

Digital Bridges: Model Curriculum

Abstract

One of the aims of the Digital_Bridges project is to develop and deliver a curriculum around simulated practice learning aligned with ECTS/ECVET for credit transfer. This document defines a model curriculum for simulated practice learning. The philosophy used to inform the process of curriculum design has been that, consistent with other professional training across Europe, Early Years work is an applied discipline (*Strategic Overview of Frontline Social Work Curriculum*; Frontline Academy for Social Work Education University of Bedfordshire; 2014).

The overarching aim of the curriculum is to produce skilled learners who are flexible, innovative and responsive, and whose analysis of the practice and situated learning role of individuals represented within the occupational responsibilities and other related occupational standards based qualifications of the other transnational qualifications based learning represented in the form of competence and situated/rehearsed learning in practice situations, thus creating contemporary skills for contemporary issues in early years.

The course curriculum has been designed to:

- Offer learners a coherent, stimulating and effective programme of learning opportunities
- Provide learners with a soundly based learning opportunity in the area of early years and nursery settings.
- Enable learners to develop the inter-relationships utilising the game structure and diversity of learning objects available within the game construct
- Enable learners to plan and develop lifelong learning interests
- Enable learners to assume responsibility for managing an intellectually diverse programme of learning that can be applied within different contexts of professional practice.

and it aims to:

- Introduce learners to a range of some of the critical approaches within the nursery/child care environment.
- Enable learners to acquire critical skills of description, the ability to be more critically analytical critical analysis and evaluation through critical reflection.
- Enable learners to acquire skills in collaborative communication, autonomous learning, structured discussion and information technology.

A key factor in developing the curriculum has been the need to define it by level of competence necessary to successfully achieve the game outcomes. The nature of rehearsal is that it provides an opportunity to try things out but that there will be an eventual real-world event. Therefore, the rehearsal will be an opportunity to develop thinking and learning and to consolidate that learning in real-world situations. It will however enable players to accumulate learning artefacts for future assessment. To illustrate how this would work the Scottish Credit and Qualifications Framework (SCQF) and its alignment to the EQF is used by way of an example. The European Qualifications Framework (EQF) is also critical to the development of a curriculum that can offer assessment at an appropriate level of learning and with appropriate expectation of performance. The level of expected learning is expected to be consistent with levels 5 & 6 on the EQF (table adapted from www.sqa.org.uk) or levels 7, 8 & 9.

The Model Curriculum is based on a minimum of 100 student learning hours, specified as 10 ScotCAT credit points (5 ECTS points). In addition, the curriculum defines: Learning and assessment; Performance expectations and Expected learning outcomes.