**Module Descriptor**

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| **Title** | Early Language and Cognition | | |
| **Session** | 2026/27 | **Status** | |
| **Code** | PGES11012 | **SCQF Level** | **Select 11** |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Please select Education and Social Sciences** | | |
| **Module Co-ordinator** | C.Gollek | | |

**Summary of Module**

This module is designed to provide participants with the opportunity to develop deeper understanding of young children's language development and reflect on effective provision of language support within a learning context.

Specifically, the module will focus on developing students' knowledge and understanding of the process of language development and the application of this knowledge in educational settings.

The theoretical overview will specifically outline children's cognitive development, with a focus on metacognition and executive function, and the connection to the development of language. Students will critically engage with the application of these concepts in educational settings and investigate the application of theory-based approaches in their individual field.

Socio-cultural differences in language and cognition will be investigated and strategies to support learners from diverse backgrounds will be analysed within the context of curriculum and policy frameworks and legislation.

The module enables the students to develop the following UWS Graduate Attributes: Critical Thinker, Research minded, Knowledgeable, Autonomous

The module contributes towards the following UN Sustainable Goals:

UN SDG 4 Quality Education

| Module Delivery Method | On-Campus[1] ☐ | Hybrid[2] ☐ | Online[3] x | Work -Based Learning[4] ☐ |
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| **Campuses for Module Delivery** | ☐ Ayr<br>☐ Dumfries | ☐ Lanarkshire<br>☐ London<br>☐ Paisley | X Online / Distance Learning<br>☐ Other (specify) | |

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| **Terms for Module Delivery** | Term 1 | ☐ | Term 2 | ☐ | Term 3 | x |
| **Long-thin Delivery over more than one Term** | Term 1 – Term 2 | ☐ | Term 2 – Term 3 | ☐ | Term 3 – Term 1 | ☐ |

| **Learning Outcomes** | |
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| **L1** | Demonstrate critical knowledge and understanding of theoretical approaches to young children's language development. |
| **L2** | Demonstrate a critical understanding of the relationship between children's cognitive development and language acquisition. |
| **L3** | Critically analyse the strategies used to support early language learners from diverse backgrounds and demonstrate the ability to develop new, evidence-based strategies. |
| **L4** | Critically evaluate current research, policy and practice using national and international perspectives |
| **L5** | |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **Please select SCQF Level 11**<br>Knowledge of features, terminology and conventions of the area of supporting language development. Critical understanding of principal and specialist theories, principles and concepts related to language development and the acquisition of an additional language. |
| **Practice: Applied Knowledge and Understanding** | **Please select SCQF Level 11**<br>Use research knowledge at the forefront of language development. Demonstrate creativity in the application of knowledge and |

[1] 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.

[2] 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.

[3] 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.

[4] 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

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| | understanding and practices which support the education of monolingual and bilingual learners. |
| **Generic Cognitive skills** | **Please select SCQF Level 11**<br>Apply critical analysis, evaluation and synthesis to support the development of effective talking and listening skills. Critically review, consolidate and extend knowledge, skills and practices in providing effective provision for all language learners. |
| **Communication, ICT and Numeracy Skills** | **Please select SCQF Level 11**<br>Apply critical analysis, evaluation and synthesis to support the development of effective talking and listening skills. Critically review, consolidate and extend knowledge, skills and practices in providing effective provision for all language learners. |
| **Autonomy, Accountability and Working with Others** | **Please select SCQF Level 11**<br>Communicate with peers, senior colleagues and specialists Demonstrate leadership and initiative and contribute to change and development in relation to supporting monolingual and bilingual learners. |

| **Prerequisites** | **Module Code** | **Module Title** |
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| | **Other** | |
| **Co-requisites** | **Module Code** | **Module Title** |

| **Learning and Teaching** | |
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| 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.<br>This module has been designed to provide participants with the opportunity to demonstrate competence in providing effective provision for language learners within a teaching and learning context. The module has been designed to support those working in educational and other allied fields where management and implementation of learning programmes are required. The module may also form part of other validated online postgraduate programmes.<br>Participants will engage with relevant textual and audio-visual resources (through the University VLE) and have opportunities to reflect on their own practice and professional development. A range of tasks and activities will be undertaken to probe participants' growing knowledge and understanding. National and international research will be considered within a learning and teaching context and implications for practitioners and learners will be examined. The module assessment will relate to the participants own practice and specific work environment. | |
| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Please select Asynchronous Class Activity | 80 |
| Please select Independent Study | 120 |
| Please select | |

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| Please select | |
| Please select | |
| Please select | |
| **TOTAL** | 200 |

| **Indicative Resources** |
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| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**<br><br>Access to internet: As the module is delivered entirely online via the University's virtual learning environment, participants must have access to an appropriate internet connected device which will enable full engagement with, and the development of, work at Masters level.<br><br>Harley, T.A. (2017). Talking the talk: Language, Psychology and Science. 2nd ed. Psychology press<br><br>Harley, T. A. (2014). The Psychology of Language: From data to theory (4th. ed.) Psychology Press.<br><br>Baker, C. (2011). Foundations of bilingual education and bilingualism (5th ed.). Multilingual Matters.<br><br>Larkin, S. (2009) Metacognition in young children. Routledge.<br><br>Doherty, M.J. (2009) Theory of Mind: How children understand others' thoughts and feelings. Psychology Press.<br><br>Marsh and Hallet (2008) Desirable literacies: approaches to language and literacy in the early years. Sage.<br><br>Van der Hulst, H. (2024) A mind for language: an introduction to the innateness debate. University Press. |
| **(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** |
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| **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.**<br><br>**For the purposes of this module, academic engagement equates to the following:**<br><br>Part-time, distance learning students should review the module's attendance and engagement requirements as outlined on the module e-learning site and check with their programme leader for any queries. |

| **Equality and Diversity** |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>Aligned with the overall commitment to equality and diversity stated in the Programme Specification, 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. The module |

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| 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. |
| **(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**

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| **Divisional Programme Board** | **Please select Education** |
| **Overall Assessment Results** | ☐ **Pass / Fail x Graded** |
| **Module Eligible for Compensation** | ☐ **Yes x No**<br>**If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.** |
| **School Assessment Board** | Education |
| **Moderator** | R McGill |
| **External Examiner** | E Black |
| **Accreditation Details** | n/a |
| **Module Appears in CPD catalogue** | **x Yes** ☐ **No** |
| **Changes / Version Number** | |

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| **Assessment (also refer to Assessment Outcomes Grids below)** |
| **Assessment 1** |
| Portfolio:<br>Part 1 – Critical evaluation of current provision and policy in relation to theoretical accounts of language development and research. (2000 words)<br>Part 2 - Learning and teaching plan related to the profile of a child - including a planned sequence of learning showing the development of language acquisition. (2000 words) or evidence about planning and implementation of such a plan in practice (for example through a floorbook). |
| **Assessment 2** |
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| **Assessment 3** |
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| (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.<br>(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.) |

| **Component 1** | | | | | | | |
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| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |

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|---|---|---|---|---|---|---|---|
| Written assignment | x | x | x | x | ☐ | 100 | |

| **Component 2** | | | | | | | |
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| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| | ☐ | ☐ | ☐ | ☐ | ☐ | | |

| **Component 3** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| | ☐ | ☐ | ☐ | ☐ | ☐ | | |
| **Combined total for all components** | | | | | | 100% | hours |

**Change Control**

| **What** | **When** | **Who** |
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| General housekeeping, updated module descriptor, added UNSDG & Graduate Attributes | 17/03/25 | C Gollek |
| Transferred to new form | 04/02/26 | C Gollek |
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