



Module Descriptor

Title	Promoting Learning		
Session	2025/26	Status	
Code	EDUC09006	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.

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

UWS Graduate Attributes

Critical Thinker

Innovative

Module Delivery Method	On-Campus¹ <input 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 type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input checked="" type="checkbox"/> Other (specify) College Partner - NCL	
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	36
Work-based Learning	100
Independent Study	64
n/a	
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:

All full-time 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](#).

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.

(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	S. Henderson-Bone
External Examiner	C. Counihan
Accreditation Details	SSSC
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
The summative assessment (100%) consists of a portfolio of work (3000 words) comprising two elements themed around the quality of provision that are submitted at the end of the module. The first element will be specifically themed on childhood practice policies, whereas the second element will ask students to reflect on wider models of education, and their own beliefs and practices in childhood services.
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.)

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio of written work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	0

Component 2							
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"/>		

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%	hours

Change Control

What	When	Who
new template 25/26	Mar 25	N Allan