Module Descriptor

Title	Critical Pedagogy		
Session	2027/28	**Status**	
Code	CHSS07003	**SCQF Level**	SCQF 7
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Education and Social Science**		
Module Co-ordinator	TBC		

Summary of Module

This module invites you to explore Critical Pedagogy in a way that connects directly to real work with children, young people, families, and communities. You will look at how power, inequality, social justice, and voice shape everyday learning experiences in schools, childcare settings, youth work, social care, and community projects, and consider what this means for you as a future practitioner. You will examine how education and care environments can either reproduce disadvantage or help to challenge it, and how professionals can use critically reflective, inclusive, and empowering approaches in their work. Drawing on influential thinkers such as Paulo Freire, bell hooks, and Henry Giroux, you will develop core critical skills that support ethical, socially responsive practice in roles focused on children and families. You will practise analysing real-world situations, policies, and practices to see how learning, identity, and power relations are shaped in different contexts.

By the end of the module, you will understand key concepts in Critical Pedagogy and why they matter for children, young people, families, and communities. You will have begun to build reflective and ethical competencies, and you will be able to critically examine how professional, educational, social, and policy contexts influence lives.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

[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

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	Explain and compare key principles of Critical Pedagogy and their relevance to educational, social, and community contexts impacting children, young people, and families.
L2	Analyse how structures of power, discourse, and policy influence pedagogical relationships and the lived experiences of children, young people, and communities, using evidence-based arguments.
L3	Demonstrate ethical, reflective, and inclusive communication that recognises children's and communities' agency, voice, and rights within pedagogical settings.
L4	
L5	

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 7** Gain knowledge and understanding of a range of theoretical perspectives of Childhood Studies.
Practice: Applied Knowledge and Understanding	**SCQF 7** Apply knowledge and understanding of the areas of interest contributing to early Childhood Studies across the core subject specific professions and how they interrelate.
Generic Cognitive skills	**SCQF 7** Extracting information from relevant sources to present the dominant argument routine to Childhood Studies.
Communication, ICT and Numeracy Skills	**SCQF 7** Use a range of sources of academic and peer reviewed information.
Autonomy, Accountability and Working with Others	**SCQF 7** Exercise initiative and independence in carrying out defined 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 30-credit module includes 300 learning hours, normally including 48–60 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** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	18
Tutorial / Synchronous Support Activity	18
Personal Development Planning	35
Independent Study	229
Please select	
Please select	
TOTAL	300 Hours

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Boronski, T. (2022) *Critical Pedagogy: An exploration of contemporary themes and issues*. Routledge. Giroux, H.A. (2011) *On critical pedagogy.* Continuum International Publishing Group. Hayes, K., Steinberg, S.R. and Tobin, K. (eds) (2011) *Key works in critical pedagogy*. SensePublishers. hooks, B. (2014). *Teaching to transgress*. Routledge. Vandenbroeck, M. (2020). *Revisiting Paulo Freire's Pedagogy of the Oppressed: Issues and challenges in early childhood education*. Routledge.
(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:** In line with the Student Attendance and Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on VLE, and complete assessments and submit these on time.

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. Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. 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	☐ **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	TBC
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written Essay – 1, 500 Words
Assessment 2
Performance - Oral Assessment, maximum 10 minutes +/-10%
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
Written	☒	☒	☒	☐	☐	50%	1.5 hrs

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Performance	☒	☒	☒	☐	☐	50%	1.5 hrs

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
New module	February 2026	Julie Ovington