Module Descriptor

Title	Sociopolitical Ideologies		
Session	2026/27	**Status**	
Code	CHSS08011	**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 explore how who we are, in terms of class, gender, race/ethnicity, and (dis)ability, is shaped in the everyday lives of children, young people, families, and communities. You will look at how identities are created, represented, and negotiated, and how these processes affect people's opportunities, wellbeing, and sense of belonging in different settings. You will examine the roles of policy, media, institutions, such as schools, social care, and health services, and everyday practices in shaping identity and experience. As you study these dynamics, you will also consider how they connect to power and equity, for example, who gets listened to, whose experiences are valued, and who may face barriers or discrimination. This work will help you build strong conceptual and analytical skills that are valuable for later study and for careers working with children, young people, and families.

By the end of the module, you will have a solid understanding of Childhood Studies perspectives on identity and difference, and you will be able to apply these ideas to local and national contexts relevant to professional sectors such as education, social care, youth work, and community practice. You will be better equipped to analyse sociopolitical issues that affect children, young people, and families, and to think about how your future role might help promote fairness, inclusion, and wellbeing.

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	Explain and compare key theoretical perspectives used in Childhood Studies to interpret sociopolitical identities and their formation across local and national, contexts.
L2	Analyse how discourse, policy, and institutional practices shape identities and experiences of children, young people, and families, using academic sources and evidence to construct reasoned arguments.
L3	Demonstrate an understanding of ethical, reflective, and inclusive practice(s) when articulating your understanding of sociopolitical identities.
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** An informed understanding of a defined range of core theories, concepts, principles and terminology.
Practice: Applied Knowledge and Understanding	**SCQF 8** Adapt routine practices within accepted standards associated with a profession in the content of working with children, young people families and communities.
Generic Cognitive skills	**SCQF 8** Undertake critical analysis and evaluation of ideas, concepts, information and issues that are within the common understandings in Childhood Studies.
Communication, ICT and Numeracy Skills	**SCQF 8** Actively access a range of data, to evidence your understanding to use digital technologies, whether university tools, systems or external to manage and enhance the processes of learning.
Autonomy, Accountability and Working with Others	**SCQF 8** Work, under guidance, with others to acquire an understanding of current professional 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 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: Agius, C. and Keep, D. (eds) (2018) *The politics of identity: Place, space and discourse*. Manchester University Press. Burke, P.J. and Stets, J.E. (2009) *Identity theory*. Oxford University Press. Jenkins, R. (2014) *Social identity.* Routledge. Lawler, S. (2015) *Identity: sociological perspectives*. John Wiley & Sons. Zwozdiak-Myers, P. (2007) *Childhood and Youth Studies.* Learning Matters.
(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
Group Presentation
Assessment 2
Essay – 1,500 words
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**
Presentation	☐	☐	☒	☐	☐	50%	1.5 hrs

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