Module Descriptor

Title	Social Justice		
Session	2026/27	**Status**	
Code	CHSS09011	**SCQF Level**	SCQF 9
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 social justice as a key concern for anyone who wants to work with children, young people, families, and communities. You will look at how inequity, power, rights, and global forces shape people's everyday experiences, and how this affects inclusion, wellbeing, and opportunities in different parts of the world and in your own local context. Drawing on perspectives from sociology, education, global development, health, political studies, and social policy, you will analyse how local, national, and international contexts influence marginalisation and inclusion. You will consider how cultural, historical, political, and economic structures shape who has access to resources and rights, and how policies and institutions respond, sometimes well, sometimes poorly, to social inequities across diverse childhoods. The module highlights ideas such as global citizenship and cross-border pedagogies and introduces you to key international frameworks that govern children's rights and welfare. You will also focus on the role of interprofessional and community-based practice in advancing social justice, examining how professionals and community organisations can work together to challenge inequality and advocate for fairer outcomes for children and families.

Through critiquing dominant narratives, exploring structural injustice, and engaging with case studies and international comparisons, you will develop the critical insight needed to contribute meaningfully to social-justice-oriented work. By the end of the module, you will be better prepared to think and act as a reflective, ethical practitioner who can support children, young people, families, and communities in ways that promote fairness, dignity, and rights.

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	Critically analyse key social justice theories, concepts, and global frameworks relevant to the lives of children, young people, families, and communities.
L2	Critically evaluate how cultural, historical, economic, and political contexts, locally, nationally, and globally, shape social justice issues and influence professional practice, policy development, and community responses.
L3	Critically synthesise interdisciplinary perspectives to evaluate the role of interprofessional practice, communities of practice, and cross border pedagogies in addressing social injustice and advocating for the agency, voice and rights of children and families.
L4	Independently synthesise interdisciplinary research, policy evidence, and global perspectives to formulate informed, ethically grounded judgements about social justice issues affecting children, young people, families, and communities, demonstrating sensitivity to contextual, cultural, and interprofessional complexities.
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 9** Critically explore, examine and evaluate the significance of the cultural, historical, and contemporary features of various policies, institutions and agencies, locally, nationally and globally.

[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 9** Recognise and challenge inequalities in society and embrace an antibias approach.
Generic Cognitive skills	**SCQF 9** Be sensitive to contextual and interpersonal factors, taking account of the complexity of factors that shape behaviour and social interaction and form the basis of problems and interpersonal conflict.
Communication, ICT and Numeracy Skills	**SCQF 9** Interpret, use and evaluate numerical and graphical data to achieve goals/targets.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercise autonomy and initiative in some activities at a professional level in practice or in Childhood Studies

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: Chandan, H. C. (2023) *Implications of Marginalization and Critical Race Theory on Social Justice.* Information Science Reference. Craig, G. (ed) (2018) *Handbook on Global Social Justice.* Edward Elgar Publishing.

Craig, G. (ed). (2008) *Social justice and public policy: seeking fairness in diverse societies.* Policy Press.

Johnston, R. (2022) *Embodied Social Justice.* 2nd edn. Routledge.

Thompson, N. (2021) *Anti-discriminatory practice: equality, diversity and social justice.* Red Global Press.

(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
Essay – 4,000 words
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**
Essay	☒	☒	☒	☒	☐	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