

**University of the West of Scotland
Module Descriptor**

Session: 2023/24

Title of Module: Leading Learning at the Early Level			
Code: UGED09007	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	Lynn Griffiths		
Summary of Module			
<p>During this module, students develop and demonstrate knowledge and understanding of professional skills appropriate to an early learning and childcare setting (ELC). Students spend four weeks in an ELC setting.</p> <p>Students will consider child development from 0 to 8 years and experience the ELC environment where they will carry out observations and demonstrate their understanding of child-initiated learning. In collaboration with professional colleagues, they will assume some responsibility for planning, assessing, and evaluating learning experiences.</p> <p>The module aims to provide students with opportunities to show competence in Professional Knowledge and Understanding, Skills and Abilities, Values and Personal Commitment. Time will be allocated during the module to ensure that students are prepared for an early year's placement working effectively under guidance in a peer relationship with qualified practitioners.</p>			

Module Delivery Method		
Face-To-Face	Blended	Fully Online
✓		
<p>Face-To-Face The term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e-learning.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online, and blended modules. If an online programme</p>		

has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

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)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
	✓					

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
	✓	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module, the student will be able to:

- L1. Exercise autonomy and initiative in some activities in an ELC context.
- L2. Understand and use a selection of the principal skills, practices, and materials that are associated with pedagogy at the early level.
- L3. Demonstrate knowledge and application of early-level outcomes
- L4. Work under the guidance of qualified, specialist practitioners.

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)	<p>SCQF Level 9.</p> <p>A broad and integrated knowledge of the scope, defining features, and principal areas of the ELC curriculum.</p> <p>A critical understanding of a range of principles, theories, and concepts.</p> <p>A detailed knowledge of some specialist areas of the curriculum</p>

Practice: Applied Knowledge and Understanding	<p>SCQF Level 9.</p> <p>Identify and use a selection of the principal skills, techniques, practices, and materials associated with teaching in an ELC setting.</p> <p>Practice routine methods of inquiry in a range of professional-level contexts.</p>
Generic Cognitive skills	<p>SCQF Level 9.</p> <p>Undertake critical analysis, evaluation, and synthesis of ideas, concepts, information, and issues.</p> <p>Identify and analyse routine professional problems and issues.</p> <p>Draw on a range of sources in making judgments.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 9.</p> <p>Convey, formally and informally, information on mainstream topics to a range of audiences and for a range of purposes.</p> <p>Use a range of ICT applications to support and enhance work.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 9.</p> <p>Exercise autonomy and initiative in some activities at a professional level.</p> <p>Take some responsibility for the work of others and for a range of resources.</p> <p>Practice in ways that take account of own and others' roles, responsibilities, and contributions in carrying out and evaluating tasks.??</p> <p>Work under the guidance of qualified, specialist practitioners.</p> <p>Deal with ethical and professional issues in accordance with current professional and ethical codes of practice, seeking guidance where appropriate.</p>
Pre-requisites:	Before undertaking this module, the student should have undertaken the following:

	Module Code: EDUC08008	Module Title: Professional English and Maths
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
<p>Lectures, workshops, and use of the VLE (Virtual Learning Environment), employing a range of learning and teaching methodologies including exposition, whole-class discussion, paired and group work, problem-based learning, student presentations, and resources such as subject-specific equipment, interactive whiteboards, laptops, and the outdoors, will be used to develop student learning. Student handbooks and other material made available to students will give more detailed information on the 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.</p> <p>The ELC Placement Handbook provides students, tutors, and placement mentors with an outline of the requirements and expectations of the ELC placement.</p>	
<p>Learning Activities During the completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	11
Laboratory/Practical Demonstration/Workshop	21
Work-Based Learning/Placement	168
	200 Hours Total
**Indicative Resources: (e.g., Core text, journals, internet access)	
<p>The following materials form the essential underpinning for the module content and the learning outcomes:</p> <p>Core Module Readings</p> <p>Browne, A. (2009) Developing Language and Literacy 3-8. London: Sage. (UWS e-book)</p> <p>Dearybury, J. and Jones, J. (2020) The Playful Classroom, Jossey-Bass. (UWS e-book)</p> <p>Doherty, J., Hughes, M. (2014) Child Development. Theory and Practice 0-11 second edition. Harlow. Pearson. Longman. (UWS e-book)</p>	

Education Scotland (2020) Realising the Ambition: National Practice Guidance for Early Years in Scotland. (Online available)

Paige-Smith, A., Craft, A (eds.). (2011). Developing Reflective Practice in the Early Years second edition. Maidenhead: Open University. (UWS e-book)

Powell, S, and Smith, K. (2018) An Introduction to Early Childhood Studies. 4th ed. London: Sage.

Scottish Government (2007) Curriculum for Excellence Building the Curriculum 2: Active Learning in the Early Years. Edinburgh: Scottish Government.

Scottish Government (2010) Curriculum for Excellence Building the Curriculum 2 – Active Learning: A Guide to Developing Professional Practice. Edinburgh: Scottish Government. Scottish Government. (2016). How Good is our Early Learning and Childcare. Edinburgh: Scottish Government.

(**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 Requirements

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the VLE, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: [Academic engagement and attendance procedure](#)

For the purposes of this module, academic engagement equates to the following:

All fulltime 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:

<http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

In accordance with module and programme handbooks, any student whose attendance has fallen below the 75% minimum requirement for a module could be withdrawn from and given a re-attend decision for that module. To assure placement partners that students are appropriately prepared to undertake periods of school experience, unsatisfactory attendance across academic modules may prevent progress to placement, or result in withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by the GTCS.

UWS Regulations, Chapter 1, 1.64 – 1.67 also applies to periods of school experience and it should be noted that any student whose attendance has fallen below the 80% minimum requirement may be deemed not to have met the professional requirements of the programme as accredited by the GTCS and, therefore, may not be eligible for assessment on that placement. The required school experience placement would normally be completed in term 3 of the academic session. During the pandemic, the professional body (GTCS) offered flexibility in terms of placement experiences and attendance, enabling the attendance requirements for placements to be met through direct teaching experience in school, remote learning, or individual professional learning opportunities; we will follow guidance issued by the GTCS, as required.

Supplemental Information

Programme Board	Education
Assessment Results (Pass/Fail)	Yes
Subject Panel	Education
Moderator	Lynn Nisbet
External Examiner	Faye Hendry
Accreditation Details	General Teaching Council for Scotland
Version Number	4

Assessment: (also refer to Assessment Outcomes Grids below)

Professional practice in the ELC and associated placement file requirements. More detailed information is outlined in the ELC Placement Handbook.

An oral presentation based on the student's interaction with learners. Specific information, such as content and marking criteria, is explained in the module handbook.

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (% of Assessment Element)	Timetabled Contact Hours
Performance/ Studio work/ Placement/ WBL (Work Based Learning)/ WRL assessment	✓	✓	✓	✓	0	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome	Learning Outcome	Learning Outcome	Learning Outcome	Weighting (% of)	Timetabled Contact Hours
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	ome (1)	ome (2)	ome (3)	ome (4)	Assessment Element	
Report of practical/ field/ clinical work	✓	✓	✓		100	1
Combined Total for All Components					100%	1 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

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. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

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.

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the school)

