Studying childhood has never been more important or timely. How is childhood changing? What societal pressures do children and young people now face? How are families and personal relationships negotiated? How does technology impact on children’s lives? Are young people affected by austerity? Will the current generation of young people be able to afford a house? How are the rights of children being protected? Does the environment affect children’s well-being? What makes a difference to children’s health? How do children’s lives differ between the global north and south? These are the questions addressed in our interdisciplinary Childhood Studies degree. Drawing on a range of different subjects - social policy, psychology, education, sociology and law – it provides insights into how to think about and put into practice children’s needs, rights and development in the UK and internationally.

Studying childhood at the University of Bristol

The staff that will teach you are renowned experts who will show you how to use ideas and evidence to come to your own conclusions about childhood.

Bristol is an excellent location to explore these issues; it is a city with a high proportion of young people, engaged with issues of environment and sustainability, wrestling with inequalities, and enriched by cultural diversity. It is a great place to study and relax, and is regularly voted as one of the best places in the UK to live.

We look forward to seeing you next year!

Esther

Professor Esther Dermott explains more about Childhood Studies at the University of Bristol

Childhood Studies at Bristol

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The secret life of 4-year olds

You may be aware of, or have even recently watched, the hugely popular Channel 4 television programme ‘The Secret Life of 4 (and 5) Year olds’ – a documentary series that follows pre-schoolers as they navigate the trials and tribulations of growing up. One current research project underway in the School for Policy Studies (working with Professor Paul Howard-Jones in The School of Education) is to archive the data from this show for which the University of Bristol has exclusive access.

During the making of the 2016 series, a total of 49 children participated, all of whom wore radio mics, from the start to the end of each day’s filming. Every conversation, question, discussion, argument and tantrum was captured, offering rich pickings for potential childhood studies focussed research. Our objective is to clip, archive and catalogue, approx. 6 terabytes of audio data, recorded over the 6 weeks. The first stage in appraising this data has been the use of production logs to pinpoint specific sequences, followed by listening - to find, select and clip the relevant audio - then grouping and adding metadata by theme.

Themes identified so far are death, gender, friendship, power (including conflict and competition), family and morality. This will be an excellent resource for teaching and research. As the audio data includes everything (i.e. not just the selected content for the television programmes) with some references to personal data, future access and usage will need to be considered and managed carefully. Data will be anonymised as much as possible but researchers will still be able to cross reference the clips with some background data on each child including family set-up, siblings, home town and parents’ employment, as well as gender and age. This will be an important research and teaching resource.

As Childhood Studies students it is intended that you will use some of this data in your studies, for example in the year 2 unit Play and Creativity where you learn about the important role of children’s play for their learning, development and cultural engagements.

Did you know?

Hannah Brana-Martin is a Research Associate at the School for Policy Studies.

Boy: “Why are you marrying him instead of me?”
Girl: “Because I just kissed him and you can’t kiss too many men”
Boy: “Did your mum say you can’t kiss anyone else”
Girl: “Yeah”

And already, the ability to empathise is well established in some:

“I will give you a present because you’re sad”
“Thank you so much”
“You’re welcome”

Differences in approach seem apparent when the children are deliberately encouraged to take part in competitive situations. There is certainly a fascinating breadth of reactions to winning and losing to be observed.

Gender is a steady theme throughout the data-set with the children seeming to already have firmly established ideas about what it is that boys/boys do or perhaps ‘should’ do/wear or how they behave. For example, one clip starts with teacher asking a child about “what makes you a girl?”. This leads to a discussion about boys wearing earrings. But one child is keen to point out that they should be “boy earrings”.

As the audio data includes everything (i.e. not just the selected content for the television programmes) with some references to personal data, future access and usage will need to be considered and managed carefully. Data will be anonymised as much as possible but researchers will still be able to cross reference the clips with some background data on each child including family set-up, siblings, home town and parents’ employment, as well as gender and age. This will be an important research and teaching resource.

As Childhood Studies students it is intended that you will use some of this data in your studies, for example in the year 2 unit Play and Creativity where you learn about the important role of children’s play for their learning, development and cultural engagements.

Did you know?

that a neuromyth is a common-held misconception about how the brain works which is adopted as ‘fact’ in society.

