University of the West of England
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	30th May 2013

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

	• 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
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					
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:	

Total assessment of the module:		
Written exam assessment percentage	0%	
Coursework assessment percentage	75%	
Practical exam assessment percentage	25%	
	100%	

| 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, 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. |
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	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

Assessment Strategy	The module learning outcomes will be assessed through a group presentation and a written assignment. The assessment tasks will be assessed against the following Department of Education 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		
% 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**
A group presentation relating to the connections between physical, cognitive, social and emotional development in young children. 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	100%
Component B FINAL **Description of each element**	**Element weighting**
1. 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). Assessment criteria AL1, BL1, CL1	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
An individual presentation relating to the connections between physical, cognitive, social and emotional development in young children. Up to 6 minutes presentation time and an additional 2 minutes for questions. Assessment Criteria: AL1, BL1 and CL1	100%
Component B1 FINAL **Description of each element**	**Element weighting**
1. 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). Assessment criteria AL1, BL1, CL1	100%
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.	