Module Descriptor

Title	Child Development and Early Learning and Childcare.		
Session	2026/27	**Status**	
Code	BAEL07008	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	Lorraine Gilmour		

Summary of Module

This module provides students with the foundational knowledge and understanding for working as a practitioner within Early Learning and Childcare (ELC). The module introduces the main theories and concepts of how babies and young children develop and learn pre-birth to 6.

Theories and concepts are investigated through the lens of psychological research, socio-cultural and cognitive development theory with particular emphasis placed on the interconnectedness of development in early years and the effective approaches to support holistic development.

The module provides a focus on meta cognition, the importance of relationships and the development of language and communication in early childhood. Students will gain additional knowledge and understanding of the various ways that babies and children communicate and develop. Consideration is given to the most effective ways of supporting and promoting the wide range of development needs that babies and children have during the early years of life.

The module provides opportunity to examine the underpinning theories of child development pre and post birth alongside knowledge and understanding of how these theories inform the principles of the current policy and practice framework relating to the Early Learning and Childcare sector.

Employability Skills

The module enables students to specifically develop the following UWS Graduate Attributes and SDS Meta skills of Adapting, Communication, Feeling and Curiosity

Contribution to the UN Sustainability Goals:

- Quality Education
- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- Good Health and Wellbeing
- Reduced Inequalities

Module Delivery Method	On-Campus[1] X	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	X	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 theories relating to development of the young child pre-birth to Six.
L2	Compare and contrast developmental theories and explain how they inform approaches to support learning and development through play in children's early years.
L3	Evidence a broad knowledge of how developmental theories inform Scottish Government frameworks and guidance for approaches to support children's learning.
L4	
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 Level 7** Broad knowledge of the theories of developmental psychology, with detailed knowledge of attachment and socio-cultural theory of learning. Broad knowledge of Scottish Government framework for Early Learning and Childcare with detailed knowledge of approaches to support learning and development in Early Learning and Childcare.
Practice: Applied Knowledge and Understanding	**SCQF Level 7**

[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

	Ethical observation and response for children in the early years in line with the everyday functioning of the setting with the purpose of progressing children's learning and development.
Generic Cognitive skills	**SCQF Level 7** Synthesis of ideas through writing reflective reports.
Communication, ICT and Numeracy Skills	**SCQF Level 7** Present and communicate data to others by documenting children's learning using observation schedules and other means of displaying data.
Autonomy, Accountability and Working with Others	**SCQF Level 7** Work, under guidance, with others to acquire an understanding of current professional practice. Exercise a basic level of initiative and independence in carrying out defined activities supporting children's learning.

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. In line with current UWS learning and teaching principles, a 30-credit module includes 300 learning hours, normally including 48–60 contact hours. Learning and teaching strategies are designed to develop knowledge of the main theories, concepts and principles and ability to identify how they apply in the ELC sector. Strategies also help to promote key practice skills such as autonomy, ability to plan for self and others and evaluation skills allowing students to contribute to evaluation of practice and policy aims consistent with SCQF Level 7 expectations. Learning and teaching approaches will include: - Lectures and critically dialogic seminars - Case-based and problem-based learning focused on practice scenarios - Workshops developing analytical and evaluative approaches to inclusive practice - Engagement with practitioner narratives and policy texts - Guided independent, collaborative and work-based learning	
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	132

Independent Study	32
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources

Bates, B (2023) Learning Theories Simplified. Sage,

Bradbury, Swailes and Thompson (eds) (2025) *A Manifesto for Early Childhood*. Sage.

Carroll, M. and Wingrave M. (2023) *Childhood practice: A reflective and evidence-based approach*. London: Sage Publication's Limited.

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

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

Beigi, R (2021*) Early Years Pedagogy in Practice: A guide for students and Practitioners*. Routledge.

MacBlain, S (2022) *Learning theories for early years practitioners*. 2nd edn. London: Sage Publications.

Scottish Government (2020) Realising the Ambition. 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:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities. The way the module is delivered—whether on campus, online, or in a blended format—will match how your programme is normally taught for your level of study. You will study Child Development and ELC in the same way that you are used to studying other level 7 modules on the BA Early Learning and Childcare Programme.

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 aligns with the Equality Act (2010) and the UWS Equality, Diversity and Human Rights Code. Inclusive learning and teaching approaches are embedded throughout the module, with reasonable adjustments made where appropriate to support student learning.
(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	☐ **Graded**
Module Eligible for Compensation	☒ **Yes** **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	Ambreen Malik
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
A Poster presentation with a 15-minute recorded overview presenting a comparison of two main psychological or learning theories applying them to practice observed/undertaken in the workplace. The recorded overview should display knowledge of how psychological and learning theories underpin the Scottish Government frameworks for children's learning. (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.)

Component 1 : Poster Presentation							
Assessment Type	**LO1** **X**	**LO2** **X**	**LO3** **X**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Poster Presentation	☒Error! Bookmark not defined.	☒	☒	☐	☐	100%	36

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

Component 3: n/a							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		
Combined total for all components						100%	36 hours

Change Control

What	When	Who
Updated module content and reading resources. Updated assessment design.	Feb 2026	Lorraine Gilmour
Mod codes, MC and Moderator added	17/6/26	L.Gilmour
Module specific info added to Learning and Teaching , Attendance and Engagement & Equality and Diversity sections	17/6/26	L.Gilmour
Component 1 Assessment - Timetabled and combined contact hours, related LO's added	17/6/26	L.Gilmour