An example of a neuromyth in education, which we could do with encouraging more people to question, is that learning can be improved if children are classified and taught according to their preferred learning style. This misconception is based on research which found that visual, auditory and kinaesthetic (tactile) information is processed in different parts of the brain; however these structures are highly inter-connected and there is now known to be extensive transfer of information (Glimore, 2007). So, although individuals may have a style preference, children don’t process information more effectively when it is presented in their preferred learning style (Coiffred, 2004). The message to educators is that there is no substantial support for learning styles - teachers need to make use of diverse teaching styles, and help children and young people become responsible for their own learning process through understanding themselves and knowing how they learn best.

Within the psychologically based units on the Childhood Studies course (for example ‘Introduction to Psychology’, ‘Language and Literacy’ and ‘Child and Adolescent Psychology’) you will have the chance to explore the evidence base of psychological theories (such as conditioning and cognitive behaviour therapy). There will be a strong emphasis on how we can apply this understanding in our daily lives, in what we and others might do, to mindfuly aid an ever changing society.

Dr Jak Lee is a Chartered Educational Psychologist. She is a lecturer on the BSc Childhood Studies and Professional Tutor on the Doctoral programme, within the School for Policy Studies, which trains new Educational Psychologists. She also works as a Senior Psychologist for Adams Psychology Services.

Applying psychology - learning what makes us tick

We are all psychologists in some ways... most of us are interested in why humans and animals behave the way they do, and in finding out what types of experiences make us the way we are. Once we know something about psychological reasoning and research we can apply it to all aspects of society - no matter who we are.
The age of reason?

Dr Jo Staines explores how conceptualisations of children affect our ideas of their responsibility and autonomy within the English legal system.

The minimum age of criminal responsibility in England and Wales is one of the lowest in the world. At the age of 10, children are deemed to have full responsibility for their offending behaviour and are considered able to understand the consequences of committing a criminal offence. This is in stark contrast with other age limits established by law, such as the right to vote, marry, join the armed forces, have sex, or almost any other decision that has potentially long-lasting consequences for the child.

Establishing the age at which children gain responsibility – be it criminal responsibility or the right to individual choice and autonomy for decisions made within civil legislation – is complex. These age limits are often based not on any facets of psychological, neurological or emotional development, nor on any physical stages of development (e.g., you can fly a plane before you can drive a car, yet the skills needed to do both are similar) but depend more on our ideas of children and childhood as, for example, innocent or ‘evil’, dependent or self-reliant. For example, the age of sexual consent (16) derives from the 19th century, when the development of the idea of children as innocent, virtuous and naive led to the passing of the Criminal Law Amendment Act 1885.

Conversely, the age of criminal responsibility (10) was, in effect, established by the Crime and Disorder Act 1998, in response to public fears about ‘feral’, unruly and out-of-control youth.

Complex interplay

The process of assigning legal responsibility to a child requires law-makers to bring together different complex sociological and psychological theories of childhood, child development, and moral, cultural, social, political and/or religious beliefs. The age at which children are deemed competent varies across, and within, different cultural, political, social, religious and historical contexts, as well as within any psychological and societal context of the decision. This creates an inconsistent narrative of children and their legal status (Cipriani 2009) and leads to a tangible contradiction between the construction of the legal personality of the child and the statutory assignment of social rights and responsibilities within both civil and criminal statute (Goldson 2013).

Learn more

Studying Childhood Studies at Bristol will enable you to learn more about the conceptualisations of children across time and place. In particular, subjects such as ‘Youth Justice’ or ‘Children and Young People in the Law’ will encourage you to engage with debates about how children and young people are affected by both criminal and civil legislation, while ‘Introduction to Psychology’ and ‘Child and Adolescent Psychology’ will help you to understand children’s emotional, psychological and moral development.

Politics for the powerless: The school strikers

Starting with the lone protest of one girl – Greta Thunberg – the children’s climate strike has grown exponentially. Many thousands of children and young people across the globe have been ‘striking’ from their education to protest at political inaction about climate change. The climate strikers have divided opinion, but no-one can deny that they have made their voice heard across the globe.

