

## University of the West of Scotland

## Module Descriptor

Session: 24-25

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:	J Leslie		
Summary of Module			
<p>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.</p> <p>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.</p> <p>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</p> <p>Students will reflect upon how a range of pedagogical strategies of nurturing approaches, compassionate pedagogy and professional love may be applied in practice and will reflect critically upon how such approaches have come to inform the collective identity of early years professionals.</p> <p>Students will critique Scottish Government policy, guidance and codes of professional practice.</p> <p>Students will develop an essay, which describes and reflects on professional skills necessary in planning, facilitation and evaluation of opportunities for development of children’s holistic wellbeing.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will <b>normally</b> 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:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NCL

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>

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 professional practice.
L2	Critically analyse and evaluate a range of theories and pedagogical strategies of children's emotional, personal and social development which may be used in supporting the development of children's holistic well-being,
L3	Critically reflect upon the role of the 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	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level <b>8</b>  Demonstrate a detailed and critical knowledge of theoretical and pedagogical approaches in supporting children's holistic well-being
Practice: Applied Knowledge and Understanding	SCQF Level <b>8</b>  Demonstrate knowledge of how development of children's holistic wellbeing may be supported through the use of sensitive

	and ethical observation, listening to children's voices and responsive practice.	
Generic Cognitive skills	<b>SCQF Level 8</b> Critically evaluate a range of approaches to planning for and supporting children's holistic wellbeing, and reflect upon routine problems/issues as relevant to practice settings.	
Communication, ICT and Numeracy Skills	<b>SCQF Level 8</b> .Convey complex information to a range of audiences and for a range of purposes.	
Autonomy, Accountability and Working with others	<b>SCQF Level 8</b> Reflect on, professional practice in the ethical issues of observing young children. .	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (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
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

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**

<b>Divisional Programme Board</b>	Division of Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Early Years
<b>Moderator</b>	TBC
<b>External Examiner</b>	J. S Mopidevi
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	1.1

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Discursive Essay (3000 words) at end of module
Assessment 1 – Essay
Assessment 2
Assessment 3
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.</p> <p>(ii) An <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p>

**Assessment Outcome Grids (See Guidance Note)**

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

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

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

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
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)**