



Module Specification

Childhood Disorder and Disordered Childhood

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Part 1: Information

Module title: Childhood Disorder and Disordered Childhood

Module code: UZSNQP-30-3

Level: Level 6

For implementation from: 2026-27

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Social Sciences

Partner institutions: None

Field: Sociology and Criminology

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module explores a range of sociological and psychosocial issues to do with contemporary childhood. Not only are there a range of children for whom disorder is the main theme of childhood (those in the 'care' system, those suffering abuse and neglect) it might also be said that childhood itself happens under the shadow of the over-regulation(s) of late modernity and is increasingly the target of state and expert intervention. In other words, it might be possible to avoid childhood disorder, but not a disordered childhood

Features: Not applicable

Educational aims: The educational aims of this module are to introduce students to the theory, practice and politics of contemporary childhood and childhood disorder. Students will gain an understanding of the main drivers of both disordered childhood and childhood disorder via an understanding of sociological and psychosocial perspectives, and via applied understanding related to the world of social work practice and therapeutic child-care practice.

Outline syllabus: The syllabus will typically include:

Disordered childhood and late modernity – The ‘normal’ disorders of childhood:

Family ‘disorganisation’, divorce, fatherlessness and loss

The child as consumer, the child as sexual subject

The medicalisation of ‘disorder’ and controversies in diagnosis

Paranoid parenting and the over-regulation of childhood

Therapeutic responses to childhood disorder

Psychoanalysis and children

Attachment Theory Family Therapy

Inter-generational transmission of trauma

From child guidance clinics to CAMHS and SureStart – children and families as objects of intervention

Child abuse and its consequences:

Incidence, prevalence and aetiology of child abuse

Child as victim, child as offender

Public and policy responses to child abuse

Case studies in childhood disorder/disordered childhood:

In this part of the syllabus issues will be selected by students and will become the basis of Problem Based Learning presentations and assignments. Students will be invited to select an issue and examine it at three levels:

Sociological dimensions

Therapeutic dimensions

Social policy dimensions

The following list is indicative:

ADHD, dyslexia, autism and Asperger's syndrome

Children, anxiety and depression

Eating disorders

Psychosomatic illness

Children who kill

Bullying

Learning disability

Delinquency

Childhood obesity

'Looked-after' children

Bereavement in childhood

Part 3: Teaching and learning methods

Teaching and learning methods: These are designed to meet a range of learning strategies:

Group tutorials are central to learning, teaching and assessment in this module: these will include problem-based learning (PBL) groups as subsets; also

Workshops, designed to facilitate the practical application of sociological principles and precepts,

Directed tasks, including those based on reading in preparation for seminars;

Lectures are essential for giving an overview of syllabus topics, as necessary:

E-learning resources as appropriate, including the use of UWEonline.

In addition, resources allowing, there may be an opportunity for interested students to visit the Mulberry Bush School (MBS) and for sessions at UWE facilitated by the MBS Training Department.

There are three contact hours per week, a weekly lecture, a weekly seminar and a weekly tutorial slot.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 A critical understanding of the impact of childhood disorder/disordered childhood on children, families, society and social policy

MO2 A sociological and psychosocial understanding of a variety of theoretical approaches to childhood disorder/disordered childhood

MO3 A critical appreciation of the variety and complexity of issues (sociological, familial, political and social policy) raised by the study of childhood disorder/disordered childhood

MO4 The ability to locate contemporary social and therapeutic practices involved in working with disordered children within a broad theoretical framework of understanding

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://blackboard.uwe.ac.uk/readinglists) via the following link

https://blackboard.uwe.ac.uk/ultra/courses/_364966_1/cl/outline

Part 4: Assessment

Assessment strategy: The assessment strategy is designed to ensure students apply their understanding of childhood disorder and 'disordered childhood' in a variety of ways. They approach the material from a top-down perspective using theory (essay) and a bottom-up one reflecting of real life issues affecting children and a real-life case study. In this way, they are given the opportunity to see the ways in which academic material can inform real world issues and a chance to develop some expertise as informed commentators on a range of issues currently affecting children and childhood.

Assessment Task 1: A pre recorded presentation which can be delivered individually

or as a group. Presentations will be between 5-8 minutes (maximum) per person whether delivered individually or in a group and students will receive an individual mark.

