

Module specification

1. Factual information			
Module title	NC6203: Children's Worlds Today		
Module tutor	Viki Bennett Kane	Level	6
Module type	Taught	Credit value	20
Mode of delivery	100% face-to-face		
Notional learning hours	200 notional hours, made up of: Lectures: 20 hours Guest speaker: 8 hours Group Tutorials: 2 hours Independent learning: 170		

2. Rationale for the module and its links with other modules
A nanny must be aware of the world around them and the societal and cultural influences on the children and the families with whom they work. This module will build on NC4205: Principles of Equality, Diversity, and Inclusion as well as NC5201: Working Professionally with Parents and Carers. Students will be critically reflecting on their practice and evaluating whether this meets the demands of the modern world, including the context of globalisation.

3. Aims of the module
Childhood varies through time and space, dependent on the environment or community in which a child lives, the political, economic or global influences that may impact them or the holistic health of the individual or those closest to them. This module will examine the contemporary world in relation to these factors and analyse the trends in parenting and family life which may impact working with families. Innovative education and care practices and provision will be critically assessed, and students will consider how key information can be shared to help children thrive in the contemporary world.

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

5. Is the module compensatable?
No.



6. Learning, teaching and assessment strategy for the module

Face-to-face lectures

Tutor-led and student-led seminars and tutorials, supported by direct research of texts and journals

Self-directed study

Formative assessment

Collaboration through group work

Online tasks for information searches and research

Individual activities

Group debate

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

1. Examine the contemporary world within the context of childhood, including political, cultural and economic factors
2. Critically assess how children can be supported to understand complex social, global and environmental issues
3. Organise and systematically communicate key information to demonstrate how adults can ethically support a child to thrive in the contemporary world
4. Critically analyse the role of sustainability for promoting children’s active participation in preserving their future worlds

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A1; A2; A3	B1	C1	D2

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

- Week 1: Historical, political, economic and cultural conceptions of childhood
- Week 2: The emergence of modern childhood
- Week 3: Voice, agency and rights
- Week 4: Contemporary early childhood narratives
- Week 5: The environment and sustainability
- Week 6: Global perspectives: decolonisation, poverty, oppression, migration and conflict
- Week 7: The digitalisation of early childhood and digital literacy
- Week 8: Innovative practice and activism in early childhood

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

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

As established by the Early Childhood Studies Benchmark Statements, students must demonstrate an awareness “of issues in relation to human rights, diversity, equity, social justice, sustainability and inclusion in relation to working with babies, young children, families and communities”. This assessment asks students to do just that, with careful consideration of how these topics can be communicated to children. The use of video offers students the opportunity to utilise their digital skills through a medium that reflects children’s digital worlds. Students will be asked to provide an outline plan as part of the process.

Assessment task/s	Weighting	Week submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<p><i>Video:</i> Video of news report for children based on current issues that impact children’s worlds.</p> <ul style="list-style-type: none"> - 20 minutes - 3000 word equivalent - Outline plan (500 word equivalent) - Reference list 	100%	TBC	%	All

10. Teaching staff associated with the module

Name and contact details

Viki Bennett Kane viki.bennettkane@norland.ac.uk

10. Teaching staff associated with the module

Name and contact details

Tara Nolty tara.nolty@norland.ac.uk

11. Core reading list

Author	Year	Title	Location	Publisher
Blaise, M. and Rooney, T	2022	<i>Rethinking Environmental Education in a Climate Change Era</i>	London	Routledge
Bolshaw, P. and Josephidou, J.	2022	<i>Understanding the Media in Young Children’s Lives. An Introduction to the Key Debates</i>	London	Routledge
Elliott, S., Ärlemalm-Hagsér, A. and Davis, J.	2021	<i>Researching Early Childhood Education for Sustainability. Challenging Assumptions and Orthodoxies</i>	Abingdon	Routledge
McDowall, Clark, R.	2020	<i>Childhood in Society for the Early Years. 4th edn.</i>	London	Sage
Professor Dame Nutbrown, C. (Ed)	TBC	<i>Early childhood education: current realities and future priorities</i>	St Albans	Early Education

12. Other indicative text (e.g., websites)

Devarakonda, C. (2020). *Promoting inclusion and diversity in early years settings: a professional guide to ethnicity, religion, culture and language*. London: Jessica Kingsley Publishers

Wells, K. (2021). *Childhood in a Global Perspective*, 3rd edn. Cambridge: Policy

The Children’s Society (2022). *Good Childhood Report 2022*. Available at: <https://www.childrenssociety.org.uk/good-childhood> [Accessed: 6 April 2023]



UNICEF – Report, blogs and stories of impact. <https://www.unicef.org/>

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed



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