



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Perspectives on the Life Course				
Module Code	UZVSMA-30-1	Level	1	Version	1
Owning Faculty	Health & Applied Sciences	Field	Health and Social Sciences		
Contributes towards	BSc (Hons) Social Work				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	Sept 2013		Valid to	Sept 2019	

<b>CAP Approval Date</b>	June 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>Social work is involved with people across the life course and at different stages of life. This module engages with psychosocial approaches to human growth and development across the whole life course and introduces students to many of its central themes and perspectives.</p> <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand theories, themes, and trends relating to human growth and development through the life course, from infancy to old age (Component A &amp; B).</li> <li>2. Draw upon a range of knowledge and evidence from the social sciences and psychology that is applied to human growth and development: e.g. child development; the transitions to adulthood; ageing and older age; and end of life (Component A &amp; B).</li> <li>3. Demonstrate understanding of the importance of global social and economic contexts, and diversity and difference in the life course (Component A &amp; B).</li> <li>4. Explain how theories of human growth and development can inform social work practice (Component B)</li> <li>5. Reflexively evaluate and contextualise personal experience in relation to the themes of the life course (Component B).</li> <li>6. Recognise diverse sources of evidence, and know the difference between sources of evidence (Component A).</li> <li>7. To communicate clearly and effectively in both written and verbal forms (Component A &amp; B).</li> </ol>

Syllabus Outline	<p><i>1. Specific areas of human growth and development and their relevance to social work practice:</i></p> <p>Child development: key milestones; life-stage theories of development; cognitive development and theories of learning; psychosocial development; attachment theories and recent trends; cross-cultural development.  Adolescence and transitions to adulthood; dependence and independence; resilience; adolescence and identity.  Adulthood: maturity; love, relationships and family; challenges to development - stigma, mental health and impairment, disability, violence.  Ageing and older age: theories of ageing; activity, disengagement and disruption; inequality and later life; ageism  End of life: loss; theories of grief; cultural perspectives on death and dying.</p> <p><i>2. Theories and key perspectives:</i></p> <p>Sociological perspectives on identity and the life course; critical perspectives; social construction of childhood; self and identity; difference and diversity in a global context; inequality; theories of power, discrimination and prejudice; social class and identity; gender, age, race and ethnicity; sexuality, disability; cross-cultural comparisons; postmodern perspectives . Psychological, psychoanalytical, and psychosocial theories on identity and the life course: growth and development; difference; attachment and separation; resilience; vulnerability.</p> <p><i>3. Key concepts:</i></p> <p>A range of issues to be explored through understanding the life course: independence; transitions, change, networks and relationships, parenting, resilience, power, vulnerability, and risk.</p> <p><i>4. Approaches to Evidence</i></p> <p>Sources of evidence; hierarchies of evidence; searching for evidence  Introduction to understanding evidence appraisal and ethical conduct; the value of theory and evidence for practice</p>
Contact Hours/Scheduled Hours	72 hours contact time including lectures workshops and seminars. On line engagement on a weekly basis across the course of the module delivery. Small group work, phone and email contact across the course of the module.
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures, seminars, and group discussion. Seminars will focus on application to practice,</p> <p>Technology Enhanced Learning: The module will be supported by BlackBoard. The programme will develop a resource, e.g. Pebblepad, to support students learning across the programme and to contribute to the assessment of readiness for direct practice. Students will be encouraged to use an electronic reflective diary in relation to the module. Students will be encouraged and supported to engage with eLearning resources relating to law for social work practice.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, seminar preparation, assignment preparation and completion. These sessions constitute an average time per level as indicated in the table below.</p>
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.

<b>Key Information Set - Module data</b>				
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		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:

Written exam assessment percentage	50%
Coursework assessment percentage	50%
Practical exam assessment percentage	
	100%

Reading Strategy	<p>Students will be expected use a least one core text for the module. Reading suggested will cover theory, research and social work practice.</p> <p>Students will be directed to reading which is available electronically through Blackboard. Students will also be expected to read more widely by identifying relevant material using the module handbook, the library catalogue and a variety of bibliographic and full text databases. A session will also look at sources of evidence and how to search for literature.</p>
Indicative Reading List	<p>Crawford, K. and Walker, J. (2010) <i>Social Work and Human Development</i>. Exeter: Learning Matters.</p> <p>Green, L. (2010) <i>Understanding the Life Course</i>. Bristol: Polity Press.</p> <p>Beckett, C. and Taylor, H. (2010) <i>Human Growth and Development</i>. 2<sup>nd</sup> ed. London: Sage.</p> <p>Frost, L. and McClean, S. (2013). <i>Thinking about the Lifecourse: a Psychosocial Introduction</i>. Basingstoke: Palgrave Macmillan.</p> <p>Heller, T. and Harris, S. (2012) <i>Disability Through the Life Course</i>. London: Sage.</p> <p>Hockey, J. (2003) <i>Social Identities Across the Life Course</i>. Basingstoke: Palgrave MacMillan.</p> <p>Hunt, S. (2005) <i>The Life Course: A Sociological Introduction</i>. Basingstoke: Palgrave Macmillan.</p>

Robinson, L. (2007) *Cross-cultural Child Development for Social Workers*.  
Basingstoke: Palgrave Macmillan.

### Part 3: Assessment

Assessment Strategy	This module is assessed through a written assignment and a seen timed assignment under examination conditions. The combination of approaches is intended to comprehensively assess the range of learning outcomes of the module
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Identify final assessment component and element	<b>Component B</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50</b>	<b>50</b>

<b>First Sit</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>
1. 2 hour seen timed assignment	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>
1. 2500 word essay	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> <i>(as % of component)</i>
1. 2 hour seen timed assignment	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>
1. 2500 word essay	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.