



Module Descriptor

Title	Ethics & Social Justice In The Early Years		
Session	2025/26	Status	
Code	BAEL08006	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	R McGill		
Summary of Module			
<p>This module examines the intersection of practice and policy in shaping children's experiences of justice and diversity. Students will critically explore how prejudice, discrimination, and stereotypes influence childhood and consider the broader concepts of poverty, class, gender, race, LGBTQ+ identities, and disability. The relevance of these factors to ethical and justice-oriented practices within childhood will be analyzed.</p> <p>Through engagement with contemporary policy and practice frameworks, students will reflect on the values underpinning approaches to justice in childhood. They will evaluate their own perspectives and professional responsibilities in addressing ethical and social justice issues within diverse childhood contexts.</p> <p>They will explore the role of self-evaluation, professional dialogue, and practice monitoring in fostering ethical, inclusive, and socially just environments for children.</p> <p>Sustainable Development Goals:</p> <p>4. Ensure inclusive and equitable education and promote lifelong learning opportunities</p> <p>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</p> <p>UWS Graduate Attributes:</p> <p>Ethically minded</p> <p>Transformational</p>			

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 type="checkbox"/> Ayr <input 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 type="checkbox"/>	Term 2 <input 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	Critically analyse the relationship between poverty, social exclusion, and government policies on justice and inclusion in addressing systemic inequalities and promoting equitable opportunities for all.
L2	Develop a critical understanding of prejudice and discrimination, examining their impact on individuals and communities while evaluating the effectiveness of legislation and policy in addressing and mitigating their harmful effects.
L3	Critically explore the concept of intersectionality and apply this understanding to the development of inclusive and equitable practices in childhood settings.
L4	Critically assess one's own professional practice in recognizing and responding to the diverse needs of children, ensuring inclusive, equitable, and effective support for their learning and development.
L5	NA

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 8 Understanding of a limited range of core theories, principles and concepts related to the concepts of equality, social justice and inclusion.
Practice: Applied Knowledge and Understanding	SCQF 8

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

	Carry out routine lines of enquiry, development and investigation into professional level problems and issues related to the promotion of inclusion in integrated children's services
Generic Cognitive skills	Please select SCQF Level Use and critically evaluate a range of approaches to evidence based solutions.
Communication, ICT and Numeracy Skills	Please select SCQF Level Convey complex information to a range of audiences and for a range of purposes
Autonomy, Accountability and Working with Others	Please select SCQF Level 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 in-class debate and oral presentations, alongside the summative assessment.</p> <p>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:

Carroll, M. & Wingrave, M. (2023) (eds) . Childhood practice : a reflective and evidence based approach. Los Angeles: SAGE Publications, 2023.

Nutbrown, C. (2023) (ed) . Early childhood education : current realities and future priorities. Los Angeles : SAGE, 2023.

(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 fulltime students 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 checked="" type="checkbox"/> Pass / Fail <input 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	N Allan
External Examiner	S Harris
Accreditation Details	
Module Appears in CPD catalogue	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Critical conversation. Students will analyse and evaluate through professional discussion the impact of poverty on children and families. (40%)
Assessment 2
Students will deliver a recorded presentation based on one protected characteristic exploring issues of ethics and justice and providing a future changes. (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
Critical Conversation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Recorded Presentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	60	

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`	mar 25	R McGill