Module Descriptor

Title	Exploring Childhood		
Session	2026/27	**Status**	
Code	CHSS08009	**SCQF Level**	SCQF 8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Science**		
Module Co-ordinator	TBC		

Summary of Module

This module invites you to think deeply about who you are as a person and as a future professional working with children, young people, and families. You will reflect on the values and beliefs that shape your personal and professional identity, and consider how these can support children's wellbeing, learning, and rights across different settings. You will explore key definitions and theories of childhood drawn from literature, policy, and legislation, and build a broad understanding of theories of holistic development in children and young people. A central focus is on the professional's role in sensitive and ethical observation, really listening to children's voices, and using responsive practice to help support their wellbeing and growth. You will think about how nurturing approaches, compassionate pedagogy, and professional love can be used in everyday practice. You will reflect critically on how these ideas have shaped the shared identity of people who work with children and families, and what this might mean for you in future roles in education, early years, social care, or community work. You will also examine Scottish Government policy, guidance, and codes of professional practice, and learn how to critique them in relation to theories and concepts of child development.

By the end of the module, you will be better equipped to connect your own values with professional expectations and to make thoughtful, ethical decisions that place children's wellbeing and rights at the centre of your work.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
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	An informed understanding of a defined range of core theories, concepts, principles and terminology of children and childhood.
L2	Drawing on your world view and lived experiences start to critically reflect on your developing personal pedagogical values.
L3	Constructively apply and critique theories, practice and research in Childhood Studies.
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** A knowledge of the scope, defining features, and main areas of Childhood Studies
Practice: Applied Knowledge and Understanding	**SCQF 8** Demonstrate the ability to plan for, and where appropriate implement, meet and promote children's holistic development, health, wellbeing, protection and safety, and the conditions which enable them to flourish.
Generic Cognitive skills	**SCQF 8** Recognise the interconnectedness of Childhood Studies and apply knowledge and skills within the boundaries of individual modules.

[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

Communication, ICT and Numeracy Skills	**SCQF 8** Evidence your ability to collaborate in teams using shared digital tools to achieve common goals making an informed choice in selecting the most appropriate systems to facilitate collaborative working.
Autonomy, Accountability and Working with Others	**SCQF 8** Exercise autonomy and initiative in some activities at a professional level in practice or in a subject/discipline/sector.

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:
(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) 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. Roberts, R. (2010) *Wellbeing from Birth*. Sage. Smidt, S. (2006) *The Developing Child in the 21st Century.* Routledge.

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

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

Group Poster Presentation
Assessment 2
Written Assessment – 1,500 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**
Group Presentation	☒	☐	☐	☐	☐	40%	1.5 hrs

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☒	☒	☐	☐	60%	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