



Module Specification

Debating Childhoods

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Part 1: Information

Module title: Debating Childhoods

Module code: UTTGUK-30-3

Level: Level 6

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: School for Higher and Professional Education

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: This module will introduce students to a challenging agenda of questions and dilemmas which centre on children and childhood in contemporary contexts and which extends ideas relating to theories, policies and practices covered in the Early Childhood degree.

Features: Not applicable

Educational aims: This module aims to support students to think critically about specific topics and debates in early childhood which are of specific interest to them. Students will have the opportunity to debate and critically reflect on a diverse range of topics, with a view to selecting a topic for their assessments which reflects their personal and professional interests.

Outline syllabus: The topics listed are indicative and will have been encountered previously, but they are identified as areas which will continue to develop and shape childhoods:

The commercialisation of childhood.

Political ideologies and how they shape childhood.

Children's rights and agency in contemporary contexts.

Marginalised children and their experiences.

Critiquing curricula and early childhood policy.

Children's experiences of play both in and out of early childhood settings.

Part 3: Teaching and learning methods

Teaching and learning methods: Teaching and learning will be delivered through lectures and seminars, focusing on a different topic theme each week. The seminar sessions will include time for guided debate, where students will be encouraged to share their position on a provocational question linked to the weekly theme. Students will also present in small groups the results of their independent study on a topic of their choosing, supporting preparation for the module assessments. Lectures will include some sessions delivered by guest speakers who have a particular expertise in the field.

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

MO1 Apply a wide range of relevant knowledge to consider and discuss specific issues in early childhood.

MO2 Critically refer to theory, policy and research in the development of an academic discussion.

MO3 Critically discuss their own positionality, what factors impact this, and how it relates to specific issues in early childhood.

MO4 Identify and critically analyse ethical issues, demonstrating an awareness of multiple perspectives.

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/uttguk-30-3.html) via the following link <https://uwe.rl.talis.com/modules/uttguk-30-3.html>

Part 4: Assessment

Assessment strategy: What are the assessment task(s)?

Assessment 1 – Individual presentation critically exploring a current topic in early childhood.

Assessment 2 – Essay further exploring the students chosen topic, with a focus on the implications for children and ethical practice.

Why is this assessment being used?

The individual presentation will enable students to choose a current topic in early childhood which aligns to their personal and professional interests. This may be a topic previously introduced on the module/programme or the students own choice.

The presentation will offer students the opportunity to critically reflect on the chosen topic and explore their own, and others, positionality when analysing dominant discourses and alternative narratives.

The essay enables students to build on their work undertaken in the presentation with a specific focus on the implications for children and childhood arising from their topic. Students will be given the opportunity to explore these through the lens of ethical practice and suggest strategies to improve and enhance the lived experiences of young children.

The focus of both assessments enables students to draw on the wide range of topics and modules from across the 3 years of their programme, offering opportunities to consolidate their thinking, and reflect on their interests, as they continues to make plans for their careers post-graduation.

How will students be supported to meet the assessment requirements?

The pedagogical approach for this module will include groupwork, informal presentation activities in the form of weekly group enquiry tasks, and weekly debate topics, to further support students in critical analysis and understanding discourse and positionality.

The assessment strategy has also been partly planned around other module assessments; students will be undertaking significant work-related learning and completing their dissertation during this term, therefore the presentation assessment is 75% of the module and the essay assessment, which is submitted close to the dissertation, is 25%. This will hopefully take some pressure away from students at a pivotal stage in their programme.

Assessment tasks:

Presentation (First Sit)

Description: An individual presentation of 12 minutes plus a maximum of 2 minutes for questions

Weighting: 75 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Written Assignment (First Sit)

Description: Essay (2500 words)

Weighting: 25 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO4

Presentation (Resit)

Description: An individual presentation of 12 minutes plus a maximum of 2 minutes for questions

Weighting: 75 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Written Assignment (Resit)

Description: Essay (2500 words)

Weighting: 25 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Early Childhood [Frenchay] BA (Hons) 2023-24

Early Childhood {EYTS} [Frenchay] - Withdrawn BA (Hons) 2023-24

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

Early Childhood {Foundation}[Frenchay] BA (Hons) 2022-23

Early Childhood [Villa] - Withdrawn BA (Hons) 2023-24