University of the
West of England
BRISTOL

**ACADEMIC SERVICES**

## MODULE SPECIFICATION

| Part 1:  Basic Data | | | | | | |
|---|---|---|---|---|---|---|
| Module Title | The Developing Child | | | | | |
| Module Code | UTTGPW-30-1 | | Level | 1 | Version | 1.3 |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | WBL module? | No | |
| Owning Faculty | ACE | | Field | Primary, Early Childhood and Education Studies | | |
| Department | Education | | Module Type | Standard | | |
| Contributes towards | BA Hons Early Childhood (UK and Villa College route)<br>BA Hons primary Education ITE (Villa College Route only) | | | | | |
| Pre-requisites | None | | Co- requisites | | | |
| Excluded Combinations | None | | Module Entry requirements | If offered as CPD or stand alone | | |
| First CAP Approval Date | 2nd May 2012 | | | September 2018 | | |
| Revision CAP Approval Date | 1.1 30 May 2013<br>1.2 – March 16<br>26/07/2016 | | | September 2016<br>September 2016 | | |

| Part 2:  Learning and Teaching | |
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| Learning Outcomes | On successful completion of this module students will be able to:<br><br>1. Recognise connections between physical, cognitive, social and emotional development in young children; (Component A);<br><br>2. Demonstrate an understanding of growth patterns, including brain development, (Component A);<br><br>3. Demonstrate an understanding of the role of the social context in relation to the socialisation of children in various cultural contexts.(Component B);<br><br>4. Examine attachment theories and consider in relation to cultural differences in child rearing practices and child care arrangements.(Component  A/B);<br><br>5. Explore levels of resilience children hold in adverse contexts(Component B).<br><br>In addition the educational experience may explore, develop, and practise but not formally discretely assess the following:<br><br>6.  Continue to develop independent learning strategies and take responsibility for their own learning. |
| Syllabus | • Exploring the challenge to universal experience for all children; |

| Outline | |
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| | - Analysis of variety of examples of contrasting practices in time and place; |
| | - Theories of attachment; |
| | - Growth patterns pre-conception onwards; |
| | - Introduction to brain development; |
| | - Relationship between cognition and emotion; |
| | - Links between growth and development, issues of mental development |
| | - Perceptions of health |
| | - Resilience |
| Contact Hours/Scheduled Hours | Contact time for this module will take the form of lectures, seminars, tutorials, presentations, directed study, online engagement and e-mail contact. |
| | The following structure represents a typical delivery; the precise delivery pattern will vary from year to year. |
| | **Whole cohort events**: 22 hours |
| | **Smaller group events** (seminars, tutorials, presentations):39 hours |
| | **Guided study** (group and individual tasks, including online engagement): 11 hours |
| | Contact hours and patterns of delivery for Villa route may vary. |
| Teaching and Learning Methods | **Scheduled learning:** This includes lectures, seminars, tutorials, presentations, directed study, online engagement and e-mail contact. |
| | **Independent learning:** There is an expectation that students engage in approximately 2 hours of independent learning for each hour of contact time on a module. This work includes hours engaged with essential reading, additional reading around areas of particular interest, assignment preparation and completion and review of feedback. |
| Key Information Sets Information | Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. |

**Key Information Set - Module data**

| | | | | | |
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| *Number of credits for this module* | | | | 30 | |
| | | | | | |
| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | |
| 300 | 72 | 228 | 0 | 300 | ✅ |

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam**: Unseen written exam, open book written exam, In-class test
**Coursework**: Written assignment or essay, report, dissertation, portfolio, project
**Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam

| | Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description: |
|---|---|
| | <table><tr><td>Total assessment of the module:</td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td>Written exam assessment percentage</td><td></td><td>0%</td></tr><tr><td>Coursework assessment percentage</td><td></td><td>75%</td></tr><tr><td>Practical exam assessment percentage</td><td></td><td>25%</td></tr><tr><td></td><td></td><td>100%</td></tr></table> |
| Reading Strategy* | **Essential reading:** Students are encouraged to buy at least one text for this module or to ensure that they have access to the core text in collaboration with one or more course colleagues.  The key texts will be listed in the module handbook and a copy of each is provided in the Library.  Where texts are available as e-books, these will be available on the library website.

**Further reading:** Further reading is necessary for this module, and students are encouraged to explore a variety of texts and sources around a range of issues.  Many resources can be accessed online.  A current list of texts is given in the module guide and revised annually.

