Module Descriptor

Title	Constructs of Childhood		
Session	2027/28	**Status**	
Code	CHSS07002	**SCQF Level**	SCQF 7
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 think deeply about children, families, and communities, and how they are talked about in everyday life and professional settings. You will explore how these ideas shape public debates, policies, and the work of people in roles such as teachers, social workers, health professionals, and community practitioners. You will look closely at the way children and families are represented in the media, in policy documents, in academic writing, and in everyday community stories. By studying early sociological perspectives that are important for Childhood Studies, you will start to see how these representations influence what we believe about childhood, parenting, different family forms, and community life. This will help you connect theory directly to real-world practice in a range of childhood and family-related professions. There is a strong focus on building your skills in critical thinking, evidence-informed practice, and reflective communication; giving you space to question assumptions and learn with and from your peers.

By the end of the module, you will be able to tell the difference between sociological explanations and non-evidence-based representations of children, young people, families, and communities. You will also have developed reflective, ethical, and collaborative communication skills that are essential for working in multi-agency professional contexts where different services and professionals come together to support 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 core sociological constructs relating to children, families, and communities, and describe how these constructs influence sociological representations in Childhood Studies.
L2	Analyse how sociological representations of children, families, and communities shape professional practices across local, and national contexts.
L3	Propose theory informed, context sensitive approaches to practice that recognise diverse sociological constructs of children, families, and communities.
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** An awareness of the dynamic nature of local, national and global perspectives.
Practice: Applied Knowledge and Understanding	**SCQF 7** Evidence your understanding of childhood in routine and non-routine contexts.
Generic Cognitive skills	**SCQF 7** Constructively critique theories, practice and research in Childhood Studies.

[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** Access, retrieve, and organise a range of sources and consider their appropriateness to academic thinking.
Autonomy, Accountability and Working with Others	**SCQF 7** Work, under guidance, with others to acquire an understanding of current professional practice in relation to 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: James, A., Prout, A. and Boyden, J. (eds) (2015) *Constructing and reconstructing childhood: Contemporary issues in the sociological study of childhood*. Routledge. Pufall, P.B. and Unsworth, R.P. (eds) (2004) Rethinking *Childhood*. Rutgers University Press. Kehily, M.J. (2015) *Introduction to Childhood Studies*. McGraw-Hill Education. Mac Naughton, G. (2005) *Doing Foucault in Early Childhood Studies: Applying post-structural ideas*. Routledge. 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.

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

Portfolio – 2,500 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**
Portfolio	☒	☒	☒	☐	☐	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