Module Descriptor

Title	Being and Becoming		
Session	2026/27	**Status**	
Code	CHSS08008	**SCQF Level**	SCQF 8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Science**		
Module Co-ordinator	TBC		

Summary of Module

This module helps you understand how young children learn and develop from pre-birth to age 6, and why this early period is so important for their future lives in families, schools, and communities. You will explore key Childhood Studies theories from different disciplines and see how children's development is shaped by policies, early years curricula, and statutory guidance that you are likely to encounter in professional practice. You will look closely at developmental milestones and how they are constructed and assessed, and you will be encouraged to think critically about the many reasons why children may reach milestones at different times. Observation is a core focus of the module: you will learn how to use observation as a professional and pedagogical tool, guided by relevant codes of practice and by nurturing, child-centred approaches that really tune in to each child. Across the module, you will examine how enabling environments can support individual children's learning and development at home, in early years settings, and in wider community contexts. You will engage with research, frameworks, and policy that explore influences on learning, including neuroscience, psychosocial, and sociocultural perspectives, and think about how these ideas translate into everyday practice with children and families.

Through hands-on work with an observational case study, you will build practical skills in observational analysis, reflective practice, and professional judgement, skills that are highly relevant for future roles in early years, education, social care, and related sectors. You will also critically explore statutory guidance and policy documents to deepen your understanding of inclusive and anti-racist practice, and the longer-term impact that high-quality early childhood education can have on children's lives.

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	Demonstrate knowledge of Scottish Government frameworks for children's learning and apply relevant developmental and learning theories to interpret practice broadly.
L2	Apply observational and assessment skills to analyse children's learning and development, making informed links between theory, professional practice, and curricula outcomes.
L3	Plan and reflect ethically on child-centred practice, using observational evidence to support inclusive and/or anti-racist approaches within early learning environments.
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** Specialist knowledge in interdisciplinary areas related to young people, families and communities.
Practice: Applied Knowledge and Understanding	**SCQF 8** Demonstrate the ability of the professions to attune to the perspectives of and, where appropriate, act as an advocate for children, young people, families and communities.
Generic Cognitive skills	**SCQF 8**

[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

	Constructively apply and critique theories, practice and research in Childhood Studies.
Communication, ICT and Numeracy Skills	**SCQF 8** Communicating using digital media networks as a an emergent professional.
Autonomy, Accountability and Working with Others	**SCQF 8** Manage, under guidance, ethical and professional issues in accordance with current professional and/or ethical codes or practices.

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.	
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	18
Tutorial / Synchronous Support Activity	18
Personal Development Planning	35
Independent Study	129
Please select	
Please select	
TOTAL	200 Hours

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
(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) Berk, L. (2015) *Child development*. Pearson Higher Education AU. Cowie, H. (2019) *From birth to sixteen: Children's health, social, emotional and linguistic development*. Routledge. Doherty, J. and Hughes, M. (2011) *Child development: Theory and practice 0-11*. Pearson. Vandenbroeck, M. (ed) (2017) *Constructions of neuroscience in early childhood education*. Routledge.

Whitebread, D., McClelland, M.M., Kumpulainen, K. and Grau, V. (2019) *The SAGE handbook of developmental psychology and early childhood education*. SAGE.

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:** In line with the Student Attendance and Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on VLE, and complete assessments and submit these on time.

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.
(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	TBC
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1
Observational Transcript
Assessment 2
Written Assessment – 2,750 words
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**
Observational Transcript	☒	☒	☐	☐	☐	50%	1.5 hrs

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☐	☐	50%	1.5 hrs

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	February 2026	Julie Ovington