

Welcome to Childhood Studies Visit Day April 2020

Director of Childhood Studies Programmes

Dr Nadia Aghtaie



4th

Most targeted university by top UK employers (High Fliers Research, 2020) Best city to live in, 2017

Sunday Times

Top 5
For research
in the UK
(REF 2014)

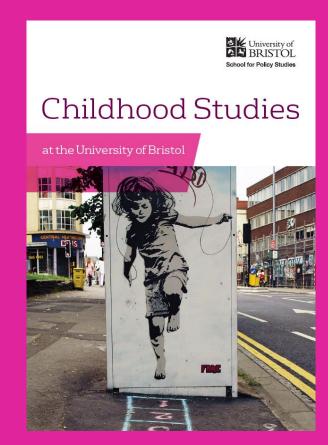
Top 10UK University
in QS World
Rankings 2020

93% of our graduates are employed or in further study six months after graduating



What Sets us Apart

- The combination of the following set us apart from lots of other Childhood Studies courses
- We emphasise on research-rich teaching:
 - Active Researchers
 - o Forefront of new developments
- Our course covers children and young people from 0-19.
- We offer a year Study Abroad (optional)
- BSc not BA





Research-based teaching

Staff regularly build research experiences into their teaching and students gain insights into research as it happens. Recent projects include:

- The secret life of 4, 5 & 6 year olds
- Safeguarding teenage intimate relationships
- Bristol Network for Early Years Health and Wellbeing (BoNEE)
- Life Chances understanding the impact of regulatory service and welfare reform on families living in poverty
- The educational progress of children in care in England
- Health and educational policies for women and children in low and middle income countries
- Trove a creative design project to aid identity development for children in care
- Looked after children and young people in the youth justice system





Childhood Studies at Bristol The Social Science Of Childhood And Adolescence

- •BSc (Hons) Childhood Studies
- •BSc (Hons) Childhood Studies with Management
- •BSc (Hons) Childhood Studies with Study Abroad
- •BSc (Hons) Childhood Studies with Innovation
- •BSc (Hons) / MSci Childhood Studies with Quantitative Research

Methods (QRM)



Childhood Studies at Bristol is a multi-disciplinary and inter-disciplinary course





Course Structure

Building foundations Development of knowledge Compulsory Compulsory Constructing Childhoods Introduction to Child Contemporary &Adolescent Health Debates in Global Childhood Social Research Introduction to Methods Psychology Education, Schooling & **Diversity** + 4 options Critical Skills for **Social Scientists** + 1 Option

Specialisation Compulsory • Dissertation, + 4 options



Options

FIRST YEAR (examples)

- Debates in Psychology of Education;
- Understanding crime, harm and society
- Comparative and international social policy
- 'World in Crisis'
- Segregation and inequality in the UK
- Social policy and the welfare state
- Teaching English as a foreign language

SECOND & THIRD YEAR (examples)

- Child and adolescent psychology
- Schooling, Globalisation and Culture
- •Family support
- Play and creativity
- Work and Work Placement
- Youth, sexualities & gendered violence
- Youth justice
- •Children & young people in the law
- •Inter-professional working
- •Language and literacy
- Children in a global context
- Child nutrition, health and activity
- Disability studies
- •Therapeutic work with children



Childhood Studies with QRM, Management & Innovation

Some of the optional units*

Q-step units

- Principles of Quantitative Social Science
- Conducting a Research Project using Secondary Data
- Convincing stories: using numbers in the social sciences
- Segregation and inequality: measurement and debate

Management Options

- International Business Management
- Foundations of Business Law
- Public Management
- Project Management
- Marketing
- Organisation theory

Innovation Options

- Design and System Thinking for Innovation
- Transdisciplinary Group Project 1: Being Human



Workplace experience

- Year 2 Work & Placement unit
- Visits to Family Support agencies and organisations
- Child observations
- Interviews with a range of professionals
- Data collection for dissertation, including community-based dissertations
- Voluntary opportunities organised by SPS and the UBU e.g. Bristol
 SU; BristolPlus Award





