

## CORPORATE AND ACADEMIC SERVICES

### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Children in society, past and present				
Module Code	UTTGP-30-1	Level	1	Version	1.2
Owning Faculty	ACE	Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA Hons Early Childhood				
UWE Credit Rating	30	ECTS 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	

<b>CAP Approval Date</b>	2 May 2012 30 May 2013 20 May 2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Locate concepts of child and childhood in a historical and modern context (Component A, B);</li> <li>2. Describe the ways in which the treatment of children has changed over time (Component A);</li> <li>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);</li> <li>4. Discuss legal definitions of child and childhood (Component B);</li> <li>5. Discuss concepts of needs and rights as applicable to children (Component B);</li> <li>6. Critically reflect on a range of issues relating to children in society (Component B);</li> <li>7. Reflect on their own views of the issues addressed (Component B).</li> </ol> <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ol style="list-style-type: none"> <li>8. Develop independent learning strategies and take responsibility for their own learning.</li> </ol>

	<p><b>9.</b> 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.</p>																																			
Syllabus Outline	<ul style="list-style-type: none"><li>• Conceptions of childhood, past and present</li><li>• Children in history – family, work and school</li><li>• History of parenting, childcare and educate</li><li>• Children’s rights</li><li>• ‘Deviant’ children</li><li>• Education</li><li>• Children and work</li><li>• Sexuality and sex education</li><li>• Poverty and childhood</li><li>• Representations of children through images and literature</li><li>• Changing childhoods</li></ul>																																			
Contact Hours/Scheduled Hours	<p>Contact time for this module will take the form of lectures, seminars, tutorials, presentations, directed study, online engagement and e-mail contact.</p> <p>The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.</p> <p><b>Whole cohort events:</b> 22 hours</p> <p><b>Smaller group events</b> (seminars, tutorials, presentations):39 hours</p> <p><b>Guided study</b> (group and individual tasks, including online engagement): 11 hours</p>																																			
Teaching and Learning Methods	<p><b>Scheduled learning:</b> This includes lectures, seminars, tutorials, presentations, directed study, online engagement and e-mail contact.</p> <p><b>Independent learning:</b> 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.</p>																																			
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5"></td></tr><tr><td colspan="4">Number of credits for this module</td><td>30</td></tr><tr><td colspan="5"></td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>300</td><td>72</td><td>228</td><td>0</td><td>300</td></tr><tr><td colspan="5"></td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p>	Key Information Set - Module data										Number of credits for this module				30						Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300					
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	<p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test</p> <p><b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project</p> <p><b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table><tr><td colspan="2">Total assessment of the module:</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td colspan="2">Written exam assessment percentage</td><td></td><td>0%</td></tr><tr><td colspan="2">Coursework assessment percentage</td><td></td><td>75%</td></tr><tr><td colspan="2">Practical exam assessment percentage</td><td></td><td>25%</td></tr><tr><td colspan="2"></td><td></td><td>100%</td></tr></table>	Total assessment of the module:								Written exam assessment percentage			0%	Coursework assessment percentage			75%	Practical exam assessment percentage			25%				100%
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Reading Strategy*	<p><b>Essential reading:</b> 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.</p> <p><b>Further reading:</b> 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.</p> <p><b>Access and skills:</b> 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.</p> <p><b>Indicative reading list:</b> 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.</p>																								
Indicative Reading List	<p>Cunningham, H. (2005), <i>Children and Childhood in Western Society Since 1500</i> (2<sup>nd</sup> edition). Harlow: Pearson</p> <p>Cunningham, H. (2006), <i>The Invention of Childhood</i>, BBC Books</p> <p>Hendrick, H. (1997) <i>Children, Childhood and English society 1880-1990</i> Cambridge: University Press</p> <p>Holland, P., (2004) <i>Picturing childhood : the myth of the child in popular imagery</i> London Tauris</p> <p>Hunt, P. (1994) <i>An Introduction to Children's Literature</i> Oxford: Oxford University Press</p> <p>Kehily, M.J. (Ed) (2004), <i>An Introduction to Childhood Studies</i>, Maidenhead: Open University Press</p> <p>Montgomery, H., Burr, R. &amp; Woodhead, M. (2003), <i>Changing Childhoods: Local and global</i> UN Convention The Rights of the Child (1989)</p> <p>Woodhead, M. &amp; Montgomery, H. (eds) (2003), <i>Understanding Childhood: an interdisciplinary approach</i>, Chichester: John Wiley &amp; Sons Ltd with the Open University</p>																								

### Part 3: Assessment

Assessment Strategy	<p>The module learning outcomes will be assessed through an individual presentation and a written assignment.</p> <p>The assessment tasks will be assessed against the following Department of Education assessment criteria:</p>
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	<p><b>A: Conceptual Domain (Core) - L1</b> The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.</p> <p><b>B: Literature Domain - L1</b> The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.</p> <p><b>C: Contextual Domain - L1</b> The assignment demonstrates that the student has an awareness of contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study</p>
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Identify final assessment component and element	Component B task B	
% weighting between components A and B (Standard modules only)	A:	B:
	25%	75%
<b>First Sit</b>		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
<p>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.</p> <p>Up to 6 minutes presentation time and an additional 2 minutes per student for questions.</p> <p>Assessment Criteria: AL1, BL1 and CL1</p>	100%	
Component B FINAL Description of each element	Element weighting	
<p>A portfolio of written tasks:</p> <p><u>Task A:</u> An analysis of an image or text relating to young children (up to 1500 words)</p> <p>Assessment criteria AL1, BL1, CL1</p>	40%	
<p><u>Task B:</u> An essay on a topic negotiated with module tutor and related to the learning outcomes (up to 2250 words).</p> <p>Assessment criteria AL1, BL1, CL1</p>	60%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
<p>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.</p> <p>Up to 6 minutes presentation time and an additional 2 minutes per student for questions.</p>	100%	

<b>Component B FINAL</b> <b>Description of each element</b>	<b>Element weighting</b>
<p>A portfolio of written tasks:</p> <p><u>Task A:</u>  An analysis of an image or text relating to young children (up to 1500 words)</p> <p>Assessment criteria AL1, BL1, CL1</p>	<p>40%</p>
<p><u>Task B:</u>  An essay on a topic negotiated with module tutor and related to the learning outcomes (up to 2250 words).</p> <p>Assessment criteria AL1, BL1, CL1</p>	<p>60%</p>
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	