Module Descriptor

Title	Citizenship		
Session	2026/27	**Status**	
Code	CHSS08010	**SCQF Level**	SCQF 8
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 about a big question that matters for anyone working with children and families: what does it mean to be a citizen, and how does this shape children's everyday lives? You will explore how ideas about belonging, membership, rights, responsibilities, and civic identity influence the experiences of children, young people, families, and communities in different places and contexts. You will draw on perspectives from sociology, political theory, human rights, social policy, education, and community studies to see how citizenship is defined legally, socially, politically, and culturally. This will help you understand how childhood is framed within wider debates about nationhood, democracy, social justice, community cohesion, and global citizenship, and why these debates matter for professional practice in education, social care, youth and community work.

By the end of the module, you will have a strong theoretical foundation for analysing citizenship as a social and political construct, giving you a powerful lens for understanding policy, practice, and debates that affect children and young people. This will prepare you to examine more closely, in later study and in your future career, how children's participation is understood in professional sectors that work with children, families, and communities.

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	Summarise how core theories, concepts, and terminology conceptualise childhood and citizenship, within the scope and defining features of Childhood Studies.
L2	Critically analyse and compare how different disciplinary and sectoral perspectives frame children's citizenship; including rights, responsibilities, belonging, and conditions for participation.
L3	Explain how legal, social, political and cultural constructions of citizenship shape the conditions for recognising children as social agents with voice and contribution, and evaluate the implications of these constructions for equity, inclusion and democratic life.
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 8** Awareness and understandings of current issues and specialisms.
Practice: Applied Knowledge and Understanding	**SCQF 8** Demonstrate the ability to plan for, and where appropriate implement, effective collaborations with families, carers and other stakeholders.
Generic Cognitive skills	**SCQF 8** Use a range of approaches to formulate and critically evaluate evidence-based solutions/responses to defined and/or routine problems and issues.
Communication, ICT and Numeracy Skills	**SCQF 8** Appropriately demonstrate your professional ability to compose, send and respond to received communications digitally.
Autonomy, Accountability and Working with Others	**SCQF 8** Manage resources within defined areas of work.

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:
(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) Bragg, S. and Kehily, M.J. (2014) *Youth cultures in the age of global media*. Springer. Phillips, L.G., Ritchie, J., Dynevor, L., Lambert, J. and Moroney, K. (2019) *Young children's community building in action: embodied, emplaced and relational citizenship*. Routledge. Tisdall, E.K.M., Gadda, A.M. and Butler, U.M. (eds) (2014) *Children and young people's participation and its transformative potential: Learning from across countries*. Springer. Wyness, M. (2018) *Childhood, culture and society: In a global context*. SAGE. Wyness, M. (2019) *Childhood and society*. Bloomsbury Publishing.

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
Written Assessment – 2,750 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							

Change Control

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