

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

Title of Module: Leading the 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 and Social Sciences		
Module Co-ordinator:	L 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	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Face-To-Face</b> 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><b>Fully Online</b> 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><b>Blended</b> 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,</p>					

online, and blended modules. If an online programme 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) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

### Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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### 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	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 guidance with 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><b>SCQF Level 9</b></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 in some specialist areas of the curriculum.</p>

Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 9</b></p> <p>Identify and use a selection of the principal skills, techniques, practices, and materials associated with teaching in an ELC setting.</p> <p>Practise routine methods of enquiry in a range of professional level contexts</p>	
Generic Cognitive skills	<p><b>SCQF Level 9</b></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 judgements.</p>	
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 9</b></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><b>SCQF Level 9</b></p> <p>Exercise autonomy and initiative in some activities at a professional level.</p> <p>Take some responsibility for the work of other and for a range of resources.</p> <p>Practice in ways which take account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.</p> <p>Work under guidance with qualified, specialist practitioners.</p> <p>Deal with ethical and professional issues in accordance with current professional and ethical codes of practices, seeking guidance where appropriate.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b> <b>UGED08008</b>	<b>Module Title:</b> <b>Professional English and Maths</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

<b>Learning and Teaching</b>	
<b>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>	
<p>Lectures, workshops, and use of the Moodle 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>	
<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	11
Tutorial/Synchronous Support Activity	21
Independent Study	168
	200 Hours Total
<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>Arthur, J. (ed.) (2010). Learning to Teach in the Primary School second edition. London: Routledge</p> <p>Doherty, J., Hughes, M. (2014). Child Development. Theory and Practice 0-11 second edition. Harlow. Pearson. Longman.</p> <p>Education Scotland (2021). Realising the Ambition: Being Me Edinburgh: Scottish Government</p> <p>Moyles, J. (2011) Thinking about Play, Developing a Reflective Approach. Open University Press McGraw Hill</p> <p>Paige-Smith, A., Craft, A (eds.). (2011). Developing Reflective Practice in the Early Years</p>	

second edition. Maidenhead: Open University.

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

Scottish Government. (2007b). The Child at the Centre. Self-Evaluation for the Early Years second edition. Edinburgh: Scottish Government.

Scottish Government. (2009a). Curriculum for Excellence. Edinburgh: Scottish Government.

Scottish Government. (2009b). The Early Years Framework. 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 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: Attendance at all timetabled classes and a four week ELC placement.

### **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](#).

This module is appropriate for all students irrespective of ethnic status, disability, age, gender, socio-economic background, religious and sexual orientation. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. Flexibility and anticipatory adjustments in teaching and learning strategies and assessment facilitate inclusiveness within this module.

In line with current legislation (Equality Act, 2010) and UWS (University of the West of Scotland) Equality Scheme (2010-13), the School of Education encourages the disclosure of additional / enabling support requirements (including disability) throughout recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and no detriment to progress will be experienced.

Students undertaking this module should develop increased awareness of experiences of marginalisation, exclusion, and conflict, and ways in which they impact on children.

We will do our best to make reasonable adjustments to arrangements for learning and teaching activities and (when applicable) periods of school placement where we are made aware that an individual has particular needs or requirements.

(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 checked="" type="checkbox"/> No <input type="checkbox"/>
<b>School Assessment Board</b>	Education
<b>Moderator</b>	L Nisbet
<b>External Examiner</b>	F. Hendry
<b>Accreditation Details</b>	General Teaching Council Scotland
<b>Changes/Version Number</b>	4

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Presentation on Placement Experience 100%
Assessment 1 – Formative School Experience
Assessment 2 – Live Presentation 100%
<p>(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.</p> <p>(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.)</p>

**Assessment Outcome Grids (See Guidance Note)**

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

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Report of practical/ field/ clinical work	√	√	√	√	100	1

Component 3						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
N/A						
Combined Total for All Components					100%	1 hour

**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)**

