Module Descriptor

Title	Understanding Childhood Studies		
Session	2027/28	**Status**	
Code	CHSS07xxx	**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 explores Childhood Studies as a dynamic, interdisciplinary field. You will explore how childhood is understood across disciplines such as sociology, psychology, education, health and social policy, and how these perspectives help us move beyond simple nature/nurture explanations. You will examine key ideas about children's agency, autonomy, rights, and voice, and consider how children are represented in media, policy, and everyday practice. The module helps you recognise children not as passive recipients of development, but as active participants in their families, communities, and wider society. You will learn to evaluate academic evidence, challenge assumptions, and critically analyse how different theories shape real-world practice with children and young people.

Throughout the module, you will develop your academic confidence, strengthening your skills in critical reading, reflective thinking, and communicating ethically and effectively in multi-agency professional contexts

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

[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

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 reflect on how interdisciplinary perspectives shape evolving definitions of childhood and evaluate how these definitions influence professional assumptions and decision making.
L2	Examine the impact of cultural, political, and structural factors on children's lived experiences and use these insights to challenge deficit-based or stereotyped representations of children, families, and communities.
L3	Demonstrate the ability to synthesise complex theoretical ideas and communicate them clearly, ethically, and collaboratively within multi-agency or professional discussions.
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 understanding of the difference between explanations based on evidence and or research and other sources, and the importance of this difference.
Practice: Applied Knowledge and Understanding	**SCQF 7** Systematically evaluate the provision of service in childhood in context and in practice.
Generic Cognitive skills	**SCQF 7** Write for different purposes including but not limited to explanation, description and preliminary evaluation.
Communication, ICT and Numeracy Skills	**SCQF 7** Communicate with others and reflect upon one's own and other skills, beliefs, understandings and views.
Autonomy, Accountability and Working with Others	**SCQF 7** Demonstrate the ability to engage with collaborative communication to drive learning as part of a community of practice.

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 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	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: 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.

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
Poster Presentation
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**
Poster Presentation	☒	☒	☒	☐	☐	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							

Change Control

What	**When**	**Who**
New Module	February 2026	Julie Ovington