Module Descriptor

Title	Children's Holistic Learning and Development		
Session	2025/26	Status	
Code	BAEL07005	SCQF Level	7
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	L. Lindsay		

Summary of Module

The module explores the construction of childhood and examines the underpinning theory of child development pre and post birth. In turn, the Realising the Ambition guidance document and early level frameworks will be investigated through the lens of psychological research, socio-cultural theory and developmentally appropriate practice. A particular emphasis will be placed on empowering children to develop metacognitive skills.

Students will compare, contrast and evaluate the contribution of psychology towards understanding human development e.g. neuroscience, nature-nurture debate, cognition, language and learning, social and emotional elements - particularly looking at core theorists such as Piaget, Vygotsky, Bruner andBowlby.   . Current Early Learning and Childcare frameworks will be explored and linked to this underpinning theory.

The module enables students to develop the following UWS Graduate Attributes:

•   Emotionally intelligent

•   Knowledgeable

•   Creative

The module contributes towards the following UN Sustainability Goals:

•   Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work-Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1 ☒	Term 2 ☐	Term 3 ☐	
Long-thin Delivery over more than one Term	Term 1 – Term 2 ☐	Term 2 – Term 3 ☐	Term 3 – Term 1 ☐	

Learning Outcomes	
L1	Demonstrate an understanding of developmental theories relating to Early Learning and Childcare.
L2	Compare and contrast theory and link to play, learning and development.
L3	Acquire broad knowledge of the Scottish Government frameworks for children's learning and the resulting expected practice.
L4	Investigate some aspects of professional practice by drawing on the main psychological and learning theories and principles which underpin the frameworks.
L5	

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 7** Broad knowledge of Scottish Government frameworks, Realising the Ambition, with detailed knowledge of assessment. Broad knowledge of the theories of developmental psychology, with detailed knowledge of attachment and socio-cultural theory of learning.
Practice: Applied Knowledge and Understanding	**SCQF 7** Ethical observation of children in line with the everyday functioning of the setting with the purpose of progressing children's learning and development.

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[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

Generic Cognitive skills	**SCQF 7** Synthesis of ideas through writing reflective reports.
Communication, ICT and Numeracy Skills	**SCQF 7** Present data documenting children's learning using observation schedules and other means of displaying data. Communicate this information to children's key workers and parents.
Autonomy, Accountability and Working with Others	**SCQF 7** Exercise some initiative and independence in carrying out defined activities supporting children's learning. Work, under guidance, with others to acquire an understanding of current professional practice.

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

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.

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	36
Work-based Learning	100
Independent Study	64
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:
Carroll, M. and Wingravem M. (2023) Childhood practice: A reflective and evidence-based approach. London: Sage Publication's Limited. MacBlain, S (2022) Learning theories for early years practitioners. 2nd edn. London: Sage Publications.

Meggit, C., Bruce, T. and Manning-Morton, J. (2016) Childcare & education. 6th edn. London: Hodder Education.

(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:

All fulltime students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law.

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.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and 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

Divisional Programme Board	Education
Overall Assessment Results	☐ Pass / Fail ☒ Graded
Module Eligible for Compensation	☒ Yes ☐ No **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	Early Years
Moderator	S. Henderson-Bone
External Examiner	S Harris
Accreditation Details	
Module Appears in CPD catalogue	☒ Yes ☐ No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Part A: A Poster presenting one main area of psychological or learning theory and applying it to practice observed/undertaken in the workplace. (40%)
Assessment 2
Part B: A discursive essay displaying broad knowledge of psychological and learning theories which underpin the Scottish Government frameworks for children's learning. (60%)
Assessment 3
(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.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Poster	☒	☒	☐	☐	☐	40	

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	☐	☐	☒	☒	☐	60	

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
Module descriptor annual update; change of module code and External Examiner; updated to include reference to SDGs and Graduate Attributes; removal of reference to Chomsky and Nutbrown.	14/03/2025	L.Lindsay