Like the climate strikers, previous generations of children have understood and harnessed the power of school strikes to make a political point. Children and young people played a significant role in the civil rights and anti-apartheid movements in America and South Africa respectively. In America, the Birmingham Children’s Crusade in 1963 saw thousands of students leaving school to march against segregation. Similarly, school strikes were carried out in 1976 by black South African students in protest at Apartheid policies. In both cases, the state response was extreme – peaceful student protesters were met with police violence. In Soveto, a 12-year old boy on the anti-apartheid march was shot dead by South African police. Another, largely forgotten, children’s protest was the 1911 school strikes in the UK and Ireland. In many cities – including Bristol – there was a mass walkout of school children. Their demands? Shorter school hours and an end to corporal punishment. The child strikers were declared ‘rebels’ and an all too familiar concern was raised about the ‘moral fibre of the rising generation’.

Should children strike?

There are outspoken critics of children who go on strike and adults who allow or encourage them. But to engage with debates around school strikes requires us to think critically about children’s rights. Under the United Nations Convention on the Rights of the Child, children have the right to freedom of expression (article 12), to freedom of thought (article 14) and for their views to be listened to and taken seriously (article 12). While adults can vote to express their political views – children cannot and, therefore, it can be argued that school strikes are a means for children to realise their rights to freedom of political expression. Importantly, these political freedoms are based on fundamental human rights – rather than competence – and therefore they cannot be denied to children simply due to their age or understanding.

Another children’s right which is important to consider is the right of the child to have their best interests be the priority in all decisions and actions affecting them (Article 3, UNCRC). The ‘best interests’ right can be used to support both sides of the debate relating to school strikes. It could be argued that a child’s best interests are served by being in education (also a children’s right) and that political views can be expressed and developed in this context. Alternately, we may reason that - in terms of the ‘best interests’ principle - the right to express a political view (which encompasses acts of civil disobedience such as missing school) is more important than education. Further, we may consider the cause of the strikers – whether be it climate change, civil rights or anti-apartheid – to be so important it overrides any imperative relating to education.

The rights of children to be involved in political and social movements is one of the many topics covered in the BSc Childhood Studies programme. We look at these debates from a number of angles: in Constructing Childhoods we explore how children have been involved in war, politics and conflict across time. In Contemporary Debates in Global Childhood, we consider the sometimes contradictory nature of children’s rights, exploring how (and if) children can meaningfully participate in political and social issues as well as many other matters affecting them, such as education, poverty and state interventions in family life. These debates are lively and engaging, with students encouraged to think about complex issues from a variety of interdisciplinary perspectives.

Studying or working abroad is an outstanding opportunity to internationalise your degree, boost your personal development and gain a new perspective on your studies.

Widen your horizons with Study Abroad

Hannah is a 3rd-year undergraduate currently studying at the Queensland University of Technology in Brisbane, Australia. Here she talks about her experiences in the lead up to leaving the UK and in the first couple of months of her year abroad.

The study abroad year is simultaneously one of the most exciting and daunting experiences of your university career. In the months leading up, you kind of lose track of how long you have left at home as you get completely caught up in deadlines, exams and cherishing your last moments with friends and family for a while. At least this is how it felt to me. I will definitely say I had doubts and thought about calling it all off, but I think this is only natural as you really are being pushed out of your comfort zone. It is not easy leaving your friends and family behind, and there will be tears at the airport, but everyone is just a phone call, Face Time or text away and it is a lot easier than you think to regularly speak to those close to you, even with the time difference. I am now about a third of the way through, but it feels like I only left home a week ago!

During the first week it felt like I was on holiday, if not slightly hectic. Whilst you’re trying to settle yourself in and complete necessary errands, like buying a phone sim and opening a bank account, you are also trying to meet people and explore your new home before university commences. I personally didn’t struggle to meet people as I am living in a shared house with a large group of students from the Universities of Leeds, Exeter and Manchester. However, if this is not your situation or if you choose to live in the equivalent to halls, you will likely be living in a flat with 7-8 other people so meeting people in that sense should also be relatively easy. If you do feel lonely or like you are struggling to meet people, the university hosts welcome/mingling events during orientation week which a lot of students attend so this could also be a good way to find your people.

I think a great way to approach the year is to be open and friendly to everyone. You will meet so many people throughout the year so keeping an open mind to experiences and people will be hugely beneficial to you. I also think it is important to remember that you are in the same boat as lots of other students and you are all probably feeling the same way.

So far, I have found the studying side of the year enjoyable. The workload is similar to what I have been used to at Bristol, with much more frequent assessments throughout the semester. I decided to take two open units and two units compatible with my course, this has been really rewarding as it has allowed me to explore new subjects/interests outside of my degree subject.

