

## Module specification

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Module Code	EDY506
Module Title	Inequalities In Childhood and Adolescence
Level	L5
Credit value	20 credits
Faculty	Social and Life Science
HECoS Code	100463
Cost Code	GAEC
Pre-requisite module	N/A

### Programmes in which the module is to be offered

Programme title	Core/Optional/Standalone
Childhood and Adolescence Studies	

### Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support hours	0 hrs
Supervised learning hours, e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
<b>Active learning and teaching hours total</b>	<b>30 hrs</b>
Placement hours	0 hrs
Guided independent study hours	170 hrs
<b>Module duration (Total hours)</b>	<b>200 hrs</b>

### Module aim

To critically examine how systemic inequalities—particularly those structured by poverty, social class, gender, and ethnicity—shape the lived experiences, life chances, and outcomes of children and young people within the contemporary UK context.

### Module Learning Outcomes

At the end of this module, students will be able to:

1	1. Critique Sociological Theories of Inequality Evaluate sociological theories concerning social stratification.
2	2. Analyse the Impact of Socioeconomic Disadvantage Analyse the impact of social class in relation to children and adolescence.
3	3. Examine Intersecting Axes of Inequality Examine the relationship between intersectionality and inequality in childhood and adolescence.
4	4. Evaluate UK and Welsh Policy Responses Evaluate relevant legislation intended to address inequalities in childhood and adolescence

### Assessment

Indicative Assessment Tasks:

Assessment 1: Annotated Bibliography. Minimum three texts.

Assessment 2: Poster Presentation: Policy response to inequality

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	LO1 & LO2	Annotated Bibliography..	1,750	50%	
2	LO3 & LO4	Presentation.	15 mins	50%	

### Derogations

N/A

### Learning and Teaching Strategies

The module is taught through a combination of research seminars, practical workshops, and one-to-one project supervision. An active learning approach will be used to engage learners in advanced research methodologies and ethics, involving individual critical reflection and collaborative research design activities. The Moodle VLE and other online resources will be available to support the extensive independent research required. The approach aligns with the university's Active Learning Framework (ALF) to provide flexible and accessible support for the independent project.

### Welsh Elements

This module is delivered in accordance with the Active Offer principle, ensuring that the Welsh language and culture are visible and embedded throughout the learning experience. Where applicable, content is deeply rooted in the Welsh context, critically evaluating policies such as the Curriculum for Wales and the ALN Act alongside international perspectives. Bilingualism is normalised within lectures through the use of bilingual learning materials, including slide titles



and subheadings. Assessment briefs are provided bilingually, and students with fluency or confidence in the language are actively encouraged to submit coursework and presentations in Welsh. All Welsh-medium submissions are marked by fluent staff with feedback provided in Welsh. Additionally, personal tutorials and pastoral support are available through the medium of Welsh with fluent staff members.

### Indicative Syllabus Outline

- Theories of Inequality and Childhood: Introducing the module, key themes, and assessment. Introducing 'social stratification' and 'intersectionality'. Critical review of key sociological theories.
- Child Poverty: Examination of the mechanisms linking poverty to educational, health, and social outcomes
- Education and the Attainment Gap: analysis of the 'attainment gap' in education. Examination of sociological concepts like social mobility, meritocracy, and social reproduction in the context of schooling
- Gender and Childhood Inequality: Examining how gender shapes children's experiences: differential aspirations, engagement in risk, mental health disparities, and the sexualization of childhood. Analysis of gendered divisions of labour
- Ethnicity, Race, and Structural Racism: Critical examination of the impact of structural racism and institutional bias on ethnic minority children.
- Welsh Context, Policy, and Devolution: Detailed focus on the Welsh context. Examination of devolution's impact on children's policy (e.g., the Rights of Children and Young Persons (Wales) Measure 2011 and the Curriculum for Wales). Specific discussion of Welsh Government policies targeting child poverty and the role of the Welsh Children's Commissioner.
- Synthesis and Policy Evaluation: Synthesis of intersectionality, theory, and policy.

### Indicative Bibliography

#### Essential Reads:

Warwick-Booth L. (2022) *Social Inequality* London SAGE.

#### Other indicative reading:

Adami, R. (2024). *Childism, Intersectionality and the Rights of the Child: The Myth of a Happy Childhood*. London. Routledge.

Reay, D. (2017) *Miseducation: Inequality, Education and the Working Classes* London. Polity Press.

Ridge, T. (2021). *Understanding Poverty, Inequality and Socioeconomic Disadvantage*. Bristol. Bristol University Press.

Bottero, W. (2019/2020). *A Sense of Inequality*. London. Rowman & Littlefield.

Havers, L. Bhui, K. Shuai, R. Fonagy, P. Fazel, M. Morgan, C. Fancourt, D. McCrone, P. Smuk, M. Hosang, G.M. Shakoor, S. (2024) A cross-sectional investigation into the role of intersectionality

as a moderator of the relation between youth adversity and adolescent depression/anxiety symptoms in the community. *J Adolesc.*;Vol 96 No 6 pp.1304-1315.

### Administrative Information

<b>For office use only</b>	
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