Module Descriptor

Title	Theory & Philosophy		
Session	2027/28	**Status**	
Code	CHSS07004	**SCQF Level**	SCQF 7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Science**		
Module Co-ordinator	TBC		

Summary of Module

This module explores foundational theories and philosophies that shape Childhood Studies. You are introduced to key theoretical and philosophical lenses, for example social constructionism, bio ecological perspectives, critical/ethical philosophies, developmental, psychosocial and sociological theories, to learn how different disciplines, including education, sociology, psychology, health, social policy, contribute to the field and inform practice. Throughout the module emphasis is placed on developing your academic literacies by evaluating evidence versus opinion and building your confidence to synthesise diverse perspectives in ways that inform ethical and inclusive practice with children, young people, families, and communities.

On successful completion you will gain a conceptual understanding of the interdisciplinary nature of Childhood Studies and its core theoretical perspectives, and philosophical underpinnings. The module aims to develop your skills in distinguishing evidence-based explanations from a range of academic sources so that you can constructively critique arguments and strengthen your understanding of ethical, reflective communication and collaborative appropriate to multi-agency professional settings.

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 core theories and philosophical perspectives in Childhood Studies and describe how they underpin foundational understandings of children, families, and communities.
L2	Distinguish evidence-based explanations from academic sources and analyse how selected theories/philosophies inform practice decisions across local and national contexts.
L3	Propose theory informed, context sensitive approaches to working with children, young people, and families.
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** An understanding of the difference between explanations based on evidence and or research and other sources, and the importance of this difference.
Practice: Applied Knowledge and Understanding	**SCQF 7** Systematically evaluate the provision of service in childhood in context and in practice.
Generic Cognitive skills	**SCQF 7** Write for different purposes including but not limited to explanation, description and preliminary evaluation.
Communication, ICT and Numeracy Skills	**SCQF 7** Communicate with others and reflect upon one's own and other skills, beliefs, understandings and views.
Autonomy, Accountability and Working with Others	**SCQF 7** Demonstrate the ability to engage with collaborative communication to drive learning as part of a community of practice.

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.

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	129
Please select	
Please select	
TOTAL	200 Hours

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Bruce, T. (2012) *Early Childhood Education*. 4th edn. Hodder Education.

Carroll, M. and Wingrave, M (2023) *Childhood Practice*. Sage

Laevers, F., Vandenbussche, E., and Depondt, L. (2004) *A Process-orientated child monitoring system for young children*. Centre for Experiential Education.

Owen, A. (2017) *Childhood Today*. Sage.

Smidt, S. (2006) *The developing child in the 21st century*. Routledge.

Wyness, M. (2006) *Childhood and Society*. Palgrave

(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
Poster Presentation – Concept Map
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
Poster Presentation	☒	☒	☒	☐	☐	100%	3 hrs

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

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