Module Descriptor

Title	The Developing Child		
Session	2026/27	**Status**	new module
Code	CHPS08003	**SCQF Level**	8
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Education and Social Sciences**		
Module Co-ordinator	Dean Armstrong		

Summary of Module

This module provides students with a comprehensive understanding of child development across early childhood, integrating key theoretical perspectives with professional practice. Students will explore how children develop cognitively, emotionally, socially and physically, drawing on a range of psychological, socio-cultural and neuroscientific theories. Emphasis is placed on understanding development as a dynamic and contextual process shaped by relationships, environments and experiences.

The module enables students to critically examine how theories of child development inform professional decision-making in early childhood contexts. Through engagement with ethical observation and assessment practices, students will develop skills in analysing children's learning and development and applying theory to practice in a reflective and inclusive manner. Students will also explore the role of play, attachment and early experience in supporting development.

Informed by contemporary research, policy and professional guidance, the module supports students to develop confidence in applying child development theory to real-world practice, fostering ethical, reflective and developmentally appropriate approaches to working with young children.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☒	☐	☐

[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

Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☐ Lanarkshire ☐ London ☐ Paisley		☒ Online / Distance Learning ☒ Other (specify) West College Scotland; New College Lanarkshire	
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	Demonstrate broad and integrated knowledge of key theories of child development, including cognitive, emotional, social and physical perspectives.
L2	Critically analyse how developmental theories explain children's learning and development within early childhood contexts.
L3	Apply ethical observation and assessment approaches to interpret children's development and learning.
L4	Critically reflect on professional practice in supporting children's development, using theory to inform decision-making.
L5	Evaluate the influence of policy, research and professional guidance on contemporary approaches to supporting child development.

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** Demonstrate broad and integrated knowledge of key theories of child development, including cognitive, emotional, social and physical perspectives. Show critical awareness of how developmental theory informs understanding of children's learning and development in early childhood.
Practice: Applied Knowledge and Understanding	**SCQF 8** Apply child development theories to ethical observation and assessment of children's development within early childhood contexts. Use theory to inform professional judgement and developmentally appropriate practice.
Generic Cognitive skills	**SCQF 8** Analyse, evaluate and synthesise theoretical, research and policy-based evidence related to child development. Apply critical thinking to interpret developmental processes and address practice-related issues.
Communication, ICT and Numeracy Skills	**SCQF 8** Communicate complex ideas related to child development clearly and effectively using appropriate academic and professional formats. Use digital tools to document, analyse and present developmental information.

Autonomy, Accountability and Working with Others	**SCQF 8** Exercise autonomy and professional responsibility in reflecting on practice related to child development. Demonstrate ethical awareness and accountability when working independently and collaboratively in early childhood contexts.

Prerequisites	**Module Code**	**Module Title**
	Other Relevant study at level 8 or related field	
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	48
Work-based Learning	150
Independent Study	102
n/a	na
n/a	NA
n/a	na
TOTAL	300

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Abbott, L. and Nutbrown, C. (2001) Experiencing Reggio Emilia: Implications for preschool practice. Open University Press

Berk, L.E. (2021) Development Through the Lifespan. (7th Ed). Pearson

Bruce, T. (2011) Learning Through Play (2nd Ed). Hodder Education

Care Inspectorate and Education Scotland. (2025) Quality Improvement for the Early Learning and Childcare Sectors.

Education Scotland. (2020) Realising the Ambition. Education Scotland

Fisher, J. (2007) Starting with the Child (2nd Ed). Open University Press

Macblain, S. (2022) Learning Theories for Early Years Practice (2nd Ed). Sage

Nutbrown, C. (2014) Early Childhood Education. Sage

SSSC (2024) Codes of Practice. Scottish Social Services Council.

SSSC (2015) The Standard for Childhood Practice Revised. Scottish Social Services Council.

(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:** 80%

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	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **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	C Gollek
External Examiner	tbc
Accreditation Details	SSSC

Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Students will produce a report understanding of child development theory and its application to their professional practice.
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**
Work-based report	☒	☒	☒	☒	☒	100%	48

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%	48

Change Control

What	**When**	**Who**
New module	February 26	D Armstrong
update following ILQR Feedback	July 26	D Armstrong
