



## Module Descriptor

<b>Title</b>	Title of Module: <b>Leading the Learning at the Early Level</b>		
<b>Session</b>	2025/26	<b>Status</b>	Active
<b>Code</b>	UGED09007	<b>SCQF Level</b>	9
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	<b>Education and Social Sciences</b>		
<b>Module Co-ordinator</b>	S McKechan		
<b>Summary of Module</b>			
<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>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input checked="" type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	

<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

<b>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

<b>Learning Outcomes</b>	
<b>L1</b>	Exercise autonomy and initiative in some activities in an ELC context.
<b>L2</b>	Understand and use a selection of the principal skills, practices and materials that are associated with pedagogy at the early level.
<b>L3</b>	Demonstrate knowledge and application of early level outcomes
<b>L4</b>	Work under guidance with qualified, specialist practitioners.
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<p><b>SCQF 9</b></p> <p>A broad and integrated knowledge of the scope, defining features and principal areas of the ELC curriculum. A critical understanding of a range of principles, theories, and concepts. A detailed knowledge in some specialist areas of the curriculum.</p>
<b>Practice: Applied Knowledge and Understanding</b>	<p><b>SCQF 9</b></p> <p>Identify and use a selection of the principal skills, techniques, practices, and materials associated with teaching in an ELC setting. Practise routine methods of enquiry in a range of professional level contexts.</p>
<b>Generic Cognitive skills</b>	<p><b>SCQF 9</b></p> <p>Undertake critical analysis, evaluation, and synthesis of ideas, concepts, information, and issues. Identify and analyse routine professional problems and issues. Draw on a range of sources in making judgements.</p>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 9</b></p> <p>Convey, formally and informally, information on mainstream topics to a range of audiences and for a range of purposes. Use a range of ICT applications to support and enhance work.</p>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 9</b></p> <p>Exercise autonomy and initiative in some activities at a professional level. 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. 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>Prerequisites</b>	<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

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.

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.

The ELC Placement Handbook provides students, tutors, and placement mentors with an outline of the requirements and expectations of the ELC placement.

### Learning Activities

During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:

### Student Learning 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

Please select

Please select

Please select

**TOTAL**

200

### Indicative Resources

**The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**

Arthur, J. (ed.) (2010). Learning to Teach in the Primary School second edition. London: Routledge

Doherty, J., Hughes, M. (2014). Child Development. Theory and Practice 0-11 second edition. Harlow. Pearson. Longman.

Education Scotland (2021). Realising the Ambition: Being Me Edinburgh: Scottish Government

Moyles, J. (2011) Thinking about Play, Developing a Reflective Approach. Open University Press McGraw Hill

Paige-Smith, A., Craft, A (eds.). (2011). Developing Reflective Practice in the Early Years 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>	<b>Education</b>
<b>Overall Assessment Results</b>	<input checked="" type="checkbox"/> Pass / Fail <input type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>If this module is eligible for compensation, there may be cases where compensation is not permitted due to</b>

	<b>programme accreditation requirements. Please check the associated programme specification for details.</b>
<b>School Assessment Board</b>	Education
<b>Moderator</b>	L Nisbet
<b>External Examiner</b>	F Hendry
<b>Accreditation Details</b>	Genera Teacher Council Scotland
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	5 Module Coordinator Updated

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
Presentation / report of practice work based learning
<b>Assessment 2</b>
<b>Assessment 3</b>
(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.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Presentation / report of practice work based learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	1

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		0

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	1 hours

## Change Control

What	When	Who