

Module specification

1. Factual information			
Module title	NC5209: A Focus on Multiple Childhoods		
Module tutor	Tara Noltz	Level	5
Module type	Taught	Credit value	10
Mode of delivery	100% face-to-face		
Notional learning hours	100 notional hours, made up of: Lectures: 10 hours Independent study: 90 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?
Yes – at module level.

6. Learning, teaching and assessment strategy for the module
Lectures Independent research activity



6. Learning, teaching and assessment strategy for the module
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*

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

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 contribute to a discussion about 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 collaborate in discussion to build knowledge that can be taken into future practice.

Students will be provided with a scenario-based case study and will discuss the unique challenges and consideration for practice, applying knowledge from the taught content and independent reading evidenced by the submission of a bibliography. The submission will include an annotated self-assessment rubric that is completed by the student following the discussion.

9. Assessment				
Assessment task/s	Weighting	Trimester submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<i>Live practical project:</i> Individual contribution to a response to a case study related to multiple childhoods - Annotated self-assessment rubric (1500 word equivalent)	100%	T2	%	All

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
Arnott, L. and Wall, K.	2022	<i>The Theory and Practice of Voice in Early Childhood</i>	London	Routledge
Derman-Sparks, L. and Olsen Edwards, J.	2020	<i>Anti-Bias Education for Young Children and Ourselves</i> . Second Edition	Washington	NAEYC Publication
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.childrenssociety.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
Section 1	Increase of credit value to 10 from 5, notional hours to 100 from 50 with appropriate changes to proportion of time in lectures & independent study reflected accordingly. Also removed the guest speaker session.	19/03/2025
Section 8	Indicative content elaborated upon.	19/03/2025
Section 9	Further detail provided on assessment rationale & reference list replaced with bibliography & annotated self-assessment rubric on assessment criteria. Assessment format changed from blog post to discussion.	19/03/2025
Section 9	Assessment wordcount noted as 1500 word equivalent, removed reference to length of presentation in minutes & reference to bibliography.	23/07/2025



Document Control Information	
Policy Title:	NC5209 Module specification
Version number:	V4.0/TN/24-07-25
Owner:	Tara Noltz
Approving Body:	Programme & Module Modification Panel
Related Norland Documents:	N/A
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