Module Descriptor

Title	Professional Knowledge and Skills in ELC		
Session	2026/27	**Status**	
Code	BAEL07011	**SCQF Level**	**SCQF 7 7**
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Science**		
Module Co-ordinator	A. Malik		

Summary of Module

This module presents an exploration of the knowledge and understanding, practical intelligence and craftmanship required of professionals working in the Early Learning and Childcare sector.

Beginning with a focus on health, wellbeing, and safeguarding and the care needs of young children, students will explore the rights of the child, concepts and dimensions of health and their dynamic interactions, health education and health promotion. Understanding is gained of the complex factors (beliefs, values and attitudes) that influence health-related behaviours.

Students will develop the skill of careful sensitive observation and assessment of the baby, toddler, reflective practice and self-evaluation with the aim of planning responsively to support children's learning and development. Knowledge and understanding of the importance of reflexive practice with introduction to theories and models of reflection presented by Kolb, Gibbs, Schon and Bolton, to understand how to link reflective theory to practice. Students will develop self -awareness and understanding of their own contribution to the planning, facilitation and evaluation of play, learning and development opportunities for children and young people. Ethical and professional issues will be examined through understanding the importance of children's voice, confidentiality and data protection.

Students will seek to describe the personal and professional qualities needed to be an effective contributor within an ELC team, investigating stages of team development and the effective identification and application of the distinct roles of team members. Awareness of how conflict arises and the importance of collaboration for building a positive organisational culture examined. Finally, the concept of 'leadership at all levels' will be explored through application to practice in ELC.

Students will gain a broad knowledge of current policy, legislation, guidance and working practices from both an international and local perspective relating to each of these professional skills.

Employability Skills

The content of this module will help students develop the following UWS graduate attributes and Skills Development Scotland Meta Skills**:**

Integrity Adapting, Communication, Feeling, Collaboration, Curiosity, Creativity, Sense making, Digital intelligence, emotionally intelligent, Ethically- minded, Effective communicator, Resilient, Critical thinker, Motivated, Driven

Contribution to UN Sustainability goals

Ensure healthy lives and promote well-being for all at all ages

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

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work 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	**X**	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 knowledge and understanding of the concepts of health, health education and health promotion and an awareness of the current key health issues and relevant documentation to help enhance outcomes.
L2	Explain ethical approaches to observation and assessment and how reflection and teamworking can be used to support and plan for young children's play, learning and development.
L3	Identify a range of professional qualities and strategies required for successful teamwork and demonstrate how these may be applied in an early childhood setting to create a positive work environment
L4	Demonstrate an awareness of the broad international and national policy framework that inform professional knowledge and skills in Early and Childcare sector.

[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

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** An awareness of the dimensions of health and their dynamic interactions. Understanding of a range of core theories, principles and concepts related to the importance of health and health promotion in modern society observation and assessment, teamworking and reflection in ELC.
Practice: Applied Knowledge and Understanding	**SCQF Level 7** Carry out routine lines of enquiry, development and investigation into professional level, problems and issues related to healthy lifestyles with young children and safeguarding. Demonstrate ethical approaches to observation of children, data protection and confidentiality in line with principles of effective teamwork and models of reflection as applied to the everyday functioning of the setting, with the purpose of planning to support children's learning and development.
Generic Cognitive skills	**SCQF Level 7** Use and begin to evaluate a range of approaches to evidence based solutions in the promotion of health and wellbeing for children through a range of approaches to observation and assessment, reflection, teamworking and collaboration within early years practice. Demonstrate synthesis of ideas and evaluation of professional skills in ELC through development of a portfolio of practice.
Communication, ICT and Numeracy Skills	**SCQF Level 7** Understanding the academic skills and practices essential to deliver an effective presentation of information to others within the workplace and as an academic portfolio of evidence.
Autonomy, Accountability and Working with Others	**SCQF Level 7** Work under guidance whilst exercising some level of autonomy and initiative in activities at a professional level to promote the health, wellbeing and development of children in their early years.

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	130
Independent Study	32
TOTAL	200

Indicative Resources

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

Bolton, G. (2014) Reflective Practice: Writing and Professional Development 4th edition. London: SAGE.

Cable, C, Miller, L and Goodliff, G. (2012) Working with Others in the Early Years . Maidenhead. Open University Press. (e-book)

Carr, M. and Lee, W. (2019) Learning Stories: Constructing Learner Identities in Early Education. New Zealand. SAGE

Hallet, E. (2012) The Reflective Early Years Practitioner. London: SAGE.

Lindon, J (2012) Reflective Practice and Early Years Professionalism. Hodder.

Musgrave, J. (2017) Supporting Children's Health and Wellbeing. London. Sage.

Naidoo, J. and Wills, J. (2009) Foundations for Health Promotion. 3rd Edition. Edinburgh. Balliere Tindall Elsevier.

Palaiologou, I. (2019) Child Observation: A Guide for Students of Early Childhood. London. Sage Publications.

Pendrey, A (2022) The Little Book of Reflective Practice. Routledge. Available: https://doi.org/10.4324/9781003174851

Stacey, M. (2009) Teamwork and collaboration in early years settings. Exeter. Learning Matters.

(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 Knowledge and Skills in 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	A.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
An academic portfolio that includes evidence of: • A project which promotes health and wellbeing of children, parents and/or carers within an Early Learning and Childcare setting. Students will demonstrate appropriate knowledge and understanding of health and health promotion and reflect upon the specific issues and challenges which may apply to childcare sector professionals. • Evidence of a narrative observation (from video clip) to complete elements of a learning story and development of a learning experience for children in their setting with application of a model of reflection and how they utilise reflection in their practice to evaluate their role in developing and progressing children's learning. • Evidence from practice that demonstrates knowledge of a range of observational approaches and evaluating their use in the early learning and childcare setting. Students will practice 2 techniques and will reflect on their professional learning from implementation in the workplace. • Evidence of a problem-based learning activities relating to a case study staff team comprising a minimum of 4 team members and their own practice experiences. Using teamwork models from their studies, students will propose individual staff responses to problems, analyse how these responses may impact on the other members of the team and generate solutions to issues. • An awareness of the policy and legislative framework that informs ELC practice.
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**
Academic Folio	**X**	**X**	**X**	**X**	☐	100	36

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%	36 hours

Change Control

What	**When**	**Who**
Updated module content, literature sources, redesign of learning outcomes and assessment.	Feb 2026	L.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
Pass/Fail or Graded and Compensation information added	17/6/26	L.Gilmour