University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Language and Communication			
Code: EDUC09002	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	Nancy Allan		

Summary of Module

This module focuses on developing students' skills in supporting children's oral and written communication.

Significant Theories of Language Acquisition

Gain a broad and integrated knowledge of the significant theories of language acquisition:- Critique of behaviourist theories, innate theory, cognitive constructivism, and social constructivism.

Constructing Literacy and National Advice

Drawing on differing perspectives on early literacy - maturational, developmental, emergent, socio-cultural. Tutorial participation on analysis of current curriculum advice in relation to narratives and storytelling, books and literature, early representing and writing. Gain understanding of "new literacies". Consider the skills and knowledge required to read multimodal texts. Evaluate strategies for teaching these skills.

Supporting Children's Learning

Development of a broad knowledge and critical understanding of oracy/literacy research and practice

Partnership with Parents

A critical understanding of the co-constructed nature of literacy and the principles and theories which underpin working in partnership with parents in supporting children's communication skills: Language and communication in learning in the home and pre-school setting, considerations for working with parents at different stages in a child's learning development.

Taking Account of Diversity

Undertake critical evaluation of writing on research and practice on an area where additional support is appropriate to develop children's skill, e.g., Bilingual communication, Down's Syndrome, Hearing Impairment, Autism. Where appropriate inform this study by workplace research carried out under the ethical code. The investigation should take account of the professional perspective, including consideration for working in partnership with professional colleagues from different disciplines.

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:
☐	☒	☒	☒	☐	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☐	Term 2	☒	Term 3	☐

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	Critically evaluate theories of language acquisition.
L2	Gain critical understanding of the socio-cultural context of literacy and apply it to practice in early childhood settings.
L3	Demonstrate ability to analyse theories and policies related to the development of language and communication in children in relation to workplace practice.

L4	Demonstrate a critical understanding of the diversity of learners and the complexities of promoting communication skills.

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 **9** A broad integrated knowledge and understanding of the scope, main areas and boundaries of language, acquisition and development.
Practice: Applied Knowledge and Understanding	SCQF Level **9** Carry out routine lines of enquiry, development and investigation into professional level, problems and issues related to language, acquisition and development with young children.
Generic Cognitive skills	SCQF Level **9** Use and critically evaluate a range of approaches to evidence based solutions.
Communication, ICT and Numeracy Skills	SCQF Level **9** Convey complex information to arrange of audiences and for a range of purposes.
Autonomy, Accountability and Working with others	SCQF Level **9** Exercise autonomy and initiative in some activities at a professional level.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

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.

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
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Buckley, B. (2003). Children's Communication Skills from Birth to Five Years. London: Routledge. Scottish Government, (2010). Literacy Action Plan. Edinburgh. Whitehead, M.R. (2010). Language and Literacy in the Early Years 0-7 fourth edition. 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: 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 available at the

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following link: https://www.uws.ac.uk/current-students/supporting-your-studies/your-rights-responsibilities/

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <u>UWS Equality, Diversity and Human Rights Code.</u>

(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	Early Years
Moderator	Dr Conny Gollek
External Examiner	C. Counihan
Accreditation Details	None
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)

The assessment of the module will consist of two components.

Assessment 1

The first component, an essay (1,000 words) 40%, will require the student to demonstrate appropriate knowledge and understanding of theories of language acquisition and the promotion of literacy.

Assessment 2

For the second component students will submit an essay (2,000 words) 60%, to demonstrate knowledge and understanding of approaches to early representation and emergent writing. Consideration will be given to the socio-cultural context of literacy and how it applies in practice, theories and policies related to the development of language and communication in children and the diversity of learners and the complexities of promoting communication skills.

(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
	✓					40	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
		✓	✓	✓		60	0

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

Version Number: MD Template 1 (2023-24)