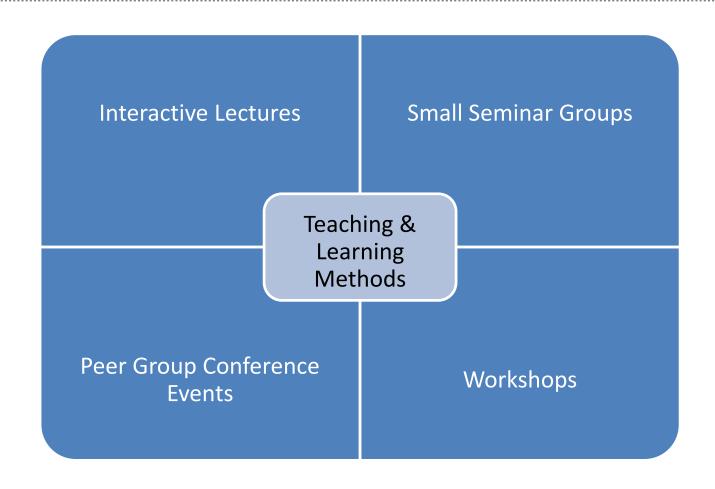
Example of recent dissertations topics

- Young People's Understanding of Mental Health & Wellbeing and Appropriate Help-Seeking
 Behaviours
- Children's perspectives on healthy eating
- Parental attitudes towards sex education and healthy relationships in primary schools
- Should young offenders be entitled to anonymity in the media?
- Psychological trauma in looked after children
- The effects of growing up with a disabled sibling
- The impact of the social environment on parenting styles in England and China
- Children and teachers' awareness of the African Charter on the Rights and Welfare of the Child in Kenya





Modes of teaching and learning





Assessment and feedback

Range of Assessments

 Short essays, extended essays, videos, exams reports, presentations, portfolios, critiques, posters, reflective journals, research project

Summative assessment

Part 1

- 25% of your mark
- Reflective journal, case study, presentation...

Summative Part 2

- 75% of your mark
- Your final degree is awarded on the basis of your marks from the second and third year summative assessments



Support for learning

- Critical skills: workshops covering professional communication, study skills, exam preparation.
- Detailed written feedback on all assessment
- Personal tutor offers 1:1 support and advice throughout time at University
- Quick Guides



Autumn 2017

Quick Guide

Criminology

Writing essays

When you write essays, you develop important skills that enable you to respond meaningfully and with intelligence to a question. You demonstrate that you can find and retrieve relevant information, compare and explain different ideas, understand the main sixes make and discard irrelevant material. You show that you can arrive at an informed and logical coherently in an argument. You also marrive at an informed and logical coherently in an argument, reliable evidently placed, because it is based on the material that you can save provide the providence of the provid

Part of what makes someone a good writer is to nead and write often. When you are reading, consider how effective writers construct arguments, integrate sources, use evidence, provide examples, deal with issues that they disagree with, use words carefully and precisely and write in a clear, consistent and accessible way.

Reading, understanding and interpreting an assignment requisitor.

Writing essays can be daunting, because conveying something in writing to an academic who already understands what you are strigging to explain is difficult. Consequently, you might assume too much of your reader and fail to explain you mean or organise your essay clearly. Assignments often gain poor marks because the question properly addressed, the reader is not told at the outset where the explanation will lead or even what the conclusion is.

Poor essay convey the impression that the writer was following a set of instructions such as. Write down whatever you can think of about this topic, in any order. Do not develop an argument or structure your answer logically include irrelevant material if you cannot think of anything better. Do not link write to what you have read using reference. Arms at no logical conclusions.

Interpreting the question

Homing-in on words such as 'inequality', 'poverty', 'globalisation', 'crime', 'class' etc., and writing at length in a descriptive way or trying to provide a narrative summary of events is a common mistake.

Try to think beyond concepts and events in order to understand what exactly is being asked of you and learn to explain rather than narrate. It can be useful to separate essay question tasks into two components:

WHAT is the topic or content of the essay? HOW should you treat the topic?

