

# University of the West of Scotland

## Module Descriptor

Session: 2023/ 2024

<b>Title of Module: Children’s Holistic Learning and Development</b>			
<b>Code: EDUC07040</b>	<b>SCQF Level: 7 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	L Lindsay		
<b>Summary of Module</b>			
<p>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.</p> <p>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, Bowlby, Chomsky and Nutbrown. Current Early Learning and Childcare frameworks will be explored and linked to this underpinning theory.</p>			

<b>Module Delivery Method</b>					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name
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**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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**Learning Outcomes: (maximum of 5 statements)**

**These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.**

At the end of this module the student will be able to:

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.

**Employability Skills and Personal Development Planning (PDP) Skills**

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 7</p> <p>Broad knowledge of Scottish Government frameworks, Realising the Ambition, with detailed knowledge of assessment.</p> <p>Broad knowledge of the theories of developmental psychology, with detailed knowledge of attachment and socio-cultural theory of learning.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 7</p> <p>Ethical observation of children in line with the everyday functioning of the setting with the purpose of progressing children's learning and development.</p>
Generic Cognitive skills	<p>SCQF Level 7</p> <p>Synthesis of ideas through writing reflective reports.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 7</p>

	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	<p>SCQF Level 7</p> <p>Exercise some initiative and independence in carrying out defined activities supporting children’s learning.</p> <p>Work, under guidance, with others to acquire an understanding of current professional practice.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36
Work Based Learning/Placement	100
Independent Study	64
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

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

Carroll, M. and Wingrave M. *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.

Meggitt, 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: It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study.

### **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](#).

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module 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.

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

(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

<b>Divisional Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Early Years
<b>Moderator</b>	S Henderson-Bone
<b>External Examiner</b>	I. Birnie
<b>Accreditation Details</b>	None
<b>Changes/Version Number</b>	

### Assessment: (also refer to Assessment Outcomes Grids below)

Formative assessment opportunities will be provided through written, discussion and workshop activities throughout the course of the module. Digitally enabled, efficient and effective formative feedback will provide students with guidance on how to gauge and inform progress, including peer-assessment.

#### 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%)

(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.)

### Assessment Outcome Grids

<b>Component 1</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Presentation	✓	✓			40	0

### Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
			✓	✓	60	0
<b>Combined Total for All Components</b>					<b>100%</b>	<b>0 hours</b>

**Change Control:**

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

**Version Number: MD Template 1 (2023-24)**