



Module Descriptor

Title	Theory into Practice		
Session	2025/26	Status	
Code		SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	J. Ovington		
Summary of Module			
<p>The module examines the distinctive features of children's early learning and the links to curricula for the 0-6 age range, identifying the roles and responsibilities of practitioners and enacting pedagogy using Developmentally Appropriate Practice. The module tasks students with making distinctive links to Statutory Guidance and policy documents in the early years, to understand later life impacts. Students will engage with research, government guidance, and frameworks in relation to neuroscience, attachment theory, metacognition, and sociocultural influences, with a particular emphasis on playful pedagogies, enabling environments, and empowering learners through child-centred practice. Students practically engage with an observational case study to develop and demonstrate their skills in observational analysis. The observations serve as a pedagogical tool that enables students to consider, and assess a child’s learning and development by making distinctive links to interdisciplinary developmental theories, fostering skills, reflective practice, and self-evaluation. Through considerate engagement with Statutory Guidance and policy documents in the early years students will evidence their understanding of the importance of inclusive practice and/or anti-racist education practices concerning current policy drivers.</p>			

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input checked="" type="checkbox"/> Ayr <input checked="" type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London	<input type="checkbox"/> Online / Distance Learning	

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

		<input type="checkbox"/> Paisley	<input type="checkbox"/> Other (specify)			
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	Acquire broad knowledge of the Scottish Government frameworks for children's learning and the resulting expected practice.
L2	Investigate some aspects of professional practice by drawing on the key psychological and learning theories and principles.
L3	Apply skills in observation and assessment to critically reflect on childhood practice.
L4	Adopt an ethical approach to planning for child-centred learning, using principles of inclusivity and/or anti-racist educational practice.
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)	<p>Please select SCQF Level</p> <p>Broad knowledge of Scottish Government frameworks for children aged birth to six years, with detailed knowledge of assessment.</p> <p>Broad knowledge of the theories of developmental psychology, with detailed knowledge of attachment, neuroscience and socio-cultural theories of learning.</p>
Practice: Applied Knowledge and Understanding	<p>Please select SCQF Level</p> <p>Ethical observation of children (either in the workplace or through simulated observation) with the purpose of progressing children's learning and development.</p>
Generic Cognitive skills	<p>Please select SCQF Level</p> <p>Synthesis of ideas through writing reflective reports.</p>
Communication, ICT and Numeracy Skills	<p>Please select SCQF Level</p> <p>Present data documenting children's learning using observation schedules and other means of displaying data.</p>
Autonomy, Accountability and Working with Others	<p>Please select SCQF Level</p> <p>Take a lead in progressing children's learning and responsibility for their assessment.</p>

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<p>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.</p> <p>Use of VLE, Interactive Whiteboards, online tutor/student-led discussions, and individual and group tasks. Lectures, tutorials, student-led seminars, group work, role-play, presentations, workshops, and problem-based learning will be used to develop student learning. Formative and summative assessments will be used including such instruments as in-class debate and oral presentations, alongside the summative assessment.</p> <p>Student handbooks, and other detailed material made available to students, will give more specific information on the particular learning and teaching methodologies, and combinations of these methodologies, to be used for timetabled student sessions. This will clarify for students both their expectations for timetabled sessions, and their expectations for the overall balance of learning and teaching methodologies to be used during the module.</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	18
Laboratory / Practical Demonstration / Workshop	18
Personal Development Plan	35
Independent Study	129
Please select	
Please select	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Abbott, L. and Moylett , H. (1997) Working with the under 3s: Responding to children’s needs. Buckingham: Open University Press</p> <p>Abbott, L. and Nutbrown, C (2001) Experiencing Reggio Emilia: Implications for preschool practice. Maidenhead: Open University Press.</p> <p>Education Scotland (2016) How Good is Our Early Learning and Childcare, Livingston: Education Scotland.</p> <p>Education Scotland (2020) Realising the Ambition. Livingston: Education Scotland.</p> <p>Fabian, H. and Mould, C. (2009) Development and Learning for Very Young Children London: Sage Publications</p> <p>Fisher, J (2007) Starting with the Child, (2nd ed). Buckingham: Open University Press</p> <p>Kinney, L., and Wharton, L. (2008) An Encounter with Reggio Emilia: Making Learning Visible. London: Routledge.</p> <p>Learning and Teaching Scotland (2007) Building the Curriculum 2: Active Learning in the Early Years, Livingston: Scottish Executive.</p>

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

Scottish Government (2017) Health and Social Care Standards My support, my life. Edinburgh: Scottish Government

Whalley, M (2007) Involving Parents in their Children's Education (2nd Ed.). London: Paul Chapman Publishing

Wood, E. and Attfield, J. (2006) Play, Learning and the Early Childhood Curriculum (2nd. Ed.). London, Thousand Oaks, New Delhi: Paul Chapman Publishing.

(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.

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](#).

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

(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
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Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	J Shaik Mopidevi
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1.1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written essay (2,500 words)
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
Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	3

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Combined total for all components	100%	3 hours
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Change Control

What	When	Who
New module 25/26	Mar 25	J Ovington