Assessment Task 2: a 'real life' case study (2500 words maximum) in which students are asked to provide expert opinion on whether the child in question is suffering from a childhood disorder and/or disordered childhood

Formative feedback is given in group and individual tutorials.

Assessment criteria used are published in the module handbook and are consistent with the SSOS departmental assessment criteria.

Assessment tasks:

Case Study (First Sit)

Description: 2,500 word case study

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Presentation (First Sit)

Description: A pre-recorded group or individual presentation. Between 5-8 minutes (max) per person whether delivered individually or in a group.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Case Study (Resit)

Description: 2,500 word case study

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Presentation (Resit)

Description: A pre-recorded group or individual presentation. Between 5-8 minutes (max) per person whether delivered individually or in a group.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Sociology {Foundation} [Frenchay] BA (Hons) 2022-23

Sociology with Psychology {Foundation} [Frenchay] BSc (Hons) 2023-24

Sociology with Psychology [Frenchay] BSc (Hons) 2023-24

Sociology {Foundation} [Frenchay] BA (Hons) 2023-24

Sociology [Sep][PT][Frenchay][6yrs] BA (Hons) 2021-22

Sociology [Frenchay] BA (Hons) 2022-23

Sociology [Frenchay] BA (Hons) 2023-24

Criminology and Sociology [Frenchay] BA (Hons) 2023-24

Sociology [Frenchay] BA (Hons) 2024-25

Criminology and Sociology [Frenchay] BA (Hons) 2024-25

Sociology with Psychology [Frenchay] BSc (Hons) 2024-25

Sociology [Frenchay] BA (Hons) 2023-24

Sociology with Psychology {Foundation} [Frenchay] BSc (Hons) 2023-24

Sociology [Frenchay] BA (Hons) 2024-25

Sociology with Psychology [Frenchay] BSc (Hons) 2024-25

Sociology with Psychology [Frenchay] BSc (Hons) 2023-24

Sociology [Frenchay] BA (Hons) 2024-25

Sociology with Psychology {Foundation} [Sep][PT][Frenchay][8yrs] BSc (Hons) 2020-21

Sociology with Psychology {Foundation} [Frenchay] BSc (Hons) 2022-23

Sociology with Psychology [Frenchay] BSc (Hons) 2022-23

Sociology with Psychology {Foundation} [Frenchay] BSc (Hons) 2023-24

Sociology {Foundation} [Sep][PT][Frenchay][8yrs] BA (Hons) 2019-20

Sociology {Foundation} [Sep][PT][Frenchay][8yrs] BA (Hons) 2020-21

Sociology [Sep][PT][Frenchay][6yrs] BA (Hons) 2021-22

Sociology {Foundation} [Frenchay] BA (Hons) 2022-23

Sociology [Frenchay] BA (Hons) 2022-23

Sociology {Foundation} [Frenchay] BA (Hons) 2023-24

Sociology [Frenchay] BA (Hons) 2023-24

Sociology [Frenchay] BA (Hons) 2022-23

Sociology [Frenchay] BA (Hons) 2023-24

Sociology [Frenchay] BA (Hons) 2024-25

Sociology with Psychology [Frenchay] BSc (Hons) 2022-23

Sociology with Psychology [Frenchay] BSc (Hons) 2023-24

Sociology with Psychology [Frenchay] BSc (Hons) 2024-25

Sociology with Psychology {Foundation} [Frenchay] BSc (Hons) 2022-23

Sociology with Psychology {Foundation} [Frenchay] BSc (Hons) 2023-24

Criminology and Sociology {Foundation} [Frenchay] BA (Hons) 2022-23

Sociology {Foundation} [Sep][PT][Frenchay][8yrs] BA (Hons) 2019-20

Sociology {Foundation} [Sep][PT][Frenchay][8yrs] BA (Hons) 2020-21

Sociology with Psychology {Foundation} [Sep][PT][Frenchay][8yrs] BSc (Hons) 2020-21

Sociology with Psychology [Frenchay] BSc (Hons) 2022-23

Sociology with Psychology {Foundation} [Frenchay] BSc (Hons) 2022-23