University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Promoting Learning			
Code: EDUC09006	**SCQF Level: 9 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education		
Module Co-ordinator:	S Henderson-Bone		

Summary of Module
This module focuses on current influences, models and approaches to support the development of children, including those aged 6-16. Initially the module examines international and national approaches to statutory education and in particular the factors historical, economic, cultural, social and political which have shaped policies surrounding childhood practice. The module develops of knowledge and evaluation of approaches to in-school learning through examination of current curriculum documents, such as A Curriculum for Excellence, and the effect of policies on provision and practices, such as supporting effective transitions arrangements.
'Promoting Learning' also encourages students to develop a critical knowledge and understanding of educational models and best practice in Scotland, by comparing the Scottish approach with international case studies e.g. Scandinavian early learning and childcare; indigenous and bicultural curricula. By exploring the diversity of global educational systems, students will be encouraged to adopt a critical, anti-racist approach to their understanding of effective childhood practice.
The module will examine current influences on childhood services, childcare and education, such as sustainability and citizenship within outdoor learning, and look at wider models and practices of education e.g. out of school care (OSC), playwork and community learning, linking these to global and local government priorities.
The module will be delivered by blended learning, including workplace learning, critical incident analysis and group work.

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)	
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	Investigate the policies of and approaches to childhood services, including childcare and education.
L2	Compare and contrast local policies and practices with international examples, reflecting on an anti-racist approach to curriculum-making.
L3	Investigate and critically evaluate current models, influences and practices of education.
L4	Reflectively self-evaluate students' own beliefs and practices in childhood services, care and education.
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 **9** A broad integrated knowledge and understanding of the scope, main areas of education in a range of countries. A broad knowledge and understanding of out of school learning.

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 the education of young children in different international communities.	
Generic Cognitive skills	SCQF Level **9** Use and critically evaluate a range of approaches.	
Communication, ICT and Numeracy Skills	SCQF Level **9** Convey complex information to a range 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. 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 essays, assignments, seminars, and seminar papers, presentations. Students will have the opportunity to peer assess the formative tasks and work on a number of group activities contextualising and sharing their learning. 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.

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.	
	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:

Education Scotland (2019) *Scotland's Curriculum for Excellence: Putting Learners at the Heart of Education.* Livingston: Education Scotland.

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

Nutkins, S., McDonald, C. and Stephen, M. (2013). *Early Childhood Education and Care: An Introduction.* London: SAGE.

OECD (2012) *Starting Strong III: A Quality Toolbox for Early Childhood Education and Care*, Frankfurt: OECD.

SSSC (2015) *The Standard for Childhood Practice.* Dundee: SSSC.

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	N. Allan
External Examiner	C. Counihan
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	2.06

Assessment: (also refer to Assessment Outcomes Grids below)
The summative assessment (100%) consists of a portfolio of work (3000 words) comprising two elements themed around the quality of provision that are submitted at the end of the module. The first element will be specifically themed on childhood practice policies, whereas the second element will ask students to reflect on wider models of education, and their own beliefs and practices in childhood services.
Assessment 1 – The summative assessment (100%) consists of a portfolio of work (3000 words) comprising two elements themed around the quality of provision that are submitted at the end of the module. The first element will be specifically themed on childhood practice policies, whereas the second element will ask students to reflect on wider models of education, and their own beliefs and practices in childhood services.
Assessment 2 – Free Text
Assessment 3 – Free Text
(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)