In terms of socialising and travelling, there is so much to do in and around Brisbane and the city is always putting on events and entertainment. The university also has societies for international students which you can join to meet people or just enjoy the events they host. QUEST is particularly good for this. Lastly, with regard to travelling, you will almost definitely do some travelling in your year abroad and I would 100% recommend this but definitely start saving as soon as you can to ensure you can fully experience each destination you choose without feeling too much of a financial strain.

I truly enjoyed my work placement and I am glad that I made the choice to go for a more challenging option. I feel so much more confident working in a professional environment than before and I now feel extremely comfortable working with children. Not only have I developed a range of skills, but I have also potentially found a career path - working with disabled children - that I would not have considered had it not been for this placement.

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The BSc Childhood Studies course at the University of Bristol offers a four-year degree with Study Abroad. In year three students are able to study overseas at one of our partner institutions before returning to Bristol to complete their final year.

Olivia, a 2nd year Childhood Studies student, describes her experience on our new Work and Work Placement unit.

I chose to take the optional Work and Work Placement unit in my second year on the BSc Childhood Studies course because I wanted the opportunity to cultivate the skills I learnt in my degree and put them to use in the real world. To date, my studies have provided me with the theoretical background and knowledge behind child development, but I felt it was also very important for me to gain some appropriate experience that would help me with my future career. I wanted to develop my confidence and challenge myself so I would be more prepared for the workplace when I left university.

My work placement was at a not-for-profit organization called Flamingo Chicks: An inclusive dance school where disabled children can dance alongside their friends. The opportunity provided valuable insight into the workings of this employment sector and I was surprised to see the variety of roles on offer - from campaigning and fundraising to administration and finance. This got me thinking about what jobs I would be interested in doing in the future.

Throughout my placement, I was given the chance to do a variety of roles: I attended the children’s dance classes on a weekly basis and helped out at classes for mums and babies, I attended special schools and worked with teenagers with complex needs. I also took a big part in fundraising activities. During this time, I could see how the children were developing and their confidence growing, which was such a rewarding experience.

I thoroughly enjoyed my work placement and I am glad that I made the choice to go for a more challenging option. I feel so much more confident working in a professional environment than before and I now feel extremely comfortable working with children. Not only have I developed a range of skills, but I have also potentially found a career path - working with disabled children - that I would not have considered had it not been for this placement.
Helping children in care understand their life story

Professor Debbie Watson describes an innovative new project which helps children in care understand their life story

Children in the care system often struggle to comprehend the reasons for being placed in care and to make sense of their experience with their birth family, which can be extremely traumatic. Many have gaps in their memory, which research has shown can contribute to poor mental health in adolescence. Alternatively, having a coherent narrative of adverse experiences has been associated with recovery from trauma and Post Traumatic Stress Disorder (PTSD) (Adshead, 2012).

The way coherent narratives are created for children in care in the UK, and in other parts of the world, is through life story work and the development of a life story book – which can help the child to construct an identity (Cook-Cottone and Beck, 2007; Loxterkamp, 2009). In an earlier project I interviewed adoptive parents and children about their experiences of their life storybooks (Watson et al., 2015b; Watson et al., 2015a) which revealed a number of challenges around the use of this method, which sometimes left children confused, with unanswered questions and a lack of ownership over the story of their life. It also became apparent that children in care create memories through interaction with tangible birth objects, which life storybooks do not ordinarily accommodate, such as toys, baby clothes and blankets, mementoes and other gifts from their family.

trove is an innovative project that enabled me to work with a creative designer to develop a prototype product which addresses some of these challenges, for children both in long term authority care and adoptive placements. trove is a digitally enhanced memory box that utilises raspberry pi and RFID technologies to enable children to record their own memories and to attach these to their precious birth objects; as well as providing a safe ‘container’ for their mementoes and memories.

In 2016 we conducted a small trial with 10 adopted children aged 5-15 years where each child had a trove to use and customise for a period of 4 weeks. Data collected included pre/post interviews with adopters and stories/photos of the child’s special objects.

The trial has already made considerable difference, with one family stating that they have had some “really dark difficult times” but that trove is “transforming their family life”. Indications from this small trial suggest the use of trove opens up helpful conversations about adoption, siblings and life stories. By supporting children with their past and future narratives, it is anticipated this will help encourage a deeper sense of identity and address concerns of further loss and dislocation that can occur when children lose objects of importance.

