



Module Descriptor

Title	Promoting Quality in Education		
Session	2025/26	Status	
Code	CHSS09xxx	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 current influences, models and approaches to support the development of children, including those aged 6-16. Initially the module examines international and national approaches to statutory education and in particular the factors historical, economic, cultural, social and political which have shaped policies surrounding childhood practice. The module develops of knowledge and evaluation of approaches to in school learning through examination of current curriculum documents, such as A Curriculum for Excellence, and the effect of policies on provision and practices, such as supporting effective transitions arrangements. 'Promoting Learning' also encourages students to develop a critical knowledge and understanding of educational models and best practice in Scotland, by comparing the Scottish approach with international case studies e.g. Scandinavian early learning and childcare; indigenous and bicultural curricula. By exploring the diversity of global educational systems, students will be encouraged to adopt a critical, anti-racist approach to their understanding of effective childhood practice. The module will examine current influences on childhood services, childcare and education, such as sustainability and citizenship within outdoor learning, and look at wider models and practices of education e.g. out of school care (OSC), playwork and community learning, linking these to global and local government priorities. The module will be delivered by blended learning, including workplace learning, critical incident analysis and group work.

The module contributes towards the following UN Sustainable Development Goals:

16.Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

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

The module enables the students to develop the following UWS Graduate Attributes:

Critical Thinker

Innovative

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input checked="" type="checkbox"/> Ayr <input checked="" type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input checked="" type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input checked="" type="checkbox"/>	
Long-thin Delivery over more than one Term	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
L1	Investigate the policies of and approaches to childhood services, including childcare and education.
L2	Compare and contrast local policies and practices with international examples, reflecting on an anti-racist approach to curriculum-making.
L3	Investigate and critically evaluate current models, influences and practices of education.
L4	Reflectively self-evaluate students' own beliefs and practices in childhood services, care and education.
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:
Knowledge and Understanding (K and U)	SCQF 9 A broad integrated knowledge and understanding of the scope, main areas of education in a range of countries. A broad knowledge and understanding of out of school learning.
Practice: Applied Knowledge and Understanding	SCQF 9 Carry out routine lines of enquiry, development and investigation into professional level problems and issues related to the education of young children in different international communities.

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 9 Use and critically evaluate a range of approaches.
Communication, ICT and Numeracy Skills	SCQF 9 Convey complex information to a range 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	
<p>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.</p> <p>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.</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(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:

Education Scotland (2019) Scotland's Curriculum for Excellence: Putting Learners at the Heart of Education. Livingston: Education Scotland.

Education Scotland (2020). Realising the Ambition. Livingston: Education Scotland.

Nutkins, S., McDonald, C. and Stephen, M. (2013). Early Childhood Education and Care: An Introduction. London: SAGE.

OECD (2012) Starting Strong III: A Quality Toolbox for Early Childhood Education and Care, Frankfurt: OECD.

SSSC (2015) The Standard for Childhood Practice. Dundee: SSSC.

(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

Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50	1.5
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Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	3 hours

Change Control

What	When	Who
New Childhood Studies module	Mar 25	N Allen