



Module Specification

Child Development and the Life Course

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Part 1: Information

Module title: Child Development and the Life Course

Module code: UTTGQ4-30-1

Level: Level 4

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Primary, Early Childhood and Education Studies

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: Not applicable

Features: Not applicable

Educational aims: In addition to the learning outcomes, the educational experience may explore, develop, and practise but not formally discretely assess the following:

Work as an independent and self-motivated learner

Outline syllabus: Ethics (including the BERA guidelines)

Physical and mental development and the contested concept of 'normality'

Throughout the life course

The family: differing constructions

Attachment, loss and resilience

Adoption and fostering

Definitions of childhood and youth, young adulthood, middle and old age: social and historical constructions

Race, ethnicity, gender and sexualities

Definitions of Life Course (e.g. from the World Health Organisation and the European Union)

Legislation relevant to module themes (e.g. Mental Health Act 2005)

Longitudinal studies of human growth and development (e.g. the Avon Longitudinal Study of Parents and Children)

Research method: conducting an interview, ethics, data analysis, writing

Part 3: Teaching and learning methods

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 and 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.

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.

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

MO1 Demonstrate factual knowledge of child development from birth and through adolescence and the ensuing life course with acknowledgement of differing cultural beliefs and practices

MO2 Show awareness of societal measures of 'normality' and 'success' etc. and factors that may impinge upon these abilities

MO3 Articulate factors relating to the life course from the perspectives of culture, history, sociology, psychology, philosophy, anthropology and epidemiology

MO4 Show as awareness of basic economic, social and cultural capitals and their impact on the life course

MO5 Develop a narrative illustrating a familiarity with the concepts of attachment, loss and bereavement

MO6 Show a basic knowledge of research processes through execution of a small-scale piece of empirical research

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

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

Part 4: 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.

Assessment Criteria:

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.

BL1: Literature Domain: The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.

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.

E: Ethical Domain: The assignment demonstrates that the student has an awareness of ethical issues associated with the area of study.

Assessment components:

Presentation (First Sit)

Description: An 8 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), BL1, DL1 (research)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO6

Report (First Sit)

Description: A written report (3750 words)

Assessment Criteria: AL1 (Conceptual), BL1 (literature), EL1 (ethics)

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4, MO5

Presentation (Resit)

Description: A 8 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), BL1, DL1 (research)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO6

Report (Resit)

Description: A written report (3750 words)

Assessment Criteria: AL1, BL1, EL1

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4, MO5

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Educational Support [COBC] FdA 2023-24

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Educational Support [Frenchay] FdA 2023-24