University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Child Development and the Life Course				
Module Code	UTTGQ4-30-1		Level	1	Version	1.1
Owning Faculty	ACE		Field		Primary, Early Childhood and Education Studies
Contributes towards	BA(Hons.) Education, Learning & Development BA(Hons.) Education & Early Childhood FdA Educational Support				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2013		Valid to	September 2019	

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. Demonstrate factual knowledge of child development from birth and through adolescence and the ensuing life course with acknowledgement of differing cultural beliefs and practices (Comp A) 2. Show awareness of societal measures of 'normality' and 'success' etc. and factors that may impinge upon these abilities (Comp B) 3. Articulate factors relating to the life course from the perspectives of culture, history, sociology, psychology, philosophy, anthropology & epidemiology (Comp B) 4. Show as awareness of basic economic, social & cultural capitals and their impact on the life course (Comp B) 5. Develop a narrative illustrating a familiarity with the concepts of attachment, loss and bereavement (Comp B) 6. Show a basic knowledge of research processes through execution of a small-scale piece of empirical research (Comp A) "In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following" Work as an independent and self -motivated learner
Syllabus Outline	1. Ethics (including the BERA guidelines)

	2. Physical & mental development & the contested concept of 'normality'
	3. throughout the life course
	4. The family: differing constructions
	5. Attachment, loss & resilience
	6. Adoption & fostering
	7. Definitions of childhood & youth, young adulthood, middle and old age: social & historical constructions
	8. Race, ethnicity, gender & sexualities
	9. Definitions of Life Course (e.g. from the World Health Organisation and the European Union)
	10. Legislation relevant to module themes (e.g. Mental Health Act 2005)
	11. Longitudinal studies of human growth and development (e.g. the Avon Longitudinal Study of Parents and Children)
	12. Research method: conducting an interview, ethics, data analysis, writing
Contact Hours/Scheduled Hours	Contact time on this module is organised through a range of strategies including lectures and tutorials. Contact time will also be composed of virtual forms of communication using email discussion groups, virtual learning environments (VLEs) and other technology-aided means. A detailed breakdown of a typical pattern of delivery for this module is as follows although 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 Activities (SLAs)** **Lectures** A whole year group lecture will normally take place every week. Lectures are seen as opportunities for tutors to set out the main ideas and perspectives on a topic. The aim is to challenge students' thinking and raise questions that they can then resolve through reading and reflection and through discussion at the seminar. **Seminars** Seminars will be held weekly and are the key learning and teaching sessions, giving students the opportunity to develop their own critical perspectives on the issues in hand. Seminars may include the following elements: • discussion of issues and perspectives raised in the lecture and in preparatory reading • tutor input • film or other media • students presentations • a plenary at which small groups report back & discuss their findings. **Directed Activities** These are independent individual or group activities, normally involving reading, data-analysis or other forms of research, and discussion **Tutorials** These take place in smaller groups. They give students an opportunity to clarify points raised in lectures and seminars, discuss ideas for the assessment task and consider their progress in learning in the module. **Independent Learning Activities** This work includes hours engaged with essential reading in preparation for and to follow SLAs, additional reading around areas of particular interest, assignment preparation and completion and review of feedback. The total study time associated with the module is approximately 300 hours, of which 72 hours will normally be in the form of SLAs.
Reading Strategy*	**Essential Reading** Any essential reading will be indicated clearly, along with the method for accessing it,

	e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.
	Further Reading
	Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be 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 following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. CURRENT advice on additional reading will be available via the module guide or Blackboard pages.
Indicative Reading List	**Journals**
	Journal of Child Psychology & Psychiatry
	Growth Development & Health
	Advances In Life Course Research
	Journal of Vocational Education & Training
	Longitudinal and Life Course Studies
	Books
	Doherty & Hughes, M (2009) *Child Development* Harlow: Pearson Education
	Fadiman, A. (1997). *The Spirit Catches You & You Fall Down.* New York. Noonday Press.
	Howe, D. (2011).*Attachment Across the Life Course: a brief introduction.* Oxford. Palgrave Macmillan
	Hutchison, E. (2010) *Dimensions of Human Behaviour: the changing* life *course.* 4th edition. London. Sage. (Includes podcasts).
	Kubler Ross. E. (1969) *On death & dying.* New York. Simon & Schuster/ Touchstone.
	Lynch, T. (2000) *Bodies in Motion and at Rest.* London. Cape**.**
	Priestley, M. (2003).*Disability: a life course approach.* Oxford. Blackwell
	Websites
	www.who.int/ageing/en www.education.gov.uk www.unicef.org
	www.bera.ac.welcome.find www.unesco.org www.savethechildren.org

*Please note that this is currently under review and new guidance may be issued in 2012

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		**B**	
% 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 5 minute individual presentation based on data gathered resulting from the interview carried out with someone from a local authority / staff from a community organisation. These might include organisations from the local government or charitable sectors (to be negotiated with the tutor). Assessment Criteria: AL1 (conceptual), DL1 (research) **A: Conceptual Domain (Core)** The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study. **D: Research Domain** The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded.	100
Component B **Description of each element**	**Element weighting**
A written report (3750 words) Assessment Criteria: AL1 (Conceptual), BL1 (literature), EL1 (ethics) **A: Conceptual Domain (Core)** 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** The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task. **E: Ethical Domain** The assignment demonstrates that the student has an awareness of ethical issues associated with the area of study.	100

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
A 5 minute individual presentation based on data gathered resulting from the interview carried out with someone from a local authority / staff from a community organisation. These might include organisations from the local government or charitable sectors (to be negotiated with the tutor). Assessment Criteria: AL1 (conceptual), DL1 (research)	100
Component B **Description of each element**	**Element weighting**
A written report (3750 words) Assessment Criteria: AL1, BL1, EL1	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.	