



## **Module Specification**

### **Constructions of Childhood**

Version: 2025-26, v2.0, Approved

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## Part 1: Information

**Module title:** Constructions of Childhood

**Module code:** UTTGU3-30-1

**Level:** Level 4

**For implementation from:** 2025-26

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Health, Science & Society

**School:** CHSS School of Education and Childhood

**Partner institutions:** None

**Field:** Primary, Early Childhood and Education Studies

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** During this module students will explore the socio-cultural influences of childhood including historical, contemporary and international contexts.

**Features:** Not applicable

**Educational aims:** Students will be supported to compare and contrast their own experiences of childhood in order to evaluate and analyse different definitions of childhood. Students will explore the perspectives of key theorists relating to

perceptions of childhood and what may influence these perspectives. In doing this, students will be encouraged to consider the socio-cultural influences on childhood and the influence of contexts such as global, historical and religious.

**Outline syllabus:** Key theorists will be introduced to provide frameworks for analysis and critique of constructions of childhood. Students will be given the opportunity to reflect on personal experiences of childhood including the influence of family and caregivers on early childhood experiences.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** The module will employ lectures, seminars and independent study. Pre-tasks and sessions will include the use of current technology. Learning is structured so that students clearly understand the requirements of UK HE learning, and develop good assessment literacy. Academic writing support will be embedded throughout.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Compare, contrast and analyse different definitions of childhood reflecting on personal experiences and key theorists relating to perceptions of childhood.

**MO2** Consider the socio-cultural influences on childhood.

**MO3** Contextualise conceptions of childhood from different perspectives including historical and global.

**MO4** Explore perspectives of childhood with reference to contextual influences relating to issues within in early childhood.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttgu3-30-1.html) via the following link <https://uwe.rl.talis.com/modules/uttgu3-30-1.html>

## Part 4: Assessment

**Assessment strategy:** 25% Module Mark - Group Presentation (6 minutes per person with 2 minutes for questions).

TITLE: A comparative reflection on own childhoods

(suggested aspects to focus on will be covered in the module content prior to this assessment and assessment guidance will be offered).

75% Module Mark - Written Portfolio (3000 words- not including references.)

Task 1: 4 or 5 observational reflections of 1500 words (total) relating to how children are viewed (constructed) in local social contexts. Students need to consider public areas/facilities/services which are specifically aimed at children, as well as which children have access to, and reflect on:

The context of the area/service/facility (e.g. where is it being offered, what children is it aimed at, does this privileged some children and exclude others, is this representative of the diversity of society (inclusive or exclusive)?).

How might the children be being viewed in this context (e.g. what values are being held about children, what assumptions are being made)? What might be influencing how the children are viewed?

What theoretical perspectives from the literature in the module support the observations and reflections?

Task 2. A discussion of 1500 words exploring how children are constructed (viewed) in relation to a key issue we've covered in the module. The title needs to be agreed with the module tutor. The discussion should address:

The different ways children may be viewed (constructed) in relation to the issue.  
Who or what is influencing these views, e.g. culture, media, history.

The student's own value position and constructions of the child in relation to the issue.

Students must draw on theoretical perspectives from the literature in the module to support their ideas.

The assessments for this module build on the academic expectations in semester 1. The group presentation will assess core learning outcomes but will also develop collaborative working skills and encourage peer learning and support (and develop students' assessment literacy). The portfolio will provide students with opportunities to develop their academic writing and support them in exploring the implications of the research pathway. Assessed module content will link to other Year 1 modules to make strong and explicit links between theory and practice with opportunity for personal reflection.

How will students be supported to meet the assessment requirements?

The pedagogical approach for this module will include groupwork, informal presentation activities and input from lecturers to explore the rights agenda and health/wellbeing implications for children. Formative and summative feedback will support student students' assessment literacy and academic skills. Workshop sessions, tutorials and online activities will help to provide students with further opportunities for assessment support.

There will be opportunities for students to develop HE academic skills embedded within the teaching and learning. Formative assessment opportunities will be used as a diagnostic tool for staff and students through the development of a portfolio. This will focus on reflections emerging from debating opportunities which use students' readings as a stimulus. The presentation will give students the opportunity to share their understanding with peers and begin to develop transferable skills. Assessment support will link across this and other year 1 modules to provide a cohesive student experience.

### **Assessment tasks:**

#### **Presentation (First Sit)**

Description: Group Presentation - 6 minutes per person. A critical reflection to compare and contrast different experience of childhoods.

Weighting: 25 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3

### **Portfolio (First Sit)**

Description: Portfolio Tasks (3000 words total): Task 1. Observational reflections of 1500 words (total) and Task 2. A discussion of 1500 words.

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4

### **Presentation (Resit)**

Description: Group Presentation - 6 minutes per person. A critical reflection to compare and contrast different experience of childhoods.

Weighting: 25 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3

### **Portfolio (Resit)**

Description: Portfolio Tasks (3000 words total): Task 1. Observational reflections of 1500 words (total) and Task 2. A discussion of 1500 words.

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Early Childhood {Foundation}[Frenchay] BA (Hons) 2024-25

Early Childhood [Frenchay] BA (Hons) 2025-26