University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data							
Module Title	Children in society, past and present						
Module Code	UTTGPT-30-1		Level	1		Version	1
Owning Faculty	ACE		Field		Primary, Early Childhood and Education Studies		
Contributes towards	BA Hons Early Childhood						
UWE Credit Rating	30	ETCS Credit Rating	15		Module Type	Standard	
Pre-requisites	None		Co- requisites	None			
Excluded Combinations	None		Module Entry requirements				
Valid From	September 2012		Valid to	September 2018			

CAP Approval Date	
	2nd May 2012

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Locate concepts of child and childhood in a historical and modern context (Component A, B); 2. Describe the ways in which the treatment of children has changed over time (Component A); 3. Reflect upon and interrogate a range of historical and contemporary sources relating to young children including images and children's literature (Component A,B); 4. Discuss legal definitions of child and childhood (Component B); 5. Discuss concepts of needs and rights as applicable to children (Component B); 6. Critically reflect on a range of issues relating to children in society (Component B); 7. Reflect on their own views of the issues addressed (Component B). In addition the educational experience may explore, develop, and practise but not

	formally discretely assess the following: **8.** Develop independent learning strategies and take responsibility for their own learning. 9. Locate, retrieve and critically evaluate a range of sources of information and ideas and understand the need to use appropriate sources to inform their work.
Syllabus Outline	• Conceptions of childhood, past and present • Children in history – family, work and school • History of parenting, childcare and educare • Children's rights • 'Deviant' children • Education • Children and work • Sexuality and sex education • Poverty and childhood • Representations of children through images and literature • Changing childhoods
Contact Hours/Scheduled Hours	Contact time for this module will take the form of lectures, seminars, tutorials, presentations, directed study, online engagement and e-mail contact. The following structure represents a typical delivery; the precise delivery pattern will vary from year to year. **Whole cohort events**: 22 hours **Smaller group events** (seminars, tutorials, presentations):39 hours **Guided study** (group and individual tasks, including online engagement): 11 hours
Teaching and Learning Methods	**Scheduled learning:** This includes lectures, seminars, tutorials, presentations, directed study, online engagement and e-mail contact. **Independent learning:** There is an expectation that students engage in approximately 2 hours of independent learning for each hour of contact time on a module. This work includes hours engaged with essential reading, additional reading around areas of particular interest, assignment preparation and completion and review of feedback.
Reading Strategy*	**Essential reading:** Students are encouraged to buy at least one text for this module or to ensure that they have access to the core text in collaboration with one or more course colleagues. The key texts will be listed in the module handbook and a copy of each is provided in the Library. Where texts are available as e-books, these will be available on the library website. **Further reading:** Further reading is necessary for this module, and students are encouraged to explore a variety of texts and sources around a range of issues. Many resources can be accessed online. A current list of texts is given in the module guide and revised annually. **Access and skills:** Formal opportunities for students to develop their library and information skills are provided within the induction period and the GDP. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.

	Indicative reading list: The list included as part of the module specification provides an indication of the type and level of texts which students might be expected to refer to as part of the work on this module. Current advice on additional reading will be found in the module handbook and on Blackboard.
Indicative Reading List	Cunningham, H. (2005), *Children and Childhood in Western Society Since 1500 (2nd edition).* Harlow: Pearson Cunningham, H. (2006), *The Invention of Childhood*, BBC BooksHendrick, H. (1997) *Children, Childhood and English society 1880-1990* Cambridge: University Press Holland, P., (2004) *Picturing childhood : the myth of the child in popular imagery* London Tauris Hunt, P. (1994) *An Introduction to Children's Literature* Oxford: Oxford University Press Kehily, M.J. (Ed) (2004), *An Introduction to Childhood Studies,* Maidenhead: Open University Press Montgomery, H., Burr, R. & Woodhead, M. (2003), *Changing Childhoods: Local and global*UN Convention The Rights of the Child (1989) Woodhead, M. & Montgomery, H. (eds) (2003), *Understanding Childhood: an interdisciplinary approach,* Chichester: John Wiley & Sons Ltd with the Open University

Part 3: Assessment

Assessment Strategy	The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant professional bodies. There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development. Further details of the University requirements for Assessment and Assessment Feedback can be found in F6 of Academic Regulations 2011-2012.

Identify final assessment component and element	**Component B task B**	
	A:	**B:**
% weighting between components A and B (Standard modules only)	**25%**	**75%**

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Individual poster presentation relating to the ways in which children's experiences and conceptions of childhood have changed over time. Precise title to be agreed with tutor. Up to 6 minutes presentation time and an additional 2 minutes per student for questions. Assessment Criteria: AL1, BL1 and CL1 **A: Conceptual Domain (Core) -** L1 The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study. **B: Literature Domain -** L1 The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task. **C: Contextual Domain -** L1 The assignment demonstrates that the student has an awareness of contextual factors (e.g. personal, locational, historical, political etc)	100%

influencing the area of study	
Component B FINAL **Description of each element**	**Element weighting**
A portfolio of written tasks: Task A: An analysis of an image or text relating to young children (up to 1000 words) Assessment criteria AL1, BL1, CL1 Assessment Criteria: **A: Conceptual Domain (Core) -** L1 The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study. **B: Literature Domain -** L1 The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task. **C: Contextual Domain -** L1 The assignment demonstrates that the student has an awareness of contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study **F: Values Domain -** L1 The assignment demonstrates that the student can clearly identify and articulate their own value position - and where relevant, the value position of others in relation to the area of study.	30%
Task B: An essay on a topic negotiated with module tutor and related to the learning outcomes (up to 2000 words). Assessment criteria AL1, BL1, CL1	50%
Task C: A personal reflection on an aspect of the module (up to 750 words) Assessment criteria AL1, FL1	20%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
Individual poster presentation relating to the ways in which children's experiences and conceptions of childhood have changed over time. Precise title to be agreed with tutor. Up to 6 minutes presentation time and an additional 2 minutes per student for questions.	100%
Component B FINAL **Description of each element**	**Element weighting**

A portfolio of written tasks: Task A: An analysis of an image or text relating to young children (up to 1000 words) Assessment criteria AL1, BL1, CL1 Assessment Criteria: **A: Conceptual Domain (Core) -** L1 The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study. **B: Literature Domain -** L1 The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task. **C: Contextual Domain -** L1 The assignment demonstrates that the student has an awareness of contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study **F: Values Domain -** L1 The assignment demonstrates that the student can clearly identify and articulate their own value position - and where relevant, the value position of others in relation to the area of study.	30%
Task B: An essay on a topic negotiated with module tutor and related to the learning outcomes (up to 2000 words). Assessment criteria AL1, BL1, CL1	50%
Task C: A personal reflection on an aspect of the module (up to 750 words) Assessment criteria AL1, FL1	20%
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	