University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Current Childhood Policy and Practice			
Code: EDUC10037	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	Lorraine Gilmour		

Summary of Module
This module is designed for experienced practitioners working in childcare establishments. The module encourages critical incident analysis and group work alongside focussed reading and online tasks. Students undertaking this module will review and evaluate the political landscape and critically evaluate current policy and practice using current national and international perspectives from literature. Initially students will look at the **political landscape and its influences on current legislation, policy and practice** at national and local level Scottish Government policy and UK Legislation. Students will also look at **international evaluation and practice** to critically evaluate policy and practice in Scotland or relevant international context for example referring to OECD targets practice in countries such as Italy, Sweden, New Zealand and Finland. Students will critically examine **current policy initiatives** in Scotland and beyond.

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 analyse the role of political process and its relationship with current legislation, policy and practice at national and local level.
L2	Critically analyse the aims and impact of local, national and international social policy on children and families
L3	Critically review and consolidate knowledge of existing and current developments in the field of childhood practice from a national and international perspective
L4	Critically evaluate current policy and practice using current literature and theories.
L5	n/a

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 10 Demonstrate and/or work with knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of the current practice in the childhood sector. •Detailed knowledge and understanding in one or more specialism, some of which is informed by, or at the forefront of current practice in the childhood sector. Critical understanding of the of the principal theories and concepts in relation to a) National and local political process and influence on practice b) International perspectives on policy and practice.
Practice: Applied Knowledge and Understanding	SCQF Level **10** Apply knowledge, skills and understanding in executing a defined project of research, development or investigation to evaluate current practices from a national and international perspective
Generic Cognitive skills	SCQF Level **10**

	Critically review, consolidate and extend knowledge related to an area of policy and practice. Offer professional insights and interpretation of problems and issues related to current policy and practice	
Communication, ICT and Numeracy Skills	SCQF Level **10** Communicate with relevant peers, colleagues or specialists on a professional level. Present or convey formally information about the specialist topic chosen Click or tap here to enter text.	
Autonomy, Accountability and Working with others	SCQF Level **10** Exercise autonomy and initiative in the professional activity of preparing for and engaging with peers during debate.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: n/a	**Module Title: n/a**
	Other: n/a	
Co-requisites	**Module Code: n/a**	**Module Title: n/a**

*Indicates that module descriptor is not published.

Learning and Teaching To develop learning and teaching in this module it will include independent and group research and investigation, research in the field,-collecting, presenting and analysing data. Problem solving, presentations by university lecturers and visiting lecturers, presentations to peers and seminars will be used. Elements of the course will be delivered on line with focussed reading, online tasks and discussion forums to support learning. Students will undertake group work tasks and will receive feedback and support from peers.   Student handbooks, and other detailed material made available to students, will give more specific information on the particular learning and teaching 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
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	50
Independent Study	114
	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:

Baldock, P., Fitzgerald, D., Kay, J. (2013) *Understanding Early Years Policy* (3rd Ed) Sage. London.

Baldock, P. (2010) *Understanding Cultural Diversity in the Early Years*. Sage. London.

Duffy, B & Pugh, G. (2013) *Contemporary Issues in the Early Years.* 6th Ed. Sage. London.

Fitgerald, D & Kay, J. (2016) *Understanding Early Years Policy*. Sage. London.

Kanyal, M. (2014) *Children's Rights 0-8: Promoting participation in education and care*. David Fulton, London.

Scott, D. (2000) *Reading Educational Research and Policy: Key Issues in Teaching and Learning.* Routledge, London.

European Early Childhood Education Research Journal (EECERJ)

Early Years: An International Journal of Research and Development.

(**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.

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.

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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	Dean Armstrong
External Examiner	C. Counihan
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	1.05

Assessment: (also refer to Assessment Outcomes Grids below)
Formative assessment Formative assessment will require students to engage in a variety of virtual/online reading, discussion forums and tasks that will enable them to engage and become familiar with the principles, techniques and ethical issues associated with practitioner investigation Students will submit a 1000 word summary covering the following related to their selected area of interest • the role and impact of local /national politics • legislation and other relevant policy initiatives Summative assessment: Preparation and participation within a debate/seminar which explores a selected area of policy and /or practice which will be researched and presented considering: • the role and impact of local /national politics, demonstrating understanding of the models of policy making and how policy tests are characterised • legislation and other relevant policy initiatives • International perspectives. • Current practice (Where a student is absent, a 3000 word report on the preparatory work on a selected area of policy/practice will require to be submitted at resit diet)   Student handbooks, and other detailed material made available to students, will clarify the relationship between formative assessment tasks and the specific learning outcomes for the module. This will ensure that students can relate feedback from formative assessment to their individual progress on the learning outcomes for the module. On summative assessments, students will receive detailed information indicating the ways in which summative assessments will assess individual learning outcomes for the module. As appropriate, students will also receive detailed information on how feedback will be provided for summative assessment.

Assessment 1- Debate -100%
Assessment 2- n/a
Assessment 3- n/a
(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

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
Debate	X	X	X	X	n/a	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
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
				Combined Total for All Components		100%	0 hours

Version Number: 1.05