

MODULE SPECIFICATION PROFORMA

<b>Module Title:</b>	Understanding the Child and Childhood	<b>Level:</b>	4	<b>Credit Value:</b>	20
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<b>Module code:</b>	EDC424	<b>Is this a new module?</b>	No	<b>Code of module being replaced:</b>	NA
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<b>Cost Centre(s):</b>	GAEC	<b>JACS3 code:</b>	X310
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<b>With effect from:</b>	September 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Kate Wagner
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	BA (Hons) Childhood, Education and Welfare	FdA Early Childhood Practice
Scheduled learning and teaching hours	48 hrs	30 hrs
Guided independent study	128 hrs	140 hrs
Placement	24 hrs	30 hrs
<b>Module duration (total hours)</b>	200 hrs	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
FdA Early Childhood Practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BA (Hons) Childhood, Education and Welfare	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval: August 16

APSC approval of modification: *Enter date of approval*

Version: 2

Have any derogations received SQC approval?

Yes  No  N/A

If new module, remove previous module spec from directory?

Yes  No

<b>Intended Learning Outcomes</b>			
Key skills for employability			
KS1	Written, oral and media communication skills		
KS2	Leadership, team working and networking skills		
KS3	Opportunity, creativity and problem solving skills		
KS4	Information technology skills and digital literacy		
KS5	Information management skills		
KS6	Research skills		
KS7	Intercultural and sustainability skills		
KS8	Career management skills		
KS9	Learning to learn (managing personal and professional development, self-management)		
KS10	Numeracy		
At the end of this module, students will be able to			Key Skills
1	Identify common assumptions about 'the child' and 'childhood' and recognise the meanings and values that are commonly attributed to concepts relating to childhood	KS1	KS5
		KS3	KS6
		KS4	KS9
2	Explain how childhood is socially constructed and the ways in which children, as social agents, shape their childhoods	KS1	KS5
		KS3	KS6
		KS4	KS9
3	Compare and contrast different perspectives on children's rights in the context of children's vulnerability and need for forms of protection, participation and empowerment	KS1	KS5
		KS3	KS6
		KS4	KS9
4	Demonstrate how socio-cultural and environmental influences impact children's lives in a range of early education and care settings. KS1	KS1	KS5
		KS3	KS6
		KS4	KS9
Transferable skills and other attributes			
<ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Time Management</li> <li>• Organisational Skills</li> <li>• Personal and professional reflection</li> <li>• Application of theory to practice</li> <li>• Independent learning</li> <li>• Problem solving</li> </ul>			

- Effective writing skills
- Analyse concepts, theories and issues of policy in relation to practice
- Evaluation
- Critical thinking

**Derogations**

None

**Assessment:**

1. Essay – a critical discussion of the concept of the social construction of childhood within the childhood discourses and the implications for practice in the early years.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Essay	100%		3000

**Learning and Teaching Strategies:**

Students access the course through a virtual learning environment (Moodle). Each module follows the same structure to enable consistency and involves students in a process of learning new content, discussing content to deepen understanding and reviewing knowledge before moving to the next session. The students are introduced to content through a variety of means designed to enhance access for students with additional learning needs. This could include reading (with audio where possible), watching videos (with transcripts where possible), screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Resource Finder.

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and a work-based portfolio. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

This module may also be delivered using blended learning, whereby aspects of the course may be taught in the classroom (i.e. Saturday Study Day) in combination with online learning.

**Syllabus outline:**

The syllabus outline has been presented as a set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course as the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

1. How can sociology, as a discipline, inform our understanding of children's lives?
2. How do we currently view children in society?
3. What role do children play as active participants who both shape and are shaped by their social world?
4. How can we relate these ideas to practice?

In exploring these question, this module will consider:

- A sociological approach to childhood
- Attitudes and values towards childhood
- The concept of the social construction of childhood
- Competing perspectives on children's rights
- Social structures and institutions that inform and situate childhood including: the family, the state, the early years setting, and school
- Child poverty, austerity and well-being
- The scholarisation of childhood
- Childhood as work
- The impact of the globalisation of childhood

The following National Occupational Standards influence the content of this module:

Unit	Area of Knowledge
Core	K12, K13, K14, K22, K23
SCDCCLD 0408	K73
SCDCCLD 0411	K68

**Bibliography:**

**Essential reading**

James, A. and Prout, A. (Eds.) (2014), *Constructing and Reconstructing Childhood; Contemporary Issues in the Sociological Study of Childhood*. Third Edition. London: Falmer Press.

McDowell Clark, R. (2016), *Childhood in Society for Early Childhood Studies*. Third Edition. Learning Matters Ltd.

**Other indicative reading**

Corsaro, W. (2014), *The Sociology of Childhood*. Fourth Edition. Thousand Oaks, CA: Pine Forge Press.

James, A. and James, A. (2004), *Constructing Childhood: theory, policy and social practice*. Basingstoke: Palgrave Macmillan. (Seminal)

Kehily, M.J. (Ed.) (2015), *An Introduction to Childhood Studies*. Third Edition. Maidenhead. Open University Press.

Leonard, M. (2015), *The Sociology of Children, Childhood and Generation*. London: Sage Publications Ltd.

Mayall, B. (2002), *Towards Sociology for Childhood*. Buckingham: OU Press. (Seminal)

McNamee, S. (2016), *The Social Study of Childhood: An Introduction*. London: Palgrave Macmillan.

**Journals**

Childhood  
Childhoods Today  
Children and Society  
Education 3-13  
International Journal of Education Childhood Education Research  
International Journal of Play

**Websites**

Thomas Coram Research Unit <http://www.ioe.ac.uk/study/departments/tcru/226.html>

Barnardo's

[http://www.barnardos.org.uk/resources/research\\_and\\_tips/research\\_and\\_publications\\_research\\_links.htm](http://www.barnardos.org.uk/resources/research_and_tips/research_and_publications_research_links.htm)

Joseph Rowntree Foundation <http://www.jrf.org.uk/>

NCB [www.ncb.org.uk](http://www.ncb.org.uk)

CCW (2013b) National Occupational Standards for Social Care, Early Years and Childcare, Cardiff: CCW (Available electronically)

<http://www.ccwales.org.uk/early-years-and-childcare-worker/>

<http://gov.wales/topics/educationandskills/earlyyearshome/?lang=en>

<https://www.estyn.gov.wales/thematic-reports>