University of the West of Scotland

Module Descriptor

Session: 23-24

Title of Module: Children's Holistic Wellbeing			
Code: EDUC08046	**SCQF Level: 8 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education and Social Sciences		
Module Co-ordinator:	Joyce Leslie		

Summary of Module
This module aims to enable students to reflect on the values and beliefs underpinning their professional identities as practitioners who are responsible for supporting development of children's holistic wellbeing.

Throughout this module, students will explore definitions of wellbeing from literature, policy and legislation and acquire a broad knowledge of relevant theories of emotional, personal and social development of young children.

The professional practitioner's role of sensitive and ethical observation, listening to children's voices and responsive practice in facilitating the development of children's holistic well-being will be examined and analysed in a practice based context.

Students will reflect upon their use of pedagogical strategies of nurturing approaches, compassionate pedagogy and professional love in practice and will reflect critically upon how such approaches have come to inform the collective identity of early years professionals.

Continuous professional development will be critically evaluated against the background of Scottish Government policy, guidance and codes of professional practice.

Students will develop a reflective portfolio of practice, which evidences observations carried out in practice and highlights reflection on professional skills in own contribution to the planning, facilitation and evaluation of opportunities for development of children's holistic wellbeing.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☒	☐	☒	☐	☐	☐

See Guidance Note for details.

Campus(es) for Module Delivery
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☒	☒	☒	☐	☒	NCL

Term(s) for Module Delivery
(Provided viable student numbers permit).

Term 1	☒	Term 2	☒	Term 3	☒

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

L1	Examine a range of definitions of children's holistic wellbeing from literature, policy and legislation and reflect on implications for own professional practice.
L2	Critically analyse and evaluate own practice in supporting the development of children's holistic well-being, with reference to theories of children's emotional, personal and social development
L3	Critically reflect upon the role of the Early Years professional practitioner in supporting children's holistic development.
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.

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 Level **8** Demonstrate a detailed and practical knowledge of theoretical and pedagogical approaches in supporting children's holistic well-being

Practice: Applied Knowledge and Understanding	SCQF Level **8** Demonstrate skills in supporting development of children's holistic wellbeing through the use of sensitive and ethical observation, listening to children's voices and responsive practice.
Generic Cognitive skills	SCQF Level **8** Critically evaluate evidence based approaches to planning for and supporting children's holistic wellbeing, and reflect upon routine problems/issues as relevant to Early Years practice settings.
Communication, ICT and Numeracy Skills	SCQF Level **8** .Convey complex information to a range of audiences and for a range of purposes.
Autonomy, Accountability and Working with others	SCQF Level **8** Reflect on, and be accountable for own professional practice in the ethical issues of observing young children. Exercise autonomy and initiative in some activities at a professional level.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

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** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36

Work Based Learning/Placement	35
Independent Study	129
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200

Indicative Resources: (eg. Core text, journals, internet access)

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

Bruce, T. (2012) Early Childhood Education. 4th Ed. London. Hodder Education.

Laevers, F., Vandenbussche, E., Depondt, L., (2004) A Process-orientated child monitoring system for young children. Centre for Experiential Education.

Scottish Government (2020) Realising The Ambition: Being Me. Edinburgh. Scottish Government

(**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:

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and

participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law.

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.
Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..
(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	Division of Education
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Early Years
Moderator	TBC
External Examiner	J. S Mopidevi
Accreditation Details	
Changes/Version Number	1.0

Assessment: (also refer to Assessment Outcomes Grids below)
Students may choose either of the following assessment approaches:
Portfolio of Professional Practice (3000 words) at end of module OR Portfolio of Professional Practice (2000 words written and 10 minute video presentation) at end of module
Assessment 1 – Portfolio of 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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of practice	X	X	X			100%	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
					Combined Total for All Components	100%	XX hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor
Module descriptor update following cyber incident	06/02/24	J Leslie

Version Number: MD Template 1 (2023-24)