






MODULE SPECIFICATION

| Part 1: Information | | | |
|----------------------------------|----------------------------|---------------------------|---|
| Module Title | Constructions of Childhood | | |
| Module Code | UTTGU3-30-1 | Level | 1 |
| For implementation from | September 2019 | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 |
| Faculty | ACE | Field | Primary Early Childhood and Education Studies |
| Department | Education and Childhood | | |
| Contributes towards | BA (Hons) Early Childhood | | |
| Module type: | Standard | | |
| Pre-requisites | None | | |
| Excluded Combinations | None | | |
| Co- requisites | None | | |
| Module Entry requirements | None | | |

| Part 2: Description | | |
|---|-----------------|-----------------|
| <p>During this module students will explore the socio-cultural influences of childhood including historical, contemporary and international contexts. 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.</p> | | |
| Part 3: Assessment | | |
| <p>The assessment provides appropriate challenge for year 1, semester 1 students. 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.</p> | | |
| Identify final timetabled piece of assessment (component and element) | B | |
| % weighting between components A and B (Standard modules only) | A: 25 | B: 75 |
| First Sit | | |

| Component A (controlled conditions) Description of each element | | Element weighting (as % of component) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1. Group Presentation | | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Component B Description of each element | | Element weighting (as % of component) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Portfolio | | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Resit (further attendance at taught classes is not required) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Component A (controlled conditions) Description of each element | | Element weighting (as % of component) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Presentation | | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Component B Description of each element | | Element weighting (as % of component) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Portfolio | | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Part 4: Learning Outcomes & KIS Data | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Compare, contrast and analyse different definitions of childhood A&B 2. Explore the influence of key theorists on perceptions of childhood A&B 3. Consider the socio-cultural influences on childhood A&B 4. Contextualise conceptions of childhood from a historical and global perspective A 5. Consider the roles of adults in early childhood B 6. Reflect on their personal perspectives of childhood A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Information Sets Information (KIS) | <table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="text-align: center; border: 2px solid red;">30</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center; color: red;">300</td> <td style="text-align: center; color: red;">72</td> <td style="text-align: center; color: red;">228</td> <td style="text-align: center; color: red;">0</td> <td style="text-align: center; color: red;">300</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;"></td> </tr> </tbody> </table> | | | Key Information Set - Module data | | | | | | | | | | <i>Number of credits for this module</i> | | | | 30 | | | | | | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | 300 | 72 | 228 | 0 | 300 | | | | |  |
| Key Information Set - Module data | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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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| Contact Hours | <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Total Assessment | Total assessment of the module: | | | |
| | | | | |
| | Written exam assessment percentage | | 0% | |
| | Coursework assessment percentage | | 75% | |
| | Practical exam assessment percentage | | 25% | |
| | | | 100% | |
| Reading List | <p>Cunningham, H. (2006) <i>The invention of childhood</i>. [on-line] BBC Digital.</p> <p>Heywood, C. (2001) <i>A history of childhood: children and childhood in the West from medieval to modern times</i>. Cambridge: Polity.</p> <p>Wright, H.R (2015) <i>The Child in Society</i>. London: Sage.</p> <p>Electronic reading list can be found here</p> | | | |

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| First Approval Date (PER Panel) | 27 th March 2019 | | | |
| Revision ASQC Approval Date | | Version | 1 | Link to Workspace |
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