



## Module Descriptor

Title	Current Childhood Policy and Practice (CS)		
Session	2025/26	Status	
Code	CHSS10003	SCQF Level	10
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	A Malik		
<b>Summary of Module</b>			
<p>This module aims to advance practice for students progressing in, or towards, a profession working with children, young people, families and communities.. The module encourages critical incident analysis and group work alongside focussed reading and online tasks. Students undertaking this module will review the political landscape and critically evaluate current policy and practice using current national and international perspectives from literature.Initially students will look at the political landscape and its influences on current legislation, policy and practice at national and local level e.g. Scottish Government and UK Legislation and resulting policies. Students will also consider international evaluations of policy and practice to critically appraise provision of ELCC in Scotland. For example, referring to OECD targets, and practice in countries such as Italy, Sweden, New Zealand and Finland.</p> <p>The module enables the students to develop the following UWS Graduate Attributes:</p> <ul style="list-style-type: none"><li>- Critical thinker</li><li>- Effective Communicator</li><li>- Driven</li></ul> <p>The module contributes towards the following UN Sustainable Goals:</p> <ol style="list-style-type: none"><li>3. Ensure healthy lives and promote well-being for all at all ages</li><li>4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</li></ol>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>		
<b>Campuses for Module Delivery</b>	<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)		
<b>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
<b>L1</b>	Critically analyse the role of political process and its relationship with current legislation, policy and practice at national and local level
<b>L2</b>	Critically analyse the aims and impact of local, national and international social policy on children and families
<b>L3</b>	Critically review and consolidate knowledge of existing and current developments in the field of childhood practice from a national and international perspective
<b>L4</b>	Critically evaluate current policy and practice using current literature and theories.
<b>L5</b>	N/A

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 10</b> Critical awareness of current issues in a subject/ discipline and the theories, principles, boundaries, concepts and terminology
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 10</b> Demonstrate originality or creativity in the application of knowledge, understanding and/ or practices within a range of professional contexts which include a degree of unpredictability.
<b>Generic Cognitive skills</b>	<b>SCQF 10</b> Critically reviewing, analysing complex professional level problems and issues.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 10</b> Communicating ideas about established practices and specify refinements/ improvements
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 10</b> Deal with ethical and professional issues in ways that show a clear awareness of own and others roles and responsibilities

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
<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>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	18
Laboratory / Practical Demonstration / Workshop	18
Personal Development Plan	35
Independent Study	129
Please select	
Please select	
<b>TOTAL</b>	200

<b>Indicative Resources</b>
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p>

<p>Duffy, B and Pugh, G. (2013) Contemporary Issues in the Early Years. 6th Ed. Sage. London.</p> <p>Fitzgerald, D and Kay, J. (2016) Understanding Early Years Policy. Sage. London.</p> <p>Kanyal, M. (2014) Children's Rights 0-8: Promoting participation in education and care. David Fulton, London.</p> <p>Keating, M. (2010) The government of Scotland: public policy making after devolution. 2nd ed. Edinburgh. Edinburgh University Press.</p> <p>Nutbrown, K. (2018) Early Childhood Educational Research: International Perspectives. London, Sage</p> <p>European Early Childhood Education Research Journal (EECERJ)</p> <p>Early Years: An International Journal of Research and Development.</p>
<p><b>(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)</b></p>

Attendance and Engagement Requirements
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>, 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.</p> <p><b>For the purposes of this module, academic engagement equates to the following:</b></p> <p>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.</p> <p>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.</p> <p>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.</p>

Equality and Diversity
<p><b>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <a href="#">UWS Equality, Diversity and Human Rights Code</a>.</b></p> <p>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.</p>



<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	hours

### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>
Summative assessment critical debate changed from student group debates to individually assessed debates. The debate element is covered with the assessor who will ask pre-disclosed questions after the argument for or against the policy has been made.	30.09.2024	Stephen Day Julie Ovington
Individual critical debate to last 12 minutes rather than 5 minutes	12.03.2025	Julie Ovington Ambreen Malik
Split in summative assessment weight of 70% for critical debate and 30% for the supporting document.	12.03.2025	Julie Ovington Ambreen Malik
General housekeeping in line with guidance	26/03/2025	J Ovington