

Module specification

| 1. Factual information | | | |
|--------------------------------|---|---------------------|---|
| Module title | NC5209: A Focus on Multiple Childhoods | | |
| Module tutor | Ciara Walsh | Level | 5 |
| Module type | Taught | Credit value | 5 |
| Mode of delivery | 100% face-to-face | | |
| Notional learning hours | 50 notional hours, made up of: Lectures: 5 hours Guest speakers: 2 hours Independent study: 43 hours | | |

| 2. Rationale for the module and its links with other modules |
|---|
| <p>This module builds upon NC4205: Principles of Equality, Diversity and Inclusion. Childhood is constructed by society and, as such, is a changing notion. Children are connected to and develop understanding of their community and the world through their experiences, so it is essential to gain an insight into children's lived lives and to consider diverse childhood experiences at both a global and local level. By drawing on children's experiences with a focus on space and place, issues of social justice that affect children now and will do so in the future, such as sustainability, poverty and inclusivity, will be critically considered.</p> |

| 3. Aims of the module |
|---|
| <p>This module will enable you to understand and examine the notion of multiple childhoods. You will examine how childhood is constructed across space and place through an historic, social and political context. Using contemporary research and current media sources, you will develop critical understanding of multiple, global childhoods through examining issues of social justice.</p> |

| 4. Pre-requisite modules or specified entry requirements |
|--|
| None. |

| 5. Is the module compensatable? |
|---------------------------------|
| No. |



| 6. Learning, teaching and assessment strategy for the module |
|---|
| Lectures Independent research activity Group tasks |



7. Intended learning outcomes *At the end of the module, learners will be expected to:*

1. Critically understand childhood globally through issues of social justice such as sustainability, poverty and inclusivity
2. Critically evaluate the construction of multiple childhoods across space and place

| A: Knowledge and understanding | B: Cognitive skills | C: Practical and professional skills | D: Key transferable skills |
|--------------------------------|---------------------|--------------------------------------|----------------------------|
| A1 | B1 | C1 | D2 |

8. Indicative content *This should provide an overview of content over the number of weeks of module delivery*

Week 1: Examining how multiple childhoods are constructed through historic, social and political contexts

Week 2: Investigating issues of social justice that affect children across space and place

This module provides opportunities for you to evidence the Early Childhood Graduate Practitioner Competencies <https://www.ecsdn.org/wp-content/uploads/2021/09/ECSDN-Booklet-Rev-July-2020.pdf>.

9. Assessment

Assessment rationale

Students will create a written response to a case study that explores constructions of multiple childhoods to demonstrate critical understanding of issues of social justice and childhood, such as sustainability, poverty and inclusivity. By applying theoretical understanding, students will build knowledge that can be taken into future practice.

| Assessment task/s | Weighting | Week submitted | Grading (Pass/Fail or %) | Module Learning Outcome(s) that the assessment task maps to |
|-------------------|-----------|----------------|--------------------------|---|
| | | | | |

| 9. Assessment | | | | |
|---|------|-----|---|-----|
| <i>Blog post:</i> Individual blog post in response to case study related to multiple childhoods | 100% | TBC | % | All |
| - 750 words | | | | |
| - Reference list | | | | |

| 10. Teaching staff associated with the module |
|--|
| Name and contact details |
| Ciara Walsh ciara.walsh@norland.ac.uk |

| 11. Core reading list | | | | |
|--|------|---|----------|-----------|
| Author | Year | Title | Location | Publisher |
| Arnott, L. and Wall, K. | 2022 | <i>The Theory and Practice of Voice in Early Childhood</i> | London | Routledge |
| Hedges, H. | 2022 | <i>Children's Interests, Inquiries and Identities. Curriculum, Pedagogy, Learning and Outcomes in the Early Years</i> | London | Routledge |
| N.J. Yelland, L. Peters, N. Fairchild, M. Tesar, M. Perez (Eds.) | 2021 | <i>The Sage Handbook of Global Childhoods</i> | London | Sage |

| 12. Other indicative text (e.g., websites) |
|---|
| The Children's Society https://www.childrensociety.org.uk/ |
| United Nations (1989) UN Convention on the Rights of the Child. Available at: https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/UNCRC-in-full.pdf [Accessed on: 2 May 2023] |



UNICEF <https://www.unicef.org.uk>

13. List of amendments since last (re)validation

| Area amended | Details | Date Central Quality informed |
|--------------|---------|-------------------------------|
| | | |



| Document Control Information | |
|-------------------------------------|---------------------------------------|
| Policy Title: | NC5209 Module specification |
| Version number: | V3.0/RD/04-09-23 |
| Owner: | Head of Learning, Teaching & Research |
| Approving Body: | Academic Board |
| Related Norland Documents: | N/A |
| Date of approval: | 4 th September 2023 |
| Date of effect: | As above |
| Frequency of review: | Annually |
| Date of next review: | August 2024 |