



Module Descriptor

Title	Childhood Today		
Session	2025/26	Status	
Code	CHSS08xxx	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	A.Connelly		

Summary of Module

This module aims to enable students to reflect on the values and beliefs underpinning their professional identities as professionals supporting children, young people, families and communities, who are responsible for supporting the development of children's holistic wellbeing.

Throughout this module, students will explore definitions of wellbeing from literature, policy and legislation and acquire a broad knowledge of relevant theories of emotional, personal and social development of young children.

The professional role of sensitive and ethical observation, listening to children's voices and being responsive in facilitating the development of children's holistic well-being will be examined

Students will reflect upon how a range of pedagogical strategies of nurturing approaches, compassionate pedagogy and professional love may be applied in practice and will reflect critically upon how such approaches have come to inform the collective identity of professionals supporting children, young people, families and communities.

Students will critique Scottish Government policy, guidance and codes of professional practice.

Students will develop an essay, which describes and reflects on professional skills necessary in planning, facilitation and evaluation of opportunities for development of children's holistic wellbeing.

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

Critical thinker
Culturally Aware
Collaborative
Motivated
Autonomous
Creative

The module contributes towards the following UN Sustainable Goals:

3. Ensure healthy lives and promote well-being for all at all ages
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

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Module Delivery Method	On-Campus ¹ <input checked="" type="checkbox"/>	Hybrid ² <input checked="" type="checkbox"/>	Online ³ <input type="checkbox"/>	Work -Based Learning ⁴ <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	Examine a range of definitions of children’s holistic wellbeing from literature, policy and legislation and reflect on implications for professional practice.
L2	Critically analyse and evaluate a range of theories and pedagogical strategies of children’s emotional, personal and social development which may be used in supporting the development of children’s holistic well-being,
L3	Critically reflect upon the role of the professional practitioner in supporting children’s holistic development.
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 8 Demonstrate a detailed and critical knowledge of theoretical and pedagogical approaches in supporting children’s holistic well-being

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

Practice: Applied Knowledge and Understanding	SCQF 8 Demonstrate knowledge of how development of children's holistic wellbeing may be supported through the use of sensitive and ethical observation, listening to children's voices and responsive practice
Generic Cognitive skills	SCQF 8 Critically evaluate a range of approaches to planning for and supporting children's holistic wellbeing and reflect upon routine problems/issues as relevant to practice settings.
Communication, ICT and Numeracy Skills	SCQF 8 Convey complex information to a range of audiences and for a range of purposes.
Autonomy, Accountability and Working with Others	SCQF 8 Reflect on, professional practice in the ethical issues of observing young children.

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, online tutor/student-led discussions, and 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 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
Laboratory / Practical Demonstration / Workshop	18
Independent Study	129
Personal Development Plan	35

Please select	
Please select	
TOTAL	200

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 Ed. London. Hodder Education.

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

Scottish Government (2020) Realising the Ambition: Being Me. Edinburgh. Scottish Government

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

Roberts, R. (2010) Wellbeing from birth. London: Sage

Owen, A. (2017) Childhood Today. London: Sage

Wyness, M. (2006) Childhood and society. New York: Palgrave

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

(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 reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

(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 checked="" type="checkbox"/> Yes <input 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	A Malik
External Examiner	J.S. Mopidevi
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Part 1 - Creative presentation on an aspect of Early Childhood today

Assessment 2

Part 2 - Essay 2000 words

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
Presentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30%	1.5

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70%	1.5

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	A Connolly