

Module specification

1. Factual information			
Module title	NC5209: A Focus on Constructions of Childhood		
Module tutor	Tara Nolty	Level	5
Module type	Taught	Credit value	10
Mode of delivery	100% face-to-face		
Notional learning hours	100 notional hours: Module contact hours include lectures and scheduled support sessions, and may include individual and group tutorials, support sessions, workshops and value-added curriculum activities such as external speakers and trips. Independent study: 90 hours		
2. Rationale for the module and its links with other modules			
Positioned between NC4205 Equality, Diversity and Inclusion (EDI) and NC6203 Children 's Worlds Today , NC5209 A Focus on Constructions of Childhood asks a fundamental question: <i>What is childhood?</i>			
3. Aims of the module			
In this module, students will explore historical and contemporary policy alongside cross-cultural perspectives that influence perceptions of childhood and shape children's being and becoming within society. Students will also examine dominant and alternative discourses of childhood, critically assess how a range of institutions construct and reproduce childhoods, and consider children as active agents of change. Teaching combines critical reading, policy analysis and case study reflection to encourage theoretical application and develop critical understandings of childhood.			
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 Group tasks

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

LO1: Demonstrate a critical understanding of key perspectives on the construction of childhood: historical shifts, cross-cultural differences, and children as agents of change.²

LO2: Critically evaluate different constructions of childhood and their influence on perceptions of children as both being and becoming within in society.

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 social, cultural, historic and political constructions of childhood

Investigating how constructions of childhood affect children's lived experiences.

This module provides opportunities for you to evidence the [Early Childhood Graduate Practitioner Competencies](#).

9. Assessment

Assessment rationale

Students will contribute to a discussion about a case study that explores historical and contemporary policy alongside cross-cultural perspectives that influence perceptions of childhood to demonstrate critical understandings of dominant and alternative discourses that shape children's being and becoming within society. .

9. Assessment

Students will be provided with a scenario-based case study and will discuss the unique challenges and considerations 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.

Assessment task/s	Weighting	Trimester submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
Annotated self-assessment rubric: 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 Noltz tara.noltz@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

11. Core reading list				
Author	Year	Title	Location	Publisher
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
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



Section 1	Module title changed from 'A Focus on Multiple Childhoods' to 'A Focus on Constructions of Childhood'.	28/07/2026
Section 2	Module rationale clarified.	28/07/2026
Section 7	Learning Outcomes clarified.	28/07/2026
Section 9	Change in assessment type from 'Live practical project' to 'annotated self-assessment rubric'.	28/07/2026



Document Control Information	
Policy Title:	NC5209 Module specification
Version number:	V5.0/TN/28-07-26
Owner:	Tara Noltz
Approving Body:	Programme & Module Modification Panel
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Date of effect:	As above
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Date of next review:	July 2027