Module Descriptor

Title	Professional Values in ELC		
Session	2026/27	**Status**	
Code	BAEL 07009	**SCQF Level**	**7**
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	Education and Social Sciences		
Module Co-ordinator	A. Malik		

Summary of Module

This module will enable students to develop knowledge and understanding of the historical political context of the Early Years Sector in Scotland, providing an in-depth understanding of the principles and values that inform the work of practitioners working in Early Learning and Childcare sector. The module provides a comprehensive view of the policy framework and professional standards and expectations as key to professional values in ELC will be examined.

Knowledge and understanding of the key values for practice will include:

- An appreciation of every child and young person as a unique individual.
- An awareness of the importance of kindness and genuine care for children's learning and development.
- An awareness of the importance of respecting, protection and fulfilment of the rights of babies, children and young people.
- The need to promote wellbeing by providing the right support at the right time.
- Recognition of the importance of early help and prevention and make sure action is taken to protect children from harm and enhance their development potential.
- That understand the importance of collaboration to ensure holistic support for children and families where the contribution of other colleagues, professions or agencies in providing advice and support is highly valued and necessary.
- Working in ways with children and families that adopt a Do 'with', not 'to' approach where the views of children, young people, and their families are valued.
- Demonstrating respect across all aspects of practice such as, communication and behaviour.
- To work from a strength-based position in support of children and their families to recover from adverse experiences and reach their full potential.

Employability Skills

The module content will help students develop the following UWS graduate attributes and Meta Skills as outlined within the Skills Development Scotland Framework. The specific skills related to this module are; Integrity, Adapting, Communication, Feeling, Collaboration, Curiosity.

Contribution to the UN Sustainability Goals

In addition, the K&U gained will help contribute to the following UN Sustainability goals of:

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

Quality Education: Ensure inclusive and equitable quality education and promote lifelong le arning opportunities for all.

Gender Equality: Achieve gender equality and empower all women and girls.

Reduced Inequalities: Reduce inequality within and among countries.

Peace, Justice, and Strong Institutions: Promote peaceful and inclusive societies for sustai nable development, provide access to justice for all, and build effective, accountable and inc lusive institutions at all levels.

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 appreciation of the historical context of the Early Years sector in Scotland, and the professionalisation of the ELC workforce.
L2	Evidence an understanding of the professional standards and expectations of the role of Graduate Apprentice and practitioner working in Early Learning and Childcare in Scotland.
L3	Awareness of the Scottish policy framework and key values it promotes for effective practice in the Early Learning and Childcare sector.
L4	
L5	

[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

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** Ability to demonstrate an appreciation of the historical context of the Early Years sector in Scotland, the professionalisation of the workforce and the values that inform effective ELC practice.
Practice: Applied Knowledge and Understanding	**SCQF 7** Evidence how knowledge and understandings of the values that underpin effective approaches in ELC have been applied in practice to enhance learning and development of babies and children in the early years.
Generic Cognitive skills	**SCQF 7** Present and evaluate information and ideas, demonstrating an ability to begin to analyse and reflect upon practice.
Communication, ICT and Numeracy Skills	**SCQF 7** Convey complex ideas in a well-structured and coherent form.
Autonomy, Accountability and Working with Others	**SCQF 7** Work, under guidance, with others to acquire an understanding of current academic 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. 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	54
Work-based Learning	198
Independent Study	48
TOTAL	300

Indicative Resources

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

Adams, K. (2008) What's in a name? Seeking professional status through degree studies within the Scottish Early Years context. *European Early Childhood Education Research Journal*, 16(2), pp.196-209. [Online] Available: https://doi.org/10.1080/13502930802141626

Manning, M., Wong, G. T. W., Fleming, C. M., & Garvis, S. (2019). Is Teacher Qualification Associated with the Quality of the Early Childhood Education and Care Environment? A MetaAnalytic Review. *Review of Educational Research*, 89(3), 370-415. https://doi.org/10.3102/0034654319837540

Skills Development Scotland (2018) Graduate Apprenticeship Framework Document for Early Learning and Childcare at SCQF Level 9. [Online] Available: graduate-apprenticeshipframework-early-learning-and-childcare-at-scqf-level-9.pdf (skillsdevelopmentscotland.co.uk)

Wingrave, M. and McMahon, M. (2015) Professionalisation through academicization: valuing and developing the Early Years sector in Scotland. Professional Development in Education Vol. 42(5) pp.710-73.[Online] Available: https://doi.org/10.1080/19415257.2015.1082075

Government Policy Framework

Education Scotland (2020 Realising the Ambition
SSSC (2015) Codes of Practice | Scottish Social Services Council
SSSC (2015) Standards for Childhood Practice
SSSC (2025) **Supporting Scotland's Children: Core Knowledge and Values**
Scottish Government (2023) National Induction resource for ELC
Skills Development Scotland (2019) SDS Early Learning and Childcare Framework
Care Inspectorate (2025) Quality Improvement Framework for ELC

(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 Professional Values in ELC in the same way that you study 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**Error! Bookmark not defined.
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	L Gilmour
External Examiner	S Harris
Accreditation Details	

Module Appears in CPD catalogue	☐ **Yes** ☒
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Summative Assessment: Reflecting on the Scottish Government aim to be the best place in the world for children to grow up, students are asked to present a 2000 word written assignment that outlines a reflective account of how they can contribute to this aim. Students are asked to demonstrate a basic appreciation of the historical context of the ELCC sector and the policy framework that informs their professional identity and values in contribution of supporting children to gain the best start in life. The essay should be supported with evidence of applying or observing professional values in practice with reflection of how this practice has enhanced the learning and development of young children
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							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
2000 word essay	**X**Error! Bookmark not defined.	**X**	**X**	☐	☐	100%	54

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

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		

Combined total for all components	100%	54 hours

Change Control

What	When	Who
Updated module outline, learning outcomes and 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
Delivery method,campus and terms info added	17/6/26	L.Gilmour