It’s such a worthwhile project. We’ve had really good discussions with the kids and... that is the benefit of it. It’s not just the actual object but it’s all the discussions that we have around it, up to that point you tell them what had happened to them, but with trove there was that shift, we could actually tell them: “You can now take your own story into your own hands”. It’s not just about what people are telling you, or what’s in the book - the life storybook. You can make your own history.

Harry, adoptive father

The right choice

Luke Macauley and Katie Harris tell us why they chose the BSc Childhood Studies with Quantitative Research Methods

LUKE: I recently graduated from BSc Childhood Studies and thoroughly enjoyed the diversity and autonomy that the degree allowed me. After working with children and young people in various capacities over the years, I decided that I wanted to take my career to the next level, and felt university was the best way to do that.

“I was thrilled to find the degree at Bristol because it goes beyond the stereotypical study of children and childhood. It’s more than just ’working with children’.”

It’s about ‘working for children’, including young people and their families. In the short time I studied the programme, I covered subjects such as Youth Justice, Segregation and Inequality in the UK, Child and Adolescence Psychology, Education, Schooling and Diversity and my personal favourite, Youth Policy and Social Welfare. There is great choice within the programme allowing you to specialise in your chosen areas. My friends expressed an interest in a range of different career paths, including the charity sector, the Civil Service and policy development. Whilst we were part of one core Childhood Studies class, we joined units with students from a range of other subjects such as Social Policy, Politics and Sociology.

Before starting at Bristol, I was unsure about a particular career path, I had considered doing a few years in teaching before a PhD in Education. However the diversity within the course has opened up a range of new and exciting opportunities for me. As part of the Q-Step initiative, one third of my course was dedicated to Quantitative Research Methods, which aims to develop skills of quantitative analysis in Social Science students. I now hope to undertake an internship either working with Oxfam on their Campaigns, Policy and Influencing Traineeship, or working with the British Red Cross and their data research team. The opportunity to work with such highly regarded professionals and academics really inspired and motivated me to make the most out of my degree. I am so glad that I made the choice to come and study at Bristol – the degree has provided me with the perfect foundation to progress my career.

KATIE: I also recently graduated from BSc Childhood Studies with Quantitative Research Methods. One of the main things that attracted me to the course was the breadth of disciplines you can cover over the three years due to the vast array of optional units. For example, I have chosen to study psychology and law, allowing me to explore the various career paths I am interested in. In the third year we also undertake a dissertation, and unlike many degrees, are given great freedom on the topic. I think this is such an advantage of the course as it allows you to learn more about a subject you are truly passionate about.

“I chose to study Quantitative Research Methods alongside Childhood Studies as I wanted to widen my knowledge on the analytical skills needed to carry out quantitative research. Now I am much more confident in my statistical ability.”

I have learnt to use data analysis using statistical manipulation software through practical application. I particularly enjoyed the quantitative units that have taught me to think differently. For example, in the unit ‘Convincing Stories?’ I learnt not to take any research at face value and critically question everything I see or read. Recently the knowledge that I have gained in this field led me to be selected for a five-week paid internship at Ofsted in the Data and Insight department alongside the Early Years team. I thoroughly enjoyed this opportunity and found it invaluable to be able to witness how statistics are used in the real-world and how influential they are for policy change.

The Childhood Studies degree has taught me how to question the norms of society and challenge my own way of thinking. “Through my studies I have discovered a passion for children’s rights and I now know I would like a career ensuring these are upheld, according to the UN Convention on the rights of the child (UNCRC), whether that is in the Youth Justice System or in an NGO helping children in poverty.”

I also recently graduated from BSc Childhood Studies
Graduate careers

The BSc Childhood studies course is a great way to start your career. The skills and knowledge you will gain are highly sought after by employers, and our graduates have an excellent track record of employment. Here’s a selection of what some of our students have gone on to achieve:

**Jo**
**Studying Person-Centred Experiential Counselling and Psychotherapy**

“I absolutely loved the course and really feel like it has added so much to my life. The Therapeutic Work with Children and Adolescents unit that I took at Bristol really led me to pick this course. Since graduating from Bristol I have continued on my studies at the University of Nottingham reading an MA in Person-Centred Experiential Counselling and Psychotherapy. This is a two year course allowing me to specialise in working with children and young people in the second year. I hope to go on to work therapeutically and creatively with children and young people. The Childhood Studies degree was a perfect foundation for my aspirations and gave me plenty of opportunity to read into my interests through the use of open units”.

