Module Descriptor

Title	Childhood Studies		
Session	2027/28	**Status**	
Code	CHSS07001	**SCQF Level**	SCQF 7
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 explore Childhood Studies in an engaging way, asking questions about what it means to grow up and be a child today. You will look beyond simple "nature versus nurture" explanations and start to question common assumptions about children, childhood, and development. Together, we will explore how children are not just shaped by adults, but are active, thoughtful individuals who participate in and influence their families, communities, and wider society. You will be introduced to key ideas, theories, and research that help you see childhood from multiple perspectives. You will practise reading research critically, weighing up different kinds of evidence, and using what you find to build clear, well-reasoned arguments. There will be an emphasis on supportive discussion, ethical and reflective communication, and linking what you learn to real-world childhood settings and professional pathways.

By the end of the module, you will have a strong foundation in the core concepts of Childhood Studies and a deeper understanding of how childhood is shaped by biology, relationships, culture, and social structures, rather than by simple either/or explanations. You will be able to tell the difference between robust research evidence and other kinds of information and use this skill to engage confidently in debates about children's agency, autonomy, and participation. You will also have developed your ability to communicate and collaborate thoughtfully and ethically with others in contexts involving children and families.

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	Explain how Childhood Studies reframes the nature/nurture debate and articulate what this shift in thinking implies for viewing children as agentic and autonomous.
L2	Analyse competing accounts of 'nature' and 'nurture' to construct an informed position on children's agency.
L3	Consider how children express agency, autonomy, and perspectives within different childhood, family, and community contexts.
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 7** Understand the conceptual underpinnings of Childhood Studies as a subject area.
Practice: Applied Knowledge and Understanding	**SCQF 7** Make use of community engagement to strengthen personal, professional capacities and skills.
Generic Cognitive skills	**SCQF 7** Identify routine problems and issues within Childhood Studies and consider a range of approaches to inform arguments and ideas routine to Childhood Studies and associated professions.

[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 7** Have the ability to use digital literacies and technology and the VLE.
Autonomy, Accountability and Working with Others	**SCQF 7** Become more resilient, responsible, and pragmatically develop skills to become autonomous.

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: Balagopalan, S., Wells, K. and Wall, J. (2023) *The Bloomsbury Handbook of Theories in Childhood Studies*. Bloomsbury Publishing. Esser, F., Baader, M.S., Betz, T. and Hungerland, B. (eds) (2016) *Reconceptualising Agency and Childhood: New perspectives in childhood studies*. Routledge. James, A., Prout, A. and Boyden, J. (eds) (2015) *Constructing and reconstructing childhood: Contemporary issues in the sociological study of childhood*. Routledge. Kehily, M.J. (2015) *Introduction to Childhood Studies*. McGraw-Hill Education. Spyrou, S., Cook, D.T. and Rosen, R. (eds) (2018) *Reimagining Childhood Studies.* Bloomsbury Academic.

(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 as outlined on the Programme Specification.

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
Written – 1,500 Words.
Assessment 2
Performance – Oral Discussion, maximum 10 minutes +/-10%
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**
Written	☒	☒	☒	☐	☐	50%	1.5 hrs

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Performance	☒	☒	☒	☐	☐	50%	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