**Module Descriptor**

| Title | Foundations of Communication | | |
|---|---|---|---|
| **Session** | 2025/26 | **Status** | |
| **Code** | CHSS08xxx | **SCQF Level** | 8 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Education and Social Sciences** | | |
| **Module Co-ordinator** | R McGill | | |

**Summary of Module**

This module explores approaches to developing children's communication and literacy skills, considering both verbal and non-verbal forms of communication. Students will be introduced to fundamental linguistic terms and encouraged to expand their metalinguistic awareness. They will develop an understanding of the processes involved in listening, speaking, reading and writing development, critically engaging with current debates in language acquisition. Theoretical perspectives including early representation, symbolism, emergent writing, and the role of play in language acquisition will be explored.

Additionally, the module will address communication in multilingual contexts. Students will examine research on the importance of maintaining children's home languages and evaluate best practices for supporting language development in more than one language. Key policy frameworks, such as Learning in 2+ Languages (Education Scotland, 2020), will be used to assess effective approaches. The role of social and cultural events in fostering literacy development will also be considered.

Sustainable Development Goals:

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

4. Ensure inclusive and equitable education and promote lifelong learning opportunities


UWS Graduate Attributes:

Inquiring

Influential

| 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 ☒ | 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 | To develop a critical understanding of the processes involved in children's verbal and non-verbal communication. |
| L2 | To critically evaluate the use of various skills and practices in developing both personal and children's communication, applying reflective practice to enhance effectiveness. |
| L3 | Demonstrate knowledge and understanding of multilingualism and effective practices for supporting language development for children form whom English is an additional language. |
| L4 | |
| 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 8 Understanding of a limited range of core theories, principles and concepts related to the concepts of equality, social justice and inclusion |
| Practice: Applied Knowledge and Understanding | SCQF 8 Carry out routine lines of enquiry, development and investigation into professional level problems and issues related to the promotion of inclusion in integrated children's services |

[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

| Generic Cognitive skills | **SCQF 8**<br><br>Use and critically evaluate a range of approaches to evidence based solutions. |
|---|---|
| **Communication, ICT and Numeracy Skills** | **SCQF 8**<br><br>Convey complex information to a range of audiences and for a range of purposes |
| **Autonomy, Accountability and Working with Others** | **SCQF 8**<br><br>Exercise autonomy and initiative in some activities at a professional level. |

| 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.<br><br>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.<br><br>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. |

| Learning Activities<br><br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | Student Learning Hours<br><br>(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 |
|---|
| |

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

McTaggart, J., Cook, J., Castelo, R., and Pickering, J. (2025). Emerging literacy: Unlocking instruction for every child. 1st edn. Routledge: Oxon

Nemeth, K. N. (2022). Educating young children with diverse languages and cultures. Routledge: Oxon

**(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)**

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**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.

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**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. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

**(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)**

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**Supplemental Information**

| Divisional Programme Board | Education |
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| Overall Assessment Results | ☐ **Pass / Fail** ☒ **Graded** |
|---|---|
| **Module Eligible for Compensation** | ☒ Yes ☐ No<br>**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** | N Allan |
| **External Examiner** | J Shaik Mopdevi |
| **Accreditation Details** | |
| **Module Appears in CPD catalogue** | ☐ Yes ☒ No |
| **Changes / Version Number** | |

| Assessment (also refer to Assessment Outcomes Grids below) |
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| **Assessment 1** |
| Case study essay (2500 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.<br><br>(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 | ☒ | ☒ | ☒ | ☐ | ☐ | 100% | 3 |

| 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% | 3 hours |
|---|---|---|---|

**Change Control**

| What | When | Who |
|---|---|---|
| new  module for 25/26 | Mar 25 | R McGill |
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