**Katie**
**Qualified Social Worker**

“My time at Bristol University were three of the most demanding, fulfilling and significant years of my life. The Childhood Studies course introduced a variety of topics that I otherwise would not have been introduced to or interested in and because of this began my desire to become a Social Worker. Through the excellent teaching and support that the team on the course offered, my interest in this profession and passion for matters regarding law and human rights flourished. The course attracts a variety of students from different backgrounds and builds successfully upon using these experiences to expand our knowledge which has benefitted me. I worked and volunteered extensively within the University but also in the City of Bristol and found it to be a diverse, welcoming and underrated city. From representing the University at Ballroom and Latin, to shadowing an outreach worker in one of the most deprived areas in the country, I made the most of the time I spent in Bristol. Without doubt I have left with lifelong friends and an experience that I don’t think I could have repeated anywhere else”.

**Rose**
**Inter-country child protection caseworker for Children and Families Across Borders (CFAB)**

“My role as an Inter-country Caseworker at CFAB involves a number of different aspects but primarily I manage the social work cases of children who have been referred to us by a UK local authority. These children are involved in care proceedings as a result of abuse and neglect and we try to assist them by using our network of international social service partners in around 120 countries. I also work on our advice line service and advise local authority social workers, private individuals and lawyers, etc. on a variety of issues - from whether a child may have been a victim of trafficking to how long it would take to complete a welfare visit.

The foundation of knowledge that I built during my time at Bristol is fundamental to my work. The law and policy that we studied has been key in my understanding of UK legal framework of the Children Act and the way that local authorities work including safeguarding.

The detailed understanding of child protection issues and how to recognise and work with these is also very important in my role. The lectures we had on issues such as child trafficking, sexual exploitation and Female Genital Mutilation (FGM) meant that I initially understood a lot of the more complex issues faced by the children I represent, knowledge which I continue to build on.

Since providing this testimonial, Rose has now taken up a new role as the Lead Child’s Right Advocate for the London Boroughs of Haringey and Enfield.

**Other graduate careers**

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Why choose Childhood Studies...

1. **Make a difference**
   With 2.2bn children in the world, and numerous charitable, governmental and corporate organisations whose work impacts on those children’s lives, coupled with the myriad of complex issues that affect children and young people, childhood studies has never been more important. This degree is your chance to learn about children and young people and the issues that affect them in a way that will allow you to contribute to key debates and practical work that can usefully meet their needs. Academically and practically, you will develop an invaluable and highly sought-after set of skills alongside a well-rounded perspective on life.

2. **Develop a critical mind**
   Welfare reform, child labour, adolescent crime, social exclusion, access to education, bullying, rehabilitation, drug policies and radicalisation are issues that impact billions of children across the world. If you’re interested in making a difference, developing a balanced, thoughtful view of these issues and more is vital. Through academic study, theoretical understanding, thoughtful debate and the examination of real-world examples, our students explore these issues with rigour and care, often using source material gathered by academics who are leaders in their field and actively involved in impactful research.

3. **Broaden your perspective**
   A degree in Childhood Studies covers much more than the title suggests; sociology, psychology, law, social policy and statistics are all disciplines that you’ll engage in and lenses through which you’ll learn to understand the complex and fascinating area of childhood development as it affects people from the ages of zero to 19. From the nature of policy development, to the effectiveness of social interventions in specific geopolitical and cultural contexts, making a difference starts with understanding the complexity of any given situation, which is a core skill you’ll develop on this course.

4. **Build your experience**
   To supplement their studies, many students choose to study abroad at a different university, apply for a work placement or take up a volunteering role. At Bristol, the Childhood Studies degree offers a variety of options to help broaden your understanding in a real-world context; allowing you to connect with people affected by the research we do, to see the impact that it can have on the ground, and to develop your own network of contacts.

5. **Find a rewarding career**
   Whether you aspire to a career in the educational sector, in charities, in advisory positions or in other childcare settings, a degree in Childhood Studies can help you get there. Many will start their degree with their heart set on a career in childhood services or education. For some, this will be the direction they are further inspired to pursue. For others, their degree might lead them on a different path, to work in policy, governance, with NGOs or in education.
Get in touch…

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