

**Module Outline**

**Part 1- as validated**

1.	<b>Title</b>	<b>Child development</b>
2.	<b>Level *</b>	<b>4</b>
3.	<b>Credits</b>	<b>20</b>
4.	<b>Indicative Student Study Hours</b>	<b>200 hours</b> <b>Taught class sessions: 36 hours</b> <b>Independent Study: 164 hours</b>
5.	<b>Core (must take and pass), Compulsory (must take) or Optional</b>	<b>Compulsory</b>

**5. Brief Description of Module (purpose, principal aims and objectives)**

The purpose of this module is to provide students with an understanding of how children develop by exploring concepts, principles, theory and practice underpinning specific aspects of child development. Central to this understanding is the development of skills in observing and assessing children and of interpreting those observations.

The module will give an overview of approaches to understanding child development and requires students to recognise why it is important for a practitioner to study this topic. Students will explore major theories of child development, classic theorists are considered alongside more contemporary researchers. This module equips students with the skills required to undertake observations on a selected child aged 0-11 years.

The module is taught via workshop sessions, directed study and independent study.

**6. Learning Outcomes - On successful completion of this module a student will be able to:**

*(Add more lines if required)*

1.	Examine the stages of development from birth up to 11 years outlining the developing skills of the selected child (SBS 1.3)
2.	Select and comment on the work of two theorists, relating it to the selected child's development (SBS 2.2)
3.	Evaluate the importance of recognising atypical development (SBS 1.4)

Generic learning outcomes	
4.	Manage their own time in the preparation of course work
5.	Produce a written submission to a defined standard

## 7. Assessment

**Pass on aggregate or Pass all components**  
*(modules can only be pass all components if this is a PSRB requirement)*

### Summary of Assessment Plan

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Blog	100%	Yes	2500 words	1 -5	

### Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

The summative assessment

Students will produce a blog for submission that evaluates the 2 observations on a selected child aged 0-11 to meet Learning Outcomes 1, 2 and 3. Within the blog, students will include 2 observation cover sheets and 2 observation records.

Formative support

Within sessions students will be encouraged to experiment with blog platforms and ways in which they can present their observation material.

Links to work experience

A blog submission will allow students to use multiple resources, including textual and non textual sources and to develop their skills of analysis beyond text-based resources. The method will additionally develop student's ICT literacy.

**8. Summary of Pre and / or Co Requisite Requirements**

None

**9. For use on following programmes**

BA (Hons) Early Years and Primary Education Studies

**Module Specification****Part 2- to be reviewed annually**

<b>1. Module Leader</b>	<b>TBC</b>
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**2. Indicative Content**

1. Stages of child development
2. Principles of development: physical
3. Principles of development: cognitive
4. Principles of development: language
5. Principles of development: emotional
6. Principles of development: social
7. Theories and models of development
8. Recognising atypical development
9. Assessment of children and practice in observing
10. Approaches to studying the developing child – observation and other research methods
11. How to evaluate those observations using theories of child development and learning
12. Making recommendations based on theories of child development and learning

**3. Delivery Method** *(please tick appropriate box)*

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
<b>X</b>					

If the Delivery Method is **Classroom Based** please complete the following table:

	<b>Activity (lecture, seminar, tutorial, workshop)</b>	<b>Activity Duration - Hrs</b>	<b>Comments</b>	<b>Learning Outcomes</b>
<b>1</b>	Lecture	36	Taught contact time	1 - 5
<b>2</b>	Independent Study	164		
	<b>Total Hours</b>	<b>200</b>		
If delivery method is <i>not</i> classroom based state lecturer hours to support delivery				Each student receives two 20 minutes academic tutorials per module

#### 4. Learning Resources

*To include contextualised Reading List.*

##### Highly recommended - 3

Crowley, K. (2017) *Child Development*, 2nd edition, London: Sage.

Neaum, S. (2016) *Child Development for Early Years Students and Practitioners*, 3rd edition, London: Learning Matters.

Palaiologou, I. (2019) *Child Observation: a guide for students of early childhood*, 3rd edition, London: Learning Matters.

##### Recommend – 3

Cohen, L.E and Waite-Stupiansky, S. (2017) *Theories of Early Childhood Education: developmental, behaviourist and critical*, Abingdon: Routledge.

Fitzgerald, D. and Maconochie, H. (2019) *Early Childhood Studies: a student's guide*, London: Sage.

Lindon, J. and Brodie, K. (2016) *Understanding Child Development 0-8 Years*, 4th edition, London: Hodder Education.

##### Journals and websites

The Early Education Journal [Online]. Available from: <https://early-education.org.uk/early-education-journal> [Accessed 2 April 2020].

Early Years [Online]. Available from: <https://wv-colchester.olib.oclc.org/webview/?oid=346016> [Accessed 2 April 2020].

Early Years Educator [Online]. Available from: <https://wv-colchester.olib.oclc.org/webview/?oid=326593> [Accessed 2 April 2020].

**Memberships**

TACTYC (2020) Association for Professional Development in Early Years [Online]. Available from: <https://tactyc.org.uk/> [Accessed 2 April 2020].