to share and increase their own metalinguistic knowledge. Students will develop knowledge and understanding of the development of reading and writing and consider current issues relating to both. Theoretical approaches to reading and the methods related to common practice will also be explored – early representation, symbolism, emergent writing, play and literacy learning.</p> <p>Students will consider communication in more than one language. They will have knowledge and understanding of the research evidence on the importance of maintaining children’s home language(s). Key drivers such as ‘Learning in 2+ Languages’ (Education Scotland, 2020) will be used to evaluate approaches used when children acquire literacy in more than one language. The use of social and cultural events for literacy will be explored.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery
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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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NCL

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

<b>Learning Outcomes: (maximum of 5 statements)</b> <b>These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.</b> At the end of this module the student will be able to:	
L1	To critically evaluate communication skills and apply them to practice in early childhood settings.
L2	To critically evaluate practice in relation to the use of a range of skills and techniques used to develop own and children's communication.
L3	To gain knowledge and understanding of the concept of multiple languages and understand practice to support literacy in more than one language.
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.
Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<b>SCQF Level 8</b>  Understanding of a limited range of core theories, principles and concepts related to communication and literacy.
Practice: Applied Knowledge and Understanding	<b>SCQF Level 8</b>  Carry out routine lines of enquiry, development and investigation into professional level issues related to language acquisition and development with young children
Generic Cognitive skills	<b>SCQF Level 8</b>

	Critical evaluate evidence-based approaches to evidence-based solutions.	
Communication, ICT and Numeracy Skills	SCQF Level <b>8</b> Convey complex information to a range of audiences and for a range of purposes.	
Autonomy, Accountability and Working with others	SCQF Level <b>8</b> Exercising autonomy and initiative in some activities at a professional level.	
<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>

### 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.

**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>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	35
Independent Study	129
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Brock, A. &amp; Rankin, C. (2008) Communication, language and literacy from birth to five. London: Sage</p> <p>Crosse, K. (2007) Introducing English as an additional language to young children. London: Paul Chapman</p> <p>Dukes, C. &amp; Smith, M. (2007) Developing pre-school communication and language. London: Paul Chapman.</p> <p>Mukherji, P. &amp; O'Dea, T. (200) Understanding children's language and literacy. Cheltenham: Stanley Thomas.</p> <p>Whitehead, M.R. (2010) Language and literacy in the early years 0-7 4<sup>th</sup> ed. London: Sage</p>	
(**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)	
<b>Attendance and Engagement Requirements</b>	
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>: 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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>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: <a href="https://www.uws.ac.uk/current-students/supporting-your-studies/your-rightsresponsibilities/regulatory-framework/">https://www.uws.ac.uk/current-students/supporting-your-studies/your-rightsresponsibilities/regulatory-framework/</a></p>	
<b>Equality and Diversity</b>	

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

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(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>	N Allan
<b>External Examiner</b>	J Shaik Mopdevi
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	3.07

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

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

**NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.**

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc ) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 3000 essay that requires students to demonstrate and communicate and appropriate understanding of the core theories of communication and literacy as they apply to young children, and how these theories may link with cultural, social and political influences.
(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> 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)**

<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>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
	Yes	yes	Yes			100%	0

<b>Component 2</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>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>

<b>Component 3</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>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	<b>0</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)**