University of the
West of England
UWE BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	The Developing Child					
Module Code	UTTGPW-30-1		Level	1	Version	1.1
Owning Faculty	ACE		Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA Hons Early Childhood BA Hons Education and Early Childhood					
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
Valid From	September 2012		Valid to	September 2018		

CAP Approval Date	
	2nd May 2012

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Demonstrate an understanding of the role of the social context in relation to the socialisation of children in various cultural contexts.(Component B1/2); 2. Examine attachment theories and consider in relation to cultural differences in child rearing practices and child care arrangements.(Component A); 3. Recognise connections between physical, cognitive, social and emotional development in young children; (Component A); 4. Demonstrate an understanding of growth patterns, including brain development, (Component B1/2); 5. Examine constructions of 'normal' development in relation to physical, cognitive and social maturation and perceptions of health (Component B1/2); 6. Explore issues relating to identification of developmental and learning differences (Component B1/2); 7. Explore levels of resilience children hold in adverse contexts (Component B1/2).

	In addition the educational experience may explore, develop, and practise but not formally discretely assess the following: **8.** Continue to develop independent learning strategies and take responsibility for their own learning.
Syllabus Outline	• Exploring the challenge to universal experience for all children; • Analysis of variety of examples of contrasting practices in time and place; • Exploring the contribution of different disciplines to children's development; • Theories of attachment; • Growth patterns pre-conception onwards; • Brain development; • Constructions of 'normal' physical, cognitive and social development; • Critique conceptions of normal development in relation to contextual factors; • Perceptions of health; • Relationship between cognition and emotion; • Links between growth and development, issues of mental development • 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
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.
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 GDP. 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. |
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| 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 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. & 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	
Assessment Strategy	The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant professional bodies.

There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development.

Further details of the University requirements for Assessment and Assessment Feedback can be found in F6 of Academic Regulations 2011-2012. |

Identify final assessment component and element	**COMP B 2**		
% weighting between components A and B (Standard modules only)		**A:**	**B:**
		25%	**75%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1.A group presentation relating to the significance of attachment theories for children's development. Usually in groups of 2-3, up to 6 minutes presentation time per student and an additional 2 minutes per student for questions. For a group/paired presentation students will normally be given a group mark. Students can refer to notes but should not read from a prewritten script Assessment Criteria: AL1, BL1 and CL1 **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	100%
Component B **Description of each element**	**Element weighting**
1. An essay on the role of social context in the socialization of children. Students may choose a title from a selection offered by the module leader or negotiate their own title with their tutor (up to 2000 words). Assessment criteria AL1, BL1, CL1	50%
2. An essay on an issue related to child development. Students may choose a title from a selection offered by the module leader or negotiate their own title with their tutor (up to 2000 words). Assessment criteria AL1, BL1, CL1	50%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1.An individual presentation relating to the significance of attachment theories for children's development. Up to 6 minutes presentation time and an additional 2 minutes for questions. Assessment Criteria: AL1, BL1 and CL1	100%
Component B2 **Description of each element**	**Element weighting**
1.An essay on the role of social context in the socialization of children. Students may choose a title from a selection offered by the module leader or negotiate their own title with their tutor (up to 2000 words). Assessment criteria AL1, BL1, CL1	50%
2.An essay on an issue related to child development. Students may choose a title from a selection offered by the module leader or negotiate their own title with their tutor (up to 2000 words). Assessment criteria AL1, BL1, CL1	50%
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	