

Module Outline

Part 1- as validated

1.	Title	Childhood in Society
2.	Level *	5
3.	Credits	20
4.	Indicative Student Study Hours	200 hours Taught class sessions: 36 hours Independent Study: 164 hours
5.	Core (must take and pass), Compulsory (must take) or Optional	Compulsory

6. Brief Description of Module (purpose, principal aims and objectives)

This module explores the concept of childhood and how it has evolved over time according to the moral, ethical and political choices that we have made within society. Consideration of these issues will allow practitioners to engage in critical thinking about our concepts of children and childhood and how they influence our thinking and practice.

Students will be encouraged to explore how certain constructs of childhood have emerged which shape our knowledge and understanding of children's lives. In addition students will be expected to examine and challenge, where appropriate, their own pre- conceived ideas, attitudes and values about childhood.

Lectures will utilise students' opinions and experiences to inform discussion and debate as well as examining how ethical and political frameworks influence societal constructs. Case Studies and workshops will scaffold students' critical thinking.

7. Learning Outcomes - On successful completion of this module a student will be able to:

(Add more lines if required)

1.	Identify and debate the concept of childhood in contemporary society (SB: 3.3).
2.	Critically appraise the role of legislation in relation to childhood in the UK (SB: 5.3.7).
3.	Evaluate factors that may impact on childhood (SB: 3.2).
Generic learning outcomes	
4.	Reflect on the validity of given information
5.	Produce a clearly written submission

8. Assessment

Pass on aggregate or Pass all components

(modules can only be pass all components if this is a PSRB requirement)

Summary of Assessment Plan

Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
Essay	100%	Yes	3000	1-5	

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

The summative assessment

A 3000 word essay covering all learning outcomes.

Your essay should reflect the required academic expectations for a level 5 submission in terms of a clear structure, the inclusion of relevant sources and an emerging ability to juxtapose information where applicable. Attention should be given to all of the subject-specific learning outcomes to ensure they are addressed in sufficient depth to evidence your knowledge in this subject area.

Your essay is expected to link three elements of understanding childhood in society: factors that may impact on childhood, UK legislation that covers childhood itself, and the notion of childhood in contemporary society.

The essay is expected to document that have you have consulted a suitable range of academic book resources and journal articles.

Formative support

You will learn how to identify appropriate material during class lectures and evaluate their relevance for essay choices. Reading tasks will frame independent study to enable you to develop systematic note taking skills.

Within the academic tutorials you will be given the opportunity to receive individual support in structuring your assignment and receiving formative feedback as appropriate to your choice of topic

Links to work experience

By examining the various ways in which children and childhood maybe understood and conceptualised, you will learn how to apply wider aspects of pedagogy to practice.

9. Summary of Pre and / or Co Requisite Requirements

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10. For use on following programmes

BA (Hons) Early Years and Primary Education Studies

Module Specification**Part 2- to be reviewed annually**

1.	Module Leader	TBC
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2. Indicative Content

1. Historical views of childhood
2. The legislative framework to childhood in the UK
3. Social construction of childhood
4. Different cultural views of childhood
5. Family structures and children in a changing world
6. An overview of factors that impact on childhood.
7. Poverty and Homelessness
8. Health and lifestyle
9. Mental health
10. Gender
11. Ethnicity
12. SEND

3. Delivery Method *(please tick appropriate box)*

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
X					

*If the Delivery Method is **Classroom Based** please complete the following table:*

	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes

1	Lecture	36	Taught contact time	1 - 5
2	Independent Study	164		
	Total Hours	200		

If delivery method is <i>not</i> classroom based state lecturer hours to support delivery	Each student receives two 20 minutes academic tutorials per module
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4. Learning Resources

To include contextualised Reading List.

Highly recommended – 3

Andrew, Y. and Fane, J. (2019) *The Sociology of Early Childhood: young children's lives and worlds*, Abingdon: Routledge.

Corsaro, W. (2018) *The Sociology of Childhood*, 5th edition, London: Sage.

Fitzgerald, D, and Maconochie, H. (2019) *Early Childhood Studies: a student's guide*, London: Sage.

Recommend – 3

Macblain, S., Dunn, J. and Luke, I. (2017) *Contemporary Childhood*, London: Sage.

Owen, A. (ed.) (2017) *Childhood Today*, London: Sage.

Wyness, M. (2019) *Childhood and Society*, 3rd edition, Basingstoke: Palgrave Macmillan.

Journals:

Journal of Child and Family Studies [Online] Available from: <https://wv-colchester.olib.oclc.org/webview/?oid=378376> [Accessed 2 April 2020]

Children and Society [Online] Available from: <https://wv-colchester.olib.oclc.org/webview/?oid=311316> [Accessed 2 April 2020]

Recommended Websites:

Barnardo's (2020) *What we do* [Online]. Available from: http://www.barnardos.org.uk/what_we_do/policy_research_unit/research_and_publications.htm [Accessed 2 April 2020].

Joseph Rowntree Foundation (2020) *Joseph Rowntree Foundation website* [Online]. Available from: <http://www.jrf.org.uk/> [Accessed 2 April 2020].

Institute of Education (2020) *Thomas Coram Research Unit* [Online]. Available from: <https://www.ucl.ac.uk/ioe/departments-and-centres/centres/thomas-coram-research-unit> [Accessed 2 April 2020].

NCB (2020) National Children's Bureau website [Online]. Available from: <https://www.ncb.org.uk/> [Accessed 2 April 2020].

NSPCC (2020) Research and resources [Online] Available from: <https://learning.nspcc.org.uk/research-resources/> [Accessed 2 April 2020].

UNICEF (2020) *What is the UNCRC?* [Online] Available from: <http://www.unicef.org.uk/UNICEFs-Work/Our-mission/UN-Convention/> [Accessed 2 April 2020].