




### MODULE SPECIFICATION

Part 1: Information			
Module Title	Child Development and the Life Course		
Module Code	UTTGG4-30-1	Level	1
For implementation from	September 2019		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	Primary Early Childhood and Education Studies
Department	Education and Childhood		
Contributes towards	FdA Educational Support (CoBC)		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description	
	<ul style="list-style-type: none"> <li>Principles and theories of development across the life course.</li> <li>The family: differing constructions; attachment; loss &amp; resilience; adoption &amp; fostering</li> <li>Definitions of childhood &amp; youth, young adulthood, middle and old age: social &amp; historical constructions</li> <li>Race, ethnicity, gender &amp; sexualities</li> <li>Legislation relevant to module themes</li> <li>Research method: conducting an interview, ethics, data analysis and writing, including reference to BERA.</li> </ul>

Part 3: Assessment		
<p>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.</p> <p>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.</p> <p>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).</p> <p><b>A: Conceptual Domain (Core)</b> The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.</p> <p><b>BL1: Literature Domain:</b> The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.</p> <p><b>D: Research Domain</b> 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.</p> <p><b>E: Ethical Domain</b> The assignment demonstrates that the student has an awareness of ethical issues associated with the area of study</p>		
Identify final timetabled piece of assessment (component and element)	<b>Component B</b>	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b> 25%	<b>B:</b> 75%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Presentation 8 minutes (1250 word equivalent) or). Assessment Criteria: AL1 (conceptual), BL1, DL1 (research)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. A written report (3750 words) Assessment Criteria: AL1 (Conceptual), BL1 (literature), EL1 (ethics)	100%	

<b>Resit (further attendance at taught classes is not required)</b>											
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>										
1. Presentation 8 minute (1250 word equivalent) Assessment Criteria: AL1 (conceptual), BL1, DL1 (research)	100%										
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>										
1. A written report (3750 words) Assessment Criteria: AL1, BL1, EL1	100%										
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.											
<b>Part 4: Learning Outcomes &amp; KIS Data</b>											
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of child development from birth and through adolescence and the ensuing life course with acknowledgement of differing cultural beliefs and practices (Comp A, Comp B)</li> <li>2. Show an awareness of societal measures of 'normality' and 'success' etc. and factors that may impinge upon these abilities (Comp B)</li> <li>3. Show an awareness of economic, social &amp; cultural perspectives and their impact on the life course (Comp B)</li> <li>4. Develop a narrative illustrating a familiarity with the concepts of attachment, loss and bereavement and transition (Comp B)</li> <li>5. Show a basic knowledge of research processes through small-scale empirical research (Comp A)</li> </ol> <p>In addition the educational experience may explore, develop, and practise but not formally assessed. Work as an independent and self -motivated learner</p>										
Key Information Sets Information (KIS)	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which a requirement is 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.</p> <p style="text-align: center;"><b><u>Key Information Set - Module data</u></b></p> <p style="text-align: right;">Number of credits for this module <span style="border: 1px solid black; padding: 2px;">30</span></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 20%;">Scheduled learning and teaching study hours</th> <th style="width: 20%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 25%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td></td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p style="text-align: right;"></p>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228		300
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300	72	228		300							
Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p>										

Total Assessment	<p>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:</p> <table border="1" data-bbox="660 304 1321 535"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>25%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>75%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		25%		Coursework assessment percentage		75%		Practical exam assessment percentage							100%
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Reading List	<p>Additional digital materials are made available through Blackboard.  <i>Further information and guidance on reading lists and digitisation are available at <a href="https://intranet.uwe.ac.uk/tasks-guides/Collection/using-readinglists">https://intranet.uwe.ac.uk/tasks-guides/Collection/using-readinglists</a></i></p> <p><b>Journals</b>  Journal of Child Psychology &amp; Psychiatry  Growth Development &amp; Health  Advances In Life Course Research  Journal of Vocational Education &amp; Training  Longitudinal and Life Course Studies</p> <p><b>Books</b>  Doherty &amp; Hughes, M (2009) <i>Child Development</i> Harlow: Pearson Education  Fadiman, A. (1997). <i>The Spirit Catches You &amp; You Fall Down</i>. New York. Noonday Press.  Howe, D. (2011). <i>Attachment Across the Life Course: a brief introduction</i>. Oxford. Palgrave Macmillan  Hutchison, E. (2010) <i>Dimensions of Human Behaviour: the changing life course</i>. 4<sup>th</sup> edition. London. Sage. (Includes podcasts).  Kubler Ross. E. (1969) <i>On death &amp; dying</i>. New York. Simon &amp; Schuster/ Touchstone.  Lynch, T. (2000) <i>Bodies in Motion and at Rest</i>. London. Cape.  Priestley, M. (2003). <i>Disability: a life course approach</i>. Oxford. Blackwell</p> <p><b>Websites</b>  <a href="http://www.who.int/ageing/en">www.who.int/ageing/en</a>    <a href="http://www.education.gov.uk">www.education.gov.uk</a>    <a href="http://www.unicef.org">www.unicef.org</a>  <a href="http://www.bera.ac.welcome.find">www.bera.ac.welcome.find</a>    <a href="http://www.unesco.org">www.unesco.org</a>    <a href="http://www.savethechildren.org">www.savethechildren.org</a></p>																				

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First CAP Approval Date	30 <sup>th</sup> May 2013			
Revision SUVP Approval Date	1 <sup>st</sup> March 2019	Version	2	<a href="#">Link to module profile</a> CAR ID 4816