**Access and skills:** Formal opportunities for students to develop their library and information skills are provided within the induction period and the Academic Professional Tutor programme. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.

**Indicative reading list:** The list included as part of the module specification provides an indication of the type and level of texts which students might be expected to refer to as part of the work on this module.  Current advice on additional reading will be found in the module handbook and on Blackboard. |
| Indicative Reading List | Bee, H. (2006) 11th edition. *The Developing Child* London*:* Allyn and Bacon

Beckett,C & Taylor, H. (2010) *Human Growth and Development*, Sage

Boushel, M et al (2000*) Focus on Early Childhood* Oxford: Blackwell

Denham S.  (1998) *Emotional development in young children* London: Guildford Press

Ding, S & Littleton, K. (2005) *Children's Personal and Social Development.*  Milton Keynes:OU Press

Doherty, J. & Hughes, M. (2009) *Child Development. Theory and Practice 0 – 11.* Harlow:Pearson.  There is also a web-site to accompany this text. This is available at: http://wps.pearsoned.co.uk/ema_uk_he_doherty_childdev_1/

Donaldson, M. (1977) *Children's minds*   London: Fontana

Gerhardt, S. (2004) *Why Love Matters.  How Affection shapes a baby's brain.* London:Routledge

Gopnik, A, Meltzoff, A., Kuhl, P (1999) *How Babies Think* London:Wiedenfield

Montgomery, H. and Woodhead, M. (2003) *Changing Childhoods* Buckingham: Open University Press

Roberts, R. (2010) *Wellbeing From Birth* London, Sage

Rogoff, B. (2003) *The Cultural Nature of Human Development* Oxford: Oxford University |

Schiefflin, B. & Ochs, E. (1987) *How Kaluli children learn what to say.* Cambridge: CUP.

Smith, P.K, Cowie, H. & Blades, M. (2011) *Understanding Children's Development.* Oxford: Wiley-Blackwell

Tizard, B. & Hughes, M. (2002) 2nd ed *Young Children Learning.* London:Blackwell

| Part 3: Assessment |
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| Assessment Strategy | The module learning outcomes will be assessed through a group presentation and a written assignment. |
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| | The assessment tasks will be assessed against the following Department of Education and Childhood assessment criteria: |
| | **A: Conceptual Domain (Core) -** L1 The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study. |
| | **B: Literature Domain -** L1 The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task. |
| | **C: Contextual Domain -** L1 The assignment demonstrates that the student has an awareness of contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study |

| Identify final assessment component and element | COMP B 1 | | |
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| **% weighting between components A and B** (Standard modules only) | | **A:** | B: |
| | | **25** | **75** |

| **First Sit** | |
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| **Component A** (controlled conditions)<br>**Description of each element** | **Element weighting** |
| Component A 25% Presentation<br><br>A group presentation on a choice of titles relating to central module issues e.g. Critiquing attachment theory; exploring links between developmental domains; exploring biological and environmental factors in relation to prenatal and neonatal brain development.<br><br>Usually in groups of 2-3, up to 6 minutes presentation time per student and an additional 2 minutes per student for questions.<br><br>Assessment Criteria: AL1, BL1 and CL1 | 100% |
| **Component B FINAL**<br>**Description of each element** | **Element weighting** |
| An essay on an issue relating to socialisation of children in various contexts. Students may choose a title from a selection offered by the module leader or negotiate their own title with their tutor (3750 words).<br><br>Assessment criteria AL1, BL1, CL1 | 100% |

| **Resit (further attendance at taught classes is not required)** | |
|---|---|
| **Component A** (controlled conditions)<br>**Description of each element** | **Element weighting** |
| Component A 25% Presentation<br><br>An individual presentation on a choice of titles relating to central module issues e.g. Critiquing attachment theory; exploring links between developmental domains; exploring biological and environmental factors in relation to prenatal and neonatal brain development.<br><br>Up to 6 minutes presentation time per student and an additional 2 minutes per student for questions.<br><br>Assessment Criteria: AL1, BL1 and CL1 | 100% |
| **Component B1 FINAL**<br>**Description of each element** | **Element weighting** |
| An essay on an issue relating to socialisation of children in various contexts. Students may choose a title from a selection offered by the module leader or negotiate their own title with their tutor (3750 words).<br><br>Assessment criteria AL1, BL1, CL1 | 100% |
| If a student is permitted a **RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences. | |