You should be clear about the relationship between what the appropriate topic material is and how you manage information in order to answer the question.

Essay titles often invite you to enswer the question.

Essay titles often invite you to explain, discuss, assess, compare, demonstrate or evaluate; this is quite different from reporting, describing, outlining, settlining or giving an account. It is important that you present the difference. You should provide outlining assistance over if that is not an explicit part of the title present such any should cover different appear because that you should cover different appear because that you should cover different appears that you should cover different appears that you have a solid explicit and backed up with evidence devined and backed up with evidence devine and the solid present and the solid p

Using unit aims, outcomes and assessmen

Check unit aims and outcomes and consider how they relate to the essay (aims and outcomes are usually listed in landbooks or posted on Blackboard). To another the prosted of the property of

Roberts, J. Q. (2017) Essentials of Essay Writing. What Markers Look For. Palgrave.



Personal tutor

High quality support:

- They are someone you can talk to about your degree programme and the subject-specific academic skills you need to do well,
- They can give advice on how to juggle your studies and extracurricular activities,
- They can help to signpost you to help and advice if you are struggling with financial, health or other problems.





Student Services

- Personal support within the School for Policy Studies:
- Senior tutor as well as personal tutor
- ChildSoc 'parenting' scheme

Support within the University of Bristol:

- Students' Health Service
 - Student Funding Office Disability Services
- Multi-faith Chaplaincy
- Careers' Service
- Academic development days
- 'Just Ask' (Students' Union)

- Student Counselling
- - Accommodation Office
 - International Office
 - Security Service
 - Hall Wardens



BSc Childhood Studies The Social Science of Childhood and adolescence:

Our aim in the Childhood Studies course is to educate students who will prioritise children and young people's voices and participation in society and champion children's and young people's rights and quality of life.

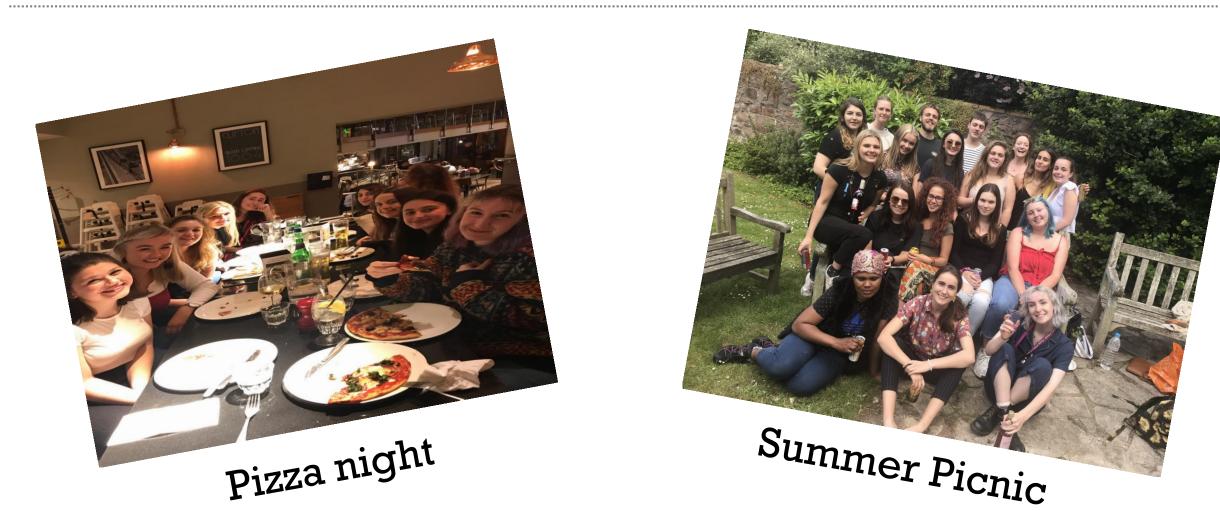




Christmas Party











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Thank you for choosing us