Module Descriptor

Title	Responsive Care in Early Years		
Session	2026/27	**Status**	
Code	BAEL08008	**SCQF Level**	8
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Education and Social Sciences** **Education and Social Sciences**		
Module Co-ordinator	A. Malik		

Summary of Module

This module will provide a breadth of knowledge and understanding around caring for our youngest children in a responsive caring way.
The module presents an understanding around the sources of trauma as adverse childhood experiences and the impact that these have on young children's behaviour and development in the present and for their future lives, often presenting multiple complex additional support needs.

Students will gain skills in understanding their role in supporting children by building awareness of the multiple aspects that children and their families may need help with and of the expert services who can help to provide that support.
For example, students will gain knowledge and understanding of the ecological impact of current societal and familial health issues such as addiction, mental health, physical activity and exercise will be developed.

Students will practically apply aims and approaches to health education and health promotion; identifying strategies to promote the care of young children and to support the wellbeing of all stakeholders in early childhood settings. Approaches to partnership working will be examined with consideration of supports for families with additional support needs. Strategies to support and safeguard vulnerable children, including relevant child protection legislation, will be explored.

In addition, students will gain knowledge and understanding of responsive relational approaches in supporting children with additional needs by establishing safe spaces for building a positive sense of self and resilience.

The module provides a useful exploration of the systems that govern ELC practice and provides a space to reflect and consider, how as practitioners in ELC, they might work with others in overcoming some of the challenges in supporting children with additional support needs presented by the challenging environments and systems within the ELC workplace. Finally, the module provides guidance on what is needed to ensure the health, wellbeing and resilience of practitioners in having the ability to provide consistency of care for self and others in a sector which can present challenging workplace experiences.

Employability Skills

The content of this module provides opportunities to develop the UWS graduate attributes and Skills Development Scotland skills of Focussing**, Adapting, Initiative, Communicating, Feeling, Collaboration, Curiosity, Creativity, : Sense making, critical thinking**

Contribution to the UN sustainability goals:

- 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 lifel ong learning 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 s ustainable development, provide access to justice for all, and build effective, account able, and inclusive institutions at all levels.

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) X Mix of on campus and online	

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	Developed understanding of the sources of trauma as adverse childhood experiences and the impact that these have on young children's behaviour and development in the present and for their future lives.
L2	Awareness of the complex additional support needs that arise from adverse childhood experiences and of how these affect young children's development and behaviour and of the expert services who can help to provide that support.
L3	Understanding the role of the adult in supporting children and family's needs where additional support is required and of the expert services who can help to provide that support.

[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

L4	Critical reflection of the ELC policy frameworks, systems and environments and of how these can present challenges for providing effective support for children and families.
L5	Identify ways of overcome the key challenges in practice to ensure the wellbeing of children, families, self and others in ELC

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 8** Developed understanding of the sources of trauma as adverse childhood experiences and the complex impact that these have on young children's behaviour and development in the present and for their future lives.
Practice: Applied Knowledge and Understanding	**SCQF 8** Apply critical reflection and evaluation of the policy framework, systems and environments for fulfilling the principles of responsive care to support children and families.
Generic Cognitive skills	**SCQF 8** Identify the key challenges for fulfilling responsive care in ELC and recommend ways to overcome these in practice.
Communication, ICT and Numeracy Skills	**SCQF 8** Present information in clear concise manner.
Autonomy, Accountability and Working with Others	**SCQF 8** Demonstrate a level of autonomy and ability to work with others in providing an account of practice to demonstrate effective approaches in Responsive care in ELC.

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 promote critical enquiry, reflexivity and the integration of theory, research and professional practice, consistent with SCQF Level 8 expectations. Learning and teaching approaches will include: - Lectures and critically dialogic seminars - Case-based and problem-based learning focused on complex practice scenarios - Workshops developing analytical and evaluative approaches to inclusive practice

- Critical 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 Contact Time	54
Work-based Learning Work Based Learning	198
Independent Study Independent Study	48
TOTAL	300

Indicative Resources

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

Hunt, H (2022) Helping Every Child to Thrive in the Early Years: How to Overcome the Effect of Disadvantage. Routledge. https://doi.org/10.4324/9781003016465

McTaggart, J (2026) Trauma-Informed Practice in Early Education. Making a Lifetime's Difference . Routledge.

Sun, Y., Blewitt, C., Minson, V., Bajayo, R., Cameron, L., & Skouteris, H. (2023). Trauma-informed Interventions in Early Childhood Education and Care Settings: A Scoping Review. *Trauma, Violence, & Abuse*, *25*(1), 648-662. https://doi.org/10.1177/15248380231162967 (Original work published 2024)

(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 8 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	Error! Bookmark not defined.
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded X**
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** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
3000 word essay
Assessment 2
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**
3000 word essay	☒Error! Bookmark not defined.	**X**☒	**X**☒	**X**☒	**X**☒	100%	

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

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 Overview, LO'S, assessment design and indicative readings materials.	Feb 2026	L.Gilmour
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