Module Descriptor

Title	Language and Communication (CS)		
Session	2025/26	**Status**	
Code		**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	Education and Social Sciences		
Module Co-ordinator	N. Allan		

Summary of Module

This module focuses on developing students' skills in supporting children's oral and written communication.

Significant Theories of Language Acquisition

Gain a broad and integrated knowledge of the significant theories of language acquisition:- Critique of behaviourist theories, innate theory, cognitive constructivism, and social constructivism.

Constructing Literacy and National Advice

Drawing on differing perspectives on early literacy - maturational, developmental, emergent, socio-cultural. Tutorial participation on analysis of current curriculum advice in relation to narratives and storytelling, books and literature, early representing and writing. Gain understanding of "new literacies". Consider the skills and knowledge required to read multimodal texts. Evaluate strategies for teaching these skills.

Supporting Children's Learning

Development of a broad knowledge and critical understanding of oracy/literacy research and practice

Partnership with Parents

A critical understanding of the co-constructed nature of literacy and the principles and theories which underpin working in partnership with parents in supporting children's communication skills: Language and communication in learning in the home and pre-school setting, considerations for working with parents at different stages in a child's learning development.

Taking Account of Diversity

Undertake critical evaluation of writing on research and practice on an area where additional support is appropriate to develop children's skill, e.g., Bilingual communication, Down's Syndrome, Hearing Impairment, Autism. Where appropriate inform this study by workplace research carried out under the ethical code. The investigation should take account of the professional perspective, including consideration for working in partnership with professional colleagues from different disciplines.

The module contributes towards the UN Sustainable Development Goals:

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

4.Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

The module enables thes tudnets to develop the following UWS Graduate Attributes:

Critical Thinker

Effective Communicator

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	Critically evaluate theories of language acquisition.
L2	Gain critical understanding of the socio-cultural context of literacy and how this applies to early childhood.
L3	Demonstrate ability to analyse theories and policies related to the development of language and communication in children as they apply to early childhood.
L4	Demonstrate a critical understanding of the diversity of learners and the complexities of promoting communication skills.
L5	N/A

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:

[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

Knowledge and Understanding (K and U)	SCQF 9
	A broad integrated knowledge and understanding of the scope, main areas and boundaries of language, acquisition and development.
Practice: Applied Knowledge and Understanding	SCQF 9
	Carry out routine lines of enquiry, development and investigation into professional level, problems and issues related to language, acquisition and development with young children.
Generic Cognitive skills	SCQF 9
	Use and critically evaluate a range of approaches to evidence based solutions.
Communication, ICT and Numeracy Skills	SCQF 9
	Convey complex information to arrange of audiences and for a range of purposes.
Autonomy, Accountability and Working with Others	SCQF 9
	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.
Use of VLE, Interactive Whiteboards, on-line tutor/student led discussions, 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 essays, assignments, seminars, and seminar papers, presentations. Students will have the opportunity to peer assess the formative tasks and work on a number of group activities contextualising and sharing their learning. 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 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
Laboratory / Practical Demonstration / Workshop	18
Personal Development Plan	35

Independent Study	129
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
Buckley, B. (2003). Children's Communication Skills from Birth to Five Years. London: Routledge.
Scottish Government, (2010). Literacy Action Plan. Edinburgh.
Whitehead, M.R. (2010). Language and Literacy in the Early Years 0-7 fourth edition. London: Sage.
(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. 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)

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	C. Gollek
External Examiner	C. Counihan
Accreditation Details	None
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Part A - Essay (1000 words) 40%.
Assessment 2
Part B - Case Study (2000 words) 60%.
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	☒	☐	☐	☐	☐	40	1.5

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Case Study	☐	☒	☒	☒	☐	60	1.5

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
Updated Student Attendance and Engagement Procedure	19/10/2023	C. Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/23	C. Winter
Changes to assessment method	18/03/2025	N Allen
Align with guidance notes	18/03/2025	N Allen