



## **Module Specification**

### **Child Development and Learners' Lives**

Version: 2025-26, v3.0, Approved

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## Part 1: Information

**Module title:** Child Development and Learners' Lives

**Module code:** UTTGYT-15-1

**Level:** Level 4

**For implementation from:** 2025-26

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**College:** College of Health, Science & Society

**School:** CHSS School of Education and Childhood

**Partner institutions:** None

**Field:**

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module will explore children's physical, emotional, social and cognitive development and how this impacts on children's lives and learning experiences. Environmental and socio-cultural contexts will be introduced, along with the impact of specific learning needs, curriculum contexts, pedagogic styles, and inclusive practice.

**Features:** Not applicable

**Educational aims:** Develop students' theoretical understanding of child and adolescent development.

Explore the impact of a range of environmental and social-cultural variables on children's development, wellbeing and learning.

Provide opportunities to explore additional learning needs and disabilities.

Support students to reflect on their own learning experiences with reference to the themes of the module.

**Outline syllabus:** The module may cover the following topics:

Child and adolescent development.

Problematising a development lens.

Environments, contexts & experiences impacting development & well-being.

Engagement with literacy.

Symbolic representation.

Impacts on education.

Additional needs & identification.

Exploring concepts & positioning.

Introduction to principles of good inclusive practice.

Relationship between curriculum, pedagogical choices and children's learning.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Scheduled learning involves input from university tutors and includes lectures, seminars, tutorials, workshops and online engagement. Independent learning includes essential and extended reading, preparation for seminars, and assignment preparation and completion.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Students will critically evaluate approaches to child development and evidence an understanding of Key Milestones.

**MO2** Demonstrate awareness of contrasting environments and contexts including additional needs and disabilities.

**MO3** Critically evaluate and communicate how child development theory and contextual factors influence the child.

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttgyt-15-1.html) via the following link <https://uwe.rl.talis.com/modules/uttgyt-15-1.html>

## **Part 4: Assessment**

**Assessment strategy:** This module has one assessment. The written assignment (2000 word assessment) will focus on developmental theorists, understanding of children's contexts and development, and additional needs.

To facilitate students to succeed, they co-develop writing frames with the tutor in the module to break down the assignment into shorter sections which relate to specific aspects of the module. They also have the opportunity during taught time to use their feedback from the first module to feedforward into this assignment.

**Assessment tasks:**

**Written Assignment** (First Sit)

Description: Written assessment (2000 words)

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Written Assignment (Resit)**

Description: Written assessment (2000 words)

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Primary Education with Qualified Teacher Status [Frenchay] BA (Hons) 2025-26